

THE RELIABILITY-VALIDITY STUDY FOR THE EGO RESILIENCY SCALE (TEACHER-MOTHER-FATHER FORMS) FOR CHILDREN AGED BETWEEN 5 AND 6

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Abstract: Even though the number of psychological resiliency-related studies has increased, in Turkey, in recent years, the number of studies regarding preschool children is still inadequate. Studies that measure, improve, and support the psychological-resiliency of preschool children carry grave importance. Measuring instruments should be developed or adapted in order for subject-related studies to be conducted. Taking this into consideration, the purpose of this study is to conduct reliability-validity studies for the Children's Ego Resiliency Scale's Teacher, Mother, and Father Forms, developed for preschool children. The 12-item scale is a 9-point likert-type measuring instrument developed to set forth the ego-resiliency of children based on the views of their parents or teachers. The study group comprised of 120 children, aged between 5 and 6, from families with low socio-economic background, attending preschool, and their parents (120 mothers and 120 fathers). Study results prove that the Turkish version of the Children's Ego Resiliency Scale's Teacher, Mother, and Father Forms are reliable and valid.

Key Words: Resiliency, 5-6 years old children, reliability and validity of Children's Ego Resiliency Scale.

BEŞ-ALTI YAŞ ÇOCUKLARI İÇİN EGO SAĞLAMLIĞI ÖLÇEĞİ'NİN (ÖĞRETMEN-ANNE-BABA FORMLARI) GÜVENİRLİK GEÇERLİK ÇALIŞMASI

Özet: Türkiye'de, psikolojik sağlık ile ilgili yapılan çalışmalar son yıllarda artış göstermekle birlikte okul öncesi dönem çocuklarına yönelik araştırmaların oldukça yetersiz olduğu görülmektedir. Okul öncesi dönemdeki çocukların psikolojik sağlıklarını ölçmek, psikolojik sağlamlığı geliştirmeye, de desteklemeye yönelik çalışmaların gerçekleştirilmesi büyük önem taşımaktadır. Konu ile ilgili çalışmaların yapılabilmesi için ölçme araçlarının geliştirilmesi ya da uyarlanması gereklidir. Ölçme araçları sayesinde, küçük çocukların ego sağlamlık düzeyleri ortaya konulabilecektir.

Buradan yola çıkarak araştırmanın amacı, okul öncesi dönemi çocuklar için geliştirilen Çocuk Ego Sağlamlığı Ölçeği'nin Öğretmen-Anne ve Baba Formları'nın güvenirlik geçerlik çalışmalarını gerçekleştirmektir. Ölçek, çocukların anne-baba/veya öğretmen görüşleri doğrultusunda ego sağlamlıklarını ortaya koymayı amaçlayan, 12 maddeden oluşan, dokuzlu likert tipi bir ölçme aracıdır. Çalışma grubu, okul öncesi eğitime devam eden, aileleri düşük sosyo-ekonomik düzeyden gelen 5-6 yaş grubu 120 çocuk ve ebeveynlerinden (120 anne-120 baba) oluşmaktadır. Çalışmanın sonuçları, Çocuk Ego Sağlamlığı Ölçeği'nin Öğretmen-Anne ve Baba Formlarının Türkçe versiyonlarının güvenilir ve geçerli olduğunu ortaya koymaktadır.

Anahtar Kelimeler: Psikolojik sağlamlık, 5-6 yaş çocuklar, Ego Sağlamlığı Ölçeği'nin güvenirlik ve geçerliği.

INTRODUCTION

Resiliency is the elasticity of an element, and the ability of an element to recover to its original state (Greene 2002). Bernard (1991) defined resiliency as protective mechanisms or specifications that enable successful adaptation during development, regardless of high risk factors experienced. Resiliency is described as a successful adaptation result, process, or capacity regardless of surroundings containing challenges and threats (Özcan 2005). Resiliency is a personal trait and strength. It is the strength of adaptation and recovering when faced with stressful situations (Henderson & Milstein, 1996; Norman 2000). Some children and adolescents are able “to remain standing” and maintain effective interactions with their surroundings, regardless of various problems. In general, these types of individuals do not give up and recover quickly when faced with stressful situations; in fact they become stronger after experiencing problems and

