

The Revised Short Gratitude, Resentment, and Appreciation Test (S-GRAT): Adaptation for Turkish college students

Minnettarlık Gücenme ve Takdir Ölçeği Gözden Geçirilmiş Kısa Formu (K-MGTÖ): Türk üniversite öğrencileri için uyarlama çalışması

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Abstract

The three studies presented below conducted with a total of 974 participants to determine the psychometric properties of the Revised Short Gratitude, Resentment, and Appreciation Test (S-GRAT) for Turkish college students. Following the translation procedures, first, in Study 1 (N = 304), confirmatory factor analysis conducted to examine the factor structure of the scale. Results confirmed the original three-dimensional model ($\chi^2/df = 265.15/101$; GFI = .90; CFI = .92, SRMR = 0.07; RMSA = .07). Then, Study 2 (N = 551) was undertaken to test the convergent and criterion validity, and internal reliability of the scale. Results showed associations between gratitude scores and measures of well-being, as well as satisfactory internal reliability. Finally, results of Study 3 (N = 119) demonstrated satisfactory test-retest stability both for the total score and for all three subscales. Results of the three studies together demonstrated good psychometric qualities of the Turkish S-GRAT to assess dispositional gratitude in Turkish college students.

Keywords: Gratitude, S-GRAT, validity, reliability

Özet

Aşağıda sunulan üç çalışma, Minnettarlık Gücenme ve Takdir Ölçeği Gözden Geçirilmiş Kısa Formunun (K-MGTÖ) psikometrik özelliklerini Türk üniversite öğrencileri için incelemek amacıyla 974 katılımcı üzerinde gerçekleştirilmiştir. Çeviri prosedürlerini takiben, önce birinci çalışmada (N = 304) ölçeğin faktör yapısını incelemek amacıyla doğrulayıcı faktör analizi yapılmıştır. Sonuçlar original üç boyutlu modeli doğrulamıştır ($\chi^2/df = 265.15/101$; GFI = .90; CFI = .92, SRMR = 0.07; RMSA = .07). Ardından, ölçeğin uyum ve ölçüt geçerliğini ve iç tutarlığını test etmek amacıyla ikinci çalışma (N = 551) gerçekleştirilmiştir. Sonuçlar minnettarlık puanları ile iyi-oluş ölçümleri arasındaki ilişkinin yanısıra tatmin edici düzeyde iç tutarlık göstermiştir. Son olarak üçüncü çalışmanın sonuçları (N = 119) hem ölçek toplam puanı hem de alt ölçek puanları için tatmin edici düzeyde test-tekrar test güvenilirliği vermiştir. Bu üç çalışmanın sonuçları birlikte, K-MGTÖ'nün Türkçe formunun Türk üniversite öğrencileri için iyi psikometrik özellikler gösterdiğini ortaya koymuştur.

Anahtar Kelimeler: Minnettarlık, K-MGTÖ, geçerlik, güvenilirlik

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Introduction

Focusing on the idea that improving the positive factors that contribute to the development of individuals is as important as eliminating the negative factors that impede their total development, the positive psychology movement has had a growing place in the recent psychology literature. Based on this perspective, the positive education movement emphasizes that skills to create positive emotions, positive relationships, resilience and character strengths could be, and should be, taught in schools (Oades, et al., 2011; Seligman, et al., 2009). *Gratitude* is one of these positive characteristics that could be improved in schools (Seligman, et al., 2009) by the collaborative work of teachers, school counselors, administrators, and other school staff, and as a part of the *school culture*.

Gratitude is a social emotion, in which people respond with gratitude when other people behave in a way that promotes their well-being (McCullough et al. 2001). It also has been defined as “a sense of wonder, thankfulness, and appreciation for life that can be expressed towards other sources, typically by giving thanks to benefactors for their help” (Emmons & Shelton, 2002). The beneficial effects of gratitude on a number of well-being outcomes such as high life satisfaction, positive affect, and physical health, and low depression have been reported in various studies (e.g. Emmons & McCullough, 2003; McCullough, et al., 2002; McCullough, et al., 2004; Park, et al., 2004; Spangler, 2010; Thomas & Watkins, 2003; Wood, et al., 2010; Wood, et al., 2008). School-based studies supported these positive effects, both for students and for school staff. For instance, studies conducted with students revealed the associations of gratitude with higher academic and overall life satisfaction (Froh, et al., 2009), academic achievement (Froh, et al., 2011), and protection from home and school-based stress (Ma, et al., 2013); whereas studies conducted with school staff revealed associations of gratitude with higher job satisfaction (Waters, 2012), life satisfaction, positive affect (Chan, 2010, 2011), connection to other school members, the school mission, strategic goals (Waters, et al., 2012), less burnout, and depersonalization (Chan, 2010, 2011).

