

**HIGHER ORDER FACTOR STRUCTURE OF  
EMOTION REGULATION AND ADAPTATION  
OF AFFECTIVE STYLE QUESTIONNAIRE**



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ADAPTATION OF AFFECTIVE STYLE QUESTIONNAIRE

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## ABSTRACT

### HIGHER ORDER FACTOR STRUCTURE OF EMOTION REGULATION AND ADAPTATION OF AFFECTIVE STYLE QUESTIONNAIRE

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Emotion regulation is an important and widely studied concept in the literature. Several measures have been developed to assess emotion regulation. One of the most frequently used techniques to measure emotion regulation is the use of self-report questionnaires. In this study, Emotion Regulation Questionnaire (ERQ), Cognitive Emotion Regulation Questionnaire (CERQ) and Affective Style Questionnaire (ASQ) were used together in order to test if there is any underlying higher order construct. Furthermore, another aim of the study was to adapt Affective Style Questionnaire (ASQ) into Turkish culture. A total 622 individuals whose ages were between 18 and 65 ( $M=28.46$ ,  $SD=9.36$ ) participated in this study. Results of Confirmatory Factor Analysis for Affective Style Questionnaire (ASQ) (Concealing, Adjusting, Tolerating) have shown that a proposed three-factor model gives acceptable fit to the data. Reliability and validity analysis results supported the

findings of original study of Hofmann and Kashdan (2010). In order to investigate the higher order factor structure of emotion regulation Exploratory Confirmatory Factor Analysis was conducted and a three-higher order factor model of emotion regulation was expected. The results showed that the best solution was reached with five-higher order factor model. The higher order factors of emotion regulation were named as: Hiding Emotions, Self-Oriented, Perspective Shifting, Flexibility, and Others-Oriented. All the findings were discussed in accordance with the literature.

*Keywords:* Emotion regulation, factor structure, affective style questionnaire

## ÖZ

### DUYGU DÜZENLEMENİN ÜST FAKTÖR YAPISININ İNCELENMESİ VE DUYGUSAL İŞLEYİŞ BİÇİMİ ÖLÇEĞİNİN TÜRKÇE ADAPTASYONU

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Duygu düzenleme alanyazında önemli olan ve yaygın olarak incelenen bir kavramdır. Duygu düzenlemeyi değerlendirmek için çeşitli yöntemler geliştirilmiştir. Duygu düzenleme ölçme teknikleri arasında sıklıkla kullanılan yöntemlerden biri öz-bildirim ölçeklerdir. Bu çalışmada, altta yatan bir üst faktör yapısının olup olmadığını test etmek için Duygu Düzenleme Ölçeği (ERQ), Bilişsel Duygu Düzenleme Ölçeği (CERQ) ve Duygusal İşleyiş Biçimi Ölçeği (ASQ) birlikte kullanılmıştır. Ayrıca, bu çalışmanın bir diğer amacı Duygusal İşleyiş Biçimi Ölçeği'ni Türk kültürüne uyarlamaktır. Yaşları 18 ile 65 arasında değişen toplam 622 birey ( $M=28.46$ ,  $SD=9.36$ ) çalışmaya katılmıştır. Duygusal İşleyiş Biçimi Ölçeği (ASQ) (Gizleme, Uyum Sağlama, Tolere Etme) için yapılan Doğrulayıcı Faktör Analizi (CFA) sonuçlarına göre önerilen üç-faktörlü model verilerle kabul edilebilir bir uyum göstermiştir. Geçerlik ve güvenilirlik analiz sonuçları da Hofmann ve

Kashdan'ın (2010) orijinal alıřmalarındaki bulguları desteklemektedir. Duygu dzenlemenin st faktr yapısını keřfetmek iinse Aıklayıcı Dođrulayıcı Faktr Analizi (ECFA) kullanılmıř ve  faktrl bir yapı elde etmek hedeflenmiřtir. Sonular en iyi zme beř faktrl bir yapıyla ulařıldıđını gstermiřtir. Duygu dzenlemenin st faktr yapısını oluřturan beř boyut řu řekilde isimlendirilmiřtir: Duyguları Gizleme, z-Odaklı, Bakıř Aısını Deđiřtirme, Esneklik, Bařkaları-Odaklı. İlgili alanyazın ıřıđında btn bulgular tartıřılmıřtır.

*Anahtar kelimeler:* Duygu dzenleme, faktr yapısı, duygusal iřleyiř biimi leđi

*To my family*



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## CHAPTER 1

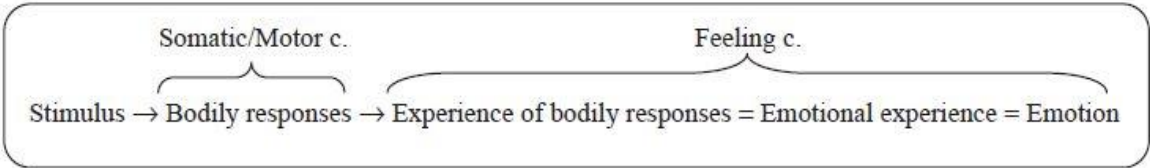
### INTRODUCTION

#### 1.1. Emotion

Emotions are inevitable aspects of people; they give meaning to life. In order to understand emotions, different perspectives have been proposed throughout the history. In ancient Greek, emotions were seen as an interruption to critical thinking and reasoning (Cole, Michel & Teti, 1994). Then, Darwin (1872/1965) evaluated emotions as adaptive tools in which pre-human ancestors survived due to their successful use of emotions compared to pre-humans who were less able to use emotional practices. So, ancestors who were more able to use emotional practices survived, their genes also survived and transmitted to next generations.

From the beginning of history, people tried to define emotions in order to understand it. Emotions are affected by evaluations of situations that are important to an individual which is actually called as appraisals by psychologists (Oatley, 2004). According to appraisal theorists, only if a stimulus is appraised as relevant to major aim, congruent emotion occurs (Frijda, 1986; Lazarus, 1991; Oatley & Johnson-Laird, 1987; Moors, 2007; Scherer, 2005). However, Frijda (2007) further suggested that there might be a possibility for an emotion to occur with the appraisal of stimulus as positive or negative regardless of a central goal. In

another point of view, emotions are seen as the perception of bodily changes such as seeing a bear in the forest and running away. James (1884) suggested that although when anyone sees a bear and runs is not a right thing to do, he/she runs due to the bodily arousal of perceived emergency and need to escape. Therefore, the theory of James was called as feeling theory in which emotional experiences are considered as a result of bodily experiences (Moors, 2009). For him, an individual frightens and feels afraid because of running and escaping.



**Figure 1.** Order of components in James' theory.

*Figure 1.* Retrieved from Moors (2009).

Besides, emotions are functional too. Emotions help people to adapt to and communicate with their environment. As Darwin (1872) proposed, what emotions essentially do is increasing the chances of survival. Through emotions, animals can communicate with each other and their environment. An important part of psychological health has been proposed to come from individual's ability to respond changes in situations and emotions (Hollenstein, Lichtwarck-Aschoff, & Potworowski, 2013; Kashdan & Rottenberg, 2010). In other words, people's successful adaptation to changes in the environment contributes to their psychological health.

According to Frijda (1986) emotions have interpersonal communicative function in which information about a person's internal state and intended behavior is signaled to others. In fact, they do not only have an interpersonal but also an intrapersonal function in which individuals can see what is important in their lives based on their emotions. This also helps

them to set goals and define values in their lives. Moreover, emotions have an importance in behavior guiding processes with their role in feedback loop. To specify, as it is suggested by Vohs and Baumeister (2011) feelings could function as a guide if an individual's desires are met and/or aims are reached. That is saying, if a person is far away from his goal negative affect arises and pushes person to work harder to reach that aim. However, when he/she comes close to his/her goal, positive affect arises and helps person to pursue his/her performance. In addition to that, emotions should not be considered as a separate feature since they are connected to behavioral, cognitive and physiological reactions (Vingerhoets, Nyklicek & Denollet, 2008).

## **1.2. Emotion Regulation**

In order to understand emotion regulation, two emotional processes should be distinguished. First, there is a primary emotional response as raw and spontaneous response to emotion-eliciting situations. Second, individuals' effort and ability to cope with the primary emotional response is the secondary emotional response (Baumann, Kaschel, & Kuhl, 2007). So, the first one is the unregulated emotional response and the second one is an emotion regulation process of it (Lazarus, 1991). Furthermore, John and Gross (2004) stated that although emotions are helpful and functional, they can be destructive too. So, finding a way of emotion regulation that keeps helpful aspects and minimize potential destructive aspects of emotion is a challenge (Vingerhoets, Nyklicek & Denollet, 2008). Therefore, the most significant and difficult point is regulating the experience of emotion in a way in which its benefits are maximized, and costs are minimized. The process where individuals use strategies to affect their emotions in order to respond the changes in situations and emotions is called as emotion regulation (Gross, 1998a). It has been proposed that one can have positive outcomes not only in mental but also in physical health, social relationships and performances

in academic or work life with a successful emotion regulation (John & Gross, 2004). On the other hand, a variety of psychological disorders found to be related to difficulties in emotion regulation (Garnefski & Kraaij, 2006; Gross & John, 2003).

Regarding the effects of emotions and emotion regulation on health and well-being, not a direct physiological effect but an indirect effect through interpersonal relationships can be seen. The ones who express their emotions are more likely to get social support (for example for crying), therefore could feel better (Hendriks et al., 2008). This causal effect could also be seen the other way around: if an individual suppresses his emotions instead of expressing them, this makes him to feel bad about himself and inauthentic which increases his tendency to have negative emotions and depressive symptoms (John & Gross, 2004).

Adaptive and successful emotion regulation can be evaluated by how one can use emotion regulation strategies flexibly (Cole et al., 1994; Thompson, 1994). So, adaptive emotion regulation is not eliminating the experience of some emotions or suppression of them, instead it is the use of the most beneficial emotion regulation strategy (Gratz & Roemer, 2004). All in all, emotion regulation can be understood as a process of having an emotion, experiencing the emotion and choosing a strategy about what to do with the emotion (Hofmann & Kashdan, 2010).

