Preschool Teacher Acceptance Rejection Scale: Adaptation of the Children Short Form (Age 6) To Turkish Validity And Reliability Study

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This research aims to evaluate the perceptions of teacher acceptance-rejection of preschool children aged 6 years, developed by Rohner and Giotsa (2012) Early Childhood Parental Acceptance Rejection Scale: Child Short Form (ECPARQ), Preschool Teacher Acceptance Rejection Scale: To adapt the Child's Short Form as 6 Years Old (PTARQ) into Turkish and to carry out validity and reliability studies. In this study, a descriptive survey model was preferred. The research sample consists of 400 children in total from 4 private and 3 public kindergartens. In this study, the 'Preschool Teacher Acceptance Rejection Scale: Child Short Form 6 Years Old' (PTARQ) and parent consent form, which was developed by Rohner and Giotsa (2012) and adapted into Turkish, and whose validity and reliability studies were carried out, were applied. The scale consists of 23 items with four Likert options. As a result of the confirmatory factor analysis applied, the scale showed a 4-factor structure. To determine reliability, item-total score, Cronbach's alpha reliability coefficient and time invariance coefficient were examined. The consistency coefficients were .89 for the whole scale; subscales: warmth/affection .82, hostility/aggression .92, indifference/neglect .71, undifferentiated rejection .79. The reliability coefficient between two applications is .99. Research findings show that the scale can measure teacher acceptance-rejection perceptions of preschool children aged 6 years validly and reliably.

INTRODUCTION

Preschool is a period when brain development is the fastest; at the same time, the brain can be exposed to environmental factors very clearly. It is characterized by a significant growth in the child's socialization and linguistic, cognitive and self-regulation abilities (Marvin, Britner & Russell, 2016). The child's self-knowledge and awareness of his/her competencies and aspects that need to be developed mostly occur in this period (Polat, 2011). During that time, in order to grow and develop healthily and to develop positive thoughts towards learning, the need to organize an environment where intense language interactions, quality mental processes, and social-emotional accumulations are only possible with a healthy family and a qualified preschool education (Ministry of National Education, [MEB] 2013). Development is a whole with its physical, cognitive, emotional-social aspects and is in relation with each other. Development in the preschool period is also affected by hereditary and environmental characteristics. Family is the first factor in the environmental characteristics affecting development (Kandır & Alpan, 2008). Early in the last century, Freud's (1940) emphasis on the importance of early parent-child relationships and his conclusion that children's experiences in early life can have lasting effects on later life highlighted the central role of parent-child relationships in child development. The child carries the traces of the family environment in which he/she grew up and spent most of his time in his later life. The behavior of the parents in the family environment will leave positive or negative effects on the child that will continue for life. This interaction between the parent-child will play a role in shaping the child's communication with other people in his social life (Bilgin, 2004). The quality of the relational bond between the parent and the child is effective on the school performance as well as the social-emotional development of the children (Driscoll & Pianta, 2011). Families are both the first educators and long-term educators of their children (Biber, 2018). However, at the next stage, the task is taken over by pre-school education institutions, where the child can complete their development both healthily and naturally with their peers.

When the child starts school, the teacher-child relationship, in which many communication will be experienced both academically and socially, begins and the child experiences the first attachment relationship other than his family-relatives with preschool teachers (Kıldan, 2011). The preschool teacher is the first adult to appear after the child's parents (Oktay, 2007). The teacher creates the social emotional bond with the child, both through the one-to-one relationship she/he establishes with the child and the classroom management strategies she uses (Guven & Cevher, 2005; Parpucu, Polat & Akman, 2018). The social-emotional bond established between the teacher and the student increases the importance of how teachers and students perceive each other emotionally and how they make sense of it. In teacher-child relationships, the child's being accepted by the teacher (Sumbleen, 2011), being supported, loved and feeling valuable, academic success, school adjustment (O'Neil et al., 1997) friendship relations (Sumbleen, Khaleque & Rohner, 2015; Wohlwend, 2004) and influencing their development in many aspects such as positive self-perception (Akyol, Doğan & Durmuşoğlu, 2021; Denisenkova & Nisskaya, 2016).

