



# Adaptation and Validation of a Social Support Scale for Preservice Preschool Teachers

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## ABSTRACT

In the training of preservice preschool teachers, social support is regarded as a critical psychological and environmental resource that facilitates academic development and career development. However, there remains a lack of measurement instruments that adequately capture the learning context and training characteristics of preservice preschool teachers. To address this gap, the present study aimed to adapt and validate a social support scale specifically designed for preservice preschool teachers within the Chinese teacher education context. A total of 594 valid responses were collected from preservice preschool teachers enrolled in public normal colleges in Shandong Province, China. A two-stage research design was employed. In Stage 1, data collected from Sample 1 (n = 200) were used to conduct content validity assessment, item analysis, and exploratory factor analysis (EFA) to preliminarily examine the factor structure of the scale. In Stage 2, an independent sample (Sample 2; n = 394) was used to perform confirmatory factor analysis (CFA) to further verify the construct validity of the scale. The results supported a clear four-factor model comprising family support, teacher support, peer support, and college support. Model fit indices reached acceptable standards. Both the overall scale and its subdimensions demonstrated high levels of internal consistency and composite reliability, along with satisfactory convergent and discriminant validity. In addition, social support was found to be significantly associated with external variables such as professional identity and academic motivation, further supporting its criterion-related validity. In conclusion, the Social Support Scale for Preservice Preschool Teachers is a psychometrically sound instrument that can be used in both research and practice to assess social support among preservice preschool teachers and to inform the evaluation and optimization of support in teacher education.

**Keywords:** Social support, Preservice preschool teachers, Scale adaptation, Psychometric validation

## INTRODUCTION

Preservice preschool teachers constitute an important reserve force for the early childhood education workforce, and their professional development plays a crucial role in the sustainability and quality of preschool education (UNESCO, 2019). During teacher preparation programs, preservice preschool teachers undergo a critical transition from students to prospective teachers. In this stage, they are required to adapt themselves between academic learning, educational practice, and career planning (McLennan et al., 2017). This transitional period is widely regarded as a key phase in teachers' professional development, during which psychological adaptation and access to external resources may have long-term implications for career engagement and stability (Zammiti et al., 2020; Zhang et al., 2021).

Previous studies have indicated that preservice preschool teachers commonly experience multiple sources of stress, including academic workload, practicum challenges, and uncertainty regarding future career prospects (Geng et al., 2019; Han et al., 2019; Mansfield et al., 2020, Geng et al., 2022). When adequate external support is lacking, such stressors may undermine learning engagement, reduce confidence in professional competence, and hinder the formation of professional identity (García-Martínez et al., 2021; Smit et al., 2021). In this context,

social support has been recognized as a vital psychosocial resource that helps individuals cope with stress and facilitates positive developmental outcomes. Perceived social support enables individuals to experience more positive emotional states. Higher levels of perceived social support are associated with stronger intrinsic motivation for self-growth, allowing individuals to cope with academic challenges and difficulties with greater confidence (Cheng, 2016; Zhang, 2018). Support derived from family members, mentors, peers, and the educational environment not only serves as a buffer against stress but also fosters a strong sense of belonging and identification with the preschool education major and the future profession of early childhood teaching. This, in turn, enhances preservice teachers' learning engagement and academic motivation (Zhang et al., 2025).

Social support is generally conceptualized as the emotional, instrumental, and informational assistance that individuals perceive or receive through social relationships. Social support was first introduced as a formal psychological concept in the 1970s, emphasizing the role of the social environment in individual well-being (Cassel, 1976; Cobb, 1976). Cobb conceptualized social support as individuals' perceptions of being cared for, respected, and valued within a supportive social network. According to Wills, social support refers to the extent to which an individual desires recognition, understanding, respect and support from family members, friends, colleagues and organizations (Wills, 1991). Drawing on social support theory and considering the characteristics of teacher education in China, the present study defines social support as the multifaceted resources that preservice preschool teachers obtain from their families, teachers, peers, and college environments during their professional training. Based on existing theoretical frameworks and empirical evidence, social support can be further categorized into four dimensions: family support, teacher support, peer support, and college support. This multidimensional structure allows for a more comprehensive understanding of the support networks surrounding preservice preschool teachers.

