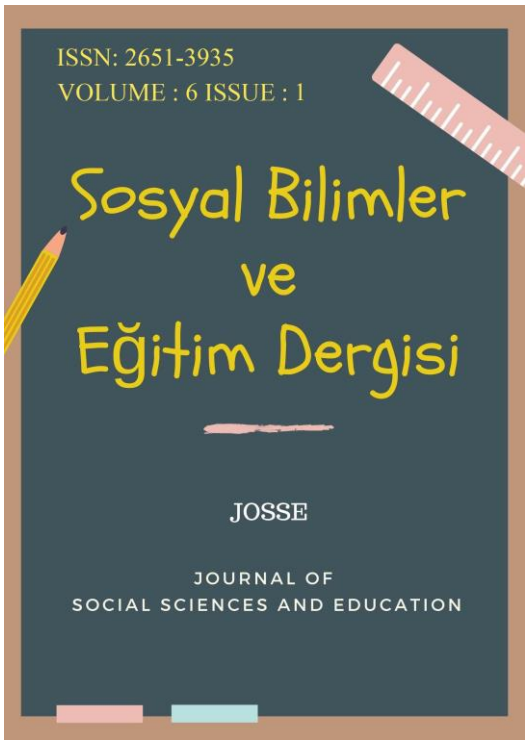
JOURNAL OF SOCIAL SCIENCES AND EDUCATION (JOSSE)



https://dergipark.org.tr/tr/pub/josse

Adaptation of The Dispositions Towards Love Pedagogy Scale into Turkish Pedagogy

İmran AZBOY [1]
Ministry of National Education
Teacher
imranazboy@gmail.com
Orcid ID: 0000-0001-8862-1853

Cemal AKÜZÜM [2]
Dicle University, Ziya Gökalp Education Faculty, Preschool Department
Prof. Dr.
cemalakuzum@gmail.com
Orcid ID: 0000-0001-8011-6027

Article Type: Research Article
Received: 14.11.2022
Revision received: 24.052023
Accepted: 30. 05. 2023
Published online: 30.05. 2023

Citation: Azboy, İ. & Aküzüm, C. (2023). Adaptation of the dispositions towards love pedagogy scale into Turkish pedagogy. *Journal of Social Sciences and Education*, *6*(1), 1-28.

Adaptation of The Dispositions Towards Love Pedagogy Scale into Turkish Pedagogy

İmran AZBOY[1]

Ministry of National Education

Cemal AKÜZÜM[2]

Dicle University, Ziya Gökalp Education Faculty, Preschool Department

Abstract

In this study, it was aimed to adapt the "Dispositions towards Love Pedagogy Scale" developed by Yin et al. (2019) based on Loreman (2011) to the Turkish language to determine the level of use of love by teachers in the educational environment. The Dispositions towards Love Pedagogy Scale was first translated into Turkish and language equivalence study was conducted. Then, the Cronbach Alpha value was determined to be α= .91 (p<.05) in the pilot study conducted with 54 classroom teachers. The reliability and validity analyses of the scale were made with the data obtained by conducting the main study with 609 classroom teachers in Diyarbakır. The Cronbach's alpha coefficient which was used to test the reliability of the scale, was found to be α= .93 and the total item correlation values were r=.40 to r=.70. As a result of the exploratory factor analysis which was examined to test the validity of the scale, a six-factor structure that explained 65.54% of the total variance was obtained. The resulting six-factor structure was tested with confirmatory factor analysis and the fit indices were found to be significant (χ2=997.736, df=353, p=.00). In the model obtained from CFA, it was seen that the item load values between the observed variables and latent variables varied between .40 and .88, and the t values were significant. With the analyzes made, the important results were obtained in the direction that the Turkish form can be used in a valid and reliable way in the literature of our country.

Keywords: Love, love pedagogy, scale adaptation.

Research Article

Received: 14.11.2022
Revision received: 24.05.2023
Accepted: 30.05.2023
Published online: 30.05.2023

[1] Corresponding author:
Teacher
imranazboy@gmail.com
Orcid ID: 0000-0001-8862-1853

[2] *Prof. Dr.*
cemalakuzum@gmail.com
Orcid ID: 0000-0001-8011-6027

Introduction

Love is one of the special values we can learn and teach. Love is keeping up with the motivation of life and meeting the needs of life. While adults can choose or shape their needs for love and belonging, children's experiences of love can be determined by chance according to the environment in which they are born. In contemporary societies, little chance should be allowed for experiences of love in schools. It is an important requirement of contemporary education that teachers have love and knowledge and use it to be effective teachers (Çay, 2015; Ercan, 2014; Uğurlu, 2013).

According to Uusiautti and Maatta (2011), love consists of three interconnected domains: emotions, knowledge-skills and actions. Through these three components of love, they conclude that the ability to love requires virtues. From this perspective, love can be learned and practiced. It is also argued that the emotions associated with love are positive and, in this way, "goodness" is produced. Similar to this idea, Solomon (2002) sees continuity as a virtue in love, while Fromm (1994) points out that love is not just an affect or a passive inner feeling, but an active desire to help the loved one grow and be happy. With this kind of love in raising children, children can feel loved and worthy of being loved, and thus learn to love others (Solomon, 2002; Uusiautti & Maatta, 2011; Maatta & Uusiautti, 2012a).

The concept of love in education has been emphasized and discussed by some famous scientists and philosophers. Roger Ascham (1515-1568) emphasized that love is a stronger motivator for learning than fear. John Locke (1632-1704) believed that teaching can only be done in the spirit of love (cited in Cousins, 2017). Martti Haavio believes that education and training should encourage the expression of students' personalities and that this can only be achieved through a loving attitude (cited in Maattta & Uusiautti, 2011). Freire (2020) recognizes that education is an act of love. Love is the basis of interactions between teacher and student in the pursuit of knowledge. The importance of love in education is increasingly recognized by philosophers and scientists. Love is an important need for every human being (Hooks, 2003). Maattta and Uusiautti (2012a) see love as a multifaceted quality, one of these aspects being pedagogical love. The concept of pedagogical love is oriented towards students' needs. In other words, teachers should be understanding and respectful towards students, as well as sensitive and attentive to their own perspectives. A loving teacher can empower an individual's potential (Majid et al., 2018; Uusiautti, & Maattta, 2013). A loving pedagogical approach will not only inspire students to seek knowledge, but also encourage students to challenge their own limits by uniting

teachers and students in the pursuit of knowledge (Cho, 2005). Loreman (2011) sees love as meaningful positive learning experiences and states that it is critical for teachers.

When the Turkish literature is examined, although there are studies on the concept of love and the importance of love in education, there is no quantitative scale that measures the extent to which love is used by teachers in educational settings. Based on Loreman (2011) and developed by Yin et al. (2019), the "Dispositions Towards Pedagogy of Love Scale (DTPL)" can fill an important gap at this point.

Love as Pedagogy

In order for effective education to be realized, the dimension of love, which is generally ignored in our education, must be put to work and our young generations must be raised as self-confident, responsible, loving and love-producing people in an environment of love that they deserve, and in order to achieve this, the sense of love must be dominant in the teachers who provide education in our schools. Since winning people can be achieved by getting into the heart of the other party, and getting into the heart can be achieved through love, teachers, whose profession is to raise people, should have human love (Çelikkaya, 1996; Kayadibi, 2002; Özmen, 1999).

Although the qualities of a good teacher have always included a variety of characteristics, the pedagogical love that the teacher possesses has for decades been seen as the key factor in defining good teaching. In Finland, Uno Cygnaeus wrote about pedagogical love in the 1860s. Almost a century later, Martti Haavio and Urpo Harva addressed the same topic. Education and training aimed at bringing out personalities cannot succeed without a loving attitude. Pedagogical love arises from the presence of a student, persuading him or her to come forward in a more perfect and diverse way. Pedagogical love as a good teaching method means that students learn, gaining inner confidence in their often hidden and sleeping talents. A skilled educator does not just sit and watch to see if the student is making bad choices, failing at opportunities for growth and development. A good teacher helps students discover themselves and see the dimensions of their development (Loreman, 2011; Maatta & Uusiautti, 2012c; Yin et al., 2019). Good teachers and their students need not be perfect people. The teacher who embraces pedagogical love creates an atmosphere of care, humility, commitment and hope in the classroom. This is why the pedagogical approach of the teacher is important, as it demonstrates the basic idea that the pedagogical relationship with pedagogical love works for the benefit of the child (Saevi & Eilifsen, 2008).