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The theory of attachment provides a theoretical framework for understanding development and harmony in the early years (Ainsworth & Bowlby, 1991). One of the strongest assumptions of the theory concerns the effects of early attachment security on the quality of a child's lifelong interpersonal relationships. According to Bowlby (1969/1982), an attachment figure is a person a child will seek comfort and protection from when distressed. Once relaxed, the child should be able to use the support of the caregiver to continue to explore the environment. The sensitivity of the attachment figure (i.e. the ability to react effectively) is thought to have a major impact on the child's attachment behavior. According to Rohner (2016), it is an emotional need for children to want a positive reaction from the person they see as an attachment figure, and most of the attachments between the child and the adult arise depending on the levels of acceptance and rejection. There are both verbal and physical indicators of accepting behavior. Praising the child, saying nice words constitutes verbal indicators of acceptance; behaviors such as kissing, hugging, stroking the child's head are also physical indicators of acceptance. Rejection behaviors consist of a combination of four basic expressions and these are "cold and unloving: unloving and unsupportive behaviors, being hostile and aggressive: verbal or physical violence, indifference/neglect: not meeting the child's needs, undifferentiated rejection: despite the absence of explicit rejection behavior: the child feels rejected (Rohner & Khaleque, 2005; Rohner, 2016).   One of the studies carried out to explain the concept of acceptance and rejection in the preschool period and the importance of close relationships in the child's life is parental acceptance rejection the theory. It is a theory of lifelong development and socialization developed by Ronald Rohner in 1975, which seeks to interpret the causes of parental acceptance and rejection, its consequences and its relationships with variables (Rohner & Khaleque, 2005). Examining the possible effects of parental acceptance and rejection on the mental, behavioral, and emotional development of children and trying to explain the universal principles of human behavior experimentally, it acts with the hypothesis that people need to receive warmth/compassion from people whom they consider important (Rohner, 2000). Another study by Ali (2011) analyzed the results of seventeen different studies investigating the effect of perceived acceptance-rejection from teachers or parents on children. In the study, the common point of the researches examined showed the importance of the sense of acceptance in the teacher-child relationship and the academic success and psychological adjustment of children were effective in many important issues.

The main purpose of the acceptance-rejection topic is to determine whether children and adults respond in the same way when they are accepted and rejected regardless of culture, race, gender, social class differences (Kourkoutas, & Erkman, 2011). When the international literature is examined, it is seen that there are various scales used for the concept of acceptance-rejection: Early Childhood Parental Acceptance-Rejection Scale (2012), ıt was developed by Rohner and Giotsa to assess the perceptions of parental rejection of 4-7-year-olds. Unlike other scales, the application is carried out with playing cards. The reliability coefficient was 0.87 for the mother version and 0.90.90 for the father version. Child Parent Acceptance-Rejection Scale (1975),ıt is a measurement tool designed by Ronald Rohner that has a reliability coefficient of 24 substances and 4 subsystems of .82. For its reliability and validity in Turkey (Erdem & Erkman, 1990; 2007) and found reliability coefficients between .70 and .89. Teacher Accept Rejection Scale Child Short Form(2005), It is a 29-item adaptation of the standard Child-Parent Acceptance Rejection Scale developed by Rohner (2005) to assess perceived acceptance-rejection from teachers. In the research on reliability and validity by Yildirim (2006) in Turkey, worked with primary school children and the reliability coefficient was found to be 0.90 for the total scale.

The acceptance-rejection perceived by the child from the teacher in preschool education has effects on the overall development of the child. But can be seen from all these although there are many scales in the international literature to measure perceived acceptance rejection from the teacher or parents in the preschool period there are few acceptance-rejection studies perceived from the teacher in Turkey and none of these studies are aimed at preschool children. 1.1. Purpose of the study

It is possible to determine the significant effect of the perceived acceptance rejection from the teacher on the child by determining the acceptance rejection correctly. The absence of a Turkish validity and reliability scale that can measure perceived acceptance rejection from the teacher in the pre-school period creates an important gap in this regard. Since it is seen that there is no standard scale to measure the acceptance-rejection levels perceived by children from their teachers in the preschool period, it is thought that having a standard scale to measure the perceived acceptance-rejection from the teacher in the preschool period will be beneficial in many respects and contribute to the national and international literature. At the same time, this research will bring

a new concept called "teacher acceptance-rejection in the preschool period" to the literature of perceived acceptance-rejection and interpersonal relations, the relationship of the child with his teacher, his perception of this relationship, how these perceptions are shaped, which areas of development affect, what kind of behaviors are accepted as teachers. It is thought that the existence of a scale that can measure teacher acceptance and rejection in the preschool period to be able to respond to many issues and support them with research, such as related to education and rejection, may shed light on the field. It is thought that determining the perceived acceptance-rejection levels from the teacher in the pre-school period can give an idea to the studies to be conducted to reveal the effects of different age groups and other variables. It is thought that this can be a guide for teachers, families and educational arrangements that can be developed in the future, will be beneficial in many ways, especially in order to be able to measure the perceived rejection of acceptance from the teacher, who is seen as the second attachment figure after the family in the preschool period, to show how effective the teacher is on the development of the child, and to learn the factors that affect the teacher-school-based development in the preschool period.