In the literature, studies on the measurement of gratitude seem predominated by a dispositional perspective that emphasizes gratitude’s emotional component, and defines it as a general, trait-like tendency to recognize and respond with positive emotions to the benefits one receives from other persons or transpersonal bodies (McCullough, et al., 2002; McCullough & Tsang, 2004; Emmons, et al., 2007). Two widely used measures of gratitude, the Gratitude Questionnaire (GQ; McCullough, et al., 2002) and the Gratitude Resentment and Appreciation Test (GRAT; Watkins, et al., 2003) define and assess gratitude from this perspective. This measurement perspective have used in non-western studies (e.g., Chan, 2010; Chen & Kee, 2008; Kong, et al., 2014; Kuranaga & Higuchi, 2011; Zhao, 2010; Naito & Sakata, 2010; Naito, et al., 2005) as well as in western ones (Froh, et al., 2011; Jans-Beken, et al., 2015). Nevertheless, cultural differences, in the *concept* of gratitude, in the *concurrency* of gratitude and other feelings such as indebtedness, and in *relationships* between gratitude and well-being related concepts, is still an issue of concern for researchers (Naito & Washizu, 2015).

The study of gratitude in Turkey

The study of gratitude in Turkey has a very short history. Except for a study on improving gratitude among undergraduate students through a gratitude writing exercise (Oğuz-Duran & Tan, 2013), the pioneering work on this topic had focused on adapting valid and reliable instruments for use in research and counseling practices (Göcen, 2012; Yüksel & Oğuz-Duran, 2012a, 2012b).

Initially, as one of the most widely used gratitude scales in the world, GQ (McCullough, et al., 2002) was translated into Turkish and investigated in terms of its psychometric properties. GQ is based on a four facet theoretical framework, measuring gratitude in terms of four characteristics of gratitude

in the form of (a) intensity, (b) frequency, (c) span, and (d) density. Validity and reliability studies with regard to GQ revealed acceptable psychometric properties for Turkish undergraduate students (Yüksel & Oğuz-Duran, 2012a), and teachers (Yüksel & Oğuz-Duran, 2012b). As consistent with GQ's original version, these studies revealed a uni-dimensional structure. However, whereas a 6-item structure of the GQ was validated for the teachers' sample (Yüksel & Oğuz-Duran, 2012b), a 5-item version of the scale was found as valid and reliable for undergraduate Turkish students (Yüksel & Oğuz-Duran, 2012a), as it was previously reported for Taiwanese (Chen, et al., 2009) adolescents. Additionally, while examining the validity and reliability of the Turkish GQ in another sample composed of participants from a variety of occupational backgrounds (e.g. traders, housewives, medical doctors, architects, technicians, housekeepers, jobless) in addition to teachers, undergraduate students and university academic staff, Göcen (2012) found a new two-dimensional structure for this scale, and defined these dimensions as *insourced gratitude* and *outsourced gratitude*.

Another valid and reliable measure of dispositional gratitude, widely used in recent literature, is the GRAT (Watkins, et al., 2003). Different from the four facet theory of gratitude that underpins the GQ (McCullough, Emmons & Tsang, 2002), GRAT is based on another theoretical framework of gratitude that identifies three distinct characteristics within a grateful individual: (a) a lack of a sense of deprivation (LOSD) – or sense of abundance, (b) the tendency to appreciate simple pleasures/simple appreciation (SA), and (c) the tendency to appreciate the contributions of others to one's own well-being, and to express this gratitude in terms of social appreciation or appreciation for others (AO) (Watkins, et al., 2003; Thomas & Watkins, 2003). Although the original GRAT demonstrated good validity and evidence of reliability in several studies, Thomas and Watkins (2003) developed *a revised short version of GRAT (S-GRAT)* that corrected some of the difficulties of this initial version of the test. As two important reasons for their revision, they reported the negative skewness of scores, and the temporally, regionally, and culturally limited items included in GRAT. According to them, as with measures of many positive constructs, responses to GRAT are negatively skewed. Therefore, this measure may have poor sensitivity in terms of higher gratitude scores. Additionally, items such as "Over the December holidays, the presents I get aren't as good or as many as others seem to get", "One of my favorite times of the year is Thanksgiving", "I love to sit and watch the snow fall") seem unsuitable for some cultures or regions. As a result, in their study, they re-worded nine of the original 44 items. Also, they expanded the 5-point Likert response to a 9-point scale in an attempt to deal with the negative skew. The revised S-GRAT maintained the good psychometric properties of the original scale. Spangler (2010) and Diessner and Lewis (2007) provided further support for the revised S-GRAT.

The aim of the present study was to adapt the 16-item revised S-GRAT (Thomas & Watkins, 2003) into the Turkish language, and to examine its validity and reliability in a sample of Turkish college students. With this purpose, three separate studies have conducted over a three year period.