adverse surrounding conditions (Öğülmüş 2001). There are two main terms related to resiliency; risk factors, and protective factors. Risk factors are elements that create or trigger stress, which individuals can come to face to face with. Risk factors, for children in particular, are socio-economic elements (low socio-economic background, poverty, etc), negative parental attitude, being separated from family or a single parent, losing a parent, negative life experiences (war, natural disasters, etc), ill parents, genetic conditions, child abuse/neglect, and being homeless (Greene 2002; Masten 2001; Masten, Morison, Pellegrini, & Teliegen, 1990; Reed-Victor, & Stronge, 2002; Werner & Smith, 2001). As seen by the risk factors listed, they can be categorised under two groups; personal (intrinsic) and environmental (extrinsic) risk factors. Protective factors are attitudes and skills that reduce the effect of risk factors. Like risk factors, protective factors are also categorised under two groups; personal (intrinsic) and environmental

(extrinsic) (Greene & Conrad, 2002). Personal (intrinsic) protective factors are cognitive (intelligence, creativeness, high success motivation, problem solving skills, etc.), social (social skills, social competency, verbal skills), and emotional (self-respect, self-control, self-confidence, etc.) characteristics and temperament (Haynes 2005; Martinek & Hellison, 1997; Werner & Smith, 1992). Environmental factors for children are family, social surroundings, and society-related factors. With regards to family, the elements that protect children from the adverse effects of risky situations are warmth, closeness, attention, democracy, understanding, and love-filled approaches towards children. Social surroundings include peers, teachers, and the school environment (Reed-Victor & Stronge, 2002; Werner & Smith, 2001).

RESEARCH SIGNIFICANCE

In recent years, the number of studies related to psychological resiliency in Turkey has increased. However, these studies were conducted on primary school, high school students, and adults (Gizir 2004; Gürkan 2006; Özcan 2005; Yalım 2007). In Turkey, there are no ego-resiliency studies that have been conducted on preschool students. One of the fundamental reasons as to why no such studies have been conducted is because there are no measuring instruments that enable us to reveal the ego-resiliency of preschool children. Studies that measure, improve, and support the psychological-

resiliency of preschool children carry grave importance. Measuring instruments should be developed or adapted in order for subject-related studies to be conducted. It will be possible to determine the ego-resiliency levels of young children with help of measuring instruments. Determining ego-resiliency will help to indentify how this characteristic develops, and which variables it interacts with. Measuring instruments related to the subject will help in analysing the subject comprehensively. Taking this into consideration, the purpose of this study is to conduct the reliability-validity study of the Ego Resiliency Scale (Teacher-Mother-Father Forms) for children aged between 5 and 6. Answers to questions listed below were sought in an effort to achieve the set purpose.

What is the internal reliability of the Turkish Version of Children's Ego Resiliency Scale's Teacher Form?

What is the test-retest reliability of the Turkish Version of Children's Ego Resiliency Scale's Teacher Form?

What is the validity of the Turkish Version of Children's Ego Resiliency Scale's Teacher Form?

What is the internal reliability of the Turkish Version of Children's Ego Resiliency Scale's Mother Form?

What is the test-retest reliability of the Turkish Version of Children's Ego Resiliency Scale's Mother Form?

What is the validity of the Turkish Version of Children's Ego Resiliency Scale's Mother Form?

What is the internal reliability of the Turkish Version of Children's Ego Resiliency Scale's Father Form?

What is the test-retest reliability of the Turkish Version of Children's Ego Resiliency Scale's Father Form?

What is the validity of the Turkish Children's Ego Resiliency Scale's Father Form?

METHOD

The Design of Research

In this study, scale adaptation studies were conducted to determine the reliability-validity levels of the Turkish Version of Children's Ego Resiliency Scale's Teacher, Mother and Father Forms. The survey method was used in this research.

The survey model is a set of survey adjustments carried out on the sample or sampling group, chosen from the entire population, or a group taken from the population in order to come to a general conclusion regarding the population that is comprised of numerous elements (Karasar 1994).

The Study Groups

The population of the study comprised of 5-6 year old children, attending the

kindergartens of primary schools governed by the Ministry of National Education, located in Küçükköy in the Gaziosmanpaşa district of Istanbul, and their parents.

The study group comprised of 120 children, aged between 5 and 6, from families with low socio-economic level, attending preschool, and their parents (120 mothers and 120 fathers). 60 (50%) of the children were girls, and 60 (50%) were boys. The average age of children was 5 year, 7 months, 9 days (minimum 5 year, 1 month; maximum 6 year, 9 months, 20 days). Parents of the children are included in the parental study group.