This study aims to adapt a measurement tool to Turkish, which will determine the level of acceptance and rejection perceived by the children in the 6-year-old group from their teachers, and to conduct a validity and reliability study. Within the scope of this research, answers to the following questions were sought:

1. Preschool Teacher Acceptance Rejection Scale: What is the validity level of the 6-year-old (PTARQ) scale of the Children's Short Form?

2. Preschool Teacher Acceptance Rejection Scale: What is the reliability level of the Child Short Form's 6-year-old (PTARQ) scale?

METHOD

Research Desing

This study was carried out with a descriptive survey model. Research in the screening model aims to describe a past or present situation as it is. The individual, object, or event that is the subject of the research is tried to be defined in its own conditions and as it is (Karasar, 2008).

Sample

The sample of the research consists of 400 children aged 6 years and 18 teachers who are educated in public and private kindergartens and kindergartens and selected by simple random method. Simple random sampling method was used in the research. This method is defined as the probability that every possible combination of elements in the universe will be included in the sample (Kerlinger & Lee, 1999).

Data Collection

Data Collection Tools

Preschool Teacher Acceptance Rejection Scale Child Short Form: It was adapted from the Early Childhood Parental Acceptance Rejection Scale developed by Rohner and Giotsa (2012) for children aged 4-7, and applied by Ekiz (2021) on 400 preschool children aged 6 years, the "Preschool Teacher Acceptance Rejection Scale: Child It is a measurement tool named as "Short Form 6 years (PTARQ)". The scale consisted of a total of 23 substances and 4 subscales. These are subscales of "warmth/compassion, hostility/aggression, indifference/ neglect and undifferentiated rejection". Due to the low item discrimination of the 18th question in the research, this question was removed from the scale, so the original form consisted of 23 items. All items are scored with a quadruple Likert type scale from 4 points to 1 point as "always true, sometimes true, rarely (very little true) and never true". Scores of reversed temperature/compassion, hostility/ aggression, indifference/ /neglect, and undifferentiated rejection subscales are collected to find the total score. To find the temperature/ compassion score, the total score obtained by reversing questions 1, 3, 9, 12, 17,19, 22, 24 is subtracted from 40 Questions 4, 6, 10, 14, 18, 20 for hostility/aggression score, questions 2, 7, 11, 13, 15, 23 for indifference/neglect score, 5, 8, 16, 21 for undifferentiated rejection scoresare added. The lowest score obtained from the scale is 23, and the highest score is 92. scores above 60 and 60 indicate rejection. The scale was composed of statements containing the behavior of the child's teacher. Each statement is asked to paint one of the hand signals that the child believes best reflects the feeling he feels about the situation indicated. There are four types of hand signals: always correct, sometimes correct, rarely correct, rarely correct, never correct. The application is made individually with the children. The child and the practitioner are mutually sitting at a table, the child is given crayons of various shapes and colors, on which some signs say: "I agree this is right for me" or "I disagree this is not right for me". Then the practitioner reads (or questions) each statement in the form to the child and is asked to paint one of the various hand signals that best reflect his/her feelings about that expression and are

available separately for each item in the form. Hand signals include 1 to 4 points for each expression. Gives the child the value of the score that the hand expression he or she chooses carries.

Scale Adaptation Process: The research consisted of the following stages: At the first stage, the 'Preschool Parental Acceptance Rejection Scale: For the adaptation of the Children's Short Form (ECPARQ) to Turkish, Prof. Dr. Ronald Rohner has given permission. Later, the data collection tool and materials used in the research were approved by Uludağ University Social Sciences Ethics Committee. In the second stage, the linguistic equivalence, validity and reliability study of the Preschool Teacher Acceptance Rejection Scale: Children's Short Form (6 years old) (PTARQ) was conducted. In the third stage, the retest method was used for reliability and the scale was applied twice with 30 children, ata two-week interval. At the fourth stage, a "Parent Permission Form" was obtained from the families of the children involved in the research in the application schools and the application was carried out one by one with 400 children.

Data Analysis

The data collected with the Preschool Teacher Acceptance Rejection Scale: Child Short Form were analyzed with the SPSS 23 package program. The methods and statistical analyzes followed during the adaptation of the scale, validity and reliability studies are as follows;

Methods And Statistical Analyzes For Scale Validity;

1. Language validity: It was translated from English to Turkish by two experts. It has been translated back into Turkish by an expert whose native language is English.

2. Content validity: The items on the scale were scored by six experts and were arranged in line with their suggestions. Unrelated group T-test was used to determine the discriminative power of the test.