Family support refers to the support provided by family members in terms of emotional encouragement, material security, and understanding of students' career choices. Teacher support denotes the support offered by teachers through academic guidance, feedback during practical training, and career-related mentoring. Peer support refers to the mutual support among classmates in learning-related interactions, emotional resonance, and the sharing of experiences. College support encompasses the support conditions provided by institutional policies, curriculum design, practicum resources, and the overall educational climate.

Although a variety of instruments have been developed to measure social support, existing scales still present certain limitations when applied directly to the training context of preservice preschool teachers. On the one hand, many widely used social support measures are designed as general instruments and are primarily applicable to employed adults, making them less suitable for individuals in the student or university stage (Xiao, 1994). On the other hand, some scales target populations whose developmental contexts do not fully align with the training environment of preservice preschool teachers (He, 2013; Zimet et al., 1988). Given that the sources, structures, and functions of social support may differ across groups, directly adopting existing scales may fail to adequately capture the specific social support experiences of preservice preschool education students. Therefore, it is necessary to conduct a contextualized adaptation and systematic validation of social support scales based on existing theories and established measurement structures, in order to develop a more appropriate instrument for assessing social support among preservice preschool teachers.

Accordingly, the present study aimed to adapt and validate a social support scale specifically designed for preservice preschool teachers. A combination of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) was employed to examine the factorial structure of the scale. In addition, the measurement quality of the scale was evaluated in terms of internal consistency reliability, convergent validity, discriminant validity, and criterion-related validity. Through this process, the study seeks to provide a reliable instrument for assessing social support among preservice preschool teachers.

## **METHODOLOGY**

### **Sample Population**

The sample population for this survey comprised preservice preschool teachers at public normal colleges in Shandong Province. A total of 620 questionnaires were administered, of which 594 were deemed valid for

analysis, resulting in a response validity rate of 95.8%. The final sample consisted predominantly of female participants, with 553 women (93.1%) and 41 men (6.9%). With respect to household registration status, 26.9% of the respondents ( $n = 160$ ) reported urban residency, whereas 73.1% ( $n = 434$ ) were registered in rural areas. Regarding age composition, most participants were between 21 and 22 years old ( $n = 416$ , 70.0%), followed by those aged 23–24 years ( $n = 114$ , 19.2%), and a smaller proportion aged 19–20 years ( $n = 64$ , 10.8%).

## Measures

### Adaptation of Social Support Scale

Despite the availability of numerous instruments for assessing social support, most existing scales were developed for general college students or in-service teachers and may not fully capture the learning experiences and developmental needs of preservice preschool teachers. In particular, differences in educational roles, training contexts, and sources of support may limit the direct applicability of these measures to the preservice preschool teacher population. Therefore, a contextually appropriate adaptation of an existing social support scale is necessary to ensure accurate assessment within this specific educational setting.

The social support scale used in the present study was adapted from the Social Support Scale for Preservice Special Education Teachers developed by He (2013). Grounded in social support theory, the original instrument was designed to assess perceived support among preservice teachers and comprised 25 items across four dimensions: family support, teacher support, peer support, and college support. Previous studies have demonstrated its satisfactory psychometric properties and applicability in preservice teacher research (Feng & He, 2014; Chen et al., 2020).

In adapting the scale for preservice preschool teachers, the present study followed the principle of retaining the original theoretical framework while enhancing contextual relevance. Specifically, five items that were closely related to special education teaching contexts were revised to reflect the preschool education setting, and one item unrelated to preschool education was removed. These modifications were intended to improve content appropriateness without altering the conceptual structure of the scale.

As a result, the adapted Social Support Scale for Preservice Preschool Teachers consists of 24 items encompassing four dimensions: family support, teacher support, peer support, and college support. All items were rated on a five-point Likert scale ranging from strong disagreement to strong agreement, with higher scores indicating stronger perceived social support.

### Professional Identity

Professional identity in the present study was assessed using the Student Teacher Professional Identity Scale for Preservice Kindergarten Teachers (STPIS-PK), developed by Zhang and Wang (2018). This instrument was adapted from the Professional Identity Scale for Normal Students originally proposed by Wang et al. (2010) and has been widely applied in research on preservice teachers within the Chinese educational context.

In the Chinese teacher education system, the term *normal students* commonly refers to preservice teachers undergoing formal teacher training. The STPIS-PK was specifically designed to capture professional identity development among preservice kindergarten teachers and consists of 12 items across four dimensions: professional values, professional efficacy, professional willingness, and professional volition.