The children participating in this study attend nurseries of state primary schools (subjected to the Ministry of Education) in Küçükköy, and come from families with a low socio-economic level.

The socio-economic level of families was determined based on the information provided by school principals and teachers. The average income level of families was TRY 1200. All of the mothers in the study group were housewives. 84 (70%) of the fathers were labourers, 30 (25%) were civil servants, and 6 (5%) were retired.

The town of Küçükköy was chosen for this study, in line with information provided by Istanbul Provincial Directorate for National Education, as it is a town generally populated by families with a low socio-economic level. 10 kindergartens of 10 primary schools were chosen from a hat among kindergartens of

primary schools in the town of Küçükköy. After obtaining the necessary permissions, schools were contacted, and the study was conducted with 6 kindergartens that accepted participating in the study.

A simple randomized sampling method was used for this study. The main reason for choosing families with a low socio-economic level for this study was due to the fact that the socio-economic level was chosen as a risk factor of resiliency in this study. A low socio-economic level is accepted to be one of risk factors in terms of resiliency (Buckner, Mezzacappa, & Beardslee, 2003; Mendez, Fantuzzo, & Cicchetti, 2002; Sipahioğlu 2008; Tusaine & Dyer, 2004; Werner & Smith, 1992, 2001).

Instruments

Form of Demographic Data

The researchers prepared a form of demographic data there were same questions about children, mother and father such as age and gender of children etc.

Children's Ego Resiliency Scale

Eisenberg and colleagues adapted Block's Q-Sort method in 1996 to develop the Children's Ego Resiliency Scale, which is a measuring instrument that identifies the resiliency level of children. The 12-item scale is used to assess the resiliency level of preschool-primary school children.

Evaluation of the scale is between 1 and 9; where 1 is "not at all descriptive of resiliency" and 9 is "most descriptive of resiliency." The scale has no sub-scales. A high score obtained from the scale indicates that children in the study group have a high resiliency level. Items of the scale measure the resiliency properties of children in various situations, their reactions and behaviours when faced with difficult stressful situations. For example: "When under stress, he/she gives up and backs off. Can bounce back or recover after a stressful or bad experience". Every item expresses reactions given towards different stressful situations, as the scale has no sub-scales. The Cronbach Alpha coefficient for the Teacher Version of the original scale form is .87, and .65 for the Mother-Father form. The test-retest reliability of the Teacher Version of the original scale form is .87, and .75 for the Mother-Father form (Eisenberg, Fabes, Guthrie et al., 1997).

Translating the Scale into Turkish

The School Adaptation Teacher Assessment Scale for 5-6 year old children was translated into Turkish by five academics that are specialized on the subject and have a good command of both English and Turkish. Translations were compiled and compared. Amendments required in terms of cultural meaning and grammar were completed accordingly. The Turkish form, established by another expert that has a good command of both English and Turkish, was retranslated into English. The original

and translated forms were compared by researchers. No difference was determined between both forms, and the final state of the scale's Turkish form was established.

PROCEDURE

For this study, the Children's Ego Resiliency Scale (Teacher Form) was completed by 20 nursery school teachers for 120 children. Researchers informed class teachers of the purpose, and content of the study, before the study was initiated. Nursery teachers completed the Children's Ego Resiliency Scale based on their eight-month observation period of the children since the start of the school year. Mothers of 120 5-6 year old children completed the Children's Ego Resiliency Scale (Mother Form). Fathers of 120 5-6 year old children completed the Children's Ego Resiliency Scale (Father Form). Parents were informed about the study accordingly.

ANALYSIS OF DATA

A SPSS 13.0 package programme was used for data analysis. The Cronbach Alpha Technique was used to calculate the internal reliability of the Scale's Teacher, Mother, and Father Forms, and the Pearson Product-Moment Correlation Coefficient Technique was used to calculate the test-retest reliability. Item analysis was conducted as the validity criteria.

RESULTS

Scale reliability

Internal consistency coefficients

Internal reliability of the scale of Children's Ego Resiliency Scale (Teacher form) was tested with the technique of Cronbach Alpha (Cronbach Alpha: .86 $p < .001$). According to this result, internal consistency coefficients of the scale were found to be relatively high.

