

Turkish Validation of Social Emotional Well-Being and Resilience Scale (PERIK)

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Abstract

The purpose of the study was to examine the validity and reliability of Social Emotional Well Being and Resilience Scale (PERIK) to measure social-emotional well-being and resilience in Turkish preschool children. Two independent samples of four to six year children were used. Sample 1 served as the calibration sample to explore the most appropriate structure of the PERIK-T (227 children). Sample 2 served as the validation sample (227 children). A confirmatory factor analysis (CFA) was conducted to test the stability of the original factor structure of the six-factor PERIK. Concluding that 36 item PERIK did not fit the data obtained from Turkish sample, an exploratory factor analysis (EFA) was conducted to further explore the factor structure of the PERIK that better represented the sample data. The results of EFA suggested a six-factor 30 item solution. This 30 item model was subsequently cross-validated with the second sample ($n=227$). The results of the second CFA showed a good fit to the data. Scale scores showed a relatively high internal consistency and item-total correlations ranging from .47 to .76. To provide evidence for criterion-related validity of the PERIK, reported differences or relations in terms of gender and age are referenced.

Keywords: Preschool Child, Resilience, Scale Adaptation, Social-Emotional Well Being

Introduction

It is known that many words and terms to express people's state of well-being are used in scientific literature and well-being is examined in two different ways. First approach to well-being focuses on gratification (hedonic) and second one is related to psychological functionality (eudaimonic). Former one describes well-being as satisfaction and happiness (Özen, 2010; Schwarz, 2014). Latter approach defines well-being as self-actualization and full performance by relating well-being with emotional, physical, cognitive, personal and social processes (Özen, 2010; Roothman, Kirsten & Wissing, 2003; Telef, 2013). Mayr and Ulich (2009) state that social and emotional well-being is one of the important concepts examined in eudaimonic approach. Social and emotional well-being is a compound and multidimensional phenomenon that can influence individuals' development, health and overall state of well-being; and this complex concept comprises some traits of social well-being, emotional well-being, psychological well-being and mental health (Australian Institute of Health and Welfare [AIHW], 2012; Mayr & Ulich, 1999). Emotional well-being is characterized as feeling of happiness and safety and this state reflects the individuals' freedom from depression and anxiety. Psychological well-being includes certain abilities such as problem-solving, feeling management, autonomy, empathy and resiliency. Finally, social well-being requires abilities to form positive relations with other individuals and it is related to avoidance from certain behavior problems like destructive aggression and bullying (NICE, 2015).

When literature about resiliency is examined, it is seen that studies are usually conducted with samples that are at risk. Because theoretical definition of resilience and instruments

to measure resilience do not emphasize on "well-being", studies focusing on the resilience of healthy individuals and conditions required for well-being have been ignored (Leavers, 2003). The concept of resilience has underlined deficit model and behavior problems for long years; however, in recent times it has been examined with respect to competences and positive development (Mayr & Ulich, 2009; Mayr & Ulich, 1999). This perspective change has resulted that studies about well-being and resilience focus on normally developing children's coping behaviors toward daily life stressors. With a positive development perspective Mayr and Ulich (2006) aim to evaluate children's coping skills toward daily life stressors via PERIK which is developed based on longitudinal researches to measure well-being and resilience.

The concept of social emotional well-being is not only an adult-related subject to examine but especially in recent years, young children's social-emotional well-being has emerged as an important topic to research. Because social and emotional well-being of preschool children whose development is very rapid, affect the likelihood of showing behavioral problems, school adaptation and academic achievement (Berg, 2011; Raver, 2002), well-being in terms of social and emotional development is vitally important (Ben-Arieh, 2008). For this reason, assessment of social and emotional well-being in young children is critical to understanding developmental progress and informing care (Ravitch, 2013).