All items were rated on a five-point Likert scale ranging from strong disagreement to strong agreement, with higher scores indicating a stronger level of professional identity. Previous studies have reported satisfactory reliability and validity of the STPIS-PK among preservice preschool teacher populations, supporting its suitability for use in the present study (Wang et al., 2010; Zhang & Wang, 2018; Zhu et al., 2019).

### Academic Motivation

The Academic Motivation Scale–University Edition (AMS-C28; Chen, 2007) was employed to assess academic motivation among preservice preschool teachers. The AMS-C28 consists of 28 items and comprises three

subscales: intrinsic motivation, extrinsic motivation, and no motivation. However, in accordance with the objectives of the present study, only 12 items related to intrinsic motivation were selected for analysis. Intrinsic motivation was further divided into three dimensions: to know, toward accomplishment, and to experience stimulation. All items were rated on a 5-point Likert scale ranging from 1 (no correspondence at all) to 5 (correspondence at all), with higher scores indicating stronger academic motivation. Previous studies have demonstrated that the Chinese version of the AMS-C28 possesses satisfactory reliability and validity among Chinese university students (Fan, 2023).

### **Data Analysis Strategy**

The 594 valid samples were randomly divided into two independent samples. Sample 1 consisted of 200 participants, and Sample 2 consisted of 394 participants. Sample 1 was used for content validity assessment, item analysis, and exploratory factor analysis (EFA). Sample 2 was employed for confirmatory factor analysis (CFA), convergent validity (CR and AVE), discriminant validity, internal consistency reliability (Cronbach's  $\alpha$ ), and criterion-related validity analyses.

## **RESULTS**

### **Content Validity**

Given that the social support instrument employed in this research underwent contextual modification for preservice preschool teachers, including the revision and deletion of several items, an evaluation of content validity was conducted to verify the appropriateness of the adapted scale. This assessment focused on whether the items adequately reflected the construct of social support in terms of relevance, representativeness, and clarity within the target population. Content validity was examined at both the item and scale levels by calculating the Item-Level Content Validity Index (I-CVI) and the Scale-Level Content Validity Index based on the average method (S-CVI/Ave).

A total of six experts were invited to participate in the content validity evaluation of the scale. The expert panel consisted of two educational psychology experts with experience in scale development and psychometric research; two university faculty members who have long been engaged in the training of preservice preschool teachers and are familiar with the curriculum system of preschool education programs; and two higher education administrators with expertise in student development and educational management. The selected experts demonstrated strong complementarity in terms of research backgrounds, practical experience, and professional roles. This diversity facilitated a comprehensive evaluation of the relevance and appropriateness of the scale items from multiple perspectives.

Experts were asked to rate the relevance of each item using a four-point Likert scale, where 1 = poor relevance, 2 = fair relevance, 3 = good relevance, and 4 = excellent relevance. Following the criteria proposed by Lynn (1986), when the number of experts exceeds five, an I-CVI value of 0.83 or higher is considered acceptable. The S-CVI/Ave was computed by averaging the I-CVI values across all items, with values of 0.90 or above indicating satisfactory overall content validity (Polit & Beck, 2006).

The evaluation results indicated that the revised scale consisted of 24 items, all of which achieved I-CVI values no lower than 0.833. The computed S-CVI/Ave for the entire instrument was 0.958, surpassing the recommended benchmark. These results suggest that the adapted social support scale demonstrates sound content validity and is suitable for assessing social support among preservice preschool teachers in the present study.

### **Item Analysis**

Item analysis was performed to evaluate the discriminatory power of each item as well as the associations between individual items and the total scale score. To examine item discrimination, the critical ratio (CR) approach was applied. Based on overall scale scores, respondents were ranked and divided into two extreme groups, with the highest 27% classified as the high-score group and the lowest 27% classified as the low-score group. Independent-samples *t* tests were then conducted to compare item scores between the two groups. Items demonstrating statistically significant group differences ( $p < .05$ ) and CR values equal to or greater than 3 were

regarded as having satisfactory discriminative capacity. The analysis results showed that all 24 items yielded significant differences between the high- and low-score groups ( $p < .001$ ), with CR values exceeding 6, indicating strong item discrimination across the scale.