Method

Translation Procedures

Prior to commencement of the study, permission to adapt the scale into Turkish was obtained by e-mail. Then, the translation process began with the independent translation of the English version into Turkish by three experts. Two of the experts were faculty members in the Guidance and Psychological Counseling Department of an English-medium university in Turkey. The third expert (with a PhD from an English-medium university) was also a faculty member in the same department of another Turkish university. After completing the forward translation, a professional English translator, and an

English Language teacher independently translated the items back into English. The author then compared the back translations with the help of a bilingual graduate student and a colleague from the same department, to assess the item-by-item consistency. After the translation procedures, the translation and the original versions of the scale were administered to 36 (29 female, 7 male) undergraduate students from the Department of Foreign Languages (English Language Teaching) over a two-week period, to ensure the linguistic equivalence. Pearson's correlation coefficient was calculated to examine the relationship between Turkish and English test scores ($r = .81$).

Study 1

The aim of Study 1 was to test the construct validity of the Turkish S-GRAT using a sample of Turkish Faculty of Education students. Additionally, initial internal consistency evidence for the Turkish S-GRAT was collected.

Participants and Procedure

A total of 304 undergraduate Counseling and Guidance students (229 females; 75 males) recruited from a Turkish state-funded university, Faculty of Education, Department of Educational Sciences, were targeted for the study. Females made up 75% of the sample, with males composing 25%. The ages of the students ranged from 18 to 34 with a mean of 20.27 ($SD = 1.52$). 100 participants (32.9 %) were freshmen, 108 (35.5 %) were sophomores, 68 (22.1 %) were juniors, and 29 (9.5 %) were seniors.

The S-GRAT was administered to the participants in a classroom setting, at the beginning of their class sessions. Participants gave their informed consent to be involved in the study. They were instructed to read each item and to indicate their agreement on the scale. The administration took about 5 minutes. No compensation was given to the participants.

Data Analysis

The confirmatory factor analysis (CFA) was conducted for the S-GRAT to test the fit of the three-dimensional original model. LISREL 8.51 was used to run CFA. Maximum Likelihood (ML) estimation was chosen, since the data set met the "skewness less than 2 and kurtosis less than 7" criterion (West, et al., 1995). The indices of the model fit considered were: the ratio of chi-square to its degrees of freedom (χ^2 / df), the goodness of the fit index (GFI), the comparative fit index (CFI), the standardized root mean square residual (SRMR), and the root mean square error of approximation (RMSEA). According to the literature, $\chi^2 / d < 3$; $0.95 \leq GFI \leq 1$; $0.97 \leq CFI \leq 1$; $0 \leq SRMR \leq 0.05$; and $0 < RMSEA < 0.05$ are indicative of a perfect fit, whereas $4 < \chi^2 / d < 5$; $0.90 \leq GFI \leq 0.95$; $0.95 \leq CFI \leq 0.97$; $0.05 \leq SRMR \leq 0.1$, and $0.05 < RMSEA < 0.08$ are indicative of an acceptable fit (Kline, 2005; Sümer, 2000; Şimsek, 2007).

Results

The results of CFA based on the 16 items of the Turkish S-GRAT indicated a good fit ($\chi^2/df = 265.15/101$; $GFI = .90$; $CFI = .92$, $SRMR = 0.07$; $RMSEA = .07$). All parameters were significant at $p < .001$. Therefore, the three-dimensional factor structure of the revised 16-item short form of S-GRAT was supported for the sample. Findings are illustrated in Figure 1.