Even in early childhood education, educational objectives and methodologies are considered secondary compared to the primary importance of children's well-being. For this reason, it is important to explore state of social-emotional well-being and resilience in early childhood. In order to discover nature of well-being and resilience in preschool years,

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a research tool is needed (Mayr & Ulich, 2009). However, as is the case with the definition of well-being in young children, measuring of it in early years is difficult. This partially because of the requirement to gather well-being data from individuals themselves as the literature suggests (Ben-Arieh, 2005; Uyan-Semerici & Erdoğan, 2016). Yet, data regarding young children's well-being can also be gathered relying on some other sources' (teacher, parent etc) observations with child (Ben-Arieh, 2005). PERIK is an observational tool developed by Mayr and Ulich (2009) to measure preschool children's social-emotional well-being and resilience. This study aims to adapt PERIK (an observational scale), which is developed by Mayr and Ulich to assess preschool children's social and emotional well-being, to Turkish.

PERIK, which is developed based on three concepts namely mental health, resilience and school readiness, is an observational tool composed of six factors –with six items in each. The first factor is self-regulation. Bandura references self-regulation as a principle of social learning theory and defines self-regulation as one's ability to direct his capacity, manage and control own behaviours (Aydin, 2012). Self-regulation requires individuals to control their own behaviours and show caring and empathetic behaviours. The ability to control self, conscious and intentional behaviours in children show a rapid development in preschool years (Adagideli, Saraç, & Ader, 2015). Self-regulation ability necessitates delaying wills and feelings when needed, abandoning own desires according to circumstances and obeying rules and regulations. In addition to this, self-regulation includes taking others' perspective, showing affection to others, respecting and empathizing. Children experiencing intense negative feelings have difficulty in preventing their emotions and shifting their attention from uncomfortable events to pleasurable things. These children tend to be anxious and fearful, be tense when confronted with others' stress, show angry and aggressive behaviours when prevented and establish weaker relations with teachers and peers. On the other hand, when children who are sociable, enterprising and good in self-regulation are confronted with other people's stress, they are more likely to help, to share with and to relieve them. Conscious self-regulation, care and respect for other people influence long-term developmental outcomes (Berk, 2013; Bodrova & Leong, 2008; Mayr & Ulich, 2009).

Second factor of PERIK is named as "establishing social relations". The ability to form social relations contains four basic skills of preschool children's peer relations. These skills are namely the ability to establish positive relations easily with other children, the ability to use appropriate methods for participating in other children's play, the ability to establish verbal communication with other children and to initiate plays that would catch the attention of other children. (Landy, 2002; Bursal, 2017; Mayr & Ulich, 2009). The capacity of preschool children to form reciprocally satisfying friendship relations, to collaborate with peers and to establish positive relations with teachers help them to be a part classroom community where their academic and social skills would develop. When children internalize and use those skills, they can develop appropriate behaviours for peer relations. The development of these skills is very important for the quality of friendship relations and child's social position among his/her peers. In addition to this, peers offer unique learning opportunities to each other (Berk, 2013; Gülay, 2009; Gülay & Akman, 2009). Researches show that children unable to reach minimum social competence in social relations are at risk for several social adaptation problems in future (Yaşar, 2015).

Third factor of PERIK namely "task orientation" is an im-

portant skill to develop in early years. Individuals who have a sense of responsibility always behave in the same way no matter someone monitors them or not because they are already aware of their inner conflicts. Even when they tend to behave in a different way, they have still inner control and courage to direct them. "Taking responsibility" is defined as giving account of each action and bear the consequences of actions (Uyanık Balat & Balaban Dağal, 2006). When children's ability to take responsibility is taken into consideration, taking responsibility means to fulfil the tasks independently, deliberately and in a planned way. These tasks can be determined by preschool teachers or preferred by children. Questions such as "How does the child behave in response to his/her assignments?" "How is the child's concentration and patience when doing an assigned task?" "Does the child work independently or need constant support and praise?" "Is the child quick to take action in doing a task?" "Is the child careful and sensitive?" give important clues for children's ability to take responsibility (Ruffin, 2009).