In addition, item–total correlation analyses were conducted to further examine item quality. Correlation coefficients between individual items and the overall social support score ranged from 0.457 to 0.795, all reaching statistical significance ( $p < .001$ ). These findings suggest that each item is closely associated with the underlying construct of social support and provides adequate empirical support for subsequent examinations of structural validity and reliability.

### Exploratory Factor Analysis (EFA)

Prior to conducting exploratory factor analysis, the adequacy of the dataset was examined to determine its suitability for factor extraction. The Kaiser–Meyer–Olkin (KMO) measure yielded a value of 0.913, indicating a high level of sampling adequacy. In addition, Bartlett’s test of sphericity produced a significant chi-square statistic ( $\chi^2 = 3512.461, df = 276, p < .001$ ), suggesting that the correlations among items were sufficiently strong for factor analysis. These results collectively supported the appropriateness of applying factor analysis to the correlation matrix.

Based on this, exploratory factor analysis (EFA) was conducted on the 24 items. Principal Axis Factoring was employed to extract factors, with Promax oblique rotation applied to permit correlations among latent factors. The analysis yielded four factors with eigenvalues exceeding 1, collectively explaining 68.304% of the total variance(see Figure 1 and Table 1). This outcome meets the recommended criteria for exploratory factor analysis in psychological and educational measurement research. These four factors were named Family Support, Teacher Support, Peer Support, and College Support.

