

Turkish Adaptation of Parental Reactions to Children's Positive Emotions Scale: A Validity and Reliability Study

Anne Babaların Çocukların Olumlu Duygularına Yönelik Tepkileri Ölçeği'nin Türkçe Uyarlaması: Geçerlik ve Güvenirlik Çalışması

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ABSTRACT: The aim of the study, which investigates psychometric characteristics of parental reactions to children's positive emotions scale (PRCPS) for Turkish parents. The study included 295 mothers and 295 fathers who have children aged 4-12 from Aksaray city center. ABÇODT is a 7-point Likert-type scale consisting of 12 scenarios. The translation and back translation process was conducted for the Turkish adaptation of the scale. Expert opinions were obtained for scope, semantic and conceptual equivalence. Confirmatory Factor Analysis (CFA) was used to assess the reliability of the scale and to examine the construct validity. Results of CFA clarified that the scale has a four factor structure (socialization, encouragement, discomfort, reprimand). Inner consistency coefficients and test-retest values proved that PRCPS is a reliable measurement tool. The scale can be used both in evaluating how parents react to their children's positive emotions and in research dealing with developmental and family studies. It has also been proposed to use the scale in educational research to examine the reflection of parents' reactions to positive emotions of children in the school and classroom environment.

Keywords: parental emotional reactions, children's positive emotions, validity, reliability.

ÖZ: Bu çalışmanın amacı anne babaların çocukların olumlu duygularına yönelik tepkileri ölçeğinin (ABÇODT) psikometrik özelliklerinin Türk anne babaları için incelenmesidir. Araştırmaya Aksaray il merkezinden 4-12 yaşları arasında çocuğu olan 295 anne ve 295 baba katılmıştır. 12 senaryodan oluşan ABÇODT 7 dereceli likert tipi bir ölçektir. Ölçeğin Türkçe uyarlaması için çeviri ve tekrar çeviri süreci gerçekleştirilmiştir; kapsam, anlamsal ve kavramsal eşdeğerlik için uzman görüşleri alınmıştır. Ölçme aracının güvenilirliğini değerlendirmek ve yapı geçerliğini incelemek için Doğrulayıcı Faktör Analizi (DFA) kullanılmıştır. DFA sonucu ölçeğin dört faktörlü yapısının (sosyalleştirme, cesaretlendirme, rahatsız hissetme, uyarma) olduğunu ortaya koymuştur. ABÇODT'nin güvenilir bir ölçme aracı olduğunu iç tutarlılık katsayıları, test-tekrar test değerlerinden elde edilen sonuçlar da ortaya koymuştur. ABÇODT anne babaların çocukların olumlu duygularına nasıl tepki verdiklerini değerlendirmek için kullanılabileceği gibi gelişimsel ve aile çalışmalarını ele alan araştırmalarda da kullanılabilir. Anne babaların çocukların olumlu duygularına verdikleri tepkilerin okul ve sınıf ortamına yansımalarını da incelemek isteyen eğitim araştırmalarında da ölçeğin kullanılması önerilmiştir.

Anahtar kelimeler: anne babaların duygusal tepkileri, çocukların olumlu duyguları, geçerlik, güvenilirlik.

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Introduction

Adults, especially parents are important individuals shaping emotional reactions of children towards cultural expectations (Halberstadt, 1991). Child rearing styles of parents (e.g., democratic, authoritarian, permissive) reflect general quality of the relationship they establish with their children besides goals and values they want to inspire to their children. On the other hand, parenting practices are described as strategies parents use in a specific context and situation in making their children reach a field academic or sports or social competence (Hart., Nelson, Robinson., Olsen, & McChoque, 1998). For instance, participating in a football match or school activities, asking questions about the friends of the child, going to museums and art galleries with the child, helping homework of the child are seen as structured parenting practices (Darling & Steinberg, 1993; Lee, Daniels, & Kissinger, 2006). The past few decades have seen rising scholarly interest in parents' socialization of children's emotion (Thompson & Meyer, 2007). Emotion socialization is different from other parenting behaviors because it reflects approach of parents related to emotion within emotional content and contexts rather than parenting styles, practices, discipline and warmth (Gottman, Katz, & Hooven, 1996). Parents shape emotions of their children by direct (e.g., parental reactions to emotion of the child) and indirect (e.g., parental modeling, social references, parents' expressing emotions in daily activities, talking about past memories full of emotion) methods (Saarni, 1993).