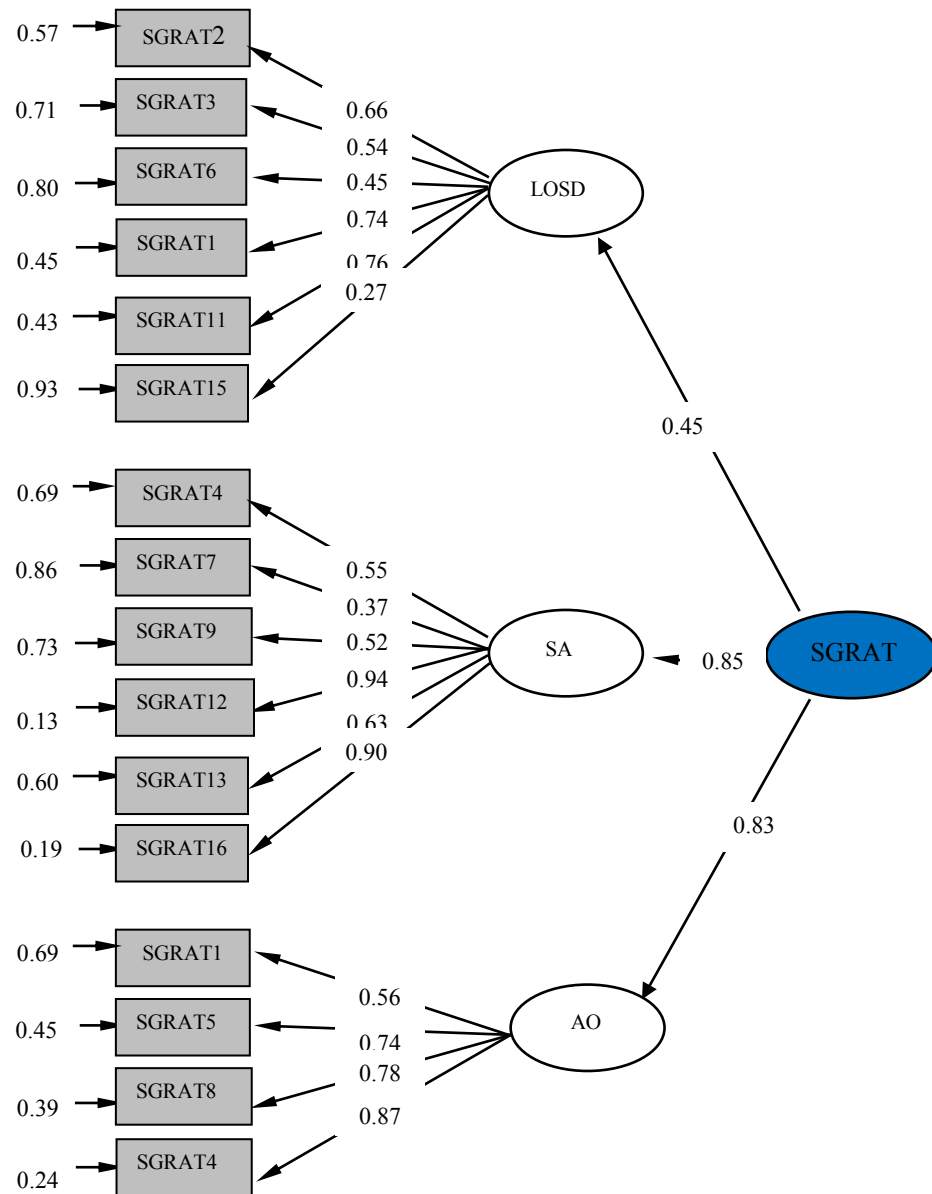


Figure 1. Results of CFA with *t*-values

Chi-square = 265.15, Df = 101, P-value = 0.000, GFI = 0.90, CFI = .92, SRMR = 0.072, RMSA = .07

Additionally, as initial reliability evidence for the Turkish S-GRAT, Cronbach's alpha coefficients for the total and three subscale scores were calculated. Cronbach's alpha were found as $\alpha = .85$ for the total score, and $\alpha = .75$, $\alpha = .84$, and $\alpha = .83$ for the LOSD, SA and AO subscales, respectively, indicating good internal consistency.

Study 2

The aim of Study 2 was to provide evidence for the convergent validity, criterion-related validity, and reliability of the Turkish S-GRAT. For this purpose, the Turkish S-GRAT was administered to a sample of Turkish Faculty of Education students, along with gratitude, satisfaction with life, positive affect, and negative affect scales.

Participants and Procedure

In Study 2, another group of Turkish Faculty of Education students ($N = 551$) at the same Turkish university indicated in Study 1 were recruited for the study through a convenience sampling approach. The ages of the participants ranged from 17 to 44 with a mean of 21.09 and a standard deviation of 2.45. Most of the respondents were female (402 females and 149 males). The students in the sample came from different fields of study (Foreign Language Education - German Language Teaching, English Language Teaching -, Turkish Language Education, Computer Education and Instructional Technology, Physical Education and Sports, and Fine Arts Education) within the Faculty of Education. 196 participants (35.6 %) were first graders, 43 (7.8 %) were second graders, 305 (55.4 %) were third graders, while 7 (1.3 %) were fourth graders.

Participants were recruited with the assistance of course instructors. The volunteer participants completed the questionnaires in classroom settings. The administration took about 20 minutes. No compensation was given to the participants.

Instruments

The S-GRAT: The S-GRAT (Thomas & Watkins, 2003) is a 16-item revised short version of the GRAT (Watkins, et al., 2003) developed to measure dispositional gratitude on a 9-point Likert scale, ranging from strongly disagree (1) to strongly agree (9). The total score ranges from 16 to 144, with higher scores indicating a higher level of grateful disposition. S-GRAT total scores have been found to be highly correlated with the GRAT scores ($r=.96$). Factor analysis of the S-GRAT supported the original three-factor structure of the GRAT, as Lack of a Sense of Deprivation (LOSD), (b) Simple Appreciation (SA), and (c) Appreciation of others (AO). These subscales were found to be highly correlated with the GRAT subscale scores.