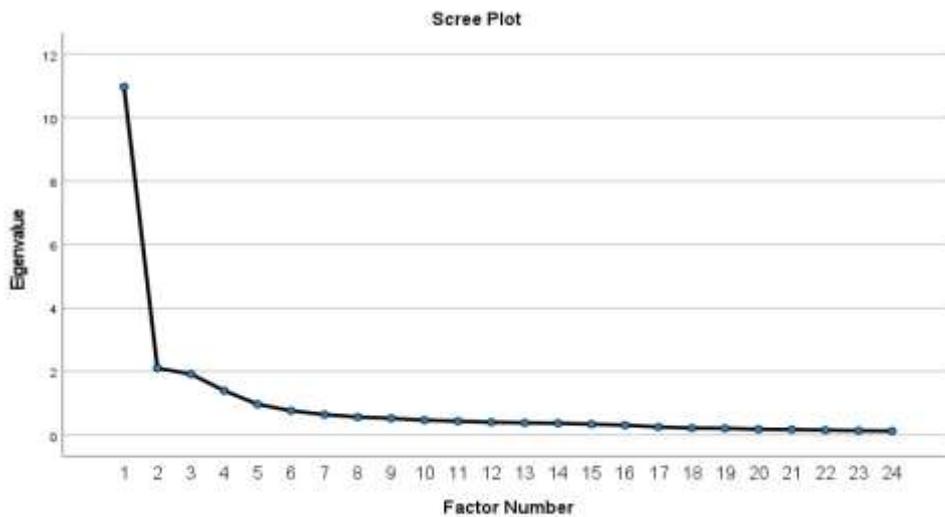


Figure 1. Scree Plot

Table 1. Factor Loading Matrix for Preservice Preschool Teachers’ Social Support

Items	Loadings			
	F1	F2	F3	F4
Q1	0.763			
Q2	0.741			

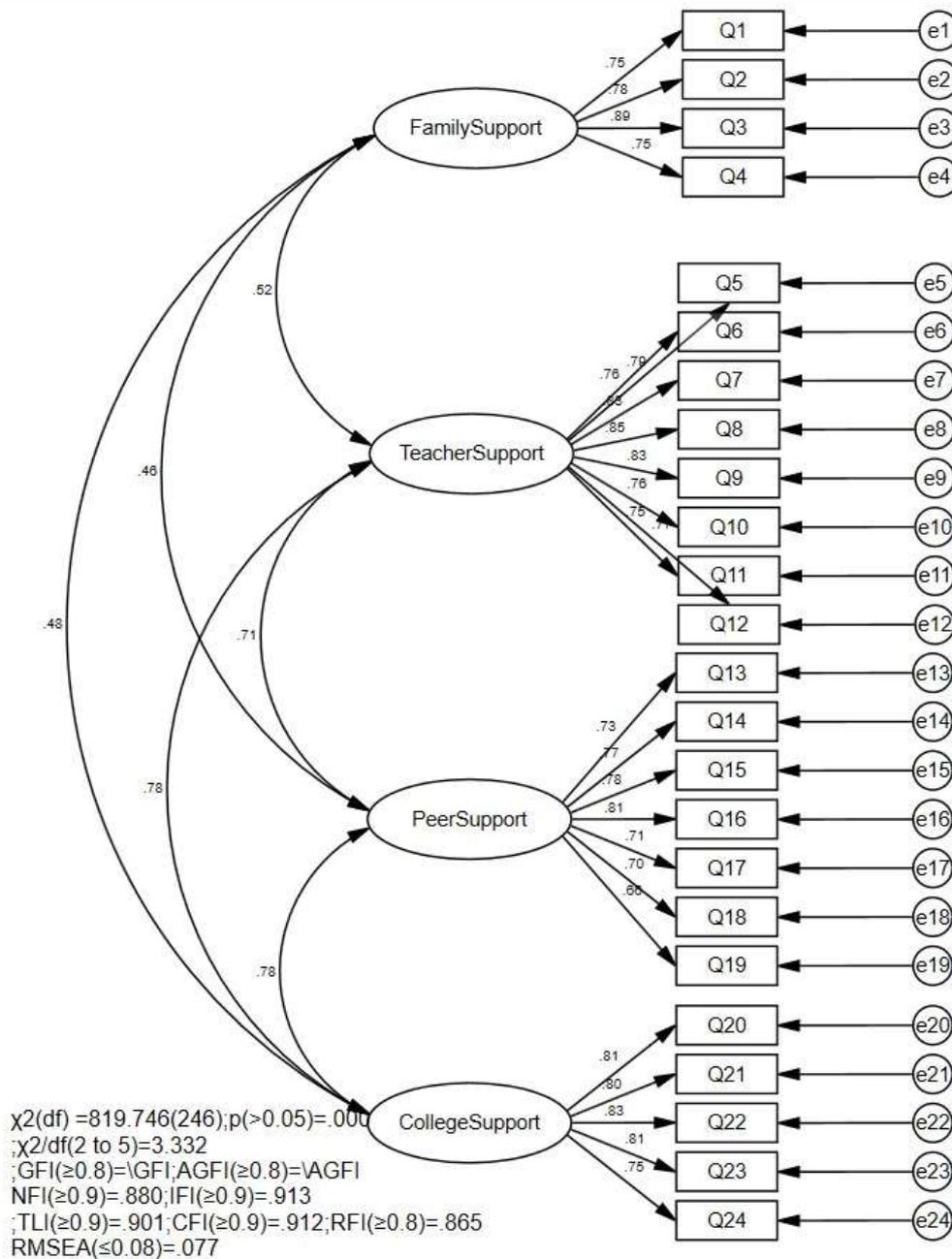


Q3	0.834			
Q4	0.711			
Q5		0.818		
Q6		0.912		
Q7		0.754		
Q8		0.845		
Q9		0.787		
Q10		0.703		
Q11		0.659		
Q12		0.721		
Q13			0.581	
Q14			0.673	
Q15			0.875	
Q16			0.851	
Q17			0.606	
Q18			0.512	
Q19			0.541	
Q20				0.749
Q21				0.663
Q22				0.951
Q23				0.592
Q24				0.756

### Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) was conducted using AMOS to examine the construct validity of the scale. A first-order four-factor measurement model was specified, in which each item loaded on its corresponding

latent factor, and correlations among latent factors were freely estimated (see Figure 2). The results indicated that all standardized factor loadings ranged from 0.662 to 0.893 and were statistically significant ( $p < .001$ ), suggesting that the observed variables adequately represented their respective latent constructs (see Table 2).



**Figure 2. CFA Model for Social Support**

**Table 2. Regression Weights for the Measurement Model**

			Estimate	Label	S.E.	C.R.	P
Q1	<---	F1	1.000	.750			
Q2	<---	F1	1.067	.776	.070	15.234	***
Q3	<---	F1	1.170	.893	.068	17.227	***