The contributions of the socialization processes of parental emotions on children emotional development is being studied in international literature (Denham, 1998; Denham & Grout, 1992; Gottman, Katz, & Hooven, 1997; Halberstadt & Eaton, 2003) and emotion socialization processes are examined in "Heuristic Model". In Heuristic Model of Eisenberg, Spinrad, and (1998), parental emotion socialization processes are described as discussion of parents about emotions, giving reactions to emotions of children, parental behaviors affecting emotional and social competence of children. Parental emotion socialization behavior is a multidimensional process involving parental reactions to child's emotion, parental discussing of child's emotion and showing emotion/being a model (Eisenberg et al., 1998; Morris et al., 2007). Parental reactions towards negative emotions of children are accepted as "direct" emotion socialization (Denham, Bassett, & Wyatt, 2007) and starting from individual interviews with parents, emotional awareness of parents and their belief and behaviors related to emotion expression is described as "meta-emotion philosophy (Gottman et al., 1996). Scales developed on parental declarations about emotion socialization are widely used with American parents. Fabes, Poulin, Eisenberg, and Madden-Derdich (2002) developed coping with children's negative emotions scale (CCNES). CCNES consists of parental reactions to children's emotions. For instance, "*Problem-focused Reactions*" include supports given by mothers to their children about solving problems related to situations caused by an emotionally difficult condition. On the other hand "*Emotion-focused Reactions*" reflect relaxing and soothing mother reactions to make child feel better when the child experiences a trouble. Also, there is "*Expressive Encouragement*" includes reactions to encourage children express their emotions. CCNES also reflects supportive and nonsupportive reactions.

Parental socialization of children's emotions has a key role on children's learning of understanding emotions and emotion regulation skills (Morris et al., 2007) and prior studies from literature show that parental socialization of children's emotions focus on negative emotions rather than positive ones (Eisenberg et al., 2001; Ekman, 2003). The reason of why negative emotions are focused is that negative emotions are seen as a great opportunity by parents for guiding negative emotions of their children, learning their emotions and establishing close contact with their children (Dunn & Brown, 1994; Garner, Jones, & Miner, 1994; Lunkenheimer, Shields, & Cortina, 2007).

Besides Seligman and Csikszentmihalyi (2000) pointing the importance of positive emotions, first approach to the subject of positive emotions was The Broaden-and-Build Theory of Positive Emotions made by Fredrickson formulized between 1998-2001 and have a theoretical substructure based from positive psychology. According to this theory, positive emotions contribute individuals think and behave more flexible in situations when they need by expanding their thought and behavioral repertoire. This in turn creates a basis for forming of social, cognitive, physical and psychological resources for individuals. According to this theory, individuals with a more positive mood make more activities to enhance their relationships compared to individuals with negative mood. On the other hand, positive emotions help improvement of more effective cognitive processes, to think more flexible and creative while coping with stress or negative conditions (Fredrickson, 1998, 2001). Positive emotions compensate destructive effects of negative emotions and by this way contribute to survival of people and even ensure individual feel himself/herself good in the future also (Fredrickson & Joiner, 2002; Fredrickson, Mancuso, Branigan, & Tugade, 2000). As a summary of principal points to which the theory is based on; positive emotions expand thought and behavior repertoire in individuals, provides disappearance of negative emotions, enhances psychological resilience, increase psychological and physical well-being, provide forming of personal resources (Fredrickson, 2004).

The second approach in the literature is paying regard to the subjects which may be related to positive emotion socialization in the literature. For parents who pay care of healthy psychological development of children, well-being of children and healthy adaptation is their main desire. As a matter of course, among environmental factors, quality of parenting is an important power for child development (Masten & Shaffer 2006). Warm and supportive parental reactions to children's positive emotions seem to be related to psychosocial adaptation of children (Diener & Larsen, 1993). For instance, parental interaction, which is shaped by acceptance of positive emotional statements or talking about or discussing on positive emotions, is associated to a better skill of understanding of emotions (Denham & Kochanoff, 2002; Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair, 1997; Denham, Renwick-DeBardi, & Hewes, 1994) and more positive social behaviors towards teachers (McDowell & Parke, 2000) within the context of emotional competence in preschool period of children.

Socialization of positive emotions from preschool period enhances social resources of children and their communication with social networks (Fredrickson, Mancuso, Branigan, & Tugade, 2000) and, within the scope of prosocial behaviors, it is closely related to helping behaviors of children (Chapman, Zahn-Waxler, Cooperman, & Iannotti, 1987, Murphy, Shepard, Eisenberg, Fabes, & Guthrie, 1999) and children's feeling sympathy towards other individuals (Eisenberg, Fabes, & Murphy, 1996). It is

reported that children whose emphatic skills are developed are also children whose social competence is developed also and their negative affect is quite low and they can regulate their negative emotions (Eisenberg et al., 1996). Socializing positive emotions would result in children's regulation of negative emotions and social/academic experiences and feel better in the future (Tugade & Fredrickson, 2002). In addition, when positive emotions of children are socialized, another important output is that; positive emotions would improve thought and behavior repertoire of children and would improve their creative and problem-solving skills, decision making skills and make them more active learners (Fredrickson, 1998; Isen, 2000). As thought and behavior repertoire of individuals expand, their desire to be cheerful, to play games and to discover would increase also and by this way building of cognitive skills, brain development or even cardiovascular system would improve (Fredrickson, 2000; Fredrickson & Levenson, 1998).