Haavio (1948) emphasizes the moral nature of the pedagogy of love. The pedagogy of love addresses every student, regardless of their various external abilities, characteristics, appearance, behavior or personality traits. Pedagogical love is a way of teaching, not just a "natural feeling". In pedagogy of love as a teaching approach, a teacher's pedagogical love does not depend on how a student responds to the teacher's love (cited in Maatta & Uusiautti, 2012b). Moreover, the aim of the pedagogy of love is not to please or pamper students, but to prepare them for learning through resilience and self-discipline. The pedagogy of love does not seek to keep the student permanently dependent on a teacher or allow them to be completely independent. Pedagogical love speaks of interdependence, of the recognition and acceptance that we need others. In the pedagogy of love, love is seen as a guide to disciplined work in the learning process, but it is also seen as patience, trust and forgiveness. The aim is not to make learning fun, easy or gratifying, but to create a learning environment in which learners can use and develop their own resources, ultimately maximizing their own abilities (Maatta & Uusiautti, 2012b).

Pedagogical love means loving students completely without expecting any reward or service in return. This love is the greatest power of the educator. The teacher can influence and guide the student more easily if he or she derives his or her ability to influence the student from love and not from authoritarian power. A teacher's pedagogical love and the way he/she maintains his/her authority are interconnected. Together, they largely reflect the atmosphere of learning. A pedagogically skillful teacher is dedicated and has so much pedagogical love and authority that he or she can approach different students with kindness in different teaching situations. Therefore, kindness is considered the essence of good teaching and is at the intersection of pedagogical love and pedagogical authority (Maatta & Uusiautti, 2012c; Van Manen, 1991).

According to Loreman (2011), using love as pedagogy is an antidote to surface learning. Even if behaviorist techniques are applied as a small element of a larger pedagogical program based on love, they are not central to it. Behaviorism may underlie much of what we do, but the important pedagogical experiences are the ones we achieve through love. Education is the end, and pedagogy is the means to that end, and perhaps, as far as love is concerned, an end in itself. Pedagogy, then, is the use of teaching and learning methods that are directed towards an ultimate goal as part of a wider education. When love is referred to as pedagogy, it refers to the use of love in teaching and learning to achieve mutually desirable ends (Loreman, 2011).

Loreman (2011) examines the pedagogy of love from the perspective of psychology, philosophy and religion. In this framework, the common elements of love that stand out in all three;

- It includes love, kindness and empathy. Kindness and empathy stem from the valorization of unity and brotherhood found in various religious traditions. This resonates with the philosophical notion of philia expressed in the Platonic tradition and the type of teacher-student relationship proposed in Friere's work. Furthermore, kindness and empathy are central to the psychological elements of love presented by Fehr and Russell (1995) and also to the idea of compassionate love described by Berscheid (2006).
- Love involves intimacy and bonding and produces loyalty. Sternberg's (1986) triadic theory of love emphasizes intimacy as one of the axes, and in order to achieve this intimacy, commitment has to take place. Moreover, the idea of loyalty is represented in another axis of decision/commitment. Berscheid's (2006) attachment love also has strong links with intimacy and attachment. Religious frameworks of love emphasize unity and brotherhood achieved through close relationships and commitment (fidelity) to one another. Loyalty is also a strong element of both philia and agape in Plato's and Aristotle's philosophical conceptions of love and is reflected in the need for teacher-student unity in Friere's work.
- Love involves sacrifice and forgiveness. Concepts of love that include sacrifice and forgiveness are evident in many religious discourses such as Islam, Judaism and Christianity. Christians see the characteristics of sacrifice and forgiveness as central to the work of Christ and the Christian tradition. Religions share these values, though perhaps for different reasons, such as alleviating the suffering of others or obeying God (Carrithers, 1996). It is also evident in philosophy in the compromises made to ensure harmonious, unified learning relationships (Moseley, 2006).
- Love involves acceptance and community. Beall and Sternberg's (1995) psychological view emphasizes the social nature of love and therefore recognizes the value of society and community in shaping our view of love. Sincerity and passion require acceptance of others. Religious frameworks view sanctification as unity with others and the search for God (cited in Clough, 2006). Friere sees a community of teachers and students seeking mutual understanding as a way to free people from oppression, and the Platonic/Aristotelian concepts of philia and agape strongly link love to the concept of community (Loreman, 2011).
- Passion infuses all aspects of love. Passion is recognized in almost all areas of thinking about love. Sternberg (1986) cites passion as an axis in his triarchic theory of love, and this is supported by Cho (2005). Berscheid's (2006) ideas about compassionate love apply here.

Plato's idea of eros arouses a passion for learning. Passion does not stand alone, but rather is evident in the degree to which the other elements of the loving pedagogy described above are enthusiastically pursued.

According to Loreman (2011), the pedagogy of love includes passion, kindness, empathy, intimacy, connection, altruism, forgiveness, acceptance and community.

Purpose and Importance of the Research

The main purpose of this study is to adapt the Scale of Dispositions Towards Pedagogy of Affection (DTPL) developed by Yin et al. (2019) based on Loreman (2011) into Turkish language.

Depending on this purpose, the following questions were sought to be answered.

1. What is the validity level of the Turkish form of the DTPL?
2. What is the reliability level of the Turkish form of the DTPL?

Love is a concept that has no single definition and is very difficult to describe and explain. Love is hard to describe but very easy to feel. When we enter a loving environment, we immediately feel the love there. Every student feels their teacher's love for them. Likewise, the teacher feels the love of his students. The behavior of the student in the classroom is shaped according to the level of feeling love. In a loving educational environment, both teachers and students do everything with love and learning takes place with love. Those who enter this environment from outside can notice the love in the classroom. The role of teachers in creating loving educational environments is very important. A loving teacher can create such an educational environment.

In the initial literature review on this scale adaptation study, although there were studies on love and the importance of love in educational environments, there were no studies in which love was conceptualized and love was adopted as a pedagogy. This may be due to the lack of a scale that can measure the extent to which teachers use love in loving educational environments. The importance of the scale adaptation study in terms of contributing to the literature was realized with the idea that the scale of tendencies towards pedagogy of love can fill this gap. When the scale adaptation study reached the final stages, it was seen that there were other researchers who realized this importance. Eroglu and Kaya (2021), who named the same scale as "Pedagogical Love Tendencies Scale", obtained important evidence on the validity and reliability of the scale by adapting it to Turkish culture. This study is important in terms of adapting the tendencies towards pedagogy of love scale to Turkish language, testing its validity and reliability on another group, and having data that can be used as a measurement tool.

Method

Model

This research is a scale adaptation study. The use of a scale that has been developed in different cultures, whose validity and reliability have been tested and proven, by conducting validity and reliability studies in another culture and language is called scale adaptation (Seçer, 2018). Scale adaptation is known as the process of not only translating and using the scale into another language but also performing basic psychometric procedures related to the scale (Deniz, 2007). Seçer (2018) describes the stages of the scale adaptation process as: forming a translation team, determining the language and field experts who will examine the translations, having the scale translated into Turkish, comparing the translated scale forms, having the scale translated from Turkish to the original form, comparing the translated scale form with the original, The study summarized the following steps: conducting an application to test language validity, conducting statistical analyses after the application, giving the first form to the scale translated into Turkish, conducting pilot applications, giving the final form to the scale, and conducting factor analyses and validity and reliability analyses to examine the model fit of the scale.

Adaptation Procedures

Scale Adaptation Process:

In the process of adapting the DTPL, firstly, the necessary permissions were obtained from the scale authors via e-mail. The stages in the adaptation process of the DTPL are presented below.