### **1.3. The Process Model of Emotion Regulation**

In the emotion regulation process, several emotion regulation theories are developed. One of the most significant theories had been proposed by Gross and John (2003). Their “process model of emotion regulation” became the basis of many studies afterwards. Three emotion regulation scales which are used in this study can be explained by this theory. In the

process model of emotion regulation there are two broad strategies which are needed to be mentioned. Antecedent focused strategies are the things an individual does before emotional response is elicited and altered the behavior (Gross & John, 2003). For example, in cognitive reappraisal, by changing the way they perceive and evaluate the situation, individuals change the impact of the emotion-eliciting situation on themselves, before giving a response (Vingerhoets, Nyklicek & Denollet, 2008). On the other hand, response focused strategies are the things an individual does when an emotional response is already started, so that, attempts of changing the way of expression or experience of emotion (Gross & John, 2003; Hofmann & Kashdan, 2010). Expressive suppression could be an example for response focused strategies in which emotion expressive behavior is inhibited (Gross, 1998b). Furthermore, Gross and John (2003) proposed that in the process model of emotion regulation there are five steps in addition to two broad (antecedent focused and response focused strategies) categories. In situation selection an individual makes a choice between entering or avoiding to a possible emotion eliciting situation so that the probability of the emotion can be increased or decreased (Gross, 2008; Gross & Thompson, 2007; Werner & Gross, 2010). Confrontation and avoidance are two examples for situation selection strategy. Next, in situation modification there are strategies that aim to modify the situation in order to change its emotional impact (Peña-Sarrionandia et al., 2015). Most of the time, this is an adaptive strategy which includes problem solving and social support seeking (Gross, 2008; Gross & Thompson, 2007; Werner & Gross, 2010). In the next step, attentional deployment, one can redirect his attention within emotion eliciting situation, in order to change its emotional impact which has been used especially when it is not possible to change the situation (Gross, 2008; Gross & Thompson, 2007; Werner & Gross, 2010). Adaptive example for attentional deployment could be mindfulness (Peña-Sarrionandia et al., 2015) whereas rumination, distraction and worry could be maladaptive examples of it (Gross & Thompson, 2007). Next,

cognitive change refers changing the way of thinking in order to change the way of feeling (Gross, 2008; Gross & Thompson, 2007; Peña-Sarrionandia et al., 2015; Werner & Gross, 2010). Another way of cognitive change could be by changing the way of thinking about one's ability to cope with the demands of the situation (Peña-Sarrionandia et al., 2015). Lastly, response modulation is a later step in emotion regulation process in which response tendencies are almost fully developed (Peña-Sarrionandia et al., 2015). In response modulation, experiential, psychological and/or behavioral components of emotional response are aimed. Examples of response modulation are expressive suppression, substance use, verbal-physical aggression and emotion sharing (Gross, 2008; 1998b; Gross & Thompson, 2007; Werner & Gross, 2010). As it can be seen, according to the process model of emotion regulation, only one of five steps –response modulation- is response focused whereas the first four of them are antecedent-focused emotion regulation strategy (Gross & John, 2003) (see Figure 2).

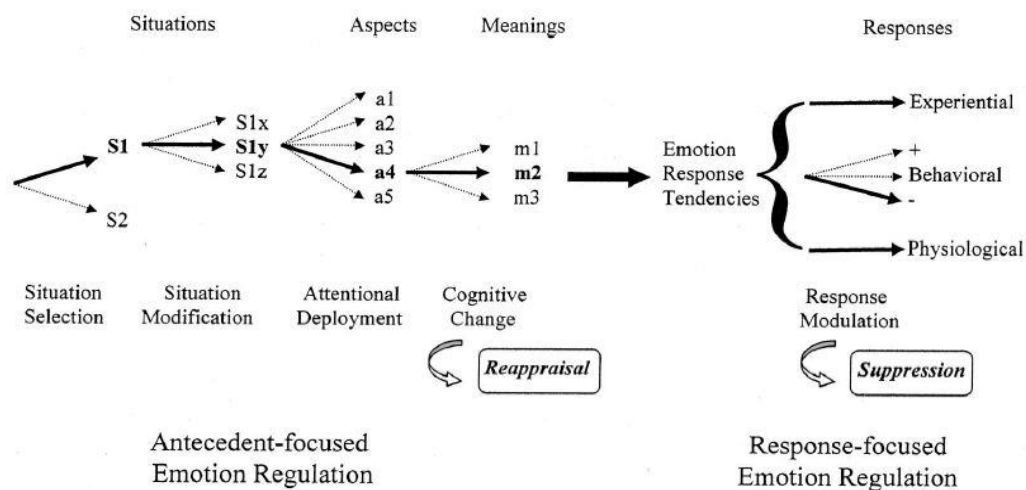


Figure 2. Retrieved from Gross and John (2003).

Expressive suppression and cognitive reappraisal are emotion regulation strategies that have been researched frequently. In one of Gross's study (1998) an experiment was conducted to see differences between expressive suppression and cognitive reappraisal in terms of

affective responding. Participants were divided into three and asked to watch a negative-emotion eliciting movie, specifically disgust. First group was asked to suppress their emotional reaction, so they were suppressors. Second group was asked to change the meaning they gave to the film content, so they were asked to use cognitive reappraisal strategy. Last group was told to watch the movie without any further direction, so they were in control group. Results have shown that, suppressor participants showed significantly less emotion expressive behavior while they experience the negative emotion just as people in the control group. Also, suppressors' sympathetic activation was significantly increased. On the other hand, participants who used cognitive reappraisal showed less emotional expressive behavior and experienced the negative emotion less compared to control group. In terms of sympathetic activation there was no significant difference between reappraisers and control group. Overall, with this study, researchers proposed that individuals may benefit from antecedent-focused emotion regulation strategies such as cognitive reappraisal more than response-focused emotion regulation strategies such as expressive suppression (Gross, 1998b).

In their original study of Gross and John (2003), it has been found that men use suppression more than women in Western norms. Similarly, reports of parents indicate that they expect their sons to inhibit their emotional expressions more than their girls regardless of the type of emotion (Underwood, Coie & Herbsman, 1992). In addition to that, expressive suppression strategy is basically the way of controlling emotions by not expressing how an individual feel which creates incongruence between individual self and his behavior (Gross & John, 2003). In fact, it relates to inauthenticity where due to the fear of loss and desire to be accepted in relationships individuals hide their true beliefs and feelings.

#### **1.4. How to Measure Emotion Regulation**

Emotion regulation composed of a variety of aspects. According to Garnefski and colleagues (2001), emotion regulation processes include physiological characters such as increased breathing rate, rapid pulse and perspiration. Behavioral aspects of emotion regulation include running, screaming, crying, shouting or disengaging from the moment. Similarly, emotion regulation also includes social characteristics such as when someone looking for an emotional support from others. Last but not least, there are conscious and unconscious aspects of emotion regulation namely denial, rumination, catastrophizing, self-blame and blaming others.

In recent years, physiological measure of heart rate variability (HRV) found to be an indicator of emotion regulation capacity (Visted et al., 2017). To clarify, higher heart rate variability shows how well one can control his emotions. In the literature, emotion regulation has also been measured by skin conductance level (SCL) in which emotion eliciting videos were introduced to participants and their emotional responses are detected by a physiological index (Andreano & Cahill, 2010). In addition to that, in Wu and colleagues' study (2016) in order to measure emotion regulation or dysregulation of women who experiences premenstrual syndrome, hormone levels (estrogen and progesterone) were used. Changes in hormone levels were considered as an indicator of emotion regulation.

Besides, several self-report questionnaires are developed in order to measure emotion regulation. Emotion Regulation Questionnaire (Gross & John, 2003), Cognitive Emotion Regulation Questionnaire (Garnefski et al., 2001), Affective Style Questionnaire (Hofmann & Kashdan, 2010) and Difficulties in Emotion Regulation Scale (Gratz & Roemer, 2004) are some of the examples. The key issue here is that although they all are assumed to measure the

same construct there is no agreement about which one to use. Since there is no agreement among researchers in the field, they keep developing new scales. Thus, each scale focuses on different aspects of emotion regulation based on how its author(s) conceptualized the emotion regulation (Brandão et al., 2016). Three emotion regulation scales that are used in the present study are going to be introduced in detail in the following parts.

#### **1.4.1. Emotion Regulation Questionnaire**

Emotions and emotion regulation processes are evaluated as significant and natural parts of life. Therefore, researchers have been developed several scales to measure it. One of the most well-known emotion regulation scales has been developed by Gross and John (2003) in which it is claimed that there are two subdimensions of emotion regulation: cognitive reappraisal and expressive suppression. To clarify, in cognitive reappraisal individuals change the meaning they put into the situation before they express any response to it whereas in expressive suppression, they inhibit their emotion expressive behavioral response to the situation (Gross & John, 2003). Thus, based on the process model of emotion regulation (Gross & John, 2003) cognitive reappraisal is an antecedent-focused strategy and expressive suppression is a response-focused strategy.

#### **1.4.2. Cognitive Emotion Regulation Questionnaire**

Cognitive emotion regulation can be defined as coping with emotionally arousing information in a cognitive way (Thompson, 1991). Since Garnefski and colleagues (2001) evaluated cognitive processes as a helper to process and regulate emotions in a way that they do not overwhelm the person, they developed Cognitive Emotion Regulation Questionnaire. It has nine subscales: self-blame, blaming others, acceptance, refocus on planning, positive refocusing, rumination, positive reappraisal, putting into perspective and catastrophizing.

In order to comprehend it better, Garnefski and colleagues (2001) explained the subscales as follow: Self-blame is a category in which thoughts of blaming oneself due to the experience are included. Similarly, Blaming-Others includes thoughts of blaming other companies because of what you have experienced. Next, Acceptance includes thoughts in which an individual accepts what he/she experienced and keeps himself/herself away from the situation. Then, Refocus on Planning can be understood as an individual's thinking process about the upcoming steps and how to cope with negative situations. Furthermore, Positive Refocusing is not focusing on the actual situation but instead focusing on positive and pleasant issues. On the other hand, Rumination includes thinking about negative situation and related thoughts and feelings. Moreover, Positive Reappraisal includes giving positive meanings to the situations for the sake of person and his/her benefits. Next, Putting into Perspective can be understood as a way of comparison in which an individual's thoughts include comparing situations and going downward in terms of the seriousness of the current situation. Lastly, Catastrophizing refers to thinking about the terror of the experience.

### **1.4.3. Affective Style Questionnaire**

Hofmann and Kashdan (2010) developed the scale in order to measure individual differences in emotion regulation processes. Since emotion regulation can be described as having an emotion and the way of experiencing and/or expressing it, Davidson (1998) defined the affective style as “inter-individual differences in the sensitivity to and regulation of emotion” (Hofmann & Kashdan, 2010, p. 255). Authors further suggested that affective styles change based on their effectiveness. To clarify, affective styles that are based on ruminating over the negative situation contributes to angry and depressed mood (Nolen-Hoeksema & Morrow, 1993; Rusting & Nolen-Hoeksema, 1998). Another example could be increased

physiological arousal as a result of suppressing the emotions (Gross & Levenson, 1997). So, this is saying that in some affective styles there are counterproductive results. On the other hand, some affective styles are beneficial for individual to progress towards the aims (Hofmann & Kashdan, 2010). To make it clearer, without an effort to change or avoid accepting the situation and its emotional experience found to be related to lower distress (Hayes et al., 2006).