In Turkish literature, there are three scale adaptation studies are available on parental emotional socialization. Altan (2006) focused on how parents socialize negative emotions of their children in her scale adaptation study. Ersay (2014) examined how mothers respond their children's positive and negative emotions with scale adaptation study. Kılıç & Kumandaş-Öztürk (2017) aimed to examine psychometrical properties of the parents' beliefs about children's emotions questionnaire which is an important part of parental emotion socialization and closely related to children mental health. This study is conducted based on the information that in literature, socialization of positive emotions contributes not only to social and emotional development of children but also to their cognitive development. In this direction, "Parental reactions to children's positive emotions scale" (PRCPS) was aimed to be adapted to Turkish.

Method

Research Design

This study is a quantitative research designed to adapt parental reactions to children's positive emotions scale (PRCPS) into Turkish. Quantitative research is an objective and systematic study of numerical data in order to obtain information about a property (Burns & Grove, 1993)

Sample of the Study

The study group consists of 590 people; 295 mothers and 295 fathers living in Aksaray city center. Parents were chosen according to convenience sampling out of random sampling methods for easiness of data collection. Implementations were made on a voluntary basis and data was not taken from involuntary families. Sociodemographic information related to parents and information on which age group of children parents filled up the scale for (age of the target child) is given in Table 1.

Table 1
Sociodemographic Characteristics of the Parents

Variables	Mother		Variables	Father	
	Number	%		Number	%
Age of mother			Age of father		
20-30	90	30.51	20-30	29	56.27
31-40	158	53.56	31-40	176	30.85
41-50	47	15.93	41-50	90	3.05
51- and over	0	0	51- and over	9	100
Educational level of mother			Educational level of father		
Literate	7	2.37	Literate	2	0.68
Primary school drop out	35	11.86	Primary school drop out	13	4.41
High school drop out	20	6.78	High school drop out	26	8.81
High school graduate	76	25.76	High school graduate	55	18.64
Vocational high school	23	7.80	Vocational high school	26	8.81
University drop out	5	1.69	University drop out	7	2.37
University grad.	110	37.29	University grad.	120	40.68
MD/PHD	19	6.44	MD/PHD	46	15.59
Mother's job			Father's job		
Housewife	159	53.90			
Unqualified job	21	7.12	Unqualified job	142	48.1
Semi-professional job (laborant, office management, etc.)	25	8.47	Semi-professional job (laborant, office management, etc.)	33	11.2
Professional job (doctor, teacher, etc.)	90	30.51	Professional job (doctor, teacher, etc.)	120	40.7
Age of the target child					
4	35	11.86	4	35	11.86
5	38	12.88	5	38	12.88
6	41	13.90	6	41	13.90
7	40	13.56	7	40	13.56
8	30	10.17	8	30	10.17
9	35	11.86	9	35	11.86
10	31	10.51	10	31	10.51
11	18	6.10	11	18	6.10
12	27	9.15	12	27	9.15

Data Collection Tools

Parental reactions to children's positive emotions scale (PRCPS) was developed by Ladouceur, Reid, and Jacques (2002). The PRCPS consists of a series of 12 vignettes/scenarios in which children are likely to experience positive emotions such as joy, pride, excitement, and curiosity. Each scenario takes place in different contexts (with peers or acquaintances, at a birthday party, in a car, in a restaurant, etc.), but the parent is always present. For each condition, parents indicate on a 7-point scale (from very unlikely to very likely) how likely they would be to react as described in each of the six alternative reactions. These reactions represented by the parents reflect the subscales of the scale. The PRCPS yields four subscales: socialization ($\alpha=.77$) reflect degree of explanation by parents about on why expressed behaviors of their children are not appropriate according to social norms and rules of good manner (e.g., I would say my child I am interested in what s/he says but it is more appropriate to listen her/him at dinner), encouragement ($\alpha=.77$), reflects degree of parental encouraging of children's positive emotions or confirming positive emotions of their children (e.g., I show my happiness to see my child having joy by smiling to him/her), reprimand ($\alpha=.80$), reflect degree of parental reactions by reprimanding towards children's positive emotions (e.g., I tell my child "sit down" with a stable voice), discomfort ($\alpha=.86$) reflect degree of parental embarrassment and discomfort to children's positive emotions (e.g., I feel embarrassed from the behavior of my child).