Q4	<---	F1	1.090	.746	.075	14.603	***
Q5	<---	F2	1.000	.790			
			Estimate	Label	S.E.	C.R.	P
Q6	<---	F2	.891	.755	.054	16.395	***
Q7	<---	F2	.924	.826	.050	18.415	***
Q8	<---	F2	.993	.853	.052	19.221	***
Q9	<---	F2	1.044	.833	.056	18.627	***
Q10	<---	F2	1.055	.758	.064	16.476	***
Q11	<---	F2	1.144	.755	.070	16.374	***
Q12	<---	F2	1.032	.774	.061	16.904	***
Q13	<---	F3	1.000	.733			
Q14	<---	F3	1.055	.770	.070	14.997	***
Q15	<---	F3	1.264	.776	.084	15.108	***
Q16	<---	F3	1.287	.813	.081	15.861	***
Q17	<---	F3	1.253	.712	.091	13.808	***
Q18	<---	F3	1.222	.702	.090	13.612	***
Q19	<---	F3	1.274	.662	.099	12.808	***
Q20	<---	F4	1.000	.808			
Q21	<---	F4	1.140	.796	.064	17.688	***
Q22	<---	F4	1.071	.830	.057	18.725	***
Q23	<---	F4	1.138	.807	.063	18.003	***
Q24	<---	F4	1.078	.750	.066	16.328	***

The overall model fit indices were as follows:  $\chi^2/df = 3.332$ , RMSEA = 0.077, NFI = 0.880, TLI = 0.901, CFI = 0.912, and SRMR = 0.050. According to commonly accepted criteria, the overall model fit was within an acceptable range (Kline & Little, 2015). Specifically, although the  $\chi^2/df$  value was slightly higher than the ideal threshold suggested in some studies and the NFI value was marginally below 0.90, other key fit indices, including TLI and CFI, met recommended standards. In addition, both RMSEA and SRMR fell within acceptable limits, indicating an adequate overall fit of the model. Notably, the SRMR value was well below the recommended cutoff of 0.08, suggesting low standardized residuals and minimal discrepancy between the observed and model-

implied covariance matrices. Taken together, these results indicate that the social support scale demonstrates satisfactory construct validity, supporting its use in subsequent reliability analyses and structural modelling.

### Reliability

Reliability analysis demonstrated that the overall internal consistency of the scale was excellent. Specifically, the total scale yielded a Cronbach’s  $\alpha$  value of 0.950 (see Table 3), indicating a very high level of reliability. The corrected item–total correlations for all items were above 0.40, and no meaningful increase in the Cronbach’s  $\alpha$  coefficient was observed when any individual item was deleted. These results suggest that each item contributes adequately to the scale and exhibits satisfactory stability and discriminative capacity.

At the subscale level, the Cronbach’s  $\alpha$  coefficients for the four dimensions ranged between 0.867 and 0.929. In particular, the reliability coefficients were 0.867 for family support, 0.929 for teacher support, 0.888 for peer support, and 0.896 for college support, all of which exceeded the commonly accepted criterion of 0.70. Moreover, the composite reliability (CR) values for the four factors varied from 0.871 to 0.931, further supporting the internal consistency and reliability of each dimension.

### Convergent validity

To evaluate convergent validity, composite reliability (CR) and average variance extracted (AVE) were computed for each latent construct (Table 3). The findings revealed that all CR estimates fell between 0.871 and 0.931, exceeding the recommended minimum value of 0.70. In addition, AVE values ranged from 0.547 to 0.638, all above the acceptable criterion of 0.50. These results indicate that the constructs demonstrate satisfactory internal consistency and adequate convergent validity.

### Discriminant validity

Discriminant validity was examined using both the Fornell–Larcker criterion and the Heterotrait–Monotrait ratio (HTMT). As presented in Table 3, the square roots of the AVE values were greater than the corresponding inter-construct correlation coefficients for most latent variables, providing evidence of acceptable discriminant validity. Nevertheless, the square root of the AVE for F3 was marginally lower than its correlation with F4, indicating a comparatively strong relationship between these two constructs.

Given that the Fornell–Larcker criterion may be overly conservative when constructs are highly correlated (Henseler et al., 2014), HTMT was further examined. The results showed that all HTMT values were below the strict threshold of 0.85, indicating acceptable discriminant validity among the latent constructs.