Based on the literature, three affective styles are proposed. First one is a response focused strategy –that aims to regulate emotion once the response is arised- called as concealing in which individuals avoid or suppress their emotions (Hofmann & Kashdan, 2010). The next one, adjusting, can be described as individuals who can readjust or balance their emotions in order to maximize benefits and minimize costs of everyday life. Lastly, tolerating is an affective style in which responding to arousing emotional experiences in a non-defensive and comfortable way is essential that in fact eases the toleration of distress (Hofmann & Kashdan, 2010). So, according to Affective Style Questionnaire, three dimensions of emotion regulation exist.

### **1.5. The Aim and Hypothesis of the Study**

In the literature, there are several different questionnaires that are designed to measure emotion regulation strategies. In this study, specifically Emotion Regulation Questionnaire (Gross & John, 2003), Cognitive Emotion Regulation Scale (Garnefski et al., 2001) and Affective Style Questionnaire (Hofmann & Kashdan, 2010) are going to be investigated. Each of them consists of different subscales of emotion regulation. To give an example, Emotion Regulation Questionnaire (Gross & John, 2003) suggests that emotion regulation has two subtypes; cognitive reappraisal and expressive suppression whereas Affective Style Questionnaire

(Hofmann & Kashdan, 2010) claims that there are three; concealing, adjusting and tolerating. Since each of scales has different factor structure, it has been aimed to discover higher order factor structure of aforementioned questionnaires when they were given together. So, the main goal of the study is discovering the higher order structure of emotion regulation. However, one of the scales -Affective Style Questionnaire (Hofmann & Kashdan, 2010)- has not been adapted to the Turkish yet. Therefore, another aim of this study is to conduct the Turkish adaptation of Affective Style Questionnaire (Hofmann & Kashdan, 2010).

### **1.6. Importance of the Study**

The importance of this study can be evaluated by its contribution to the literature. To specify, although emotion regulation is an intensively studied subject there is no previous study demonstrating the higher order factor structure of it. Therefore, this is going to be the first study that investigates the higher order factor structure of emotion regulation and its possible underlying mechanisms. Similarly, Affective Style Questionnaire (ASQ) has not been adapted to Turkish yet. So, conducting an adaptation study of Affective Style Questionnaire (ASQ) is also going to be a contribution to the field.

## CHAPTER 2

### METHOD

#### 2.1. Participants

Total of 715 individuals participated in the study. Due to excluding 93 participants for not meeting the inclusion criteria of the study, the sample consisted of 622 participants who are aged between 18 and 65 ( $M=28.46$ ;  $SD=9.36$ ). Regarding the gender, out of 622 participants, 216 of them (34.7%) were male whereas 406 participants (65.3%) were female.

In terms of education status, 4 of them (0.6%) are primary school graduate, 8 of them (1.3%) are junior high school graduate, 80 of them (12.9%) are high school graduate, 66 of them (10.6%) are associate degree graduate, 348 of them (55.9%) have bachelor's degree, 108 of them (17.4%) have master's degree and lastly 8 of them (1.3%) have PhD.

Regarding the relationship status of the participants it has been found that 281 people (45.2%) were single. The rest of the participants reported themselves as in a relationship ( $N=156$ , 25.1%) or as married ( $N=185$ , 29.7%).

The data has been collected through online Google doc forms and participants were connected through convenient sampling technique. In order to reach as many people as possible the link of the questionnaire has been shared on social media.

## **2.2. Materials**

After the completion of informed consent, participants were introduced to demographic questions in which they are asked about their sex, age, level of education and relationship status. Then, total of five scales -three emotion regulation scales and two more scales as outcome (for predictive validity of adaptation study)- has been given.

### **2.2.1. Emotion Regulation Questionnaire**

This scale has been developed by Gross and John (2003) and become one of the most frequently used emotion regulation scale. This is a 10 item with 7-point Likert type scale which ranges from 1 “strongly disagree” to 7 “strongly agree”. Out of 10, 6 items correspond to Cognitive Reappraisal and 4 items correspond to Expressive Suppression subdimensions. To make it more clear, Gross and John (2003) differentiate two specific strategies. First, Cognitive Reappraisal refers to a cognitive change that includes reinterpreting an emotion eliciting situation and changing its emotional impact (Lazarus & Alfert, 1964). Second, Expressive Suppression can be considered as an inhibitory response modulation of emotion expressive behavior (Gross, 1998b).

Cronbach Alpha reliabilities were found to be as .79 for Reappraisal subscale, and .73 for Suppression subscale. Turkish adaptation of the study done by Aka and Gençöz (2014) in which for Cognitive Reappraisal and Expressive Suppression subscale Cronbach's coefficients were found .85 and .78 respectively. Furthermore, test-retest reliabilities were .74 and .72 for Reappraisal and Suppression. Test-retest reliability coefficients were found to be .69 for Reappraisal, and .67 for Suppression subscale (Aka & Gençöz, 2014). In the present study, Cronbach Alpha reliabilities were .81 for Cognitive Reappraisal subscale and .73 for Expressive Suppression subscale.

### **2.2.2. Cognitive Emotion Regulation Questionnaire**

This is a multidimensional scale developed by Garnefski and colleagues (2001) that aims to identify cognitive coping strategies a person uses after experiencing negative events or situations. It has 36 items and 9 subcategories namely; Self-Blame, Acceptance, Rumination, Positive Refocusing, Refocus on Planning, Positive Reappraisal, Putting into Perspective, Catastrophizing and Blaming Others. This is a 5-point Likert type scale where 1 means "almost never" and 5 means "almost always".

Cronbach alpha reliabilities were found to be as .73 for Self-Blame, .66 for Acceptance, .81 for Rumination, .66 for Positive Refocusing, .81 for Refocus on Planning, .74 for Positive Reappraisal, .74 for Putting into Perspective and .71 for Blaming-Others at first measurement. In the follow up measurements, except of one subscale –Blaming Others- all alpha reliabilities were higher than .70. Test-retest reliabilities were .54 for Self-Blame, .41

for Acceptance, .63 for Rumination, .54 for Positive Refocusing, .59 Refocus on Planning, .52 for Positive Reappraisal, .50 for Putting into Perspective and .48 for Blaming-Others.

Turkish adaptation of the study has been done by Tuna and Bozo (2012). For the 9 subscale Cronbach's alpha coefficients were found to be as follow: .72 for Self-Blame, .74 for Acceptance, .82 for Rumination, .81 for Positive Refocusing, .81 for Refocus on Planning, .79 for Positive Reappraisal, .75 for Putting into Perspective, .83 for Catastrophizing and .82 for Blaming-Others. Similarly, test-retest reliabilities ranged from .50 (for Blaming Others) to .70 (for Self-Blame). Test-retest reliabilities of the Turkish version were as .70 for Self-Blame, .58 for Acceptance, .65 for Rumination, .66 for Positive Refocusing, .60 for Refocus on Planning, .63 for Positive Reappraisal, .64 for Putting into Perspective, .69 for Catastrophizing and .50 for Blaming-Others. In the current study, internal consistency coefficients were found as .74 for Self-Blame, .63 for Acceptance, .68 for Rumination, .83 for Positive Refocusing, .78 for Refocus on Planning, .80 for Positive Reappraisal, .77 for Putting into Perspective, .81 for Catastrophizing and .82 for Blaming-Others.

### **2.2.3. Affective Style Questionnaire**

This scale has been developed by Hofmann and Kashdan (2010). Affective style can be defined as “inter-individual differences in the sensitivity to and regulation of emotions” (Davidson, 1998). The scale has 20 items and 3 subscales: Concealing, Adjusting and Tolerating. Also, it is 5-point Likert type scale in which 1 means “not true of me at all” and 5 means “extremely true of me”.

In the study of Hofmann and Kashdan (2010) Cronbach alpha reliabilities of internal consistency were .84 for Concealing, .80 for Adjusting and .66 for Tolerating subscales.

#### **2.2.4. Difficulties in Emotion Regulation Scale**

The scale has been developed by Gratz and Roemer (2004) and it includes 36 items with 6 subscales: lack of awareness of emotional responses (Awareness), difficulties engaging in goal-directed behaviors (Goals), lack of emotional clarity (Clarity), impulse control difficulties (Impulse), nonacceptance of emotional responses (Nonacceptance) and limited access to emotion regulation strategies (Strategies). Individuals are expected to respond each item from 1 “almost never” to 5 “almost always”.

Internal consistency of the original scale has been found as .93 (Gratz & Roemer, 2004). Reliability coefficients for the subscales were .85 for Nonacceptance, .89 for Goals, .86 for Impulse, .80 for Awareness, .88 for Strategies, .84 for Clarity. Lastly, test-retest reliabilities were found to be between .69 (for Nonacceptance) and .80 (for Clarity), and it was .88 for the total scale.

Turkish adaptation of the study was conducted by Rugancı and Gençöz (2010). Cronbach’s alpha coefficient of the scale was found as .94. Cronbach alpha coefficients for the subscales were found to be as .82 for Clarity, .75 for Awareness, .89 for Strategy, .90 for

Goals, .83 for Nonacceptance and .90 for Impulse. Also, test-retest reliability of the total scale was .83; and it was .60 for Nonacceptance, .72 for Goals, .68 for Impulse, .69 for Clarity, .72 for Awareness and .85 for Strategy for the subscales. Internal consistency coefficients for the current scale was found as .86 for Nonacceptance, .84 for Goals, .86 for Impulse, .67 for Awareness, .87 for Strategies and .81 for Clarity.

### **2.2.5. Brief COPE Inventory**

The scale has been developed by Carver (1997) which is a short form of the COPE (Carver et al., 1989). This scale has 14 subscales and 28 questions. So, each subscale has two items. Subscales are as follow: Active Coping, Planning, Positive Reframing, Acceptance, Humor, Religion, Using Emotional Support, Using Instrumental Support, Self-Distraction, Denial, Venting, Substance Use, Behavioral Disengagement and Self-Blame.

Alpha coefficients of the subscales were .68 for Active Coping, .73 for Planning, .64 for Positive Reframing, .57 for Acceptance, .73 for Humor, .82 for Religion, .71 for Using Emotional Support, .64 for Using Instrumental Support, .71 for Self-Distraction, .54 for Denial, .50 for Venting, .90 for Substance Use, .65 for Behavioral Disengagement and .69 for Self-Blame (Carver, 1997).

Turkish adaptation of the scale has been conducted by Bacanlı and colleagues (2013). Due to the low loadings of items they decided to make an item pool from the original study and then evaluate the factor structure. Reliability coefficients were found to be as .78 for

Using Instrumental Social Support, .92 for Humor, .70 for Focus on and Venting of Emotions, .84 for Substance Use, .56 for Acceptance, .50 for Suppression of Competing Activities, .90 for Turning to Religion, .69 for Denial, .59 for Behavioral Disengagement, .62 for Mental Disengagement, .39 for Restraint Coping, .76 for Positive Reinterpretation, .85 for Using Emotional Social Support and .70 for Planning (Bacanlı et al., 2013). Internal consistency coefficients for the current scale were found between .03 for Using Instrumental Social Support and .30 for Positive Reinterpretation.