The GQ: The GQ is a 6-item and one-dimensional instrument constructed by McCullough, Emmons and Tsang (2002) to measure grateful disposition on a seven-point scale, ranging from strongly disagree (1) to strongly agree (7). The total score ranges from 1 to 42, with higher scores reflecting a higher level of grateful disposition. Based on the findings of the Turkish adaptation studies for GQ (Yüksel & Oğuz-Duran, 2012a) the five-item Turkish version of the scale was used in the present study. The internal consistency of the scale was $\alpha = .64$ for undergraduate students. In the present study, the alpha coefficient was calculated as $\alpha = .74$.

The Satisfaction with Life Scale (SWLS): SWLS is a five-item, uni-dimensional scale (Diener, et al., 1985) to measure the cognitive evaluation of one's life satisfaction, on a seven-point scale ranging from strongly disagree (1) to strongly agree (7). The total score ranges from 5 to 35, with higher scores reflecting more satisfaction with life. The internal consistency of the scale was .87, and the test-retest reliability for a 2-month period was .82 (Diener, et al., 1985). Sümer (1996) translated the scale into Turkish and reported satisfactory internal consistency ($\alpha = .89$). In the present study, the alpha coefficient was calculated as $\alpha = .84$.

The Positive and Negative Affect Scale (PANAS): The PANAS is a twenty-item (10 positive and 10 negative) two-dimensional scale (Watson, et al., 1988) to measure general tendencies to experience positive and negative affect, on a five-point scale from very slightly (1) to extremely (5). The PANAS has been reported to have good internal consistency, with positive and negative affect being uncorrelated and good test-retest stability over a 2-month period (Watson, et al., 1988). Gençöz (2000) adapted the scale into Turkish. Consistent with the original study, she reported a two-factor model accounting for 44% of the total variance, and good internal consistencies ($\alpha = .83$ for PA and $\alpha = .86$ for NA). In the present study, the alpha coefficients for PA and NA were calculated as $\alpha = .76$ and $\alpha = .80$ respectively.

Data analysis

Person product moment correlation coefficients were calculated for investigating the relationship between the Turkish S-GRAT and the GQ, as well as the correlations between the Turkish S-GRAT and theoretically related well-being variables (Satisfaction with life, positive affect, and negative affect). Additionally, for the internal consistency evidence of The Turkish S-GRAT, Cronbach's alpha scores were calculated for the total scale scores and the three subscale scores. Statistical analyses were performed using SPSS for Windows 20.0 software programs.

Results

Pearson correlation coefficient revealed moderate significant positive correlations between GQ scores and total S-GRAT scores ($r = .64$, $p < .01$), as well as between the GQ scores and the LOSD ($r = .37$, $p < .01$), SA ($r = .50$, $p < .01$), and AO ($r = .54$, $p < .01$) subscale scores. Participants with high GQ scores also scored high on the S-GRAT total and subscales scores. These findings indicated convergent validity evidence in terms of the Turkish S-GRAT.

Moreover, as another piece of evidence of the validity of the Turkish S-GRAT, a significant positive correlation found between the S-GRAT total scores and the SWLS scores ($r = .53$, $p < .01$). The LOSD, SA, and AO subscale scores of the S-GRAT were also found positively correlated with the SWLS scores ($r = .52$; $r = .30$; and $r = .24$, respectively; $p < .01$) indicating that participants with high satisfaction with life scores also scored high on gratitude and its three dimensions.

In regard to the relations of S-GRAT scores with PANAS scores, significant but low correlations were found between the S-GRAT total and the PA subscale scores of the PANAS ($r = -.19$; $p < .01$). The LOSD, SA, and AO subscale scores of the S-GRAT were also found correlated with the PA scores ($r = .15$, $r = .14$, $r = .11$, respectively; $p < .01$), suggesting that participants with a high gratitude scores were more likely to score higher on positive affect. In regard to the NA subscale scores of the PANAS, only the total S-GRAT scores and the LOSD subscale scores of the S-GRAT were found to be negatively correlated ($r = -.25$, $r = .36$, $p < .01$). The SA and the AO subscale scores of the S-GRAT were not found to be significantly correlated with the NA scores (see Table 1).

Table 1. Correlations of total score and three subscale scores of the S-GRAT with the GQ scores and well-being related variables

Scale	<i>M</i>	<i>SD</i>	<i>N</i>	1	2	3	4	5	6	7	8
1- S-GRAT											
(Total)	102.96	14.60	551	-							
2- LOSD	30.60	8.22	551	.69**	-						
3- SA	44.69	7.15	551	.77**	.17**	-					
4- AO	27.67	5.18	551	.68**	.12**	.52**	-				
5- GQ	25.29	5.76	551	.64**	.37**	.50**	.54**	-			
6- SWLS	22.83	6.30	551	.53**	.52**	.30**	.24**	.49**	-		
7- PA	37.24	5.62	551	.19**	.15**	.14**	.11*	.14**	.25**	-	
8- NA	21.40	5.91	551	-.25**	-.36**	-.08	-.02	-.21**	-.32**	-.27**	-

** $p < .01$, S-GRAT: Short Gratitude Resentment and Appreciatin Test, LOSD: Lack of Sense of Deprivation, SA: Simple Appreciation, AO: Appreciation of Others, GQ: Gratitude Questionnaire, SWLS: Satisfaction With Life Scale

Cronbach's alpha coefficients were also calculated for the total and three subscale scores of the Turkish S-GRAT. Both the total S-GRAT and the three subscales of the S-GRAT showed good internal consistency. The result of Cronbach's alpha was $\alpha = .77$ for the total scale, $\alpha = .70$ for the LOSD subscale, $\alpha = .72$ for the SA subscale, and $\alpha = .67$ for the AO subscale.