Self-assertiveness is defined as fourth factor in PERIK. Self-assertiveness is individuals' competence in respecting others and self by expressing feelings and thoughts in a pleasing, positive, clear and reliable way. Behaviours which are not self-assertive are such behaviours denying own emotions, needs and thoughts, disregarding own rights and allowing other people ride rough over (Kutlu, 2009). Self-assertive child is the decisive child who keeps his own ideas and s/he can defend own rights when needed. Self-assertiveness includes behaviours such as discussing opinions with other people and expressing feelings, wills and needs to other children and peers. Therefore, self-assertiveness should not be confused with aggressive behaviours (Mayr & Ulich, 1999; Mayr & Ulich, 2009).

Another important dimension of social emotional well-being is emotional stability and particularly the ability to cope with stress. This factor in PERIK indicates two related concepts which are namely "reactiveness/emotional stability" and "coping with stress". According to widely known "Five Factor Model", emotionally stable people are defined as calm, self-confident and patient individuals who are open to critics and successful in coping with stress. In addition to this, it is also defined as the tendency to experience some negative feeling-like anger, anxiety, depression and irritability- easily (Bozionelos, 2004; Ören & Biçkes, 2011; Shi, Lin, Wang & Wang, 2009). It is reported that emotionally stable people are highly satisfied with professional and daily lives, they complain less and they are happier in life (Özdevecioğlu, Kaya & Dedeoğlu, 2013). Mayr and Ulich (1999, 2009) state that reactivity is related to giving rapid and accustomed emotional responses.

Coping with stress means to regulate reactivity, to relieve oneself and to calm down. Emotional regulation and coping with stress require children to analyse reasons behind emotions and to show awareness regarding the influence of one's thoughts, beliefs and wills on own behaviours (Chalmers, Frydenberg & Deans, 2011; Mayr & Ulich, 1999; Mayr & Ulich, 2009). When confronted with a stressful event, children who have superior coping skills try to evaluate it cognitively and then show appropriate coping behaviours instead of rapid, sudden and situational reactions (Compas, 2009). During cognitive evaluation of stressful event, these children care the importance and effect of unpleasant situation for their well-being (Chalmers, Frydenberg & Deans, 2011). Children who get high scores from this factor can participate in social environments even when they are under stress. They do not have a withdrawal tendency. When they are sad, they can accept emotional support offered by peers and adults; so,

they can relax via others' supportive actions and words (Mayr & Ulich, 1999; Mayr & Ulich, 2009). Because stress in preschool years can result in serious behavioural problems (Honig, 2010), it is important to teach children appropriate coping skills.

Finally the last factor in PERIK is called pleasure in exploring. Exploration helps children gain knowledge about his/her environment, learn about the features of objects and comprehend relations between different objects (Williams, 2003). Children who enjoy exploring ask questions about the things s/he would like to know. They like discovering new things. When they see an object new for them, they try to explore it by touching, moving and examining. They are usually happy and optimistic when starting a new task. They have an exploration courage which means trying and putting effort to achieve seemingly difficult tasks. In short, this factor requires children to show optimistic and brave attitudes instead of defensive attitudes in new situations; so, children who enjoy exploring are expected to be positive and constructive when confronted with challenging situations (Kawa & Pisula, 2013; Mayr & Ulich, 2009). Berlin's (1968) views regarding internal arousal are very important to understand children's exploratory behaviours. According to Berlin, every human behaviour is built on excitement seeking. Exploratory behaviours result in stimulation of individuals at optimum level so these behaviours initiate excitement. Difference between what is expected and what is obtained from exploration is the main source of high level stimulation (as cited in Kawa & Pisula, 2013; Oktay, 2010). Exploratory behaviours in preschool years are important predictors of later social functions even the likelihood of autism. According to the research conducted by Ozonoff, Macari and Young (2008), the absence of interest and inadequate exploratory behaviours toward new and different objects are important evidences of autism diagnosis. For this reason, stimulation of exploratory behaviours is important in terms of child development and assessment of these behaviours is significant for early diagnosis of problems.