3. Construct validity: For factor analysis: Kaiser-Meyer-Olkin (0.635), Barlett tests (X^2=11649.746 p=0.000), and correlation matrix (0.358) were calculated.

Methods For Scale Reliability And Statistical Analysis;

1. Internal consistency: Cronbach's alpha (.892), Spearman (.912) and Guttman (.851) coefficients were used to evaluate internal consistency.

2. Invariance concerning time: Pearson Product-Moment Correlation (.999) between two applications was checked with the test-retest (intermittent) method. These results showed that the scale has valid and reliable values for conducting the research.

RESULTS

Preschool Tarq: The Validity Characteristics And Validity Of The Child Short Form

Language Validity

The most widely used technique to ensure language validity is the back translation technique. There must be at least two translators in this technique; firstly, translator translates the original expressions into the desired language, and than the translator translates the expressions translated into the desired language back to the original language. The translated expressions are compared with the expressions in the original scale and it is checked whether the expressions given in both scales meet the same meaning (Çapık, Gözüm & Aksayan, 2003).

Preschool TARQ: The translation technique used for the language validity of the Children's Short Form is back translation. The scale was translated from English to Turkish by two experts. The expressions translated into Turkish were translated back into English by another expert.

Scope Validity

It is called making valid measurements for each item in a scale and measuring all the qualities to be measured. In order to evaluate the content validity, opinions of at least 3 and maximum 20 experts in the field should be sought (Şencan, 2005). While developing the Preschool Teacher Acceptance Rejection Scale: Child Short Form (PTARQ), opinions were taken from 6 experts. In line with the suggestions and criticisms received, the content validity index of the items and the scale was examined with the "Davis technique". With this technique, experts rate their opinions as "appropriate", "substance should be slightly reviewed", "substance should be seriously reviewed" and "substance is not suitable". The number of those who chose "appropriate" and "the item should be slightly revised" is divided by the total number of experts. A value of 0.80 is taken as a criterion (Esin, 2014).

The content validity index of the Preschool Teacher Acceptance Rejection Scale: Child Short Form was 0.83. This result showed that the scale possesses content validity.

Construct Validity

The correlation of substances on the scale is the case that they make measurements in the same direction (Harrington, 2009). One of the construct validity methods used to transform many items of scales with subscales into less grouped and named meaningful structures is factor analysis (Büyüköztürk, 2002). Through factor analysis, the items in the scale are grouped according to their specific characteristics (Ercan & Kan, 2004). It is mostly used for scales with subscales and each subscale is named as a factor (Esin, 2014). To determine whether the data group is suitable for the factor analysis to be performed; Kaiser-Meyer-Olkin (KMO), Barlett tests, and correlation matrix were used (Erkuş, 2016). Sharma (1996) interpreted the KMO values of the data groups as "0.90 excellent", "0.80 very good", "0.70 good", "0.60 medium", "0.50 weak" and "0.50 gold is unacceptable".

Another method of determining the scope validity of a scale is to find the distinctiveness values of the items in the scale. Preschool TARQ: The scores of the 27% participants in the lower and upper groups of the Children's Short Form were compared with the unrelated group "t" test. With this comparison, "Item differentiation values" were looked at by looking at whether the answer given for that item was differentiation for the upper and lower groups. If there is a significant difference in the "t" test at least .05 statistically, it is accepted that the substances of the scale are distinctive and therefore have scope validity and are decided to remain within the scope of the scale (Büyüköztürk, 2010).

Test results within the scope of the construct validity of the Preschool Teacher Acceptance Rejection Scale: Child Short Form (6 years old) are presented in Table 1.

Table 1.*Preschool TARQ KMO and Barlett Test Results*

KMO		0,63
Barlett Test	X^2	11649,746
Correlation Matrix	Sd	0,35
	p	,001

As show in Table 1, Preschool TARQ: It was decided that 23 items should remain within the scope of scale because article 23 of the Children's Short Form is significant at the level of differentiation values ($p < 0.01$). This result showed that the content validity of the scale was high. The Kaiser-Meyer-Olkin (KMO) coefficient (0.63), which was calculated to test the adequacy of the sample, is higher than the average; the validity of the factor analysis. The result of the Barlett test, which determined the number of participants, was found to be significant ($p<.001$). Ebel (1965) correlation coefficients are "subtracting the substance if it is 0.20 and below", "Correction between 0.20-0.30", "Good if it is between 0.30-0.40", "If above 0.40 is very well distinguished". As a result of the correlation matrix, the lowest value (0.35) of all substances is found to be well distinguished; the distinctiveness of the 23 substances on the scale was found to be good and very well distinguished.