Data Collection

Aksaray University Ethical Committee approval and official permission from Provincial Directorate for National Education was obtained and parents who have children in preschool education institutions and primary schools in city center were found. A letter summarizing aim and the content of the study, scale and sociodemographic form was sent to parents under a closed cover via teachers. Voluntary parents filled up scales and form and sent under a closed cover in order to be given to researcher.

Data Analysis

In statistical analysis of the data obtained, SPSS and LISREL 8.80 package programs were used. In analysis of sociodemographic characteristics of participants, frequency and percentile analysis was used. In construct validity, confirmatory and second-level confirmatory factor analysis was used as a way of testing factor structure emerging. In language validity analysis, Pearson Product-Moment Correlation Coefficient was calculated. For reliability study, Cronbach alpha inner consistency coefficient and correlation coefficient obtained by test-retest method was calculated. For translation study, after getting necessary permissions for adaptation into Turkish from writers who developed the scale, in order to provide semantic equivalence, which is one of the phases of scale adaptation, and translation and retranslation, four academicians with good command of English, from the fields of developmental psychology, child development, and preschool, the scale was translated into Turkish from English. The Turkish form developed was retranslated into English by four different academicians. By bringing together Turkish and English translations of the scale, common characteristics were searched. In order to obtain content validity of Turkish and English form of the scale, for semantic, conceptual and experimental equality investigation, five

professionals and academicians with at least PhD were consulted and the scale was put into final form. Turkish and English forms of the scale were answered by a group of parents ($n=25$) whose native language is Turkish with a good command of English with a week apart. Among total points obtained from Turkish and English forms, as result of Pearson Product-Moment Correlation Coefficient, language equivalence of the scale was calculated as 0.96.

Findings

The form which is obtained after adaptation of the scale was applied to parents and its structure and psychometric characteristics in Turkey are revealed. Reliability and validity study of the data obtained in adaptation process is conducted and results are summarized.

Determining Factor Structure of the Scale- Construct Validity

In order to investigate fit of the scale on factor structure in the culture it is adapted to, Confirmatory Factor Analysis (CFA) was used. In order to evaluate CFA, path diagram, goodness of fit criteria and correction suggestions were taken into account. Appropriateness of the data for factor analysis is examined via Kaiser-Meyer-Olkin (KMO) coefficient and Barlett Sphericity Test. If KMO is over 0.60 and Barlett test is significant, this result reflected that the data is appropriate for factor analysis (Büyüköztürk, 2005). Results are obtained as (KMO=0.838; $\chi^2=10069.34$; $p=0.000$). In this scope, it can be said that KMO coefficient has an acceptable sample size and according to Barlett test result, the data is proper for a normal distribution. Before starting analysis, missing data and extreme values are investigated. When missing values in the data set is examined, it is seen that these values are distributed randomly. From this point, no assignments were made. In addition, when extreme values are investigated, standard z-values were calculated first and z-values of 102 out of 798 values were excluded from data set because they are not between the range of (-3)-(+3). Then, for 48 variables, Mahalanobis distances were examined and obtained values were compared to χ^2 table value on 0.01 level. 106 values, which are over table value, were excluded from data set. By this way, 208 values were excluded from data set and analysis continued with a total of 590 individuals.

As a result of Confirmatory Factor Analysis, path diagram and goodness of fit criteria is obtained and findings are interpreted. As a result of data analysis, for the models to be confirmed, χ^2/df , RMSEA and CFI, GFI, AGFI, SRMR and NNFI was used as statistical fit criteria. In this study, fit indexes were interpreted by using criteria summarized in Table 1 (Çokluk, Şekercioglu, & Büyüköztürk, 2010).

Table 2

Goodnes of Fit Index Criteria

Fit Indexes	Good Fit	Acceptable Fit
χ^2/df value	$0.00 \leq \chi^2/df \leq 2.00$	$2.00 \leq \chi^2/df \leq 3.00$
RMSEA	$0.00 \leq RMSEA \leq 0.05$	$0.05 \leq RMSEA \leq 0.10$
NFI	$0.95 \leq NFI \leq 1.00$	$0.90 \leq NFI \leq 0.95$
NNFI	$0.97 \leq NNFI \leq 1.00$	$0.95 \leq NNFI \leq 0.97$
CFI	$0.95 \leq CFI \leq 1.00$	$0.90 \leq CFI \leq 0.95$
GFI	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI \leq 0.95$
AGFI	$0.90 \leq AGFI \leq 1.00$	$0.85 \leq AGFI \leq 0.90$

CFA results conducted for Socialization dimension of the scale are given in Table 3 and Figure 1.