Study 3

The aim of Study 3 was to provide further empirical evidence for the reliability of the Turkish S-GRAT by conducting a test-retest study.

Method

Participants and Procedure

In Study 3, one hundred and nineteen Turkish undergraduate Counseling and Guidance students ($N = 119$) at the same Turkish university indicated in Study 1 and Study 2 were recruited. The ages of the participants ranged from 17 to 25 ($M = 19.88$, $SD = 1.25$). Most of the respondents were female (85 females, 34 males).

The Turkish S-GRAT was administered to the participants twice, 4 weeks apart. Participants were recruited with the assistance of course instructors. They were informed that participation was voluntary and that no personally identifying information would be collected. Volunteer participants completed the questionnaires in classroom settings.

Data analysis

Pearson's correlation was conducted to examine the relationship between test and re-test scores of the participants.

Results

Pearson correlation coefficients regarding the relationship between the test-and retest total S-GRAT scores were $r = .72$ ($p < .01$). For the LOSD, SA and AO subscale scores, the correlation coefficients were found to be $r = .61$ ($p < .01$), $r = .71$ ($p < .01$) and $r = .61$. ($p < .01$), indicating an acceptable internal consistency.

Discussion

This study was the first attempt to adapt one of the most widely used measures of dispositional gratitude, the S-GRAT, into Turkish, and to provide validity and reliability evidence for Turkish college students. The results revealed evidence for the factorial structure, convergent validity and criterion-related validity, internal consistency and test-retest reliability of the Turkish S-GRAT.

The original three-factor structure of the S-GRAT was validated by CFA. Both the total scores and the three subscale scores of the scale were found to be correlated with measures of well-being, consistent with previous studies (Emmons & McCullough, 2003; McCullough, et al., 2002; McCullough, et al., 2004; Park, et al., 2004; Spangler, 2010; Thomas & Watkins, 2003; Wood, et al., 2010; Wood, et al., 2008).

The correlation between the scores obtained from the Turkish S-GRAT and the other gratitude measure, GQ, were significant and moderate as expected (Froh, et al., 2011). Examination of the correlations between the Turkish-SGRAT scores and the positive and negative affect scores also replicated the findings of the previous literature. Similar to the findings reported by Watkins et al. (2003), dispositional gratitude scores measured by the Turkish S-GRAT were found more strongly related to positive activity than to negative activity. However, the correlation coefficients regarding the relations between S-GRAT scores and the positive affect scale were quite low, showing a need for further investigation.

Moreover, based on the findings of the present study, all three subscales (LOSD, SA, and AO) and the total S-GRAT had acceptable levels of internal consistency and test-retest reliability for the Turkish sample, as was previously reported for Dutch (Jans-Beken et al., 2015) and U.S. samples (e.g. Diessner & Lewis, 2007; Thomas & Watkins, 2003).

To conclude, as a result of a series of studies presented in this article, a brief and psychometrically sound measure to assess Turkish undergraduate students' dispositional gratitude levels has been provided to researchers and counselors. Researchers could use the 16-item Turkish S-GRAT to investigate gratitude, both in cultural and cross-cultural studies. Moreover, the Turkish S-GRAT could be used as an outcome measure to evaluate the effectiveness of gratitude interventions on the part of university counseling staff or teacher and/or counselor educators aimed at improving the gratitude levels of Turkish speaking college students by those who are interested in improving their students' gratitude levels.

To enhance the generalibility of the findings of this study, further validation studies could be done using more diverse samples. In future attempts, data could be collected on undergraduate students from other faculties. Moreover, by expanding the validation studies to teachers and school counselors, it could be possible to conduct empirical school-based gratitude fostering studies in the future. Finally, as reported by Watkins et al. (2003), S-GRAT suffers the same weaknesses as other self-report measures. Informant report studies could be done to overcome this limitation.