1. Translation procedures were carried out in the first stage of the scale adaptation process. Deniz (2007) states that the translation practice should be to translate from one language to another and to translate back to the original language after the translation is completed. Two different translation teams consisting of three people who were assumed to have a good knowledge of both languages and a team of field experts, psychometrists (counselors) and Turkish language experts were identified to review the translations. The experts participating in the process were informed about the scale at the beginning of the study. First, individual translations were made by each translator in the translation teams. The individual translations were compared and one translated scale from each team was created. These two translations were compared and a common scale was created. The

resulting scale was examined by two Turkish Language and Literature teachers, three field experts and two counselors (psychometrists) and necessary corrections were made. After the corrections, the resulting Turkish scale was translated into English by two different English teachers using the back translation technique. The back- translated English scale and the original English scale were compared by two different English teachers. The process of translation into Turkish ended with the consensus of the experts.

2. In order to test the linguistic equivalence of the translated Turkish form, it was submitted for evaluation by a group of three linguists who were assumed to be fluent in the two languages. The linguists were asked to compare the translated scale form with the original form in terms of language and meaning. Adjustments deemed necessary by the language experts were made.
3. In order to understand the level of language equivalence, three English teachers were asked to evaluate each item in the scale on the language equivalence form. Seçer (2018) states that corrections should be made for items marked as three or less on the language equivalence form. Based on this, the responses to the language equivalence form of three different experts were examined and since the experts gave each item a score of 4 or above, it was accepted that language equivalence was achieved. In addition to the language equivalence form, 28 English teachers, who were assumed to be fluent in both languages, were given the original and the translated version of the scale 15 days apart. The relationship between the mean scores obtained from the two forms was checked with Correlation Analysis. This analysis table is included in the findings section.

Expert opinions and suggestions were comprehensively taken into consideration and the necessary final arrangements were made in the study. The scale was also sent to three experts in the field of Turkish in order to evaluate its grammar and comprehensibility, and after the final arrangements, the scale was made ready for pilot application.

1. In order to determine whether there are problematic items in the translation process and language equivalence of the scale, a pilot study should be conducted with a sample group of approximately 50 people and it should be checked whether the internal consistency value of the scale is .70 and above (Seçer, 2018). Therefore, a pilot study was conducted with 54 classroom teachers. At this stage, the measurement tool was introduced to the participants and the form was applied. Then, the Cronbach's Alpha value showing the internal consistency of the scale was examined with the data obtained. As a result of the analysis, it was determined that the internal consistency coefficient for the overall scale

was a=.91 (p<.05). These values show that the first form of the scale has sufficient internal consistency and reliability.

The final stage of scale adaptation studies is to determine the reliability and validity level of the translated scale after pilot applications (Seçer, 2018). For this reason, in the next stage, the actual application was conducted with 609 classroom teachers, and the reliability and validity analyses of the scale were conducted with the data obtained from here. Cronbach's alpha coefficient and total item correlation were analyzed to test the reliability of the scale. In order to test the validity of the scale, exploratory and confirmatory factor analyses were conducted within the scope of construct validity studies, and the relationship between the scores obtained from the English and Turkish forms were examined for language equivalence.

Population and Sample

The population of the study consists of classroom teachers working in Diyarbakir province in the 2020-2021 academic year. Snowball sampling method was used in the sample selection in the research within the framework of non-random sampling. Non-random sampling selection is a method in which the sample is formed without randomly selecting the units. Therefore, the sample does not have to represent the universe. This type of sampling is widely used especially in studies with limited time intervals, low financial resources, narrow universe or pilot application (Baştürk & Taştepe, 2013).

While conducting the research, snowball sampling method was preferred considering the pandemic conditions, limited financial resources and time constraints. In snowball sampling, the researcher reaches other people through the people he/she can reach. In other words, the previous individual directs the researcher to the next one. In this method, the sample gradually grows like a snowball that grows as it rolls downwards (Baştürk & Taştepe, 2013). In order to prevent bias in this sampling method, 40 different individuals were first reached. Other people were reached through these people. Thus, the risk of bias and neglecting people with different opinions was reduced.

There are different opinions on how to determine the sample size for the measurement tool adaptation and development process. Kass and Tinsley (1979) state that it should reach at least 300 people and at least 5 times the number of items in the measurement tool or at least 10 times the number of people for more reliable analysis. Comrey and Lee (1992) state that at least 300 to 500 individuals should be reached in order to obtain healthy data in factor analysis (cited in Seçer, 2018). Snowball sampling was used in the second stage, which was the examination of the

opinions of classroom teachers. There is no clear number or formula in snowball sampling. In addition, the sample does not have to represent the universe. Because it cannot be predicted how large the sample will grow (Baştürk & Taştepe, 2013). In the study, 609 classroom teachers working in Diyarbakir province were reached. It can be said that this number is sufficient for the sample in the light of the above-mentioned sources.

Table 1. *Demographic Characteristics of the Classroom Teachers Participating in the Study*

Demographic Characteristics	**Groups**	**N**	**%**
Gender	Woman	288	47.3
	Male	321	52.7
	Total	**609**	**100.0**
Education level	License	532	87.4
	Postgraduate	77	12.6
	Total	**609**	**100.0**
Professional experience	1-10 years	112	18.4
	11-20 years	289	47.5
	21-30 years	195	32.0
	31 years and above	13	2.1
	Total	**609**	**100.0**

After obtaining the necessary implementation permission from the Diyarbakir Provincial Directorate of National Education, the researcher conducted the implementations in the schools constituting the population of the study as of 14.04.2021. The application was conducted with classroom teachers due to the consensus of the field experts and the researcher that the teacher's love is important for primary school students and that it would be more convenient to reach classroom teachers in terms of accessibility. As a result of the applications, 609 classroom teachers were reached. The demographic characteristics of the classroom teachers who participated in the study and whose scales were deemed valid are given in Table 1. When Table 1 is examined; in terms of gender variable, female classroom teachers constitute 47.3% (f=288) of the participant group, while male classroom teachers constitute 52.7% (f=321) of the group. According to the educational level variable, 87.4% (f=532) of the classroom teachers were undergraduate graduates and 12.6% (f=77) were postgraduate graduates. According to the professional experience variable, 18.4% (f=112) of the classroom teachers were in the 1-10 years experience group, 47.5% (f=289) were in the 11-20 years experience group, 32% (f=195) were in the 21-30 years experience group and 2.1% (f= 13) were in the 31 years and above experience group (Table 1).

Data Collection Tools

In the study, the *Tendencies towards Pedagogy of Love Scale* was adapted into Turkish. In this section, the adapted scale will be introduced.

Dispositions towards Pedagogy of Love Scale

The Dispositions Towards Pedagogy of Love Scale (DTPL) was designed by Yin et al. (2019) based on a theoretical model of the sub-dimensions of pedagogy of love. This theoretical model was developed by Loreman (2011). The DTPL was first prepared as a 44-item questionnaire to be used for prospective teachers and teachers. In order to see whether this conceptual scale is suitable for quantitative research method, Yin et al. transformed it into a 4-point Likert scale. The Likert scale included (1) Strongly Disagree; (2) Disagree; (3) Agree; and (4) Strongly Agree. A 4-point scale was deliberately chosen to avoid allowing neutral responses; participants had to reflect on their actual practices and behaviors in terms of the questions asked. Questions on the scale addressed pedagogical issues such as kindness, empathy, sincerity, connection, altruism, forgiveness, acceptance and community. Passion was omitted as it is an overarching concept and extremely difficult to measure in a survey instrument.

A total of 114 pre-service teachers who will graduate from Concordia University, Canada participated in the implementation phase of the CMTS. As a result of the analysis of the responses given to the scale; 15 items were removed from the original form of 44 Likert scale items and the scale was reduced to 29 items. Varimax rotation method was used in factor analysis. As a result of varimax rotation, 6 different factors emerged. These factors were; first acceptance and community, second intimacy, third bonding and sacrifice, fourth empathy and deliberate kindness, fifth forgiveness and kindness in the pedagogical context. Although the pedagogy of love has nine sub-dimensions, six factors emerged for this scale. These six factors emerged by combining some of the dimensions initially listed. For example, community and acceptance, attachment and altruism, kindness and empathy were combined. The passion dimension was omitted because it is extremely difficult to measure in a stand-alone questionnaire. Cronbach's alpha coefficient for each of the six components was .85 for "community and acceptance", .83 for "sincerity", .79 for " sacrifice and bonding", .83 for "empathy and intentional kindness", .72 for "forgiveness" and .60 for "pedagogical kindness", and .90 for the whole scale.