### **2.3. Procedure**

In this study, data was collected through online surveying method. The research has been announced through social media by sharing the links and for the questionnaire Google Docs has been used.

For the Turkish translation of Affective Style Questionnaire (ASQ), the initial step was the translation all 20-items of the ASQ into Turkish by the researcher and thesis supervisor who both have high level of proficiency in English. Then, the draft of the translation was sent to two different experts who have specialized in emotion regulation. Experts were asked to evaluate each item and suggest alternative translations when it is needed. Based on their supervision, the last version of Turkish translation was finalized with items that all experts are agreed on.

In order to prevent possible confounding and testing effect ABBA counterbalancing has been used. To clarify, five scales were given to participants in two different links in which

scales were placed as ABCDE and EDCBA. According to the t-test analysis results there was no significant difference between two links which demonstrates that there was no order effect.

#### **2.4. Data Analysis**

For data analysis IBM SPSS Statistics-23 and M Plus version 7.0 were used. As a first step, data was screened according to the inclusion criteria. The age of 17 participants were not between 18-65 and one participant gave an invalid response for his age. So, 18 of the participants were excluded due to the inclusion criteria of the study. There were 3 items which are used as attention checkers where 75 participants are failed to respond correctly. Therefore, due to the questionability of these responses they are excluded from the study. The rest of the analysis was conducted with 622 participants.

Data screening processes were conducted and data was evaluated for univariate outliers. All the assumptions for the analysis were satisfied.

## CHAPTER 3

### RESULTS

The result section is consisted of three sections: confirmatory factor analysis results for Affective Style Questionnaire, reliability and validity analysis results for Affective Style Questionnaire and exploratory confirmatory factor analysis results for higher order factor structure of emotion regulation.

#### **3.1. Confirmatory Factor Analysis Results for Affective Style Questionnaire (ASQ)**

Data screening processes were followed by confirmatory factor analysis which was conducted to evaluate construct validity of Affective Style Questionnaire (ASQ) by using M Plus Version 7.0 (Muthen & Muthen, 2012). As an input, raw data was used, and in the analysis maximum likelihood of estimation was employed. A three-factor model consisted of Adjusting, Concealing and Tolerating was hypothesized. The proposed three-factor model gave acceptable fit to the data  $\chi^2 (165, N=622) = 657.934, p < 0.001, CFI = .859, TLI = .838, RMSEA = .069, SRMR = .078$ ). Factor loadings were ranged between .833 to .394 for Concealing, .779 to .526 for Adjusting, and .746 to .257 for Tolerating.

When modification indexes of the items were examined there were two modifications where items were loaded to the same factor which theoretically also makes sense. Correlated errors between item 7 (*Çabucak/hızlıca sakinleşebilirim*) and item 8 (*Duyularımın akıp gitmesine izin verebilirim*) ( $p < .001$ ) and between item 10 (*İnsanlar canımın sıkkin olduğunu genellikle anlamaz*) and item 13 (*İnsanlar üzgün olduğumu genellikle anlamaz*) ( $p < .001$ ) were added to the model. Correlated error between item 7 and item 8 was found and estimate value was .33 whereas it was .52 for the correlated error between item 10 and item 13.

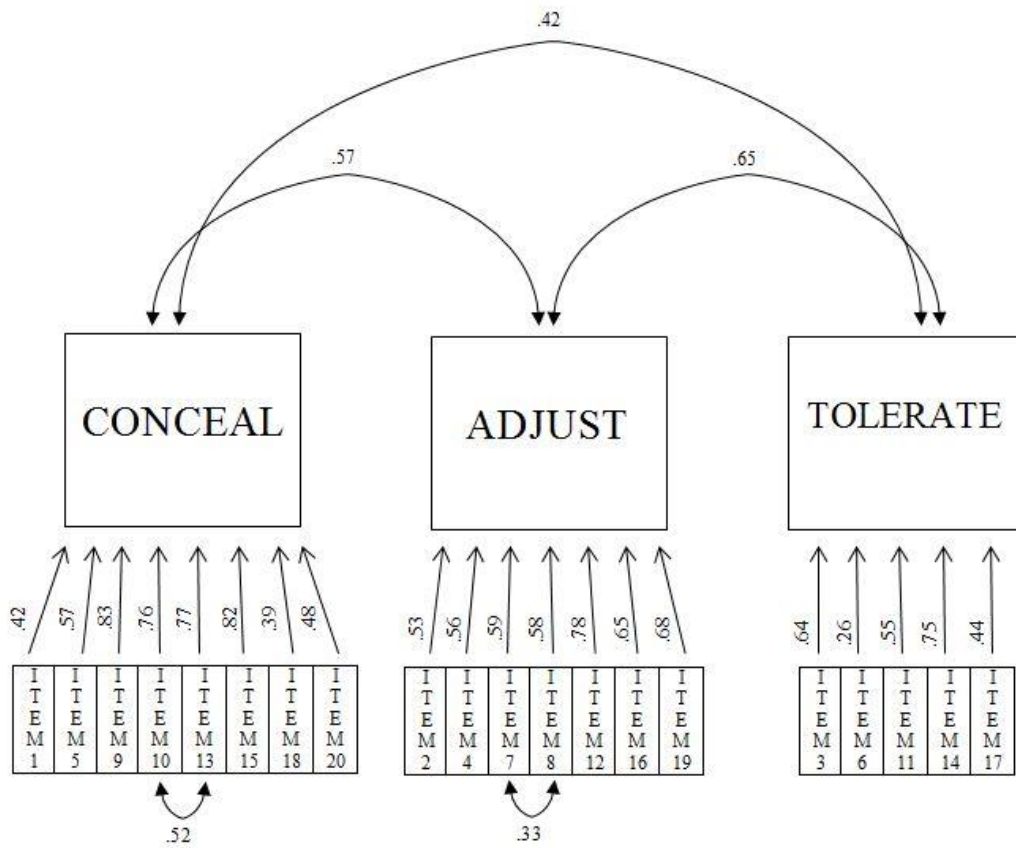


Figure 3. The CFA solution with standardized values.

### 3.2. Reliability and Validity Analysis Results for Affective Style Questionnaire (ASQ)

Next, reliability analysis was conducted in which internal consistency of Turkish version of Affective Style Questionnaire and its subscales Adjusting, Concealing and

Tolerating were examined. For this purpose, IBM SPSS Statistics-23 was used. The internal consistency coefficients for each subscale were found as follow: .85 for Concealing, .82 for Adjusting, and .67 for Tolerating. It was found as .87 for the whole scale. The correlations between subscales are illustrated in Table 1.

Table 1

*Pearson Correlations between the subscales of ASQ*

<i>r</i> (Pearson Coefficient)	Concealing <i>r</i>	Adjusting <i>r</i>	Tolerating <i>r</i>
Concealing	1	.479**	.205**
Adjusting	.479**	1	.452**
Tolerating	.205**	.452**	1

Notes. \*  $p < .05$ , \*\*  $p < .001$ .

Next, convergent and discriminant validity of the Turkish version of Affective Style Questionnaire was tested by using bivariate Pearson correlation analysis. Results of the Pearson correlations between the subscales of Affective Style Questionnaire (ASQ) and subscales of the other instruments used in the study showed significant correlations (see Table 2). To begin with, significant good correlations were found between Suppression subscale of Emotion Regulation Questionnaire (ERQ) (*Duygularımı kendime saklarım*) and Concealing subscale of Turkish version of Affective Style Questionnaire (ASQ) (*Duygularımı saklama konusunda iyiyimdir*) ( $r=.39^{**}$ ) and between Reappraisal subscale of Emotion Regulation Questionnaire (ERQ) (*Olumsuz duygularımın az olmasını istersem, durumla ilgili düşünme tarzımı değiştiririm*) and Adjusting subscale of Turkish version of Affective Style Questionnaire (ASQ) (*Bakış açımı değiştirerek üzölmekten kaçınabilirim*) ( $r=.37^{**}$ ). Tolerating subscale of Turkish version of Affective Style Questionnaire (ASQ) (*Üzgün*

*olmaya/canımın sıkkın olmasına tahammül edebilirim)* was positively correlated with Reappraisal (*Stresli bir durumla karşılaştığımda, bu durumu sakin kalmamı sağlayacak şekilde düşünmeye çalışırım*) and negatively correlated with Suppression subscales of Emotion Regulation Questionnaire (ERQ) (*Olumsuz duygular hissettiğimde onları ifade etmediğimden emin olmak isterim*).

Regarding the correlation between Turkish version of Affective Style Questionnaire (ASQ) and Difficulties in Emotion Regulation Scale (DERS), the direction of all the significant correlations was negative. The correlations between the subscales of the Turkish version of Affective Style Questionnaire (ASQ) and Brief-COPE Questionnaire (BCOPE) were ranged between .004 (between Humor and Concealing) to .27 (between Using Instrumental Social Support and Adjusting).

Table 2

*Correlations between ASQ and Other Instruments of the Study*

Questionnaire	Concealing	Adjusting	Tolerating
<b>ERQ</b>			
Suppression	.386**	.053	-.180**
Reappraisal	.155**	.374**	.192**
<b>CERQ</b>			
Self-Blame	.026	-.193**	-.170**
Acceptance	-.011	.040	.153**
Rumination	-.097*	-.168**	.063
Positive Refocusing	.164**	.377**	.113**
Refocus on Planning	.096*	.353**	.236**
Positive Reappraisal	.104**	.412**	.217**
Putting into Perspective	.024	.233**	.089*
Catastrophizing	-.025	-.291**	-.174**
Other-Blame	-.007	-.115**	-.098*
<b>DERS</b>			
Non-accept	-.042	-.252**	-.328**
Goals	-.143**	-.431**	-.211**
Impulse	-.130**	-.407**	-.292**
Awareness	-.017	-.188**	-.427**
Strategies	-.112**	-.472**	-.269**
Clarity	.011	-.247**	-.219**
<b>BCOPE</b>			
Using Instrumental Social Support	-.162**	-.266**	-.109**
Humor	.004	.182**	.165**
Focus on and Venting of	.076	.006	-.038

Emotions			
Substance Use	.058	.125**	.055
Acceptance	.169**	-.115**	.104**
Suppression of Competing Activities	.035	.064	.069
Turning to Religion	-.062	-.103*	-.153**
Denial	-.070	-.025	-.044
Behavioral Disengagement	-.109**	-.103*	.083*
Mental Disengagement	.049	.178**	.189**
Restraint Coping	.085*	.029	-.010
Positive Reinterpretation	-.082*	.091*	.164**
Using Emotional Support	.134**	.243**	.049
Planning	-.033	-.092*	-.146**

Notes. \*  $p < .05$ , \*\*  $p < .001$ .