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Geniřletilmiř Özet

Minnettarlık Gücenme ve Takdir Ölçeęi Gözden Geçirilmiř Kısa Formu (K-MGTÖ): Türk üniversite öğrencileri için uyarlama çalışması

Nagihan Oęuz Duran

Bu makalede, Minnettarlık Gücenme ve Takdir Ölçeęinin (K-MGTÖ) gözden geçirilmiř kısa formunun Türk üniversite öğrencileri için uyarlanması amacıyla toplam 974 katılımcı ile gerçekleştirilen üç çalışmanın bulguları sunulmuřtur. Uyarlama çalışmaları uyarlama için izin alma, çeviri ve ters çeviri süreçleri ile başlamıřtır. Ardından İngiliz Dili Eğitimi bölümü öğrencilerinden oluřan 39 kiřilik bir gruba ölçeęin orijinali ve Türkçe hali iki hafta arayla uygulanmıř ve bu uygulamalardan elde edilen puanlar arasında $r = .81$ düzeyine anlamlı bir iliřki bulunmuřtur. Çeviri işlemlerinin tamamlanmasının ardından, birinci çalışmada ölçeęin faktör yapısını incelemek amacıyla, Rehberlik ve Psikolojik Danıřma anabilim dalı öğrencilerinden oluřan 304 kiřilik bir gruba (yař aralıęı: 18-34; $M = 20.27$, $SS = 1.52$) ölçek uygulanmıř ve verilere doęrulamayı faktör analizi (DFA) yapılmıřtır. DFA sonuçları, ölçeęin Türkçe formunun, orijinali ile uyumlu biçimde üç faktörlü bir yapısı olduęunu doęrulamıřtır ($\chi^2/df = 265.15/ 101$; $GFI = .90$; $CFI = .92$, $SRMR = 0.07$; $RMSA = .07$). Buna göre, K-MGTÖ'nün Türkçe formu, Yoksunluk Duygusu Yokluęu (YDY), Basit Takdir (BT) ve Dięerlerini Takdir (DT) olmak üzere üç alt ölçekten oluřmaktadır. Birinci çalışmada ayrıca ölçeęin iç tutarlıęını incelemek amacıyla toplam ve alt ölçek puanları için Cronbach alpha deęerleri hesaplanmıř ve bu deęerler toplam için $\alpha = .85$, YDY, BT ve DT alt ölçekleri için sırasıyla $\alpha = .75$, $\alpha = .84$ ve $\alpha = .83$ olarak bulunmuřtur.

Ardından ikinci çalışmada, ölçeęin uyum ve ölçüt geçerlięini incelemek amacıyla Eğitim Fakültesinin çeřitli bölümlerinde (Yabancı Diller Eğitimi –Almanca, İngilizce-, Türk Dili Eğitimi, Bilgisayar ve Öğretim Teknolojileri Eğitimi, Beden Eğitimi ve Spor Öğretmenlięi, Güzel Sanatlar Eğitimi) öğrenim gören 551 öğrenciden veri toplanmıřtır. Bu öğrencilerin yařları 17 ile 44 arasında deęiřmektedir ($M = 21.09$, $SS = 2.45$). Bu çalışmanın verileri K-MGTÖ Türkçe formunun yanısıra, Minnettarlık Ölçeęi (MÖ), Yařam Doyumu Ölçeęi (YDÖ), Pozitif ve Negatif Duygu Ölçeęi (PNDÖ) kullanılarak toplanmıřtır. K-MGTÖ Türkçe formunun bir bařka minnettarlık ölçeęi olan MÖ ile iliřkisini incelemek amacıyla hesaplanan Pearson momentler çarpımı korelasyon katsayıları hem K-MGTÖ toplam puanları ve MÖ toplam puanları arasında ($r = .64$, $p < .01$) hem de YDY ($r = .37$, $p < .01$), BT ($r = .50$, $p < .01$) ve DT ($r = .54$, $p < .01$) alt ölçekleri ile MÖ puanları arasında anlamlı iliřkiler olduęunu göstermiřtir. Bu çalışmada K-MGTÖ toplam ve alt ölçek puanlarının ilgili alanyazına göre iliřkili olması beklenen öznel iyi-oluř deęiřkenleriyle (yařam doyumunu, pozitif duygu ve negatif duygu) iliřkileri de Pearson momentler çarpımı korelasyon katsayıları ile incelenmiřtir. Hem K-MGTÖ ve YDÖ toplam puanları arasında ($r = .53$, $p < .01$) hem de YDY, BT ve DT alt ölçek puanları ile YDÖ toplam puanı arasında istatistiksel olarak anlamlı iliřkiler bulunmuřtur (sırasıyla $r = .52$; $r = .30$ ve $r = .24$; $p < .01$). Buna göre yařam doyumunu yüksek kiřilerin aynı zamanda minnettarlık eğilimlerinin de yüksek olduęu, yoksunluk duygusunu daha az yařadıkları, basit şeyleri ve dięer insanların kendilerine katkılarını daha fazla takdir edebildikleri söylenebilir. K-MGTÖ puanlarının PNDÖ puanları ile iliřkileri incelendięinde ise pozitif duygu alt ölçeęi puanları ile anlamlı ancak düşük iliřkiler bulunurken (toplam puan için $r = -.19$; $p < .01$; alt ölçek puanları için sırasıyla $r = .15$, $r = .14$, $r = .11$, $< .01$), negatif duygu alt ölçeęi puanları yalnızca toplam K-MGTÖ puanı ve YDY alt ölçeęi puanı ile