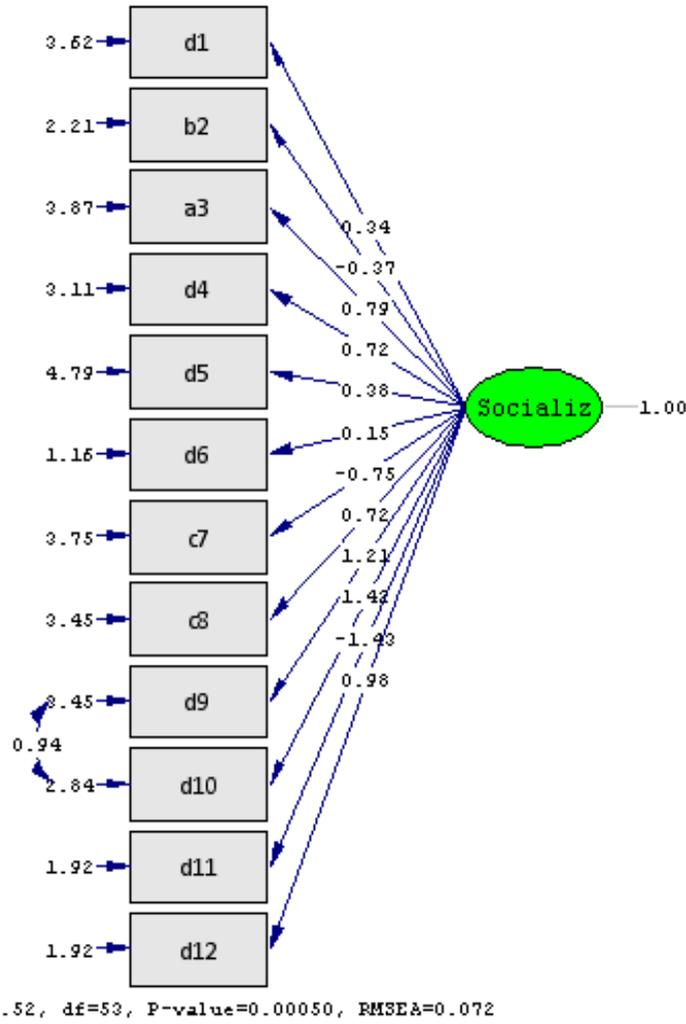
Table 3

Goodnes of Fit Indexes obtained from CFA results for Socialization Dimension

Scale dimension	χ^2	<i>sd</i>	χ^2/sd	<i>p</i>	AGFI	GFI	CFI	NNFI	SRMR	RMSEA
Socialization	93.52	53	1.76	0.00	0.89	0.91	0.90	0.96	0.05	0.072

As a result of analysis, ratio of chi-square value (χ^2) of the theoretical model to degree of freedom (df) was examined. The acceptable value of this ratio should be $\chi^2/sd \leq 5$ (Kline, 2005). When the analysis is examined, this value seems to be below cut point ($\chi^2/sd=1.76$). In this respect, the model seems to have good fit.

In analysis, if RMSEA, which is one of the fit indexes, is below 0.05 it means an excellent and below 0.08 means good fit (Joreskob & Sorbom, 1993), if it is under 0.10; this means a weak fit. In this situation, fit index obtained (RMSEA= 0.072) show an acceptable fit between data and model. When other fit indexes (AGFI, GFI, NFI and SRMR) are examined, it is seen that obtained values are at an acceptable level. Confirmed structure of the scale after analysis is given in Figure 1.

Figure 1. Socialization Dimension Confirmatory Factor Analysis Diagram

CFA results conducted for encouragement dimension of the scale are given in Table 4 and Figure 2.