Data Collection and Analysis

In the data collection process, firstly, ethics committee approval was obtained from Dicle University Social and Human Sciences Ethics Committee, and then a research permission letter was sent to Diyarbakir Provincial Directorate of National Education through Dicle University Institute of Educational Sciences with this ethics committee approval. After obtaining permission from the Diyarbakir Provincial Directorate of National Education, the researcher conducted the implementations in the schools constituting the population of the study as of 14.04.2021. As a result of the applications, 609 classroom teachers were reached.

In the analysis of the data in the study of adaptation of the DTPL into Turkish; firstly, 28 English teachers who were assumed to have a good knowledge of both languages were asked to answer both the original scale and the scale translated into Turkish at 15-day intervals and the answers given were compared by Correlation Analysis. Then, the Turkish version of the scale was piloted with 54 classroom teachers. Cronbach's Alpha (internal consistency) reliability coefficient and item analysis of the scale were examined through the answers given in the pilot application.

After the pilot application, the actual application was conducted. In the actual application, 609 classroom teachers working in Diyarbakir province participated. Appropriate validity and reliability studies were conducted on the responses of the classroom teachers. Exploratory and confirmatory factor analysis were applied to test the construct validity of the scale. SPSS 24.0 package program was used to analyze the data obtained from the study.

Findings

Language Equivalence

In order to test the language equivalence of the measurement tool, in the first stage, the original form and the Turkish form were asked to rate the appropriateness of the translation of each statement on the Language Equivalence Form by three different people who were assumed to know both languages well. The translation of the statements in the scale was deemed adequate when the experts gave a score of four and above. In the second stage, the original and Turkish forms of the scale were administered to 28 English language teachers at two-week intervals, and the relationship between the averages of the scores obtained was analyzed by Correlation Analysis. In correlation analysis, the degree of closeness of the relationship between two variables is usually indicated as the correlation coefficient. This coefficient has a value between -1.00 and +1.00. As the correlation coefficient approaches 1, the degree of relationship between two

variables increases (Seçer, 2018). The relationship between the original form and the Turkish form is presented in Table 2.

Table 2. *The Relationship Between the Original and Turkish Forms of the DTPL*

		Orijinal Scale	**Turkish Scale**
Orijinal Scale	Pearson Correlation	1	.900
	Sig. (2-tailed)		.000
	N	28	28
Turkish Scale	Pearson Correlation	.900	1
	Sig. (2-tailed)	.000	
	N	28	28

When the correlation table in Table 2 is examined, it can be said that the level of correlation between the original and Turkish forms of the scale is high (r=.90, p<.01). Accordingly, it can be said that the original and the Turkish form of the adapted scale are linguistically equivalent and the language validity of the translated scale is ensured.

Validity Analysis

Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were conducted to test the validity of the scale. The results of the KMO and Barlett tests to test the suitability of the data for factor analysis are presented in Table 3

Table 3. *DTPL KMO and Bartlett's test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.943
Bartlett's Test of Sphericity	Approx. Chi-Square	9707.534
	df	406
	Sig.	.000

A KMO value of .70 and above means that the data are suitable for factor analysis (Seqer, 2018). The fact that the KMO value of the DTPL data is .943 shows that the scale is suitable for factor analysis. Barlett's test result was found to be 9707.534 (p<.05). This data shows that the

variable we measure is multivariate in the population parameter. Therefore, the results of KMO and Barlett tests show that the data in our scale are suitable for factor analysis (Table 3).

Exploratory Factor Analysis

After the KMO and Barlett tests, EFA was conducted. EFA is a technique to determine how many sub-dimensions the variables (items) in a measurement tool can be collected and what kind of relationship exists between them. In scale adaptation and development studies, scree plot graphs should be examined in addition to item factor loadings and variance values (Seçer, 2018).

Figure 1 shows the scree plot graph of the scale. When the scree plot graph is examined, it is seen that it gives an idea about the factor structure of the scale. The breakpoints in the scree plot of these factors that emerged in the DTPL are examined. According to this graph, the scale has 6 different break points (Figure 1).

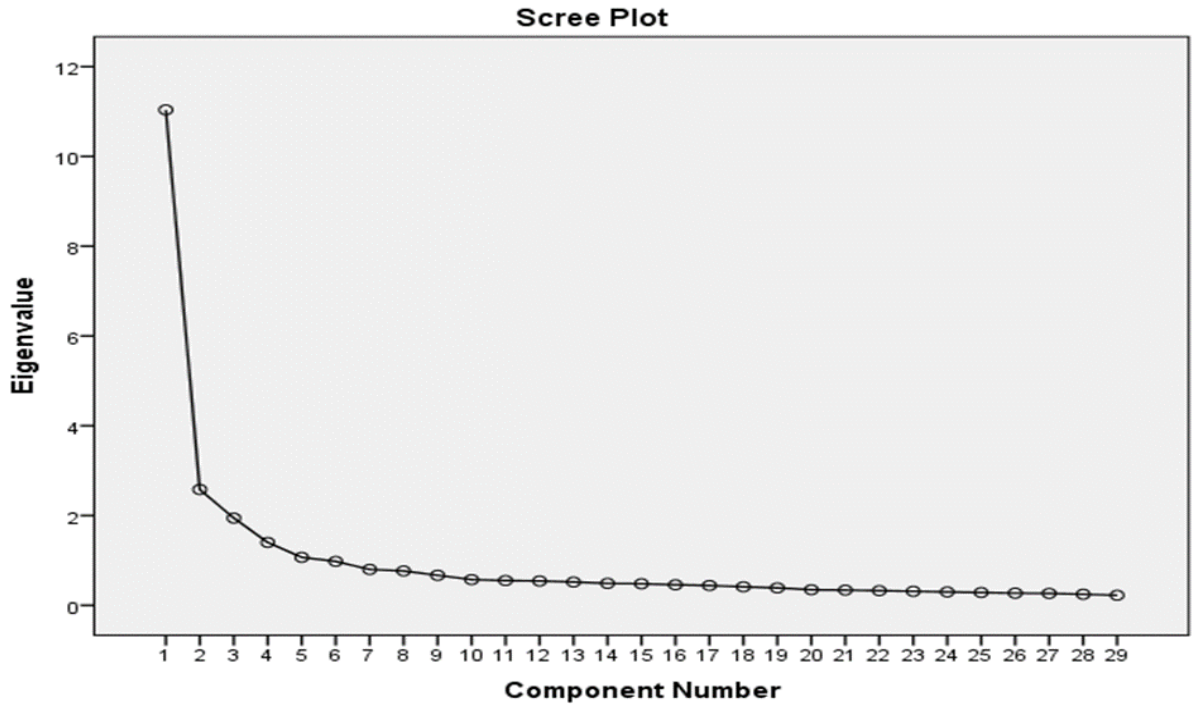


Figure 1. *Line Graph Showing the Number of Factors in the DTPL*

With EFA, the variables in the scale are expected to be gathered under certain sub-factors (Seçer, 2018). As a result of EFA, it is seen that the scale has a six-factor structure. As can be seen in Table 4 below, as a result of the EFA, a six-factor structure explaining 65.54% of the total variance was obtained, and the item factor loadings were as follows: for community and acceptance .557-.821 for community and acceptance, .526-.838 for sincerity, .424-.649 for sacrifice and bonding, .493-.832 for empathy and intentional kindness, .849-.882 for forgiveness,

.426-.758 for pedagogical kindness. It is seen that the data in the scree plot graph and the data in the variance values table support each other.