anamlı düzeyde iliřkili bulunmuřtur ($r = -.25$, $r = .36$, $p < .01$). BT ve DT alt leklerinin negatif duygu alt leđi ile anlamlı bir iliřkisi bulunmamıřtır. Bu alıřmada da birinci alıřmada olduđu gibi leđin i tutarlıđını incelemek amacıyla toplam ve alt lek puanları iin Cronbach alpha deđerleri hesaplanmıř ve bu deđerler toplam iin $\alpha = .77$, YDY, BT ve DT alt lekleri iin sırasıyla $\alpha = .70$, $\alpha = .72$ ve $\alpha = .67$ olarak bulunmuřtur.

Son arařtırmada, K-MGT Trke formunun test-tekrar test gvenirliđini incelemek amacıyla, yařları 17 ile 25 arasında deđiřen ($M = 19.88$, $SS = 1.25$) Rehberlik ve Psikolojik Danıřma anabilim dalı đrencilerinden oluřan 119 kiřilik bir gruba (85 kız, 34 erkek) lek drt hafta arayla uygulanmıřtır. Test ve tekrar-test K-MGT toplam puanları arasında $r = .72$ ($p < .01$); test ve tekrar-test YDY, BT ve DT puanları arasında ise sırasıyla $r = .61$ ($p < .01$), $r = .71$ ($p < .01$) ve $r = .61$ ($p < .01$) iliřki bulunmuřtur. Bu sonular K-MGT'nn i tutarlıđına iřaret etmektedir. Sonu olarak bu alıřmada, K-MGT Trke formunun Trk niversite đrencileri iin geerli ve gvenilir bir lme aracı olduđu grlmřtr.

Appendix

K-MGTÖ Türkçe Form

Aşağıdaki ifadelerin yanına gerçek duygularınızı en çok temsil eden puanı yazarak cevap veriniz. Bunun için aşağıda verilen ölçeği kullanınız ve her ifade için sadece bir puan seçiniz. İfadeye verdiğiniz puanı soru numaralarının yanındaki boşluğa yazınız. Bu ifadeler için doğru ya da yanlış cevaplar yoktur. Bu ifadelerin size ne kadar gerçek geldiğini ya da size uymadığını bilmek istiyoruz. Lütfen, inanmak istediğiniz durumdan çok, gerçek duygularınızı ve inançlarınızı belirtiniz

1	2	3	4	5	6	7	8	9
Kesinlikle katılmıyorum		Kısmen Katılmıyorum		Kararsızım		Çoğunlukla Katılıyorum		Kesinlikle Katılıyorum

__ 1	Birçok insanın yardımı olmasaydı bugün bulunduğum konumda olamazdım.
__ 2	Hayat bana hep iyi davrandı.
__ 3	Hiçbir şey herkese yetecek kadar olmuyor ve ben asla payıma düşeni almıyorum.
__ 4	Çoğu kez doğanın güzellikleri karşısında şaşkınlık yaşıyorum.
__ 5	Kazanılan başarılarından keyif almak önemli olsa da, bu başarılarla diğer insanların katkılarına unutmamak benim için önem taşır.
__ 6	Hayatta hak ettiğim iyi şeylerin hepsini elde ettiğimi sanmıyorum.
__ 7	Her sonbaharda, yaprakların renk değiştirmesini izlemekten keyif alırım.
__ 8	Yaşamım çoğu zaman kontrolüm altında olsa da bu süreçte bana destek veren ve yardımcı olan insanları düşünmeden edemem.
__ 9	“Mola verip keyif almak” bana göre önemlidir.
__ 10	Yaşamımda hak ettiğimden çok daha fazla kötü şeyle karşılaştım.
__ 11	Yaşadığım şeylerden dolayı, dünyanın bana gerçekten bir şeyler borçlu olduğuna inanıyorum.
__ 12	Sık sık durup “şükretmek” bana göre önemlidir.
__ 13	Hayatta küçük şeylerden zevk almak bana göre önemlidir.
__ 14	Benim için yaptıkları şeylerden dolayı diğer insanlara yürekten minnettarım.
__ 15	Başkalarının elde ettiği fırsatlara bazı sebepler yüzünden ulaşamıyorum.
__ 16	Yaşadığımız her gün için şükretmek bana göre önemlidir.

K-MGTÖ Alt Ölçekleri ve Puanlaması

Ters kodlanan maddeler: 3, 6, 10, 11, 15.

Yoksunluk Duygusu Yokluğu: 2, 3, 6, 10, 11, 15.

Basit Takdir: 4, 7, 9, 12, 13, 16.

Diğerlerini Takdir: 1, 5, 8, 14.

Toplam puan: Tüm maddelerin toplamı