Table 4

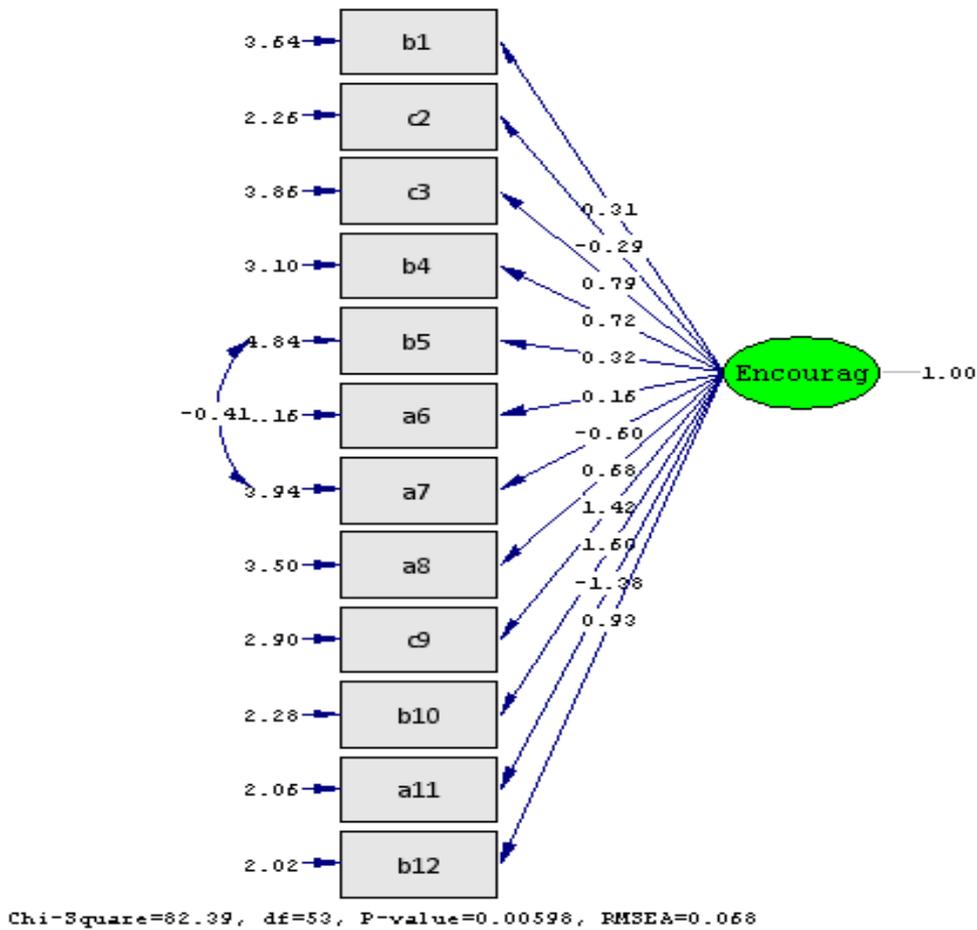
CFA Results for the Dimension of Encouragement

Scale dimension	χ^2	sd	χ^2/sd	p	AGFI	GFI	CFI	NNFI	SRMR	RMSEA
Encouragement	82.39	53	1.55	0.01	0.89	0.90	0.90	0.95	0.045	0.068

As a result of analysis, ratio of chi-square (χ^2) value to degree of freedom (df) is examined. When the analysis is evaluated, it is seen that this value is acceptable ($\chi^2/sd=1.55$). From this aspect, it is seen that the model shows a good fit.

In analysis, when RMSEA, which is one of the fit indexes, is examined, 0.068 value was obtained as an acceptable fit. When other fit indexes (AGFI, GFI, NFI and SRMR) are examined, it can be seen that obtained values are at an acceptable level. Confirmed structure of the scale after analysis is given in Figure 2.

Figure 2. Encouragement Dimension Confirmatory Factor Analysis Diagram



CFA results conducted for discomfort dimension of the scale are given in Table 5 and Figure 3.