When measurement tools regarding preschool children's social and emotional development are examined, it is seen that in Turkey there are many instruments used. Some of these instruments measure communication skills (Görgülü, 2009), social skills (Avcıoğlu, 2007; Elibol Gültekin, 2008; Ömeroğlu et al., 2014), social behaviours (Karakuş, 2008; Seven, 2010; Şen, 2004), social-emotional adaptation (Güven, Önder, Sevinç & Aydın, 2004), social competence and behaviour (Çorapçı, Aksan & Arslan, 2010), social emotional development (Ceylan & Ömeroğlu, 2012; Küçükker, Kapçı & Uslu, 2011), understanding emotions (Kuyucu, 2012), emotional skills (Durmuşoğlu Saltalı, Deniz, Çeliköz & Arı, 2009) and self-regulation skills (Fındık-Tanrıbuayurdu & Güler-Yıldız, 2014). However, no instruments measuring social-emotional well-being and resilience of preschool children in Turkey are found in literature. For this reason, this study aiming to adapt an instrument is expected to contribute early childhood field because it is hoped that a new instrument about social-emotional development will be introduced. In addition to this, because it is the first adaptation scale about social-emotional well-being and resilience in Turkey, it is different from other studies focusing on scale development and adaptation, so it is believed that this study would enrich the early childhood education field. Thus, the purpose of study is to examine the validity and reliability of Mayr and Ulich's (2009) Positive development and resilience in kindergarten PERIK (an observational scale) to measure social-emotional well-being and resilience in Turkish preschool children.

Method

Participants

The population is defined as 48-72 month-old preschool children who are attending to a public preschool affiliated to Ministry of National Education in Aksu district of Antalya. According to data obtained from Aksu District National Education Directorate, there are totally 51 preschools within the body of primary schools and 1348 preschool children are registered to these preschools. The sample consists of 25 preschools which are randomly selected for the study based on cluster sampling methods. Study was planned to be conducted with all children in these randomly selected schools. However, in order to get strong data, several factors were taken into consideration such as absence of a special education need and attendance to preschool at least for one semester. Two independent samples of four to six year children were used. Sample 1 served as the calibration sample to explore the most appropriate structure of the PERIK-T. This sample consisted of 227 children. Of them, 108 (47.6%) were girls and 119 (52.4%) were boys. Their ages ranged from 48 to 72 months, with a mean score of 59.41 ($SD=7.53$). Sample 2 served as the validation sample and contained 227 children. Of them, 112 (49.3%) were girls and 115 (50.7%) were boys. Their ages ranged from 48 months to 72 months, with a mean age of 60.37 ($SD=7.41$). Teachers were asked to rate each child on a five-point likert scale ranging from 1 (always applies) to 5 (does not apply).

Measures

In this study, Social-emotional Well Being and Resilience Scale (PERIK) has been applied. The original scale has been developed in several steps. Then, it has been studied to adapt to Turkish preschool education settings.

Development of PERIK

Developers of PERIK (Mayr & Ulich, 2009) first of all, state the need for complete and true definition of well-being in early childhood classrooms because it is the only way to develop reliable and valid instruments for observing and assessing well-being. For this reason, firstly empirical and theoretical evidences regarding well-being have been cumulated. In relevant literature, well-being is defined with respect to deficiency approach. However, especially in recent researches, well-being is taken as a concept related to indicators of positive development. For this reason, PERIK is developed with a sense of positive child image based on mental health, resilience and school readiness research outcomes showing close connections with the state of well-being. Developers focused on the early positive skills revealed in mental health, resilience and school readiness researches and while examining these researches, they attempted to find answers to certain questions such as "what are the skills enabling children to form appropriate interaction with others?", "what are the skills that make children more able to cope with stress and problems?", "what characterizes a resilient child?", "what are the social and emotional competencies influencing academic achievement?", "how does a child's ability to regulate himself affect his school readiness?" What the scale developers found in researches as a result of this questioning process is that although scientifically varied approaches take the issue of well-being differently, they meet on a common ground. That is the reality of typical socio-emotional competencies providing basis for positive development. These typical competencies laid the foundation of PERIK (Mayr & Ulich, 2009).