Table 1. Results of internal consistency coefficients of Children's Ego Resiliency Scale (Teacher form)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlations	Cronbach's Alpha if item deleted
Item 1	53.81	323.282	.59	.84
Item 2	57.07	357.340	.10	.87
Item 3	53.87	323.394	.63	.84
Item 4	54.68	335.496	.53	.85
Item 5	55.72	255.798	.94	.81
Item 6	55.72	257.025	.93	.81
Item 7	57.49	359.647	.07	.87
Item 8	57.47	363.713	.04	.87
Item 9	55.75	257.601	.94	.81
Item 10	53.87	329.388	.54	.85
Item 11	53.83	321.199	.62	.84
Item 12	53.83	326.801	.57	.85

Alpha: .86

As illustrated in Table 1, the Cronbach Alpha Coefficient of the entire scale was .86 ($p < 0.001$). Accordingly, it can be

concluded that the internal consistency coefficient of the entire scale is adequate.

Table 2. Comparison of results related to the of internal consistency coefficients of Children's Ego Resiliency Scale (Teacher form) Original and Turkish forms

Children's Ego Resiliency Scale (Teacher form) Original Form	Children's Ego Resiliency Scale (Teacher form) Turkish Form
.82	.86

Table 2 illustrates that the internal consistency coefficient of the Turkish Teacher Form is higher in comparison to the internal consistency coefficient of the original Form.

Test- retest reliability(Teacher form)

Test- retest reliability technique was used

to test the time stability of the scale. For this reason, 30 children who were selected randomly as sample group filled out the scale with two weeks of interval. The test-retest reliability was calculated with Pearson correlational technique.

**Table 3. Results of Children's Ego Resiliency Scale (Teacher form)
test re-test reliability analysis**

	N	\bar{x}	SS	r
Children's Ego Resiliency Scale (Teacher form) first measure	30	52.20	17.66	.96*
Children's Ego Resiliency Scale (Teacher form) second measure	30	52.37	15.63	

* $p < .001$

Table 3. shows that there is a strong and significant relation between Children's Ego Resiliency Scale (Teacher form) test- retest reliability measures ($r = .96$ $p < .001$).

Scale reliability (Mother form)

Internal consistency coefficients

Internal reliability of the scale of Children's Ego Resiliency Scale (Mother form) was tested with the technique of Cronbach Alpha (Cronbach Alpha: .86 $p < .001$). According to this result, internal consistency coefficients of the scale were found to be relatively high.

Table 4. Results of internal consistency coefficients of Children's Ego Resiliency Scale (Mother form)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlations	Cronbach's Alpha if item deleted
Item 1	53.80	330.687	.61	.85
Item 2	57.05	367.208	.10	.88
Item 3	53.85	331.977	.63	.85
Item 4	54.67	344.006	.54	.85
Item 5	55.71	264.309	.93	.82
Item 6	55.73	263.949	.93	.81
Item 7	57.51	366.807	.10	.88
Item 8	57.46	373.444	.03	.88
Item 9	55.72	265.213	.92	.82
Item 10	53.86	337.181	.55	.86
Item 11	53.77	328.781	.63	.85
Item 12	53.83	331.104	.62	.85

Alpha: .86

As illustrated in Table 4, the Cronbach Alpha Coefficient of the entire scale was .86 ($p < 0.001$). Accordingly, it can be

concluded that the internal consistency coefficient of the scale's mother form is adequate.

Table 5. Comparison of results related to the of internal consistency coefficients of Children's Ego Resiliency Scale (Mother form) Original and Turkish forms

Children's Ego Resiliency Scale (Mother form) Original Form	Children's Ego Resiliency Scale (Mother form) Turkish Form
.65	.86

Table 5 illustrates that the internal consistency coefficient of the Turkish Mother Form is higher in comparison to the internal consistency coefficient of the original Form.

Test- retest reliability

Test- retest reliability technique was used

to test the time stability of the scale. For this reason, 30 children who were selected randomly as sample group filled out the scale with two weeks of interval. The test-retest reliability was calculated with Pearson correlational technique.

Table 6. Results of Children's Ego Resiliency Scale (Mother form) test re-test reliability analysis

	N	\bar{x}	SS	r
Children's Ego Resiliency Scale (Mother form) first measure	30	51.93	18.22	
Children's Ego Resiliency Scale (Mother form) second measure	30	50.93	17.84	.94*

* $p < .001$

Table 6. shows that there is a strong and significant relation between Children's Ego

Resiliency Scale (Mother form) test- retest reliability measures ($r = .94$ $p < .001$).