Table 3 Reliability, Convergent Validity, and Discriminant Validity of the Social Support Scale

Dimension	Cronbach’s $\alpha$	CR	AVE	HTMT (F1)	HTMT (F2)	HTMT (F3)	HTMT (F4)
Total Scale	0.950						
Family support (F1)	0.867	0.871	0.630				
Teacher support(F2)	0.929	0.931	0.630	0.526			
Peer support (F3)	0.888	0.894	0.547	0.476	0.735		
College support (F4)	0.896	0.898	0.638	0.484	0.783	0.795	

### Criterion-related validity analysis

The results of criterion-related validity analysis indicated that all dimensions of social support were significantly and positively correlated with academic motivation and professional identity ( $p < 0.01$ ) (see Table 4). Teacher support, peer support, and college support showed moderate to relatively strong correlations with the criterion variables, while family support demonstrated comparatively weaker but still significant correlations. These findings suggest that the social support scale exhibits satisfactory criterion-related validity.

Table 4 Criterion-Related Validity of Social Support Dimensions

Variables	Family Support	Teacher Support	Peer Support	College Support
Academic Motivation	0.324**	0.617**	0.627**	0.645**
Professional Identity	0.343**	0.570**	0.612**	0.557**

## DISCUSSION

This study systematically reviewed theories and existing scales related to social support, subsequently revising and validating the social support scale. Comprehensive psychometric properties were examined through item analysis, reliability analysis, exploratory factor analysis, confirmatory factor analysis, and multiple validity tests.

Results indicate that during item analysis, all items achieved significant critical ratios and demonstrated good item-total correlations, confirming strong discriminant validity and suitability for retention in subsequent analyses. In terms of content validity, expert evaluations indicated that all items demonstrated high relevance and representativeness, and the overall S-CVI/Ave exceeded the recommended criterion. Reliability analysis revealed high Cronbach's  $\alpha$  coefficients for both the overall scale and its dimensions, indicating strong internal consistency. Exploratory factor analysis supported a four-factor structure with reasonable factor loadings and cumulative variance explained meeting scale development standards. Confirmatory factor analysis further validated this structure, with overall model fit indices within acceptable ranges, confirming the scale's structural stability and validity.

Regarding validity, composite reliability (CR) and average variance extracted (AVE) both met recommended standards, indicating strong convergent validity. HTMT analysis generally supported discriminant validity across dimensions. Concurrently, criterion-related validity analysis revealed significant positive correlations between the social support scale and its dimensions with relevant criterion variables such as academic motivation and professional identity. The direction of these correlations aligned with theoretical expectations, further validating the scale's external validity.

### Theoretical Implications

From a theoretical perspective, the findings of this study provide empirical support for the applicability of social support theory within the context of preservice early childhood teacher education. Although prior research has widely conceptualized social support as a multidimensional construct, the specific dimensional structure and manifestations of social support may vary across different populations and educational contexts. Grounded in the learning and developmental context of preservice early childhood teachers, the present study demonstrates that social support within this group also exhibits a clear and well-defined multidimensional structure.

The results further indicate that different sources and forms of social support function through relatively independent yet interrelated mechanisms in the professional development of preservice teachers. This finding extends the application boundaries of social support theory within the field of teacher education. Moreover, at the measurement level, the validated scale developed in this study provides a reliable instrument for future research examining how social support influences preservice teachers' academic development and career development.



## Practical Implications

From a practical perspective, the social support scale validated in this study demonstrates substantial applied value. First, the scale can serve as an effective tool for assessing the level of social support within preservice early childhood teacher education programs, offering higher education institutions and teacher education providers a quantitative basis for understanding students' support experiences.

Second, by examining scores across different dimensions, educational administrators and teacher educators can more precisely identify weaknesses within existing support systems, such as insufficient support from institutions, teachers, peers, or practicum environments. These insights can inform targeted improvements in institutional policies, program design, and resource allocation.

In addition, the scale provides a valuable foundation for future intervention research. By measuring changes in social support before and after specific interventions, researchers can evaluate the effectiveness of educational programs or support initiatives. Such applications offer empirical evidence to guide efforts aimed at enhancing the professional growth and psychological development of preservice early childhood teachers.

## CONCLUSION

In summary, the Social Support Scale for preservice preschool teachers in this study demonstrates sound structural validity, reliability, and multidimensional construct validity. The instrument is capable of reliably assessing perceived social support among preservice preschool teachers and provides a stable measurement foundation for future empirical investigations.

Beyond its psychometric properties, this study contributes to the methodological literature by offering a context-specific measurement tool tailored to the training and developmental characteristics of preservice preschool teachers. By adapting and validating the scale within this population, the present research responds to the need for more sensitive instruments that reflect the unique social support experiences of teacher education students.