After theoretical foundation was built based on relevant research findings, the scale PERIK was completed at six steps. Firstly, observable constructs were determined by taking research results into consideration. In this process, some concepts were eliminated because of their inappropriateness for preschool age children or because of their observation difficulty. Secondly, nine broad headings were decided and for each heading items were devised. Totally 78 items were designed to be rated from 1 to 5 (five-point Likert scale). After the first experimental scale was formed, developers moved to the third step which is testing of the scale. This first experimental questionnaire was tested two times: 171 children at the first study and 309 children at the second study were rated. The fourth step includes analysis and interpretation of these two early studies. Results showed that well-being in preschool, as a construct, have many dimensions. Principal component analysis revealed that there are 11 separate dimensions of preschool well-being. However it was noticed that some dimensions were not clear enough to interpret on 5 point rating scale so they remain as "hypothetical" like the dimensions of "sense of humour" and "positive attitude toward warmth and closeness". In addition to this, it was concluded that the first version does not give enough thought on two important concepts for preschool children: "self-regulation"

and "self-organization". Second experimental version of PERIK was developed as the first one was overhauled. At the fifth step, second experimental PERIK with 85 items were tested on a random group of 351 kindergarten children. This time teachers rated children between 1 (always applies) and 6 (does not apply). Factorial and reliability analysis were conducted and final revisions were completed at sixth step. The study revealed that according to results of principal component analysis with orthogonal varimax rotation, there are six main dimensions of the scale. For each factor, percentage of the variance, number of items and factor loadings were provided in Table 1. In addition to factor analysis, reliability analysis were conducted. The highest reliability (Cronbach's Alpha) belongs to "Making contact, social performance" dimension with the score of .88 and the lowest reliability belongs to "Emotional stability, coping with stress" dimension with the score of .81 thus the scale shows a relatively high internal consistency. In connection with factor pattern, six dimensions -each dimension is composed of six items- were formed so there are totally 36 items on the scale. Items were decided based on their factor patterns, item-total correlation, internal consistency and essential meaning of each item (Mayr & Ulich, 2009).

Table 1. Second experimental version of original PERIK: Results of factorial analysis

Factors	Variance	Number of items for factor loadings				Total number of items
	%	≥.70	≥.60	≥.50	≥.40	N
Factor 1: 'Self-control, thoughtfulness'	13.2	7	5	3	-	18
Factor 2: 'Making contact, social performance'	11.4	4	6	3	-	16
Factor 3: 'Task orientation'	8.5	2	4	5	3	14
Factor 4: 'Self-assertiveness'	7	1	3	2	5	11
Factor 5: 'Pleasure in exploring'	5.2	-	1	4	4	11
Factor 6: 'Emotional stability, coping with stress'	4.6	-	2	2	4	8