After proving the suitability of the data group for factor analysis, the eigenvalue statistic was observed to verify the number of factors. According to the results of the factor analysis, it was seen that the scale had a four-factor structure as in the original. Factors with eigenvalue statistical ratios greater than 1 are considered significant, and factors less than 1 are not taken into account.

In factor analysis, the rate of variance is directly proportional to the factor structure of the scale. According to Tavşancıl (2014), the ideal variance ratios are in the range of 40%-60%. To see that the factor structures of the scale are strong, the variance rates were examined. The fact that the total variance rate (68.55%) is above the

Table 2.*Preschool Teacher Acceptance Rejection Scale: Rates of Variance Explained By Child Short Form Sub-Dimensions*

Dimensions	Eigenvalue	Variance	Stacked Frequency
1. Size (D/S)	8.57	37.29	37.29
2. Size (S/Ş)	3.52	15.31	52.61
3. Size(U/I)	1.99	8.66	61.27
4. Size(AR)	1.67	7.28	68.55

ideal variance rate is shown in Table 2, which shows that the factor structures of the scale are strong.

After proving the suitability of the data group for factor analysis and verifying the number of factors, the factor loading values of the items were checked. As a result of the analysis, 23 item were found. Accordingly, the load values of the 1st factor consisting of 10 items are in the range of 361 to,972; The load values of the 2nd factor consisting of 6 items are in the range of 358 to,818; Load values for the 3rd factor consisting of 5 items are in the range of 518 to,677; The load values of the 4th factor consisting of 2 items are in the range of 851 to 908. Article 18 "My teacher scares or threatens me when I do something wrong." item was not included in the analysis because the factor load value was low.

The results of the factor load values of the items of the Preschool TARQ are shown in Table 3.

Table 3. Preschool Teacher Acceptance Rejection Scale: Factor Loading Values of Children's Short Form Items

Item No.	Items	Size 1	Size 2	Size 3	Size 4
S1	She/he says nice things about me.	.453			
S4	She/he gives unnecessary punishment.	.825			
S6	She/he punishes me very badly when she gets angry.	.910			
S8	She/he makes me feel like you don't like me.	.972			
S9	She/he really cares about what I do.	.612			
S11	When I ask her/him for help, she/he doesn't care about me.	.782			
S12	She/he makes me feel valued.	.361			
S14	Most of the time what she/he does makes me sad.	.948			
S15	She/he forgets important things that I think he should remember.	.888			
S20	No matter what I do, she/he makes other kids feel better than me.	.963			
S2	She/he doesn't care about me at all.		.744		
S3	She/he helps me to explain things that are important to me to her/him.		.658		
S10	She/he says a lot of hurtful things to me.		.358		
S13	She/he takes a lot of interest in me.		.793		
S17	She/he makes me feel that what I do is important.		.730		
S19	She/he cares about what I think and listens to me when I talk about what I think		.818		
S5	She/he sees me as a constant problem maker.			.618	
S7	When I ask questions, she/he usually can't answer because she/he has a job.			.677	
S22	She/he makes me feel loved.			.628	
S23	As long as I don't bother her/him, she/he doesn't care about me.			.518	
S24	She/he treats me kindly and kindly.			.622	
S16	If I behave badly, she/he will make me feel that you don't love me.				.851
S21	She/he makes me feel unwanted.				.908

After proving the suitability of the data group for factor analysis and confirming the number of factors, the relationship between each dimension was examined. When the relationship of the four dimensions to each other was examined, meaningful relationships were found at level 01 (p<0.01).

Preschool Parq: Reliability Features And Findings On The Reliability Of The Child Short Form

Internal Conssistency

Preschool TARQ: The internal consistency of the total and subdivisions of the Children's Short Form was calculated by three different methods (Cronbach's Alpha, Spearman and Guttman).

Table 4. Internal Consistency Coefficients for The Scale's Grand Total

Internal Consistency Technique	n	r	p
Cronbach's Alfa	400	.89	p< .01
Spearman	400	.91	p< .01
Guttman	400	.85	p< .01

As shown in Table 4, it was determined that the Preschool TARQ: Children's Short Form has average reliability of 89% and this result is quite high when considering the developmental characteristics of preschool children. After the overall total internal consistency coefficient of the scale, the internal consistency coefficients for its subdivisions are .92 for The Hostility/Aggression Subdivision Cronbach Alpha, .92 for Spearman .93, Guttman .92. The Warmth/Compassion Subscale is .82 for Cronbach Alpha, .80 for Spearman, .77 for Guttman. The Indifference/Neglect Sub-Dimension is .71 for Cronbach Alpha, .79 for Spearman, .70 for Guttman. Undifferentiated Rejection Subdimension is .79 for Cronbach Alpha, .79 for Spearman, .67 for Guttman.