Table 4. *Item Factor Loadings and Variance Values of the Turkish Version of the DTPL*

	Community and Acceptance	**Sincerity**	**Sacrifice and Bonding**	**Empathy and Intentional Kindness**	**Forgiveness**	**Pedagogical Kindness**
Article 1	0.821					
Article 26	0.732					
Article 25	0.722					
Article	0.687					
Article 22	0.650					
Article	0.649					
Article	0.642					
Article	0.613					
Article	0.557					
Article 7		0.838				
Article 9		0.835				
Article 8		0.816				
Article 10		0.703				
Article 19		0.591				
Article 11		0.526				
Article 17			0.649			
Article 12			0.645			
Article 15			0.602			
Article 16			0.601			
Article 13			0.594			
Article 18			0.568			
Article 6			0.424			
Article 2				0.832		
Article 3				0.717		
Article 14				0.493		
Article 20					0.882	
Article 21					0.849	
Article 4						0.770
Article 5						0.659
Variance:	%15.99	%11.67	%12.16	%12.93	%6.32	%7.43
Total Variance:	%65.54					

Confirmatory factor analysis

The six-factor structure that emerged as a result of EFA was tested with CFA, and the model fit diagram obtained is presented in Figure 2.

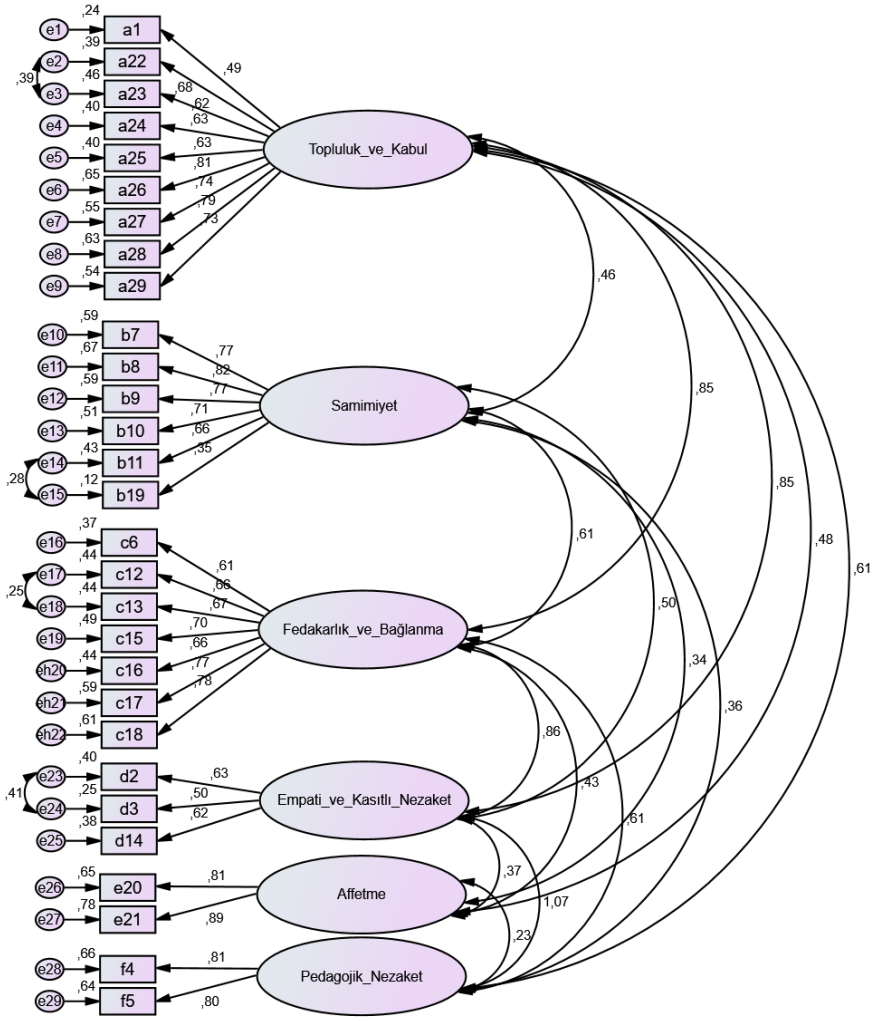


Figure 2. *DTPL CFA Model Fit*

According to Figure 2, the fit indices for the Tendencies Towards Pedagogy of Love Scale, which consists of 29 items and six factors, were found to be significant (χ^2=999.865, df=353, p=.00). In addition, since the sample size directly affects the chi-square value, the ratio of the chi-square statistic to the degrees of freedom (χ^2/df), which is not affected by the sample size (Çokluk, Yılmaz & Oğuz, 2012). For this reason, this ratio was calculated as 999.865/353=2.832 for the current study. This χ^2/df ratio being less than 3 is accepted as an indicator of an excellent fit between the data set and the original model (Kline, 2005). In addition, Sumer (2000) considers a value less than 3 as a good fit and a value between 3 and 5 as an acceptable fit. In this study, it is seen that the χ^2/df ratio obtained as a result of CFA is at a sufficient level.

In the model obtained from CFA, it is seen that the item loadings between the observed variables and latent variables vary between .40 and .88 and the t values are significant. The factor loading value indicates the extent of the relationship between the item and the relevant factor. Therefore, a high loading value of the item on the relevant factor is a desired and expected situation. However, different opinions have been put forward about which of the values of the factor loadings are high, which are low, which are acceptable or which are unacceptable. According to Kline (2005), loading values of .60 and above are accepted as high, while loading values between .30 and .59 are accepted as moderate magnitude. Tabachnick and Fidell (1996) state that an item loading value of .32 and above should be considered as a basic acceptance. Şencan (2005) considered a factor loading value of at least .30 as a sufficient acceptance for the item to be included in the scale. However, he stated that the sample size should also be taken into consideration when deciding on this value. Kim-Yin (2004), while determining the lower limit of the factor loading value, stated that it should be applied on at least 350 people for .30 loading value, at least 200 people for .40 loading value, at least 120 people for .50 loading value and at least 85 people for .60 loading value (Cited in Şencan, 2005). In the light of the information given above, considering that the data set in this study consisted of the responses of 609 classroom teachers, including items with a factor loading value of .30 and above in the scale will not pose a statistical problem.

When CFA is conducted, various fit indices are calculated to show the fit between the theoretical model and the data set. Some of these indices are: Chi-square Goodness of Fit (%2), Normed Fit Index (NFI), Comparative Fit Index (CFI), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Root Mean Square Error of Approximation (RMSEA).

Table 5. *Fit Indices Calculated for DTPL*

Research	($\Delta\chi^2$)	***df***	$\Delta\chi^2/df$	NFI	CFI	GFI	AGFI	RMSEA
DTPL	999.865	353	2.832	.905	.907	.83	.832	.078

The fit indices in Table 5 are one of the criteria to be considered to ensure the construct validity of the scale. Which of these fit indices is preferred is up to the researcher. However, the most preferred fit indices are CFI and RMSEA (Tabachnick & Fidell, 2015). The fit indices calculated for the DTPL are shown in Table 5.

According to Table 5, the Normed Fit Index (NFI) value is .905. A value greater than .90 indicates a good fit (Tabachnick & Fidell, 2015). In this study, the NFI value calculated as .905 is greater than .90, which is accepted as the lower limit of good fit, and it can be said that the NFI value shows a good fit.

GFI is a fit index that provides information about the extent to which the model measures the covariance matrix in the sample. Unlike the chi-square (x2) value, it is a descriptive fit index that is not affected by sample size. In addition, another fit index is AGFI. Both GFI and AGFI values are between 0 and 1 (Tabachnick & Fidell, 2015; Sumer, 2000). In this study, the GFI value was .83. GFI values of .83 and above indicate a good fit (Anderson & Gerbing, 1984). AGFI, another good fit index, was .832. Although an AGFI value above .95 indicates good fit and a value between .90 and .95 indicates moderate fit, AGFI values above .80 can also be accepted for good fit (Marsh, Balla & McDonald, 1988). It is seen that the AGFI value is also at an acceptable level.