Content of each central dimension is focused on the observation of certain qualities. For example, the first factor, "self-control and thoughtfulness", draws attention to children's related abilities such as delaying own needs and wishes, taking others' perspectives, obeying rules and regulations and respecting others. Similarly, the second factor as "making contact, social performance" remarks mainly two significant points with respect to the status of child in a group of children and the child's friend relations. Thus, the second dimension attempts to test skills of establishing easy positive contact with others, communicating by words with other children, participating in play and commencing a game. Task orientation which is the third factor of scale leads raters to observe whether children approach a task with care, concentration and patience and whether they depend on external rewards or behave independently in case of facing a task. Factor four refers to self-assertiveness which is a concept different from aggressiveness. In self-assertiveness sub-scale, two important traits are questioned: firstly to stand up for own rights and secondly to defend himself by telling own needs, feelings and demands. Factor five focuses on children's feeling of happiness and pleasure in exploration. This factor checks whether children are positive and show enthusiasm toward novel things by asking questions, studying and investigating. Final factor, that is to say emotional stability, coping with stress, requires raters to observe children's emotional responses to events and their way of coping with stress. Thus, this factor addresses children's abilities in calming down, keeping appropriate communication under stress and being open to others' comforting suggestions (Mayr & Ulich, 2009).

Procedure

PERIK which is designed to assess preschool children's positive development, well-being and resilience has been firstly found and examined in Mayr's and Ulich's (2009) article. According to Deniz (2007), when researchers decide to adapt a scale, they should firstly attempt to get permission from developers of original instrument. Otherwise, all the work would be unethical. For this reason, authors contacted with developers of PERIK in order to ask permission for adaptation studies. Savaşır (1994) reports that in adaptation studies, translators should be selected based on their proficiency in both languages (original language and targeted language), their knowledge in the topic and their experience in both cultures. Thus, after getting necessary permissions, two translators fluent in both languages (Turkish and English) are determined. Translators were familiar with the concepts PERIK attempts to assess. After translators translated PERIK into Turkish, back-translation studies started. For back translation studies, two research assistants helped. Translation and back translation process is important because this process assures there is no meaning loss or misunderstandings after translation (Deniz, 2007). After translation studies are completed, final draft has been presented to three experts. One of them examined the scale in terms of its quality in assessment and evaluation. The expert suggested 5 point Likert scale instead of 6 point Likert scale. Two remaining experts reviewed the scale in terms language adequacy. They suggested minor revisions. Based on feedback of three experts, form has been revised and prepared for pilot study. Deniz (2007) argues that in any adaptation study, scale

should be tested on a small group of participants in order to notice if there is still points open to misunderstandings or misinterpretations. After pilot study has been completed, the scale has been applied to participants recruited for this study. Adapted version of instrument was delivered to teachers in all selected preschools. They were asked to evaluate individually (by rating from 1 to 5) each child in their classrooms and they were given a week to complete instruments. After completed instruments were collected from preschools, reliability and validity analysis were conducted.

Results

Structural Validity

To test the stability of the original factor structure of the six-factor PERIK (Mayr & Ulich, 2009), a confirmatory factor analysis (CFA) was conducted using AMOS 16.00 software. As a combined rule for the acceptance of the model, five measures of fit indices were used with the following values: the chi-square/degrees of freedom (df) ratio >3, the goodness-of-fit-index (GFI), adjusted goodness-of-fit-index (AGFI), and the comparative-fit-index (CFI)>.90, and the root mean square error of approximation (RMSEA)<.08 (Browne & Cudeck, 1993; Hu & Bentler, 1999). The model indices were: $\chi^2/df = 4.43$, GFI= .78, AGFI= .75, CFI= .88, RMSEA= .08, suggesting an unacceptable fit of the model to the data.