Invariance With Time

Preschool TARQ: The test-retest reliability of the Children's Short Form was looked at by intermittent method. It was calculated by looking at the "Pearson Moments Correlation test" (r) between the two application scores of the group of 30 people.

Table 5. *Preschool Teacher Acceptance-Rejection Scale: The Relationship Between Child Short Form Total and Sub-Dimensions*

1. Hostility-aggression	1				
2. warmth/affection	,324**	1			
3. Ignorance/Neglect	,435**	,277**	1		
4.Unsorted Rejection	,211**	,133**	,220**	1	
Scale General Total	,904**	,599**	,686**	,288**	1

** p< .01

When Table 5 is examined, the sub-dimension that gives the highest correlation with the scaled sum is the hostility/aggression sub-dimension (,904); the lowestThe sub-dimension giving the correlation was undifferentiated rejection (.288).

The results presented in Table 6 showed that the test-retest reliability coefficients of preschool TARQ: Children's Short Form were quite high and significant at .01.

Table 6. *Preschool TARQ: Test-Retest Reliability Coefficients of The Children's Short Form*

	n	r	p
Scale Grand Total	30	.99	p< .01
Hostility/Aggression sub-dimension	30	.99	p< .01
Warmth/Compassion sub-dimension	30	.93	p< .01
Disregard/Neglect sub-dimension	30	.99	p< .01
Unparsed Rejection subdimension	30	.97	p< .01

Preschool Parq: Item Analysis Findings For The Validity And Reliability Of The Child Short Form

**Table 7.** *Total Item Analysis Process Results of the Scale*

Item No.	N	Item Total		Item Remaining		Discrimination		
		r	p	r	p	t	sd	p
S1	400	0.447	p<.01	0.404	p<.01	-7.467	216	p<.01
S2	400	0.089	p<.05	0.078	p<.05	-3.030	216	p<.05
S3	400	0.682	p<.01	0.638	p<.01	-21.054	216	p<.01
S4	400	0.816	p<.01	0.77	p<.01	-12.239	216	p<.01
S5	400	0.344	p<.01	0.292	p<.01	-4.201	216	p<.01
S6	400	0.749	p<.01	0.694	p<.01	-9.968	216	p<.01
S7	400	0.693	p<.01	0.597	p<.01	-24.577	216	p<.01
S8	400	0.779	p<.01	0.735	p<.01	-8.910	216	p<.01
S9	400	0.825	p<.01	0.8	p<.01	-28.154	216	p<.01
S10	400	0.162	p<.01	0.136	p<.01	-1.748	216	p<.01
S11	400	0.798	p<.01	0.774	p<.01	-9.365	216	p<.01
S12	400	0.56	p<.01	0.49	p<.01	-24.894	216	p<.01
S13	400	0.474	p<.01	0.413	p<.01	-14.939	216	p<.01
S14	400	0.76	p<.01	0.736	p<.01	-8.144	216	p<.01
S15	400	0.748	p<.01	0.722	p<.01	-8.520	216	p<.01
S16	400	0.296	p<.01	0.266	p<.01	-2.409	216	p<.01
S17	400	0.765	p<.01	0.731	p<.01	-27.963	216	p<.01
S19	400	0.279	p<.01	0.211	p<.01	-9.427	216	p<.01
S20	400	0.777	p<.01	0.732	p<.01	-8.742	216	p<.01
S21	400	0.188	p<.01	0.177	p<.01	-1.421	216	p<.01
S22	400	0.631	p<.01	0.593	p<.01	-11.191	216	p<.01
S23	400	0.096	p<.05	0.39	p<.05	-4.415	216	p<.05
S24	400	0.61	p<.01	0.574	p<.01	-9.968	216	p<.01

Substance analysis was carried out to ensure that the results reached after the application of the substances found on the scale serve the purpose of the specified criteria, to understand if it works, and to make necessary corrections (Ergin, 1995). The item-total, item remaining, and item discrimination values of the Preschool TARQ Form are at least .05 level; 23 items in the scale, shown in Table 7, were proven to be valid and reliable since they gave significant results at the level of .01 at most.