Scale reliability (Father form)

Internal consistency coefficients

Internal reliability of the scale of Children's

Ego Resiliency Scale (Father form) was tested with the technique of Cronbach Alpha (Cronbach Alpha: .89 $p < .001$). According to this result, internal consistency coefficients of the scale were found to be relatively high.

Table 7. Results of internal consistency coefficients of Children's Ego Resiliency Scale (Father form)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlations	Cronbach's Alpha if item deleted
Item 1	57.48	362.201	.70	.88
Item 2	60.70	420.215	-.03	.91
Item 3	57.51	361.664	.74	.88
Item 4	58.33	378.675	.61	.88
Item 5	59.32	301.496	.91	.86
Item 6	59.38	300.085	.91	.86
Item 7	57.47	363.713	.74	.88
Item 8	61.10	428.830	-.11	.90
Item 9	59.35	300.566	.91	.86
Item 10	57.51	370.353	.64	.88
Item 11	57.43	360.280	.72	.88
Item 12	57.46	368.099	.66	.88

Alpha: .89

As illustrated in Table 7, the Cronbach Alpha Coefficient of the entire scale was .89 ($p < 0.001$). Accordingly, it can be concluded

that the internal consistency coefficient of the scale's father form is adequate.

Table 8. Comparison of results related to the of internal consistency coefficients of Children's Ego Resiliency Scale (Father form) Original and Turkish forms

Children's Ego Resiliency Scale (Father form) Original Form	Children's Ego Resiliency Scale (Father form) Turkish Form
.65	.89

Table 8 illustrates that the internal consistency coefficient of the Turkish Father Form is higher in comparison to the internal consistency coefficient of the original Form.

Test- retest reliability

Test re-test reliability technique was used

to test the time stability of the scale. For this reason, 30 children who were selected randomly as sample group filled out the scale with two weeks of interval. The test-retest reliability was calculated with Pearson correlational technique.

Table 9. Results of Children's Ego Resiliency Scale (Father form) test re-test reliability analysis

	N	\bar{x}	SS	r
Children's Ego Resiliency Scale (Father form) first measure	30	55.10	19.92	
Children's Ego Resiliency Scale (Father form) second measure	30	54.23	17.22	.94*

* $p < .001$

Table 9. shows that there is a strong and significant relation between Children's Ego Resiliency Scale (Father form) test- retest reliability measures ($r = .94$ $p < .01$).

Scale validity (Teacher-Mother-Father forms)

The face validity of the Turkish forms was tested on the basis of the evaluations of three experts. The structural validity of the Turkish version of the scale was measured through item analysis.

The validity of criteria could not be tested because a similar scale with the same

subdimentions was not found in Turkish language. Because the internal consistency coefficients of the scale (teacher-mother-father forms) were high (.86 -.89) it was decided that those scale forms were consistently related. This was accepted as an evidence of structural validity of the scale.

The measurement rate used to rate the quality or structure of every item in a scale is defined by the relationship between that certain item and the scale result (Wright & Fowler, 1986. cit. Önder, 1997, p. 88). Internal consistency studies, for the three

forms, in the “Reliability of Results” section, prove that all versions of the scale measure the desired quality and structure for all items of the scale. These results provide evidence regarding the content validity of the scale.

Additionally, this study analyses the relationship between the three forms of the scale within the context of structure validity, as there is no other Turkish scale that sets forth the resiliency level of children aged between 5 and 6.

Table 10. The correlation coefficients calculated to examine the relationship between the Children’s Ego Resiliency Scale’s Teacher, Mother, and Father Forms

Forms	Children’s Ego Resiliency Scale (Teacher Form)	Children’s Ego Resiliency Scale (Mother Form)	Children’s Ego Resiliency Scale (Father Form)
Children’s Ego Resiliency Scale (Teacher Turkish Form)	--	.99*	.98*
Children’s Ego Resiliency Scale (Mother Turkish Form)	.99*	--	.97*
Children’s Ego Resiliency Scale (Father Turkish Form)	.98**	.97**	--

* p < .001

As illustrated in Table 10 the correlation coefficients that identify the relationships between the Turkish version of the Children’s Ego Resiliency Scale’s Teacher, Mother, and Father Forms are significantly high; the level of significance was 0.001.