Concluding that 36-item PERIK did not fit the data obtained from Turkish sample, an exploratory factor analysis (EFA) was conducted to further explore the factor structure of the 36-item PERIK that better represented the sample data. The adequacy of the data for factor analysis was supported by a Kaiser’s measure of sampling adequacy value of .91 ($p < .001$). Following Mayr and Ulich’s (2009) suggestion, a principal component factor analysis with orthogonal varimax rotation was first conducted. Eight factors had eigenvalues greater than one, which accounted for 72.9% of the variance. Six items had dual or triple loadings greater than .30 and four items were found to have poor loadings less than .30. Remaining items loaded on their respective factors consistent with the theory. Examination of the scree plot demonstrated a substantial break after six factors, which accounted for 66.9% of the variance. These items were deleted and an EFA was repeated with remaining items with four factor solution as suggested in the theory. The most appropriate solution suggested a 30-item six factor model. The total variance explained by the six factors was 73.6%. Factor 1 (Making contact/social performance-SP) consisted of items 1, 2, 3, 4, and 5. Factor 2 (Self-control/thoughtfulness-SC) contained items 7, 8, 9, 10, and 11. Factor 3 (Self-assertiveness-SA) included items 13, 14, 15, 16, and 18. Factor 4 (Emotional stability/coping with stress-ES) included items 19, 20, 21, 23, and 24. Factor 5 (Task orientation-TO) included items 25, 26, 27, 28, and 29. Factor 6 (Pleasure in exploring-PE) included items 31, 32, 33, 34, and 35.

Based on the results of the EFA, the six-factor model with 30 items was tested subsequently using CFA with maximum likelihood method for the generalizability and validation of the model. The results of CFA demonstrated that the results of the model indicated a good fit of the six-factor structure of the 30-item PERIK-T to the data with values of $\chi^2/df = 2.82$, GFI= .92, AGFI= .90, CFI= .95, RMSEA= .058. Parameter estimates ranged from .43 to .89 (see Figure 1).

Reliability

Internal consistency reliabilities calculated using Cron-

bach’s alpha showed a relatively high internal consistency for all subscales and total scale: Making contact/social performance= .91, Self-control/thoughtfulness= .91, Self-assertiveness= .90, Emotional stability/coping with stress= .74, Task orientation= .92, Pleasure in exploring= .88. Item-total correlations ranged from .47 to .76, suggesting that each item makes a significant contribution to each subscale.

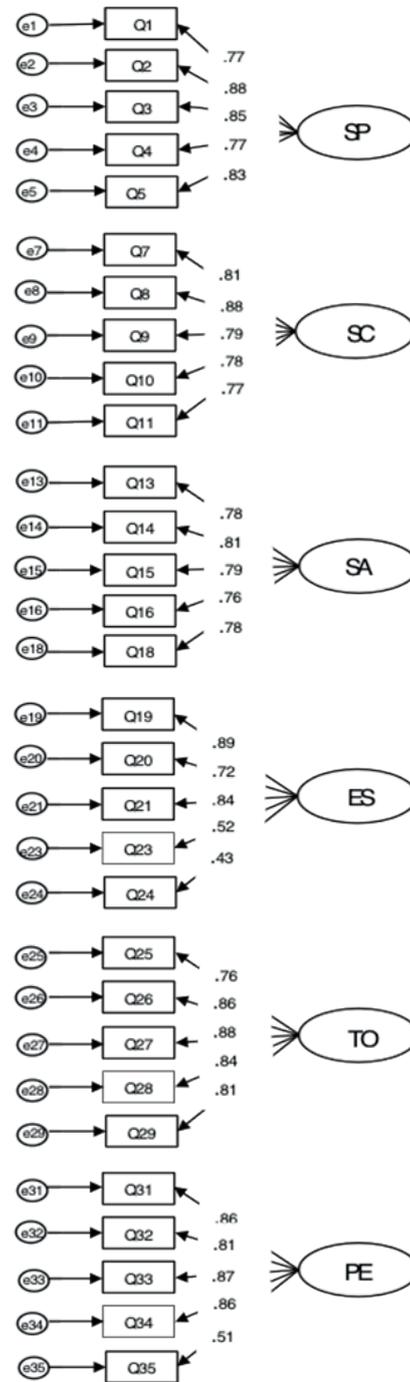


Figure 1. Factor structure and parameter estimates of the PERIK-T

Demographic Comparisons

To provide evidence for criterion-related validity of the PERIK, reported differences or relations in terms of gender and age. Following previous research suggesting that