Gender differences for the subscales of Affective Style Questionnaire were found to be significant only for Concealing subscale,  $t(620)=2.54$ ,  $p<.05$ . (see Table 3). To clarify, men use concealing and hide their emotions more than women do.

Table 3

*T-Test Results Comparing Men and Women on Subscales of ASQ*

	t-test	Sig.	Mean Women	SD Women	Mean Men	SD Men
Concealing	2.54	.01	24.3	7.23	25.81	6.76
Adjusting	1.96	.05	22.33	5.6	23.25	5.52
Tolerating	-.65	.52	17.11	3.95	16.9	3.67

### 3.3. Exploratory Confirmatory Factor Analysis (ECFA) Results for Higher Order Factor Structure of Emotion Regulation

In order to test the hypothesis for the higher factor structure of emotion regulation exploratory confirmatory factor analysis (ECFA) was conducted by using M Plus Version 7.0 (Muthen & Muthen, 2012). In the analysis, a total of 14 subscales of the three emotion regulation scales (Emotion Regulation Questionnaire, Cognitive Emotion Regulation Scale and Affective Style Questionnaire) were used as indicators and higher order factor analysis followed. In the analysis, maximum likelihood of estimation and Geomin rotation was used. For the row standardization correlation matrix was used and as a rotation Oblique rotation was adopted. All the factor structures from 1 factor to 5 factors were tested. As it can be seen, best results were obtained from 5-factor structure  $\chi^2(31) = 115.577, p < 0.001, RMSEA = .066, SRMR = .021, CFI = .964, TLI = .893, AIC = 46035.777, BIC = 46425.876$  (see Table 4).

Table 4

*Results from the ECFA for Five Different Factors*

Factor Structure	$\chi^2$ (df)	RMSEA (%90 CI)	SRMR	CFI	TLI	AIC	BIC
1-Factor	1229.050(77)	.155	.118	.506	.416	47057.251	47243.435
2-Factors	766.321 (64)	.133	.079	.699	.571	46620.522	46864.334
3-Factors	425.911 (52)	.108	.052	.840	.719	46304.112	46601.119
4-Factors	214.387 (41)	.082	.033	.926	.835	46114.588	46460.357
5-Factors	115.577 (31)	.066	.021	.964	.893	46035.777	46425.876

*Notes.* *df*=degrees of freedom; *CFI*=comparative fit index; *RMSEA*=root mean square error of approximation; *SRMR*=standardized root mean square residual; *CFI*=confirmatory fit index; *TLI*=Tucker-Lewis index; *AIC*=Akaike information criteria; *BIC*=Bayesian information criteria.

Accordingly, computed higher order factors are named. The first factor included Suppression and Concealing subscales. In fact, Concealing subscale was also loaded together with Adjusting and Tolerating subscales. So, three subscales of Affective Style Questionnaire (ASQ) were loaded together as one factor. However, higher order factor structures would make more sense and be more understandable in terms of the theoretical backgrounds when Concealing and Suppression subscales were placed together under the same factor. To clarify, both strategies focus on the emotion regulation in a way in which one prefers to respond emotion eliciting situation by not expressing the emotion. Therefore, this factor could be named as “Hiding Emotions”.

Second factor would be consisted of Self-Blame and Rumination subscales. They are both characterized as self-oriented and negative affect aroused strategies. In fact, Acceptance subscale was also loaded under this factor, but due to the incongruence between the subscales in terms of their meanings, it was replaced under the third factor. So, second factor could be named as “Self-Oriented” emotion regulation strategy.

Third factor included the Reappraisal, Acceptance, Positive Refocusing, Refocus on Planning, Positive Reappraisal subscales. Acceptance subscale was more suitable to this factor in terms of the meanings of items it has. In this way, all of these subscales can meaningfully fit to the third factor representing the “Perspective Shifting” as a higher order factor of emotion regulation.

The fourth factor was composed of Adjusting and Tolerating subscales. They both are subscales of the Affective Style Questionnaire (ASQ) and represent different subdimensions. However, in the higher order factor structure they were placed together. This was interpretable when the essence of both subscales was understood. To clarify, both Adjusting and Tolerating represented how an individual regulates his/her emotions flexibly so as to minimize the distress. Therefore, this factor could be named as “Flexibility”.

Lastly, the fifth factor included Catastrophizing and Other-Blame subscales. In Catastrophizing, an individual think about the worst of the experience and in Other-Blame he/she blames others due to the experience. So, in both, individual is not in the center of emotion regulation process. Instead, he/she regulates his/her emotions through external parties. Therefore, this last factor can be named as “Others-Oriented”

Table 5

*Geomin Rotated Loadings for 5-Factor Model*

Subscale	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
ERQ-Reappraisal	.022	-.134*	.429*	.164*	.054
ERQ-Suppression	.644*	.021	.087*	.058	.126
CERQ-Self Blame	.335*	.571*	-.028	-.056	.022
CERQ-Acceptance	-.012	.392*	.131*	.125*	.030
CERQ-Rumination	-.060	.644*	.089	.042	.151
CERQ-Positive Refocusing	-.007	-.366*	.653*	.019	.244*
CERQ-Refocus on Planning	-.121*	.080	.663*	.094*	.008
CERQ-Positive Reappraisal	-.008	-.004	.859*	-.034	-.146*
CERQ-Putting into Perspective	.070	.105*	.696*	-.128*	-.077
CERQ-Catastrophizing	.086	.172	-.107	-.037	.730*
CERQ-Other Blame	-.060	-.021	.059	-.028	.541*
ASQ-Concealing	.503*	-.008	-.027*	.609*	-.021
ASQ-Adjusting	.026	-.185*	.269*	.638*	-.025
ASQ-Tolerating	-.341*	.097	-.002	.647*	.003

*Notes.* Significant at 5% level.

Moreover, for the 5-factor structure of emotion regulation Geomin Factor Correlations were computed. Results have shown that there was a negative correlation between Factor 1 (Hiding Emotions) and Factor 2 (Self-Oriented) ( $r=-.119, p<.05$ ), whereas Factor 1 (Hiding Emotions) and Factor 5 (Others-Oriented) was positively correlated ( $r=.254, p<.05$ ). Furthermore, there was a negative correlation between Factor 2 (Self-Oriented) and Factor 4 (Flexibility) ( $r=-.168, p<.05$ ) and Factor 3 (Perspective Shifting) and Factor 5 (Others-Oriented) ( $r=-.149, p<.05$ ). Also, a good positive correlation was found between Factor 3 (Perspective Shifting) and Factor 4 (Flexibility) ( $r=.332, p<.05$ ). Lastly, the strongest

correlation was found between Factor 2 (Self-Oriented) and Factor 5 (Others-Oriented) ( $r=.358, p<.05$ ). None of the other correlations were significant (see Table 6).

Table 6

*Geomin Factor Correlations*

Factor Structures	Hiding Emotions	Self-Oriented	Perspective Shifting	Flexibility	Others-Oriented
Hiding Emotions	1	-.119*	-.067	.015	.254*
Self-Oriented	-.119*	1	.047	-.168*	.358*
Perspective Shifting	-.067	.047	1	.332*	-.149*
Flexibility	.015	-.168*	.332*	1	-.164
Others-Oriented	.254*	.358*	-.149*	-.164	1

*Notes.* Significant at 5% level.

## **CHAPTER 4**

### **DISCUSSION**

The goal of the current study was investigating the higher order factor structure of the emotion regulation. So, Exploratory Confirmatory Factor Analysis (ECFA) was conducted with three emotion regulation questionnaires: Emotion Regulation Questionnaire, Affective Style Questionnaire and Cognitive Emotion Regulation Questionnaire. However, one of the questionnaires, Affective Style Questionnaire, was not adapted into Turkish. Therefore, as a first step, another goal of the current study was to conduct the adaptation study of Affective Style Questionnaire (ASQ) for the Turkish culture. For this purpose, factor structure of the scale has been examined with confirmatory factor analysis which was followed by validity and reliability analysis. Results have shown that Turkish adaptation of Affective Style Questionnaire (ASQ) is a valid and reliable self-report measure for emotion regulation.

Next, higher order factor structure of emotion regulation was investigated with Exploratory Confirmatory Factor Analysis (ECFA). For the higher order factor structure, subscales/factors of the scales have been used in the analysis. As a result, the best higher order factor solution was gathered with 5-factor structure.

#### **4.1. Factor Structure of Affective Style Questionnaire (ASQ)**

According to the confirmatory factor analysis results, a three-factor structure including Adjusting, Concealing and Tolerating subscales was found as it was proposed in the original study of Hofmann and Kashdan (2010). Results have shown that three-factor model gives acceptable fit to the data which supports the original factor structure. In the same way, eight items were loaded under Concealing, seven items were loaded under Adjusting and five items were loaded under Tolerating subscale. So, the original factor structure was supported.

Current study aimed to conduct an adaptation of Affective Style Questionnaire (ASQ) into Turkish culture. Confirmatory factor analysis results were parallel to the original factor structure; proposed three-factor structure model gave acceptable fit to the data.

#### **4.2. Reliability and Validity of Affective Style Questionnaire (ASQ)**

In order to evaluate the reliability, internal consistency coefficients are compared to established criteria of which is .70 or above (Nunnally & Bernstein, 1994). Based on this, the internal consistency of the Turkish version of Affective Style Questionnaire (ASQ) was found to be as .87 (higher than .70) which demonstrates that the whole scale has an excellent level of internal consistency. Regarding the subscales of the Turkish version of Affective Style Questionnaire (ASQ) internal consistency coefficients were found to be good for Concealing ( $\alpha=.85$ ) and Adjusting ( $\alpha=.82$ ) and acceptable for Tolerating ( $\alpha=.67$ ). These findings were parallel to the original findings of Hofmann and Kashdan (2010). All in all, Turkish version of Affective Style Questionnaire (ASQ) can be considered as a reliable measure for emotion regulation.

Next, the validity of Turkish version of Affective Style Questionnaire (ASQ) was evaluated by using convergent and discriminant validity. For this purpose, Difficulties in

Emotion Regulation Questionnaire (DERS) and Brief-COPE Questionnaire (BCOPE) were employed just as in the original study of Hofmann and Kashdan (2010). Consistent low correlations (all  $r < .27$ ) between the subscales of Turkish version of Affective Style Questionnaire (ASQ) and Brief COPE Questionnaire (BCOPE) demonstrated that these two scales measure different constructs which supported the discriminant validity. In addition to that, all the significant correlations between the subscales of Affective Style Questionnaire (ASQ) and Difficulties in Emotion Regulation Scale (DERS) were negative which can be interpreted as follow: Affective Style Questionnaire (ASQ) measures the emotion regulation while DERS measures the difficulties in emotion regulation. This demonstrates that they measure the same construct in opposite perspectives. Moreover, significant correlations between the subscales of Emotion Regulation Questionnaire (ERQ) and Affective Style Questionnaire (ASQ) were positive except the correlation between Suppression and Tolerating subscales. This could be explained by the theoretical basis of the subscales. To clarify, Tolerating can be understood as responding to the emotion eliciting situation in a comfortable and non-defensive way (Hofmann & Kashdan, 2010). On the other hand, in Suppression individuals respond to the emotion eliciting situation by suppressing their emotions (Gross & John, 2003). So, from this perspective, the negative correlation between these two subscales could be more meaningful as they represent two contrasting way of regulating the emotion. The congruent theoretical background of the scales was also supported by the significant findings. Emotion Regulation Questionnaire (ERQ) is a widely used, reliable and valid measure for emotion regulation. So, significant correlations between Emotion Regulation Questionnaire (ERQ) and Affective Style Questionnaire (ASQ) supported the convergent validity.