DISCUSSION AND SUGGESTIONS

In conclusion of consistency coefficient (Cronbach Alpha) measurements, conducted on the Children’s Ego Resiliency Scale’s Teacher, Mother, and Father Forms, the internal consistency

coefficients (Cronbach Alpha) of all forms are acceptable. In conclusion of analysing the coefficients of total separate items, remaining items, and distinctive items, items of all versions of the scale presented significant results. In accordance with this result, all items within the scale's three forms were accepted as reliable and left within the context of the test. Results of test-retest conducted on the Children's Ego Resiliency Scale's Teacher, Mother, and Father forms prove that the test-retest reliability of all three versions of the scale are high. Correlation coefficients between the Ego Resiliency Scale's Teacher, Mother, and Father Forms illustrate that there are significantly high relationships between the different form types; this proves the validity of Forms.

There are no studies available that set forth the resiliency properties of preschool children. Therefore, it is possible to give examples from international studies with Children's Ego Resiliency Scale. Eighty-two children aged between 4 and 5 participated in a study conducted by Cumberland-Li, Eisenberg and Reiser (2004, p. 193). The hypothesis that the relations of effortful control and impulsivity to children's agreeableness would be at least partly indirect through their resiliency was tested in this study. In a structural equation model, effortful control predicted high agreeableness, and this relation was indirect through resiliency. Impulsivity predicted high resiliency and was negatively related to agreeableness. In an alternative model, effortful control

predicted high resiliency indirectly through agreeableness and impulsivity was not related to agreeableness. A third model indicated that with the exception of a path from effortful control to agreeableness, agreeableness and resiliency did not predict effortful control or impulsivity. The findings suggest that effortful control and impulsivity may contribute to resiliency and agreeableness, that resiliency and agreeableness are interrelated, and that resilient children are not overly controlled.

In one study (Smeekens, Riksek-Walraven, & van Bakel, 2007, p. 649) with five-year-olds is the first to examine whether low-quality interactions with parents elicit physiological stress in children beyond toddlerhood, as evident from elevated cortisol levels in their saliva. It was hypothesised that particularly children with low levels of ego-resiliency) a personality construct reflecting the capacity to cope with stress) would show cortisol increases during low-quality parent-child interactions. In a sample of 101 five-year-old children (62 boys), parent-child interaction was observed at home during parent-child discourse that involved the recollection and discussion of emotional events that happened to the child in the past. Results showed that, children low on ego-resiliency showed increases in cortisol during negative interactions with their parents, whereas high ego-resilient children did not.

The unique relations of effortful control and impulsivity to resiliency and adjustment were examined when children were 4.5 to 8

years old, and 2 years later in another study (Eisenberg et al., 2004, p. 25). Parents and teachers reported on all constructs and children's attentional persistence was observed. In concurrent structural equation models, effortful control and impulsivity uniquely and directly predicted resiliency and externalizing problems and indirectly predicted internalizing problems (through resiliency). Teacher-reported anger moderated the relations of effortful control and impulsivity to externalizing problems. In the longitudinal model, all relations held at T2 except for the path from impulsivity to externalizing problems. Evidence of bidirectional effects also was obtained. The results indicate that effortful control and impulsivity are distinct constructs with some unique prediction of resiliency and adjustment.

There are no scales available in Turkey to set forth the resiliency levels of children aged between 5 and 6, which sets forth the significance of the Children's Ego Resiliency Scale's Teacher, Mother, and Father Forms, and brings some limitations to the study. For example, the criteria validity of the scale could not be conducted as there are no scales for young children within the same context. The criteria validity of this scale should be studied once there are more measuring instruments developed to identify the resiliency levels of children aged between five and six. The Children's Ego Resiliency Scale's Teacher, Mother, and Father Forms should be used in different studies to obtain additional

evidences regarding its validity, and enrich studies that set forth the resiliency characteristics of preschool children in national and international literature. The fact that there is not a subject-related scale causes that there are not studies regarding the resiliency levels of young children. Therefore, no reference has been made to relevant studies conducted in Turkey in the discussion section of this article. In addition, this study is limited to 120 families with a low socio-economic level. A more crowded sample group and different socio-economic levels should be chosen by determining other risk factors (single parent families, disasters, extended families, illnesses, disabilities, etc.) for future studies.

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