gender and age differences may exist among subscales of PERIK (Mayr & Ulich, 2009), further analyses were conducted to compare the PERIK-T and the original PERIK as related to the demographic characteristics of gender and age. The results of a multivariate analysis of variance (MANOVA) revealed statistically significant gender differences on the four scales ($SP = p < .05$, $SC = p < .001$, $ES = p < .01$, and $TO = p < .01$) and age differences on all six scales ($SP = p < .001$, $SC = p < .001$, $SA = p < .001$, $ES = p < .05$, $TO = p < .001$, and $PE = p < .001$) suggesting that girls and older children possessed more advanced competencies.

Discussion

All individuals including young children experience stress in life. We have different kinds and levels of stress during our daily lives. For children, stress might originate from seemingly simple things like "the doubt they will ever learn to ride a bike or not". However, sometimes it might be severe like loss of a parent or abuse by relatives. How children manage to cope with adversity and stress varying in terms of intensity and duration is determined by their resiliency capacity (Early Childhood Education and Training Program [ECETP]). Authors defining resiliency usually focus on risk, vulnerability and protective factors (The Children's Charity, 2007) and in a broad sense, it is the developmental processes "that result in positive adaptation despite significant adversity". However, the difficulty appears when we try to make an operational definition of resiliency for researching purposes (Mutimer, Reece & Matheews, 2007) and incomplete understanding of resiliency as a concept leads to the absence of high-quality instruments for measuring resiliency (The Children's Charity, 2007). For this reason, this study aims to adapt a measuring tool for preschoolers' social-emotional well-being and resiliency. Studies indicate that there is a significant relationship between children's resiliency, academic achievement, social abilities and well-being. That's why, it is an important concept to be measured and monitored in early ages (The Australian Scholarships Group, 2013). Despite the importance and need of measuring resiliency and well-being of young children, measurement instruments usually focus on older age-groups especially elementary students (Prince-Embury, 2008) and adolescents (Donnon & Hammond, 2007; Gartland et al., 2006; Hurtes & Allen, 2001; Jew, Green & Kroger, 1999; Ungar & Leibenberg, 2009). For this reason, scale development and adaptation studies on the concept of preschool child resiliency are thought to be important and useful not only for researchers but also for teachers, parents and politicians.

Results of this adaptation study indicate that PERIK-T consists of 6 factors and 30 items. Factors are found to be the same with original PERIK namely "Making contact/social performance-SP", "Self-control/thoughtfulness-SC", "Self-assertiveness-SA", "Emotional stability/coping with stress-ES", "Task orientation-TO", "Pleasure in exploring-PE". Original PERIK is reported highly reliable (reliability coefficient range from .81 to .88) and valid instrument. Similarly, PERIK-T is found to be highly reliable as its all subscales show high consistency scores ranging from .76 to .92. Finally, criterion-related validity is assessed as developers of original instrument assessed criterion validity of PERIK. Gender and age differences were analyzed because "demographic factors are relevant to potential resilience in preschool children" (Howell, Graham-Bermann, Czyn and Lilly, 2010). Results show that girls and older children generally have better competencies compared to boys and younger peers. The finding is supported not only by the findings of original PERIK but also some other researches. For example, a study conducted with primary grade students shows that both age and gender are in-

fluential on children's resiliency. Similar to our study, the gender differences in resilience are found to be favoring girls (Sun & Stewart, 2007).

All in all, the results of this study imply that PERIK-T is a valid and reliable measure to assess Turkish preschoolers' social-emotional well-being and resilience. This study serves an important contribution to field because, as it is the case for country where PERIK was born, we have very few researches examining preschool children's well-being and resiliency. Thus, we suffer from the absence of guidelines that would help to observe young children's well-being (Mayr & Ulich, 1999). For this reason, it can be concluded that PERIK-T would be an important observation tool for counsellors and teachers in assessing preschool children's well-being and resiliency.

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