CONCLUSION and DISCUSSION

Preschool Teacher Admission Rejection Scale, Cronbach's alpha, Spearman, and Guttman coefficients were used to evaluate the internal consistency of the Children's Short Form. As presented in Table 4 in the Findings section, the maximum reliability of the scale was obtained in the Sperman (.91) and Cronbach's Alpha (0.89) techniques, and the lowest reliability was obtained in the Guttman technique (.85). These results show that the scale has an average reliability of 89%. Considering the characteristics of preschool children, this result was found to be quite high. Reliability alpha for the subscales of the Preschool Teacher Acceptance Rejection Scale: Child Short Form ranges from 0.67 to 0.93. These results showed that the scale total and subscales had high internal consistency reliability according to scientific criteria. Parental Acceptance Rejection Scale Mother and Father Forms developed for different age groups within the scope of EKAR Theory, Teacher Acceptance Rejection Scale Child Form and Early Childhood Parental Acceptance Rejection Scales and Preschool Teacher Acceptance Rejection Scale: Child Short Form's reliability coefficients. analyzed and the results compared in Figure 1 below.

Figure 1. Comparison of The Reliability Coefficient Results of the Scales Developed Within the Scope of EKAR Theory
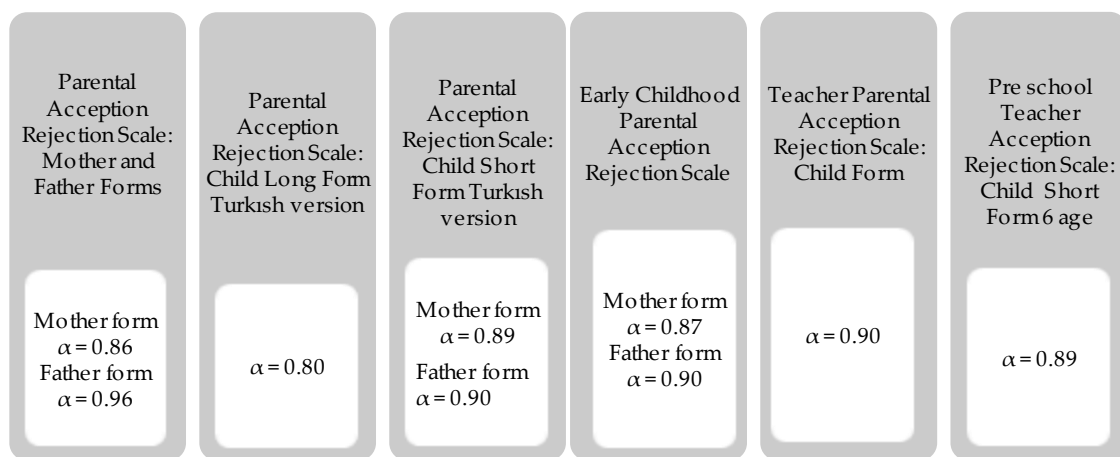
The reliability results of parental acceptance-rejection scale mother and father forms, which measure the levels of acceptance that children aged 9-17 years of age perceive in their relationships with their parents, designed by Rohner (1975), α for maternal form = 0.86; α for father form = 0.96; $0.55 < \alpha < 0.83$ were found for subscales. The Parental Acceptance Rejection Scale: Child Long Form, which was administered by Erdem and Erkman (1990) on 344 children in the eighth grade of the form, reliability coefficients for the total scale were $\alpha = 0.80$; $0.78 < \alpha < 0.90$ for subscales. The reliability coefficients of the Turkish version of the Parental Acceptance Rejection Scale: Child Short Form, whose reliability study was conducted by Yılmaz (2007) on 61 children aged 15 years, were $\alpha = 0.89$ in the mother version for the total scale; $\alpha = 0.90$ in the paternal version; subscales were found to be $0.65 < \alpha < 0.88$. The reliability results of the Early Childhood Parental Acceptance Rejection Scale, which Rohner and Giotsa (2012) applied on 1000 children aged 5 to 7 years, were $\alpha = 0.87$ for the mother version; $\alpha = 0.90$ for the father version. and alpha for subscales ranges from 0.62 to 0.84. The reliability coefficient of the Child Form of the Teacher Acceptance Rejection Scale developed by Rohner (2003) and the Turkish adaptation, validity, and reliability study by Yıldırım (2006) on 503 students attending the fourth and fifth grades of primary school was $\alpha = 0.90$ for the total scale; $0.31 < \alpha < 0.64$ for subscales. Preschool Teacher Admission Rejection Scale used by the researcher and validity and reliability studies: The reliability coefficient of the Children's Short Form $\alpha = 0.89$ for the total scale; $0.67 < \alpha < 0.93$ for subscales. As a result; It was observed that the reliability results of the scales developed within the scope of EKAR Theory and the Preschool Teacher Admission Rejection Scale: Children's Short Form were close values and the reliability results were compatible.