### **4.3. Exploratory Confirmatory Factor Analysis (ECFA) for Higher Order Factor Structure of Emotion Regulation**

In order to test the hypothesis about the higher order factor structure of emotion regulation, exploratory confirmatory factor analysis was conducted. The three of the emotion regulation scales that are used in this study are claimed to measure the same construct: emotion regulation. However, each of them has different sub-dimensions. To test common themes among these, higher order factor structures were examined. For this purpose, subscales of the measures were employed in the analysis and factor structures were examined from 1 to 5. Results have shown that the best solution was reached through the 5-factor model.

So, the hypothesis about the three-factor higher order structure of emotion regulation was not supported. Instead, results have shown that based on three commonly used emotion regulation scales, emotion regulation construct has higher order factor structure with five factors. In the literature, emotion regulation was regarded as a complex process that starts early in life in which not only internal but also external influences have role in (Calkins & Hill, 2007). Due to its complexity there are several scales that aimed to measure emotion regulation. Emotion Regulation Questionnaire (Gross & John, 2003) aims to see individual differences in two emotion regulation strategies: expressive suppression and cognitive reappraisal; Cognitive Emotion Regulation Questionnaire (Garnefski et al., 2001) aims to detect cognitive emotion regulation strategy in the face of a stressful situation with nine dimensions, Emotion Regulation Skills Questionnaire (Grant et al., 2018) aims to assess abilities for successful emotion regulation through nine subscales, Difficulties in Emotion Regulation Scale (Gratz & Roemer, 2004) aims to measure emotion regulation difficulties based on six dimensions, and Affective Style Questionnaire (Hoffman & Kashdan, 2010) aims to see individuals differences in affective styles with three subscales. As it can be seen,

the concept of emotion regulation itself is multidimensional. Therefore, unsupportive results for the hypothesis of higher order factor structure of emotion regulation with three factors can be interpretable. Instead, results have shown that emotion regulation gave higher order factor structure with five factors which can be interpreted in a way in which complex structure of emotion regulation has more than three broad dimensions.

The Geomin Factor Correlations were more understandable with the names of the factors. To clarify, the direction of the correlation between Factor 1 (Hiding Emotions) and Factor 2 (Self-Oriented) was negative which means that the more one hides and/or avoids his/her emotions the less he/she uses Self-Oriented strategies namely Self-Blame and Rumination. When people appraise the emotion as intolerable, they respond it with concealment or avoidance (Hofmann & Kashdan, 2010). Therefore, people conceal or suppress their emotions due to their attribution to it as intolerable. On the other hand, Self-Oriented emotion regulation strategies such as Self-Blame and Rumination attract individual's attention to himself/herself. So, these two factors are in a contrasting relationship; when people hide their emotions, they are less likely to direct their attention to themselves and face with that emotion.

Next, Factor 1 (Hiding Emotions) and Factor 5 (Others-Oriented) was positively correlated which means that when an individual hides/avoids his/her emotions he/she is more likely to use Others-Oriented emotion regulation strategies: Other-Blame and Catastrophizing. So, individuals who hide/suppress their emotions are more likely to direct their attention to the outer world, look for someone to blame or catastrophize the experience. This can be evaluated as one's effort to not to face with the emotion by turning into himself; instead concealing his emotions and copes through others.

Furthermore, a negative correlation was found between the Factor 2 (Self-Oriented) and Factor 4 (Flexibility). This could be understood in a way in which when anyone uses Self-Oriented emotion regulation strategies such as Self-Blame and Rumination, he/she is less likely to use Flexible strategies, namely Adjusting and Tolerating. In a study conducted by Garnefski and colleagues (2001) Self-Blame and Rumination found to be correlated with depressive symptoms. Also, it has been stated that Self-Oriented emotion regulations are theoretically maladaptive emotion regulation strategies (Garnefski et al., 2001). So, one can infer that individuals who use Self-Oriented emotion regulation strategies direct their attention into themselves and experience negative affect, and as a result, this might have destructive effect on their psychological health. On the other hand, successful evolution means adapting oneself for the demands and changes of situation. This applies to psychological health as well; adjusting to the changes of situations and emotions are adaptive and contributes to psychological health (Hollenstein, Lichtwarck-Aschoff, & Potworowski, 2013). Flexible emotion regulation strategies help individuals to respond changes and demands of situations. So, unlike the rigid and maladaptive Self-Oriented emotion regulation strategies, in Flexibility there is room for adjusting oneself to the situation.

Moreover, the strongest correlation was found between the Factor 2 (Self-Oriented) and Factor 5 (Others-Oriented) and the direction of the relationship was positive. This means that individuals who uses Self-Oriented emotion regulation strategies such as Self-Blame and Rumination are likely to use Others-Oriented strategies namely Other-Blame and Catastrophizing as well. In the study of Garnefski et al., (2001) these four subscales were evaluated as maladaptive emotion regulation strategies. While experiencing a negative emotion an individual might blame himself, ruminate about what happened, expect or assume worst to happen and blame others due to the experience.

Another significant positive correlation was found between Factor 3 (Perspective Shifting) and Factor 4 (Flexibility). So, the more an individual uses emotion regulation strategy that is based on Perspective Shifting the more he/she uses Flexible strategies such as Adjusting and Tolerating. According to Gross (1998), those who use the reappraisal strategy have positive psychological and physical response to emotion-eliciting situation. In addition to that, with emotional adjustment, physical, mental and intellectual health is suggested to be possible (Singh et al., 2017). So, both strategies are adaptive and beneficial for individuals. In the light of these findings, it can be suggested that, in both Perspective Shifting and Flexibility there is a room for psychological growth; as people shift their perspective they become more flexible to balance their emotional experiences.

Lastly, Factor 3 (Perspective Shifting) and Factor 5 (Others-Oriented) was negatively correlated. So, individuals who use Perspective Shifting emotion regulation strategies (Reappraisal, Acceptance, Positive Refocusing, Refocus on Planning, Positive Reappraisal, Putting into Perspective) are less likely to use Others-Oriented emotion regulation strategies namely Other-Blame and Catastrophizing. In fact, Perspective-Shifting helps an individual to take a step forward while in Others-Oriented emotion regulation strategies, time and energy is spent looking for someone to hold responsible and blame external parties. So, parallel to the study of Garnefski et al. (2001), Perspective-Shifting is a more adaptive emotion regulation strategy compared to Others-Oriented strategies.

The three emotion regulation scales that are used in this study have been chosen because of their similar theoretical background, their widely usage in the field and being more comprehensive to other scales. Therefore, a higher order factor model of emotion regulation

with five factors was a significant contribution to the literature. As a result, emotion regulation as a construct can be interpreted, evaluated and measured within these five aspects. People regulate their emotion by hiding their emotions, by directing the attention to themselves in a ruminative way, by changing their perspective, by adjusting themselves and tolerating the situation, and by directing their attention to external parties.

Furthermore, in cognitive-behavioral therapies reappraisal skills are targeted to teach clients for the treatment of anxiety and depression (Beck, Rush, Shaw, & Emery, 1979; Clark & Wells, 1995). So, emotion regulation strategies that focus on Perspective Shifting are beneficial and adaptive for individuals. On the other hand, there are several studies demonstrated that suppressing the emotional experience is a risk factor for psychopathology (Carver et al., 1989; Folkman & Lazarus, 1980). Thus, strategies based on Hiding Emotions have maladaptive function. Similarly, ruminating about the experience and focusing on the causes and consequences of it found to be related to negative affect, depression and anxiety (Nolen-Hoeksema et al., 2008). Individuals reported that they ruminate in order to discover the source of their distress (Papageorgiou & Wells, 2003), so they turn into themselves. These findings demonstrate that Self-Oriented emotion regulation strategies can be maladaptive. Overall, when theoretical backgrounds of the factors are evaluated in the light of previous findings, Perspective Shifting and Flexibility factors could be considered as adaptive ways of emotion regulation whereas Hiding Emotions, Self-Oriented and Others-Oriented factors can be evaluated as maladaptive ways of emotion regulation. So, discovery of five higher order factor structure of emotion regulation including both adaptive and maladaptive strategies reflect how comprehensive the results are.

#### **4.4. Limitations and Future Studies**

Several limitations for this study can be stated. First of all, the sample of study did not include a balanced number of male and female participants. So, the gender differences regarding the use of Affective Style Questionnaire could not be discovered. Therefore, for future studies, it could be suggested that the study can be replicated in a sample which includes equal number of men and women.

Furthermore, the sample of the study represents relatively mentally healthy population. Therefore, the differences between psychologically healthy population and anxious/depressed population in terms of the use of emotion regulation strategies were not evaluated in this study. For future studies, it could be suggested that anxiety and depression can be used as control variables which enables researchers to investigate differences between clinic and subclinic population on emotion regulation. In this way, results could be generalized not only to relatively healthy population but also to people who experience clinical levels of depression and anxiety disorders.

Moreover, as sample characteristics of the study demonstrate that a great proportion of participants had high level of education and were active Internet users. Thus, the results do not represent the whole Turkish population. In order to increase generalizability of the Turkish version of Affective Style Questionnaire (ASQ), participants from all education levels and represent Turkish culture is suggested for future studies.

Next, data collected through online documents based on self-report measures which may lead participants to respond in a socially desirable way and have response bias. Therefore, for future studies, additional methods to measure emotion regulation could be beneficial. In this way, shortcomings of self-report measures can be overcome.

## 4.5. Implications

The discovery of higher order factor structure of emotion regulation can be evaluated as an innovative step. Since, it has been found that the construct of emotion regulation can be understood and evaluated with five higher order factors, future studies could process from this point further. As an example, a new emotion regulation questionnaire that involves five higher order factors: Hiding Emotions, Self-Oriented, Perspective Shifting, Flexibility, Others-Oriented could be developed. In this way, a detailed measure of emotion regulation becomes accessible and can be used. Instead of choosing between various emotion regulation scales, only one scale that covers all dimensions of emotion regulation could be more beneficial, time-efficient and useful. This also helps the standardization of emotion regulation measurement which enables researchers and clinicians to speak the same language.