Another good fit index is CFI. This index value, which also takes into account the sample size, takes a value between 0 and 1. However, it should be higher than .90 to be considered a good fit (Tabachnick & Fidell, 1996). The CFI value calculated as .907 in this study shows a good fit.

RMSEA tests whether there are covariance differences between the population and the sample. When the literature is examined, RMSEA value less than .05 is accepted as an indicator of perfect fit and a value between .05 and .08 is accepted as an indicator of good fit (Sumer, 2000). The RMSEA value calculated in the data set was .078, indicating a good fit. In the light of these data, it can be said that there is no covariance difference between the population and the sample in the study.

EFA and CFA were conducted in order to validate the Turkish adaptation of the DTPL. The results obtained in EFA and the fit indices obtained in CFA show the same model as the original version of the scale and it can be said that the Turkish form has gained validity. In the analyzes, important results were obtained in the direction that the Turkish form can be used validly in the literature of our country.

Reliability Analyses

The internal consistency and item analyses of the Dispositions Towards the Pedagogy of Love Scale (DTPL) were conducted on the data obtained from the scale form applied to a group of 609 classroom teachers (288 female, 321 male). The Cronbach's alpha coefficients of the scale

sub-dimensions and the total scale, which are presented in the original form of the DTPL and obtained with the data obtained from the Turkish form application, are presented in Table 6.

Table 6. *Cronbach's Alpha Coefficients of the Turkish and Original Forms of the DTPL*

Dimensions	**Items Related to Dimensions**	**Turkish form Cronbach' Alpha Coefficients**	**Original form Cronbach' Alpha Coefficients**
Community and Acceptance	1-22-23-24-25-26-27-28-29	.89	.85
Sincerity	7-8-9-10-11-19	.84	.83
Sacrifice and Bonding	6-12-13-15-16-17-18	.86	.79
Empathy and Intentional Kindness	2-3-14	.70	.83
Forgiveness	20-21	.83	.72
Pedagogical Kindness	4-5	.79	.60
Total	**29 items**	**.93**	**.90**

When Table 6 is examined, it is seen that the reliability of the community and acceptance sub-dimension of the scale is α=.89, the reliability of the sincerity sub-dimension is α=.84, the reliability of the sacrifice and bonding sub-dimension is α = .86, the reliability of the empathy and intentional kindness sub-dimension is α=.70, the reliability of the forgiveness sub-dimension is α=.83 and the reliability of the pedagogical kindness sub-dimension is α=.79, and the total reliability of the scale is α=.93. A reliability coefficient of .70 and above is generally sufficient for the scale to be reliable (Büyüköztürk, 2018). In this respect, it can be said that the subdimensions and overall reliability of the scale are high.

Table 7. *Item Total Correlation and Cronbach's Alpha Values of the CMBSI when the item is removed*

Sub Dimensions	Article	N	Item Total Correlation	Cronbah's Alpha Coefficient when
Community and Acceptance	1	609	.49	.934
	22	609	.62	.932
	23	609	.63	.932
	24	609	.57	.933
	25	609	.52	.933
	26	609	.69	.931
	27	609	.66	.932
	28	609	.66	.932
	29	609	.61	.932
Sincerity	7	609	.46	.935
	8	609	.52	.934
	9	609	.45	.935
	10	609	.53	.933
	11	609	.64	.932
	19	609	.55	.933
Sacrifice and Bonding	6	609	.57	.933
	12	609	.64	.932
	13	609	.64	.932
	15	609	.61	.932
	16	609	.58	.933
	17	609	.66	.932
	18	609	.70	.931
Empathy and Intentional	2	609	.53	.933
	3	609	.43	.935
	14	609	.62	.932
Forgiveness	20	609	.40	.935
	21	609	.46	.934

Within the scope of item analyses, the item-total correlation values of the scale and Cronbach's alpha coefficient values when the item was removed are presented in Table 7. According to Table 7, it was determined that the item-total correlation values of the items in the scale ranged between r= .40 and r= .70, and Cronbach's alpha coefficients ranged between α=.930 and α=.934 when the item was removed. According to Seçer (2018), it is accepted that items with

an item-total correlation value less than .30 do not fit the scale. Since each of the items in the scale is greater than .30, the fit of each of the items with the scale is considered high.

Discussion and Result

Two separate studies were conducted for the language equivalence of the DTPL. After the translation process, three different language experts who were assumed to have a good command of both languages were asked to evaluate the items linguistically, culturally and theoretically and to score the translation of the items specified in the language validity form between 0 and 5. According to Seçer (2018), the items with a value of 3 and below in the language validity form should be corrected. Accordingly, it was determined that the experts gave the items a score of 4 and above, and it was accepted that language equivalence was achieved. In the second stage, the original and Turkish forms of the scale were administered to 28 English teachers at two-week intervals, and the relationship between the averages of the scores obtained was examined by correlation analysis. In correlation analysis, the degree of closeness of the relationship between two variables is usually indicated as the correlation coefficient. This coefficient has a value between -1.00 and +1.00. As the correlation coefficient approaches 1, the degree of relationship between two variables increases (Büyüköztürk, 2018). When the correlation table was examined, it was seen that the level of relationship between the original form of the scale and the Turkish form was high ($r=.90$, $p<.01$). Accordingly, it was concluded that the original and the Turkish form of the adapted scale were linguistically equivalent and the language validity of the translated scale was ensured.

EFA and CFA were conducted to test the validity of the DTPL. The KMO and Barlett tests conducted before the factor analysis showed that the collected data were suitable for factor analysis. After the KMO and Barlett tests, EFA was conducted and item factor loadings and variance values as well as the Scree plot graph were analyzed. As a result of EFA, a six-factor structure explaining 65.54% of the total variance was obtained, and the item factor loadings were as follows: .557-.821 for community and acceptance, .526-.838 for sincerity, .424-.649 for sacrifice and bonding, .424-.649 for empathy and intentionality, and .557-.821 for community and acceptance.649 for community and acceptance, .493-.832 for empathy and intentional kindness, .849-.882 for forgiveness, .426-.758 for pedagogical kindness, and the data in the Scree plot graph and variance values table support each other. The six-factor structure that emerged as a result of EFA was tested with CFA, and it was seen that the fit indices for the DTPL, which consisted of 29

items and six factors in the model obtained, were significant ($\chi 2$=997.736, df=353, p=.00). In addition, the $\chi 2$/df ratio, which was not affected by the sample, was examined and this ratio was calculated as 997.736/353=2.826. A $\chi 2$/df ratio of less than 3 is accepted as an indicator of an excellent fit between the data set and the original model (Kline, 2005; Tabachnick & Fidell, 1996). When CFA was conducted, various fit indices showing the fit between the theoretical model and the data set were calculated. The fit indices that should be considered to ensure the construct validity of the scale were calculated as Normed Fit Index (NFI) value .911, Goodness of Fit Index (GFI) value .85, Adjusted Goodness of Fit Index (AGFI) value .82, Comparative Fit Index (CFI) value .93 and Root Mean Square Error of Estimation (RMSEA) value .073. The results obtained in EFA and the fit indices obtained in CFA show the same model as the original version of the scale and it is concluded that the Turkish form has gained validity and the Turkish form can be used validly. Eroglu and Kaya (2021), who obtained similar results at the end of the adaptation study of the "Pedagogical Love Tendencies Scale", obtained a 5-dimensional 26-item scale explaining 60.73% of the total variance in their exploratory factor analysis.

Cronbach's alpha value and total item correlation were analyzed to test the reliability of the DTPL. The alpha values of the sub-dimensions of the scale were α=.89 for community and acceptance, α=.84 for sincerity, α=.86 for Sacrifice and bonding, α=.70 for empathy and intentional kindness, α=.83 for forgiveness and α=.79 for pedagogical kindness, and the total reliability of the scale was calculated as α=.93. For a scale to be reliable, a reliability coefficient of .70 and higher is generally sufficient (Büyüköztürk, 2018). In this respect, it was concluded that the sub-dimensions and overall reliability of the scale were high. It was determined that the item-total correlation values of the items in the scale ranged between r= .40 and r= .70. According to Seçer (2018), item-total correlation values less than .30 are considered to be incompatible with the scale. Since each of the items in the scale is greater than .30, it is understood that each of the items has a high fit with the scale. Eroğlu and Kaya (2021), who obtained similar results at the end of the adaptation study of the "Pedagogical Love Tendencies Scale", calculated the Cronbach Alpha internal consistency coefficients for the reliability analysis of the scale as 0.88 for the bond and dedication dimension, 0.85 for the sincerity dimension, 0.80 for the class community and acceptance of diversity dimension, 0.90 for the empathy dimension, 0.88 for forgiveness, and 0.92 for the overall scale.