The test-retest method was applied to determine the time invariance of the Preschool Teacher Acceptance Rejection Scale: Child Short Form and the Pearson Moments Correlation test (r) value was checked. As presented in Table 6 in the Results section, the result obtained for the total of the scale is .99; .99 for hostility/aggression sub-dimension; .93 for the warmth/affection sub-dimension; .90 for the indifference/neglect sub-dimension; for the undifferentiated rejection sub-dimension, they are .97 and they are

statistically significant at the .01 level. According to these results, it was determined that the Preschool Teacher Acceptance Rejection Scale: Child Short Form did not change over time and its reliability was high. The results of the item analysis process regarding both the validity and the reliability of the research are at the level of at least .05; 23 items of the scale were proven to be valid and reliable, as it gave significant results at the .01 level at most.Preschool Teacher Admission Rejection Scale: The factor values for the articles of the Children's Short Form are as follows as shown in Table 3; Load values for dimension 1 are,361 to .972; Load values for dimension 2 are,358 to,818; Load values of dimension 3 are,518 to,677; The load values for the 4th dimension are between 851 and 908. The factor load values of the Early Childhood Parental Admission Rejection Scale, which was adjusted in this study, ranging from 573 to 734 (Giotsa&Kyriazos, 2019).Preschool TARQ: Child's Short Form showed a four-dimensional structure in line with its original form. In addition, due to the low factor load value of the 18th item in the scale, it was not included in the factor analysis. This situation is thought to be caused by cultural differences. While the scale was originally tested with the age group of 4-7, it was limited to the age group of 6 in this study. The lowest score that can be obtained from the scale is 23, and the highest score that can be obtained is 92. A score of 60 and above 60 is an indication of rejection. When the scale is analyzed, the average score of children in the preschool age group 6 years old is 36.93. Given this score value, the study showed that the children involved in the study perceived that they were emotionally accepted by their teachers. Preschool Teacher Acceptance Rejection Scale: The results between the Child Short Form and the original scale Early Childhood Parental Acceptance Rejection Scale are quite close and considering the characteristics of preschool children in the 6-year-old group and considering that a more abstract concept such as acceptance-rejection perception is measured, this result is high; It has been proven that the scale is valid and reliable in determining the acceptance-rejection levels perceived by the 6-year-old children from their teachers. In this study, linguistic equivalence studies were conducted by experts in the field of language validity was ensured. In the scope validity studies, the scope validity index was looked at with the "Davis technique" in line with the recommendations given by taking opinions from 6 experts. The content validity index of the Preschool Teacher Acceptance Rejection Scale: Child Short Form was 0.83. This result has shown that the scale has scope validity. As another method to ensure content validity, the distinctiveness values of the items were checked, and as it is presented in Table 7 in the Findings section, 23 items were decided to remain within the scope of the scale since they were significant at the level (p < 0.01) and also showed that the scale's content validity was high. To determine the construct validity, factor analysis and Kaiser-Meyer-Olkin (KMO), Barlett tests, and correlation matrix were used as factor extraction methods. As presented in Table 1 in the findings section, the presence of Kaiser-Meyer-Olkin (KMO) at 0.635 in the table showed that the KMO value was slightly above the middle and that the data group was suitable for factor analysis. It has been shown that the Barlett test also gave significant results (X^2=11649,746 p=0.000) and the data group was suitable for factor analysis. When we look at the correlation matrix, the lowest value was 0.358, which again confirmed that the relationship between the variables was good. After the suitability of the data group for factor analysis was proven, the eigenvalue statistics were checked to verify the number of factors and the ideal variance rate of 68% found in Table 2 in the Findings section; It showed that the factor structure was strong (as the ideal variance rates were above the range of 40–60%) and the construct validity of the Preschool TARQ: Child Short Form was high.

SUGGESTIONS

For the Practitioner;
Norm research of the Preschool Teacher Acceptance Rejection Scale: Child Short Form, validity and reliability research was conducted, can be done. Preschool Teacher Acceptance Rejection Scale: Child Short Form can be examined according to the demographic variables of the teacher and family and information can be obtained in terms of its results.

For researchers;

Preschool Teacher Acceptance Rejection Scale: Testing the Child Short Form by applying it to different preschool age groups can expand the scope of the scale. More information can be obtained about the validity and reliability of the scale. Preschool Teacher Acceptance Rejection Scale: The Child Short Form can also be examined for specially educated children who are in the preschool period.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Bursa Uludag University.

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Bursa Uludag University (2018-10/ID: 30/11/2018. Hereby, we as the authors consciously assure that for the manuscript "Preschool Teacher Acceptance Rejection Scale: Adaptation of the Children Short Form (Age 6) To Turkish Validity And Reliability Study" the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

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