Especially for the therapies in which emotion regulation processes are used and studied, this study could be beneficial. To clarify, by knowing the emotion regulation strategies and factor structure of emotion regulation, a therapist can detect the points where the client is struggling, and they can work on more adaptive emotion regulation strategies together. Overall, a discovery of higher order factor structure of emotion regulation and adaptation of Affective Style Questionnaire (ASQ) into Turkish is a contribution to the literature.

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**APPENDIX A****BİLGİLENDİRİLMİŞ ONAM FORMU**

Bu çalışma, Bahçeşehir Üniversitesi Klinik Psikoloji Yüksek Lisans Programı öğrencisi Zeynep Hilal Çelik tarafından yüksek lisans tezi kapsamında, Dr. Öğretim Üyesi Başak Türküler Aka danışmanlığında yürütülmektedir. Bu çalışmada kişilerin duyu düzenleme sürecinde kullandıkları stratejilerin ölçümü amaçlanmaktadır. Çalışmaya katılım tamamen gönüllülük temeline dayanmaktadır ve çalışma süresince katılımcılardan kimlik belirleyici herhangi bir bilgi istenmemektedir.

Araştırma yaklaşık olarak 20-30 dakika sürecektir. Lütfen soruların başındaki yönergeleri dikkatlice okuyunuz ve her soruyu size en yakın olan cevabı vererek yanıtlayınız. Araştırma içinde yer alan soruların doğru ya da yanlış cevapları yoktur. Vermiş olduğunuz cevaplar gizli tutulacak ve yalnızca araştırma amacına yönelik kullanılacaktır. Çalışmaya katılmaktan herhangi bir an vazgeçebilirsiniz veya çalışmayı yarım bırakabilirsiniz. Çalışma ile ilgili bir sorunuz olduğu takdirde aşağıdaki e-mail adresi üzerinden araştırmacı ile iletişime geçebilirsiniz. Katılımınız için teşekkür ederim.

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**Yukarıdaki metni okudum ve anladım. Bu çalışmaya tamamen gönüllü olarak katılmayı kabul ediyorum.**

Evet  Hayır

**APPENDIX B****BİLGİ FORMU**

Yaşınız:

Cinsiyetiniz:

Eğitim durumunuz:

İlişki durumu: İlişkisi var   İlişkisi yok   Evli



## APPENDIX C

## DUYGU DÜZENLEME ÖLÇEĞİ

Aşağıda kişilerin duygusal yaşamlarıyla ilgili sorular bulacaksınız. Vereceğiniz yanıtlar özellikle duygularınızı nasıl denetlediğiniz, yani nasıl düzenlediğiniz ve idare ettiğiniz konusunda size anlamamıza yardımcı olacak. Aşağıdaki sorular duygusal hayatınızı iki farklı yönünü içerir. İlki, duygusal deneyiminiz ya da içinizde nasıl hissettiğiniz. Diğeri, duygusal ifadeniz ya da konuşma, jest ve davranışlarınızla duygularınızı nasıl göstermekte olduğunuz. Aşağıdaki sorulardan bazıları birbirine benzer görünse de, önemli farklılıklar içerir. Her madde için lütfen aşağıdaki derecelendirmeye göre yanıt veriniz:

1-----2-----3-----4-----5-----6-----7

Kesinlikle  
Katılmıyorum

Kararsızım

Kesinlikle  
Katılıyorum

1. Olumlu duygularımın fazla olmasını istersem (mutluluk veya eğlence) düşündüğüm şeyi değiştiririm.	_____
2. Duygularımı kendime saklarım.	_____
3. Olumsuz duygularımın az olmasını istersem (üzüntü veya kızgınlık gibi) düşündüğüm şeyi değiştiririm.	_____
4. Olumlu duygular hissettiğimde onları ifade etmemeye dikkat ederim.	_____
5. Stresli bir durumla karşılaştığımda, bu durumu sakin kalmamı sağlayacak şekilde düşünmeye çalışırım.	_____

6. Duygularımı, onları ifade etmeyerek kontrol ederim.	
7. Olumlu duygularımın fazla olmasını istediğim zaman durumla ilgili düşünme şeklimi değiştiririm.	
8. İçinde bulunduğum duruma göre düşünme şeklimi değiştirerek duygularımı kontrol ederim.	
9. Olumsuz duygular hissettiğimde onları ifade etmediğimden emin olmak isterim.	
10. Olumsuz duygularımın az olmasını istersem, durumla ilgili düşünme şeklimi değiştiririm.	

## APPENDIX D

## BİLİŞSEL DUYGU DÜZENLEME ÖLÇEĞİ

Hemen hepimizin yaşamında hoş olmayan kötü şeyler olabilmekte ve bu olaylara verdiğimiz tepkiler de birbirinden farklı olabilmektedir. Aşağıdaki cümlelerde başınıza gelmiş olan olumsuz ya da nahoş olaylar karşısında genellikle ne düşündüğünüz sorulmaktadır. Her bir cümleyi okuduktan sonra sizin durumunuza en uygun seçeneği işaretleyerek yanıt vermeniz istenmektedir.

BAŞIMA KÖTÜ BİR OLAY GELDİĞİNDE		Hiç	Nadiren	Ara sıra	Sıklıkla	Her zaman
	1) Bunun suçlusu benim diye düşünürüm.	( )	( )	( )	( )	( )
	2) Artık bu olayın olup bittiğini kabul etmek zorunda olduğumu düşünürüm.	( )	( )	( )	( )	( )
	3) Bu yaşadığımla ilgili ne hissettiğimi düşünürüm.	( )	( )	( )	( )	( )
	4) Yaşadıklarımın daha hoş olan şeyleri düşünürüm.	( )	( )	( )	( )	( )
	5) Yapabileceğim en iyi şeyi düşünürüm.	( )	( )	( )	( )	( )
	6) Bu olaydan bir şeyler öğrenebileceğimi düşünürüm.	( )	( )	( )	( )	( )
	7) Her şey çok daha kötü olabilirdi diye düşünürüm.	( )	( )	( )	( )	( )
	8) Yaşadığım olayın başkalarının başına gelenlerden daha kötü olduğunu düşünürüm.	( )	( )	( )	( )	( )
	9) Bu olayda başkalarının suçu olduğunu düşünürüm.	( )	( )	( )	( )	( )
10) Bu olayın tek sorumlusunun ben olduğumu düşünürüm.	( )	( )	( )	( )	( )	

		Hiç	Nadiren	Ara sıra	Sıklıkla	Her zaman
	11) Durumu kabullenmek zorunda olduğumu düşünürüm.	( )	( )	( )	( )	( )
	12) Zihnim yaşadığım olay hakkında ne düşündüğüm ve hissettiğimle sürekli meşgul olur.	( )	( )	( )	( )	( )
	13) Olayla hiç ilgisi olmayan hoş şeyler düşünürüm.	( )	( )	( )	( )	( )
	14) Bu durumla en iyi nasıl başa çıkabileceğimi düşünürüm.	( )	( )	( )	( )	( )
	15) Başımdan geçenlerin bir sonucu olarak daha güçlü bir insan haline gelebileceğimi düşünürüm.	( )	( )	( )	( )	( )
	16) Diğer insanların çok daha kötü tecrübeler geçirdiklerini düşünürüm.	( )	( )	( )	( )	( )
	17) Başıma gelen olayın ne kadar korkunç olduğunu düşünüp dururum.	( )	( )	( )	( )	( )
	18) Başımdan geçen olaydan başkalarının sorumlu olduğunu düşünürüm.	( )	( )	( )	( )	( )
	19) Bu olay da yaptığım hataları düşünürüm.	( )	( )	( )	( )	( )
	20) Bu olayla ilgili hiçbir şeyi değiştiremeyeceğimi düşünürüm.	( )	( )	( )	( )	( )
	21) Bu olayla ilgili neden böyle hissettiğimi anlamak isterim.	( )	( )	( )	( )	( )
	22) Başımdan geçen olay yerine hoş bir şeyler düşünürüm.	( )	( )	( )	( )	( )
	23) Bu durumu nasıl değiştireceğimi düşünürüm.	( )	( )	( )	( )	( )

		Hiç	Nadiren	Ara sıra	Sıklıkla	Her zaman
	24) Bu durumun olumlu yanlarının da olduğunu düşünürüm.	( )	( )	( )	( )	( )
	25)Diğer şeylerle karşılaştırıldığında bunun o kadar da kötü olmadığını düşünürüm.	( )	( )	( )	( )	( )
	26) Yaşadığım bu şeyin bir insanın başına gelebilecek en kötü şey olduğunu düşünürüm.	( )	( )	( )	( )	( )
	27) Bu olayda diğerlerinin yaptığı hataları düşünürüm.	( )	( )	( )	( )	( )
	28) Esas sebebin kendimle ilgili olduğunu düşünürüm.	( )	( )	( )	( )	( )
	29) Bununla yaşamayı öğrenmem gerektiğini düşünürüm.	( )	( )	( )	( )	( )
	30) Bu durumun bende uyandırdığı duygularla boğuşurum.	( )	( )	( )	( )	( )
	31) Hoş olayları düşünürüm.	( )	( )	( )	( )	( )
	32) Yapabileceğim en iyi şeyle ilgili bir plan düşünürüm.	( )	( )	( )	( )	( )
	33) Bu durumun olumlu yanlarını ararım.	( )	( )	( )	( )	( )
	34) Kendime hayatta daha kötü şeylerin de olduğunu söylerim.	( )	( )	( )	( )	( )
	35) Sürekli bu durumun ne kadar korkunç olduğunu düşünürüm.	( )	( )	( )	( )	( )
	36) Esas sebebin başkalarıyla ilgili olduğunu düşünürüm.	( )	( )	( )	( )	( )

## APPENDIX E

## DUYGUSAL İŞLEYİŞ BİÇİMİ ÖLÇEĞİ

Duyularınızı nasıl yaşayıp onlarla nasıl başa çıktığınızla ilgileniyoruz. Elbette farklı olaylar beraberinde farklı tepkileri getiriyor, ama genellikle nasıl tepkiler verdiğinizi düşünün. Lütfen her maddeyi diğerlerinden bağımsız olarak değerlendirerek yanıtlayın. Yapmanız gereken ya da yapmış olmayı dilediğiniz şekilde değil; size en iyi şekilde temsil ettiğini düşündüğünüz yanıtı verin. Lütfen bütün maddeleri yanıtlamaya çalışın. Soruların “doğru” ya da “yanlış” cevabı yoktur, bu yüzden lütfen diğer insanların ne yanıt vereceğini değil; size en yakın gelen yanıtı verin. Her madde için lütfen aşağıdaki derecelendirmeye göre yanıt veriniz.