In the adaptation study, it was understood that language equivalence was achieved, the Turkish form gained validity as the results obtained in EFA and the fit indices obtained in CFA showed the same model as the original version of the scale, and the Turkish form was reliable with

Cronbach's Alpha values and Total Item Correlation. Thus, it was concluded that the Turkish form can be used validly and reliably in Turkey.

Based on the results obtained, the following suggestions can be made:

- DTPL can be applied by researchers, educational administrators and policy makers to teachers and pre-service teachers. It can contribute to determining the tendencies of teachers and pre-service teachers towards pedagogy of love.
- The DTPL, which examines the Pedagogy of Love in six sub-dimensions, can be used to have an idea about teachers' tendencies towards the pedagogy of love by examining the mean scores of community and acceptance, sincerity, sacrifice and bonding, empathy and intentional kindness, forgiveness and pedagogical kindness through the scores obtained from the answers given.
- The Tendencies Towards Pedagogy of Love Scale can be a guide for teachers and prospective teachers on the extent to which they use and can use love in the educational environment. This and similar scales can be used as a criterion for the selection of teachers in teacher appointments, in-service trainings and teacher candidacy trainings.
- Since the DTPL has been proven to be valid and reliable in Turkish language, it can be applied to teachers and prospective teachers in all other branches. More research can be conducted on the effects of teachers' level of education, the type of faculty they graduated from and their willingness to choose the profession on the educational environment. First of all, the effect of these variables on the level of child love can be investigated.
- The findings in this study only cover classroom teachers. DTPL can be used for different studies on other branches and educational institution administrators.
- Experimental and mixed studies on pedagogy of love can be conducted.

References

Anderson, J. C., & Gerbing, D. W. (1984). The effect of sampling error on convergence, improper solutions, and goodness-of-fit indices for maximum likelihood confirmatory factor analysis. *Psychometrika, 49*(2), 155-173. https://doi.org/10.1007/BF02294170

Baştürk, S., & Taştepe, M. (2013). Evren ve örneklem. S. Baştürk (Ed.), *Bilimsel araştırma yöntemleri* (129-158). Vize Yayıncılık.

Berscheid, E. (2006). Searching for the meaning of love. R. Sternberg and K. Weis (Ed.), In *The new psychology of love* (171-183). Yale University Press.

Büyüköztürk, Ş. (2018). *Sosyal bilimler için veri analizi el kitabı*. Pegem A Yayıncılık.

Carrithers, M. (1996). *The Buddha*. Oxford University Press.

Çay, Y. (2015). *Sınıf öğretmeni adaylarının ve sınıf öğretmenlerinin çocuk sevme düzeylerinin incelenmesi* (Publication No. 391716) [Master's thesis, Erciyes University]. YÖK Tez Merkezi. https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

Çelikkaya, H. (1996). Eğitim ve yönetimde sevgi faktörü. M. *Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 8, 67-72.

Cho, D. K. (2005). Lessons of love: Psychoanalysis and teacher-student love. *Educational Theory, 55*(1), 79-96. http://dx.doi.org/10.1111/j.1741-5446.2005.0006a.x

Clough, W. (2006). To be loved and to love. *Journal of Psychology and Theology, 34*(1), 23-31. https://doi.org/10.1177/009164710603400103

Çokluk, Ö., Yılmaz, K., & Oğuz, E. (2011). Nitel bir görüşme yöntemi: Odak grup görüşmesi. *Kuramsal Eğitimbilim Dergisi, 4*(1), 95-107. https://keg.aku.edu.tr/arsiv/c4s1/c4s1m6.pdf

Cousins, S. B. (2017). Practitioners constructions of love in early childhood education and care. *International Journal of Early Years Education, 25*(1), 16-29. https://doi.org/10.1080/09669760.2016.1263939

Deniz, Z., (2007). Psikolojik ölçme aracı uyarlama. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 40*(1), 1-16. https://doi.org/10.1501/Egifak_0000000180

Ercan, R. (2014). Öğretmenlerde çocuk sevgisi. *International Periodical for The Languages, Literature and History of Turkish or Turkic, 9*(8), 435-444. http://dx.doi.org/10.7827/TurkishStudies.7370

Eroğlu, M., & Kaya, V. D. (2021). Pedagojik sevgi eğilimleri ölçeğinin uyarlanması: Geçerlik ve güvenirlik çalışması. *Elektornik Sosyal Bilimler Dergisi, 20*(79), 1586-1606. https://doi.org/10.17755/esosder.853431

Fehr, B., & Russell, J. (1991). The concept of love viewed from a prototype perspective. *Journal of Personality and Social Psychology, 60*(3), 425-438. https://doi.org/10.1037/0022-3514.60.3.425

Freire, P. (2020). *Ezilenlerin pedagojisi* (Çev, Ö. Orhangazi). Ütopya Yayınevi.

Fromm, E. (1994). *Sevme Sanatı* (Çev, S. Tunçay). Akış Yayınları.

Hooks, B. (1994). *Teaching to transgress: education as the pratice of freedom.* Psychology Routledge.

Hooks, B. (2003). *Teaching community: A pedagogy of hope* (Vol. 36). Psychology Press.

Kass, R. A., & Tisley, H. A. (1979). Factor analysis. *Joournal of Leisure Research*, 11, 120-138. https://doi.org/10.1080/00222216.1979.11969385

Kayadibi, F. (2002). Sevgi faktörünün eğitim verimliliği üzerine etkisi. *İstanbul Üniversitesi İlahiyat Fakültesi Dergisi,* (5), 33-50.https://dergipark.org.tr/tr/pub/iuilah/issue/969/10930

Kline, R. A. (2005). *An easy guide to factor analysis.* New York: The Guilford Press.

Loreman, T. (2011). Love as pedagogy. Sense Publishing.

Maatta, K. & Uusiautti, S. (2011). Pedagogical love and good teacherhood. *Education, 17*(2). doi: 10.37119/ojs2011.v17i2.81

Maatta, K. & Uusiautti, S. (2012c). Pedagogical authority and pedagogical love- connected or incompatible*? International Journal of Whole Schooling, 8*(1), 21-39. https://files.eric.ed.gov/fulltext/EJ971249.pdf

Maatta, K., & Uusiautti, S. (2012a). How to raise children to be good people? *Analytic Teaching and Philosophical Praxis*, *33*(1), 83-91. https://l24.im/v8U

Maatta, K., & Uusiautti, S. (2012b). "Pedagogical love and good teacherhood," In Many Faces of Love, K. Maatta & S. Uusiautti (Ed). Sense Publishers, 93-101. http://dx.doi.org/10.37119/ojs2011.v17i2.81

Majid, R. A., Ali, M. M., Salleh, N. M., Alias, A., Kanapathy, R. & Hashim, K. S. (2018). the dynamic holistic development of human potentials and wellbeing. *Implication on Educational Policies. Journal of ICSAR, 2*(1), 88-93. http://dx.doi.org/10.17977/um005v2i12018p088

Marsh, H. W., Balla, J. R., & McDonald, R. P. (1988). Goodness-of-fit indexes in confirmatory factor analysis: The effect of sample size. *Psychological bulletin, 103*(3), 391. https://doi.org/10.1037/0033-2909.103.3.391

Moseley, A. (2006). *Philosophy of love. In J. Fieser & B. Dowden (Ed.), The Internet encyclopedia of philosophy*. Retrieved from: http://www.iep.utm.edu/l/love.htm

Özmen, F. (1999). Etkili eğitimin gerçekleştirilmesinde duyuşsal alanın önemi: Sevgi eğitimi. *Fırat Üniversitesi Sosyal Bilimler Dergisi, 9*(1), 193-198. https://dergipark.org.tr/tr/pub/enad/issue/43049/521535

Saevi, T., & Eilifsen, M. (2008). 'Heartful' or 'Heartless' teachers? Or should we look for the good somewhere else? Considerations of students' experience of the pedagogical good. *Indo-Pacific Journal of Phenomenology*, 8, 1-14. http://dx.doi.org/10.1080/20797222.2008.11433974

Seçer, İ. (2018). *Psikolojik test geliştirme ve uyarlama süreci*. Anı Yayıncılık.