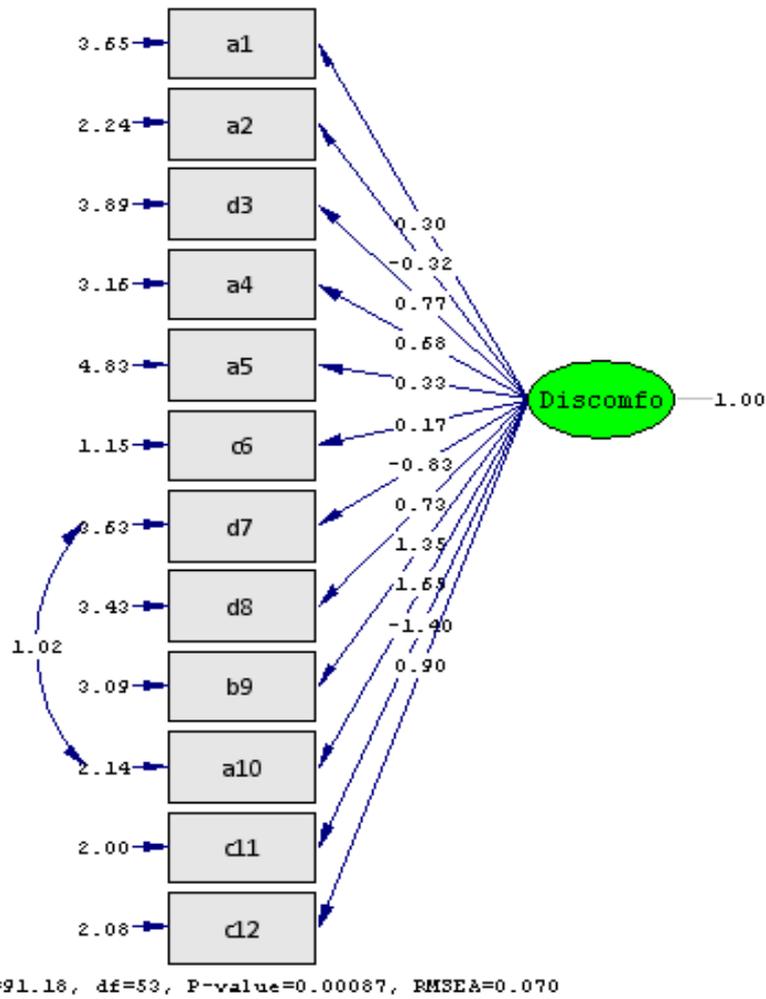
Table 5

Goodness of Fit Indexes obtained from CFA Results for the Dimension of Discomfort

Scale dimension	χ^2	sd	χ^2/sd	p	AGFI	GFI	CFI	NNFI	SRMR	RMSEA
Discomfort	91.18	53	1.72	0.00	0.90	0.92	0.91	0.96	0.065	0.070

As a result of analysis, ratio of chi-square (χ^2) value to degree of freedom (df) is examined. When the analysis is evaluated, it is seen that this value is acceptable ($\chi^2/sd=1.72$). From this aspect, it is seen that the model shows a good fit.

In analysis, RMSEA =0.070, which is one of the fit indexes, show that there is an acceptable fit between data and model. When other fit indexes (AGFI, GFI, NFI and SRMR) are examined, it can be seen that obtained values are at an acceptable level. Confirmed structure of the scale after analysis is given in Figure 3.

Figure 3. Discomfort Dimension Confirmatory Factor Analysis Diagram

CFA results conducted for reprimand dimension of the scale are given in Table 6 and Figure 4.

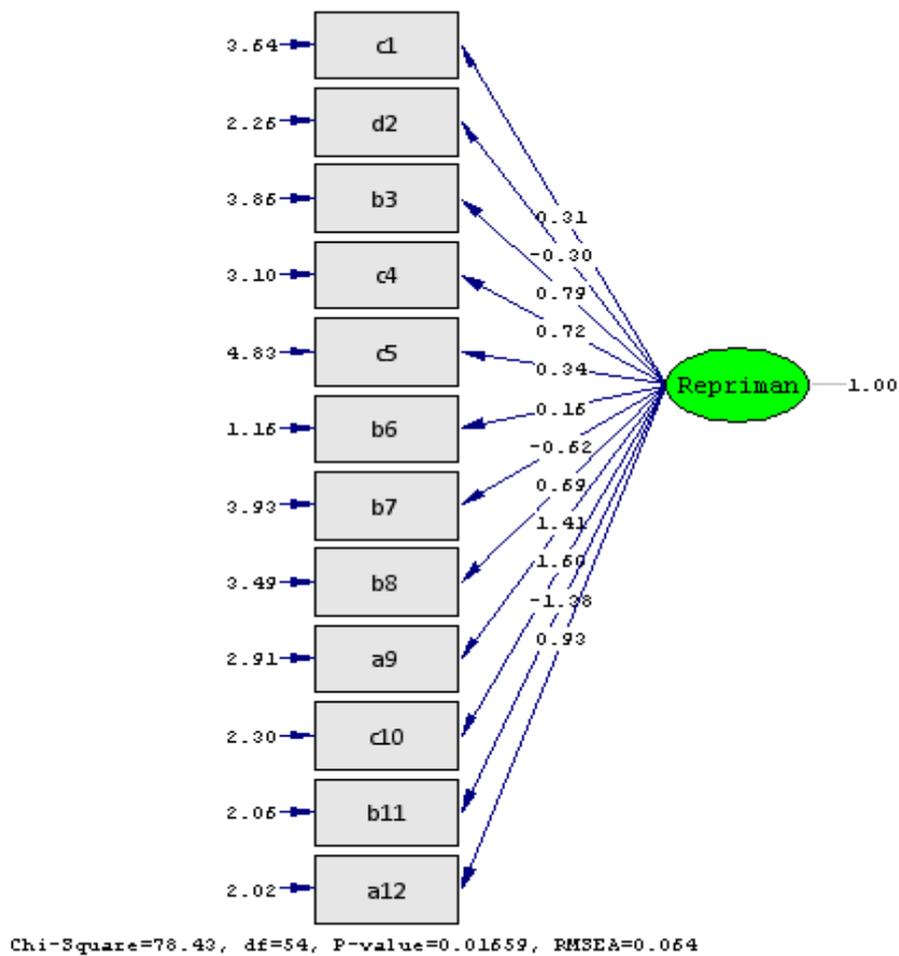
Table 6

CFA Results for the Dimension of Reprimand

Scale dimension	χ^2	sd	χ^2/sd	p	AGFI	GFI	CFI	NNFI	SRMR	RMSEA
Reprimand	78.43	54	1.45	0.02	0.85	0.90	0.90	0.94	0.071	0.064