The availability of this scale also creates opportunities for subsequent research to further explore the role of social support in relation to psychological adjustment, academic engagement, and professional development during the preservice stage. Researchers may employ this instrument in longitudinal, comparative, or intervention-based studies to examine how different sources of support influence the professional growth trajectories of future preschool teachers.

From a practical perspective, the scale may serve as a useful reference for educators and institutions seeking to better understand the support environments of preservice teachers and to inform supportive strategies within teacher education programs. Future research is encouraged to validate the scale across broader regions and diverse educational contexts to further enhance its generalizability and applicability.

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### Appendix The Social Support Scale for Preservice Preschool Teachers

This questionnaire is to understand the support and help you have received during your college professional learning. Please answer the following questions according to your actual situation, and tick “√” on the corresponding number in the back when answering. Please make corresponding rating assessment for the following content: “1” means “strongly disagree”, “2” means “relatively disagree”, “3” “means uncertain”, “4” means “relatively agree”, and “5” means “strongly agree”.

Dimension	Item No.	Item (English)	Item (Chinese)	1	2	3	4	5
<b>Family Support</b>	1	My family has been able to provide me with concrete financial support during my college years.	在我大学期间，家人能够给我提供切实具体的经济支持。					
	2	My family cared about me and respected my choice of major.	家人关心我，尊重我做出的专业选择。					
	3	My family has been able to help me with any difficulties I have encountered.	对于我遇到的各种困难，家人都会伸出他们的援手。					
	4	My family cares about my studies and my development.	家人关心我的学习情况和我的发展。					
<b>Teacher Support</b>	5	Teachers often help me to solve difficulties in my life and study.	老师经常帮助我解决生活学习中的困难。					
	6	Teachers encourage me to pursue a career in preschool education.	老师鼓励我投身于学前教育职业。					
	7	I can get good guidance from teachers when I have learning problems.	遇到学习问题时，我可以从老师那里得到很好的指导。					
	8	Teachers often provide me with new developments in professional development.	老师经常给我提供专业发展方面的新动态。					
	9	Teachers try their best to provide me with opportunities and platforms for professional practice.	老师努力为我提供专业实践的机会与平台。					
	10	Teachers often discuss the future development of preschool education with me.	老师常常与我讨论学前教育未来的发展前景。					
	11	Teachers always pay attention to my personal development.	老师一直关注我的个人发展。					



	12	In my professional field, I can get the care and help from my teachers.	在专业领域，我能够得到老师的关心帮助。					
<b>Peer Support</b>	13	My classmates and friends have given me a lot of help and support in my college life.	在大学生活中，朋友同学给予了我很大的帮助与支持。					
	14	My classmates are willing to give me their honest opinions about the problems I encounter in my life and study.	我生活学习中遇到的问题，同学乐于提出他们的真实看法。					
	15	I often share with my classmates the feelings and experiences in professional learning.	我经常与同学分享专业学习中的感悟与体会。					
	16	My friends care about my life and learning and personal development.	朋友关心我的生活学习情况与个人发展。					
	17	My friends think that my future career in preschool education is a very caring choice.	朋友认为我今后从事学前教育职业是一个非常有爱心的选择。					
	18	My classmates often discuss with me the development trend of the preschool education profession.	同学常常与我讨论学前教育专业的发展动向。					
	19	My friend encourages and supports me to study preschool education.	朋友鼓励和支持我学习学前教育专业。					
<b>College Support</b>	20	The specialized courses in preschool education offered by the college are conducive to the development of my professionalism.	学校开设的学前教育的专业课程，有利于培养我的专业素养。					
	21	I am able to obtain professional development information from more and more channels.	我能够从越来越多的渠道获得专业发展的信息动态。					
	22	The college can provide a better environment for my life and study.	学校能够为我的生活学习提供较完善的环境。					
	23	I can get useful professional information from the college (relevant departments or websites) to help me answer my questions.	我可以从学校（有关部门或网站）获得有用的专业信息，帮助我答疑解惑。					
	24	Kindergartens on our list of off-campus practice sites are willing to provide us opportunities and guidance for hands-on learning.	我们学校合作的幼儿园愿意为我们提供实践学习的机会与指导。					