Kesinlikle doğru değil      Çok az doğru      Biraz doğru      Oldukça doğru      Tamamen doğru  
 1 ----- 2 ----- 3 ----- 4 ----- 5

- 
1. İnsanlar içten içe ne hissettiğimi genellikle anlamazlar. ( )
  2. Duygularım kontrol altındadır. ( )
  3. Yoğun duygularımın olmasına tahammül edebilirim. ( )
  4. Bakış açımı değiştirerek üzülmeğe kaçınabilirim. ( )
  5. Olaylara karşı duygusal tepkilerimi sıklıkla bastırırım. ( )
  6. İnsanların üzgün olduğumu görmesi sorun olmaz. ( )
  7. Çabucak/hızlıca sakinleşebilirim. ( )
  8. Duygularımın akıp gitmesine izin verebilirim. ( )
  9. Duygularımı saklama konusunda iyiyimdir. ( )
  10. İnsanlar canımın sikkın olduğunu genellikle anlamaz. ( )
  11. Zaman zaman olumsuz duyguları hissetmekte bir sorun yoktur. ( )
  12. Kötü bir ruh halinden hızlıca çıkabilirim. ( )
  13. İnsanlar üzgün olduğumu genellikle anlamaz. ( )

14. Üzgün olmaya/canımın sıkkın olmasına tahammül eebilirim. ( )
15. İnsanlara canımın sıkkın olduğunu belli etmeyecek şekilde davranabilirim. ( )
16. Kendimi daha iyi bir ruh haline sokmak için tam olarak ne yapmam gerektiğini bilirim. ( )
17. Fazlaca duygusal hissetmekte bir sakınca yoktur. ( )
18. Duyguları kolaylıkla taklit edebilirim. ( )
19. Olduğumdan daha iyi bir ruh haline kolaylıkla girebilirim. ( )
20. Mecbur kalırsam öfkemi iyi saklayabilirim. ( )
- 



## APPENDIX F

## DUYGU DÜZENLEME GÜÇLÜĞÜ ÖLÇEĞİ

Aşağıdaki cümlelerin size ne sıklıkla uyduğunu altlarında belirtilen 5 dereceli ölçek üzerinden değerlendiriniz. Her bir cümlenin altındaki 5 noktalı ölçekten, size uygunluk yüzdesini de dikkate alarak, yalnızca bir tek rakamı yuvarlak içine alarak işaretleyiniz.

		<b>Bazen</b> (%11-%35)		<b>Çoğu zaman</b> (%66-%90)					
		1	2	3	4	5			
		<b>Hemen hemen hiç</b> (%0-%10)		<b>Yaklaşık yarı yarıya</b> (%35-%65)		<b>Hemen hemen her zaman</b> (%91-%100)			
		1	2	3	4	5			
1.	Ne hissettiğim konusunda netimdir.	1	2	3	4	5			
2.	Ne hissettiğimi dikkate alırım.	1	2	3	4	5			
3.	Duygularım bana dayanılmaz ve kontrolsüz gelir.	1	2	3	4	5			
4.	Ne hissettiğim konusunda hiçbir fikrim yoktur.	1	2	3	4	5			
5.	Duygularıma bir anlam vermekte zorlanırım.	1	2	3	4	5			
6.	Ne hissettiğime dikkat ederim.	1	2	3	4	5			
7.	Ne hissettiğimi tam olarak bilirim.	1	2	3	4	5			
8.	Ne hissettiğimi önemserim.	1	2	3	4	5			
9.	Ne hissettiğim konusunda karmaşa yaşarım.	1	2	3	4	5			
10.	Kendimi kötü hissetmeyi kabullenebilirim.	1	2	3	4	5			
11.	Kendimi kötü hissettiğimde böyle hissettiğim için kendime kızarım.	1	2	3	4	5			
12.	Kendimi kötü hissettiğim için utanırım.	1	2	3	4	5			
13.	Kendimi kötü hissettiğime işlerimi bitirmekte zorlanırım.	1	2	3	4	5			
14.	Kendimi kötü hissettiğimde kontrolden çıkarım.	1	2	3	4	5			
15.	Kendimi kötü hissettiğimde uzun süre böyle kalacağıma inanırım.	1	2	3	4	5			
16.	Kendimi kötü hissetmenin yoğun depresif duyguyla sonuçlanacağına inanırım.	1	2	3	4	5			
17.	Kendimi kötü hissettiğimde duygularımın yerinde ve önemli olduğuna inanırım.	1	2	3	4	5			
18.	Kendimi kötü hissederken başka şeylere odaklanmakta zorlanırım.	1	2	3	4	5			
19.	Kendimi kötü hissederken kontrolden çıktığım duygusu yaşarım.	1	2	3	4	5			
20.	Kendimi kötü hissediyor olsam da çalışmayı sürdürebilirim.	1	2	3	4	5			

21.	Kendimi kötü hissettiğimde bu duygumdan dolayı kendimden utanırım.	1	2	3	4	5
22.	Kendimi kötü hissettiğimde eninde sonunda kendimi daha iyi hissetmenin bir yolunu bulacağımı bilirim.	1	2	3	4	5
23.	Kendimi kötü hissettiğimde zayıf biri olduğum duygusuna kapılırım.	1	2	3	4	5
24.	Kendimi kötü hissettiğimde de davranışlarım kontrolüm altındadır.	1	2	3	4	5
25.	Kendimi kötü hissettiğim için suçluluk duyarım.	1	2	3	4	5
26.	Kendimi kötü hissettiğimde konsantre olmakta zorlanırım.	1	2	3	4	5
27.	Kendimi kötü hissettiğimde davranışlarımı kontrol etmekte zorlanırım.	1	2	3	4	5
28.	Kendimi kötü hissettiğimde daha iyi hissetmem için yapabileceğim hiçbir şey olmadığına inanırım.	1	2	3	4	5
29.	Kendimi kötü hissettiğimde böyle hissettiğim için kendimden rahatsız olurum.	1	2	3	4	5
30.	Kendimi kötü hissettiğimde kendimle ilgili olarak çok fazla endişelenmeye başlarım.	1	2	3	4	5
31.	Kendimi kötü hissettiğimde kendimi bu duyguya bırakmaktan başka çıkar yol olmadığına inanırım.	1	2	3	4	5
32.	Kendimi kötü hissettiğimde davranışlarım üzerindeki kontrolümü kaybederim.	1	2	3	4	5
33.	Kendimi kötü hissettiğimde başka bir şey düşünmekte zorlanırım.	1	2	3	4	5
34.	Kendimi kötü hissettiğimde duygumun gerçekte ne olduğunu anlamak için zaman ayırırım.	1	2	3	4	5
35.	Kendimi kötü hissettiğimde kendimi daha iyi hissetmem zaman alır.	1	2	3	4	5
36.	Kendimi kötü hissettiğimde duygularım dayanılmaz olur.	1	2	3	4	5

## APPENDIX G

## BAŞA ÇIKMA STİLLERİ ÖLÇEĞİ – KISA FORM

Bu ölçekte kişilerin yaşantılarında kullandıkları başa çıkma yollarını tanımlayan 28 madde bulunmaktadır. Sorunlarla başa çıkmaya çalışmanın birçok yolları vardır. Bu yolların doğru veya yanlış oluşu değil, kişiye uygun olup olmadığı önemlidir. Lütfen her bir maddeyi dikkatle okuyunuz ve her birini diğerlerinden ayrı değerlendirmeye çalışarak, yanıtınızı olabildiğince sizin için doğru kılınız. Her bir ifade için verdiğiniz kararı “bunu hiç yapmıyorum”dan “bunu çok yapıyorum”a kadar uzanan dörtlü ölçek üzerinde size uygun olan derecelerden yalnız birini işaretleyerek belirtiniz.

1 = bunu hiç yapmıyorum

2 = bunu çok az yapıyorum

3 = bunu orta derecede yapıyorum

4 = bunu çok yapıyorum

1.	Zihnimi boşaltmak için kendimi işe veya diğer etkinliklere veriyorum.	1-----2-----3-----4
2.	Tüm çabamı içinde bulunduğum durum için birşeyler yapmaya yoğunlaştırıyorum.	1-----2-----3-----4
3.	Kendime “bu gerçek değil” diyorum.	1-----2-----3-----4
4.	Kendimi daha iyi hissetmek için alkol veya diğer maddeleri kullanıyorum.	1-----2-----3-----4
5.	Diğer insanlardan duygusal destek alıyorum.	1-----2-----3-----4
6.	Başta çıkmaya çalışmaktan vazgeçiyorum.	1-----2-----3-----4
7.	Durumu daha iyi yapmaya çalışmak için harekete geçiyorum.	1-----2-----3-----4
8.	Böyle bir şey olduğuna inanmayı reddediyorum.	1-----2-----3-----4
9.	Kendime rahatsız edici duygulardan kurtulmamı sağlayan şeyler söylüyorum.	1-----2-----3-----4
10.	Diğer insanlardan yardım ve tavsiye alıyorum.	1-----2-----3-----4
11.	Bu durumu atlatabilmek için alkol veya başka	

	maddeler kullanıyorum.	1-----2-----3-----4
12.	Sorunu farklı bir gözle görmeye, onun daha olumlu görünmesini sağlamaya çalışıyorum.	1-----2-----3-----4
13.	Kendimi eleştiriyorum.	1-----2-----3-----4
14.	Ne yapmam gerektiğine ilişkin bir yol bulmaya çalışıyorum.	1-----2-----3-----4
15.	Beni rahatlatan ve bana anlayış gösteren birisini buluyorum.	1-----2-----3-----4
16.	Başa çıkma girişimlerimden vazgeçiyorum.	1-----2-----3-----4
17.	Olup bitenlerde olumlu bir şeyler arıyorum.	1-----2-----3-----4
18.	Durumla ilgili şakalar yapıyorum.	1-----2-----3-----4
19.	Sorunu daha az düşünmek için sinemaya gitmek, TV seyretmek, okumak, hayal kurmak, uyumak, alışveriş yapmak gibi şeyler yapıyorum.	1-----2-----3-----4
20.	Bu durumun gerçek olduğunu kabul ediyorum.	1-----2-----3-----4
21.	Olumsuz duygularımı ifade ediyorum.	1-----2-----3-----4
22.	Huzuru dinsel veya diğer inançlarımda bulmaya çalışıyorum.	1-----2-----3-----4
23.	Ne yapabileceğim konusunda diğer insanlardan tavsiye ve yardım almaya çalışıyorum.	1-----2-----3-----4
24.	Bu durumla yaşamayı öğreniyorum.	1-----2-----3-----4
25.	Hangi adımları atacağım konusunda çok düşünüyorum.	1-----2-----3-----4
26.	Olup bitenler için kendimi suçluyorum.	1-----2-----3-----4
27.	Dua ediyorum veya meditasyon yapıyorum.	1-----2-----3-----4
28.	Bu durumla dalga geçiyorum.	1-----2-----3-----4