As a result of analysis, ratio of chi-square (χ^2) value to degree of freedom (df) is examined. When the analysis is evaluated, it is seen that this value is acceptable (2 ds / χ^2 = 1.45). From this aspect, it is seen that the model shows a good fit.

In analysis, RMSEA =0.064, which is one of the fit indexes, show that there is an acceptable fit between data and model. When other fit indexes (AGFI, GFI, NFI and SRMR) are examined, it can be seen that obtained values are at an acceptable level. Confirmed structure of the scale after analysis is given in Figure 4.

Figure 4. Reprimand Dimension Confirmatory Factor Analysis Diagram

Reliability of the Scale

Inner consistency reliability. In order to examine reliability of the scale, analyses were conducted related to Cronbach alpha and test-retest reliability. Cronbach alpha reliability coefficient of the scale is calculated as 0,724 for all dimensions and 48 items. Cronbach alpha reliability coefficients calculated for each 12 items on each of 4 sub-dimensions are given in Table 7.

Table 7

Reliability coefficients for dimensions of the scale

Dimensions	Cronbach Alpha	N	Number of Items	P
Socialization	0.730*	590	12	0.00**
Encouragement	0.741*	590	12	0.01*
Discomfort	0.770**	590	12	0.02*
Reprimand	0.774**	590	12	0.00**
Total scale	0.724*	590	48	0.03**

* $p < .05$, ** $p < .01$

When these values are taken into account, it can be asserted that inner consistency of subscales and total scale is within acceptable limits.

Test-retest reliability. In order to find test-retest reliability, the scale is reapplied to 68 mothers/ fathers after four weeks from data obtained, Pearson Product-Moment Correlation Coefficient was calculated. Test-retest reliability coefficient was found as 0.649 for socialization dimension, 0.614 for encouragement dimension, 0.754 for discomfort dimension and 0.687 for reprimand dimension. As the result of the analysis, although the number of individuals in test retest application was not very high ($N = 68$), the values obtained were found to be within acceptable limits. Results of analyses are given in Table 8.

Table 8

Test-Retest Reliability of the Scale

Dimensions	Pearson's r	N	p
Socialization	0.649	68	0.02*
Encouragement	0.614	68	0.00**
Discomfort	0.754	68	0.03*
Reprimand	0.687	68	0.00**

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

Discussion and Conclusion

The aim of this study is to give a measurement tool to evaluate parental reactions to children's positive emotions to our country. For this purpose, psychometric characteristics of PRCPS, developed by Ladouceur, Reid, and Jacques (2002), were investigated and its appropriateness for using on Turkish parents was examined using a series of validity and reliability analysis. Factor structure of the scale is measured using confirmatory factor analysis. Results of confirmatory factor analysis show that four-dimensional factor structure of the scale is confirmed. Within this context, it is seen that factor structure of the original scale is obtained in this study also. For reliability study of the scale, inner-consistency coefficient and test-retest reliability is examined. Results obtained reflect that inner consistency is satisfactory and between acceptable limits for socialization, encouragement, reprimand and discomfort. The original test-retest analysis results were .63 for socialization, .78 for encouragement, .76 for reprimand and .60 for discomfort. Test-retest reliability results obtained from the adaptation study showed similar results with the original scale. The results of test-retest analysis reflected acceptable limits for the adaptation study.

In this study, parental reactions of parents with children aged 4-12 to positive emotions of their children are measured. For this reason, it is thought that the scale can be used in studies aiming to measure parental reactions to children's positive emotions. It can be said that PRCPS, which consists of 12 scenarios, with dimensions of socialization, encouragement, reprimand and discomfort, is appropriate for Turkish parents to measure parental reactions to children's positive emotions. Having said that, the scale can also be utilized in developmental research studies as well as in research

investigating family systems. It has also been proposed to use the scale in educational research to examine the reflection of parents' reactions to positive emotions of children in the school and classroom environment.

This study, which investigates psychometric characteristics of parental reactions to children's positive emotions, is conducted with parents living in Aksaray city center. From this aspect, this condition can be accepted as a limitation to this study.

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