Şencan, H. (2005). *Sosyal ve davranışsal ölçümlerde güvenirlik ve geçerlilik*. Seçkin Yayıncılık.

Solomon, R. C. (2002). Back to basics: On the very idea of "basic emotions.". *Journal for the Theory of Social Behaviour, 32*(2), 115-144. https://doi.org/10.1111/1468-5914.00180

Sternberg, R. (1986). A triangular theory of love. Psychological Review, *93*(2), 119-135. https://doi.org/10.1037/0033-295X.93.2.119

Sümer, N. (2000). Yapısal eşitlik modeller: Temel kavramalar ve örnek uygulama. *Türk Psikoloji Yazıları, 3*(6), 49-73.

Tabachnick, B.G. & Fidell, L.S. (1996). *Using multivaraite statistics*. Harper & Row.

Uğurlu, T.C. (2013). Öğretmenlerin iletişim becerisi ve empatik eğilim davranışlarının çocuk sevme düzeyleri üzerine etkisi. *Pegem Eğitim ve Öğretim Dergisi, 3*(2), 51-61. https://dergipark.org.tr/tr/pub/pegegog/issue/22583/241221

Uusiautti, S., & Maatta, K. (2011). The ability to love- A virtue-based approach. *British Journal of Educational Research, 2*(1), 1-19.

Uusiautti, S., & Maatta, K. (2013). Love-based leadership in early childhood education. *The Journal of Education Culture and Society*, 1, 109-120. http://dx.doi.org/10.15503/jecs20131-109-120

Van Manen, M. (1991). *The tact of teaching: the meaning of pedagogical thoughtfulness.* Althouse Press.

Yin, L. C., Loreman, T., Abd Majid, R., & Alias, A. (2019). The Dispositions towards Loving Pedagogy (DTLP) scale: Instrument development and demographic analysis. *Teaching and Teacher Education*, 86, 102884. https://psycnet.apa.org/doi/10.1016/j.tate.2019.102884

Ek-1: Ölçme Aracı (SPYEÖ): SEVGİ PEDAGOJİSİNE YÖNELİK EĞİLİMLER ÖLÇEĞİ

	Aşağıdaki maddelere ilişkin yanıtlarınızı sağda verilen seçeneklerden uygun gördüğünüze (X) işareti koymak suretiyle belirtiniz, lütfen.	**Kesimlikle Katılmıyorum**	**Katılmıyorum**	**Katılıyorum**	**Kesimlikle Katılmıyorum**
1.	Ders verdiğim her saatte öğrencilerime nazik davranmaya özen gösteririm.	(1)	(2)	(3)	(4)
2.	Derslerimde öğrencilerime bilinçli olarak günlük nazik davranışlarda bulunurum.	(1)	(2)	(3)	(4)
3.	Derslerimde öğrencilerime bilinçli olarak haftalık bazda nazik davranışlarda bulunurum.	(1)	(2)	(3)	(4)
4.	Öğrencilerime karşı nazik olmak benim için önemlidir.	(1)	(2)	(3)	(4)
5.	Sınıfımda, tüm yetişkinlerin ve çocukların birbirlerine karşı nazik olması önemlidir.	(1)	(2)	(3)	(4)
6.	Aralarındaki empatiyi geliştirmek için öğrencilerle bireysel ya da grup olarak uzun zaman geçiririm.	(1)	(2)	(3)	(4)
7.	Bir öğrenci isterse bazen bana sarılabilir.	(1)	(2)	(3)	(4)
8.	İncinen veya üzülen öğrencileri rahatlatmak için gerekli olduğunu hissettiğimde onlara ihtiyaç duydukları uygun şekilde (fiziksel olarak) dokunurum.	(1)	(2)	(3)	(4)
9.	Küçük öğrenciler isterlerse bahçe denetiminde/nöbetimde elimi kısa bir süre tutabilirler.	(1)	(2)	(3)	(4)
10.	Sınıfımdaki öğrenciler arasında uygun bir samimiyet biçimini (özel bir başarıyı kutlarken birbirine sarılma gibi) kabul ederim.	(1)	(2)	(3)	(4)
11.	Öğrencilerle yakın bir duygusal bağ kurmak benim için önemlidir.	(1)	(2)	(3)	(4)
12.	Öğrencilerle bağ kurmak için özel çaba sarf ederim.	(1)	(2)	(3)	(4)
13.	Öğrencilerle doğrudan birebir çalışarak aktif bir öğrenci-öğretmen öğrenme ilişkisi/ortaklığı kurarım.	(1)	(2)	(3)	(4)
14.	Öğrencilerimi daha iyi tanımaya çalışırım.	(1)	(2)	(3)	(4)
15.	Derslerimde öğrenciler arasındaki bağı güçlendirmeye yönelik özel etkinlikler yaparım.	(1)	(2)	(3)	(4)
16.	Öğrencilerim için ara sıra büyük fedakarlıklarda bulunurum (Örneğin onlara destek olmak için boş zamanlarımı ve/veya sınıf etkinliklerinde paramın bir kısmını kullanmak).	(1)	(2)	(3)	(4)
17.	Bilinçli olarak öğrencilerim için herhangi bir arada (teneffüs, öğle arası vb.) bir probleme yardımcı olmak gibi günlük küçük fedakarlıklar yaparım.	(1)	(2)	(3)	(4)
18.	Fedakârlık yaparken aynı sonuca ulaştıracak daha iyi bir yol bulursam onu yaparım.	(1)	(2)	(3)	(4)
19.	Öğrencileri af dilemeye ve affetmeye teşvik ederim.	(1)	(2)	(3)	(4)
20.	Af dileyen bir öğrenci, ne yaptığına bakılmaksızın affedilmelidir.	(1)	(2)	(3)	(4)
21.	Af diledikleri zaman öğrencileri affetmek zorundayım.	(1)	(2)	(3)	(4)
22.	Bireysel farklılıkları ne olursa olsun tüm öğrenciler sınıfımda iyi karşılanır.	(1)	(2)	(3)	(4)
23.	Sınıf içi etkinlikleri özellikle öğrencilerdeki farklılıkların kabul edilmesi yönünde düzenlerim.	(1)	(2)	(3)	(4)
24.	Bulunduğum bölgede resmi tatil kapsamında olmasa bile, sınıfımdaki azınlık kültürlerinin önemli etkinliklerini bilirim.	(1)	(2)	(3)	(4)
25.	İleri derecede özel gereksinimi olan öğrenciler sınıfımda kabul görür.	(1)	(2)	(3)	(4)
26.	Bu alanı destekleyecek kaynaklar sınırlı olmasına rağmen, farklı becerilere ve deneyimlere sahip tüm öğrencileri eğitmeye kararlıyım.	(1)	(2)	(3)	(4)
27.	Öğrencilerin daha az deneyimledikleri kültürlerden ve ortamlardan insanlarla, doğrudan temas kurmaları önemlidir.	(1)	(2)	(3)	(4)
28.	Sınıfta öğrencilerin birbirlerine ne kadar güvendiklerini görmelerine yardımcı olan belirli etkinlikler gerçekleştirerek, sosyal uyumu sağlamaya çalışırım.	(1)	(2)	(3)	(4)
29.	Öğrenciler, kuralları ve rutinleri belirlenmede önemli bir rol üstlenmekle, sınıfımızın nasıl yönetileceği konusunda hatırı sayılır bir güce sahiptirler.	(1)	(2)	(3)	(4)