Turkish Adaptation of the Gratitude Questionnaire

Asuman Yüksel[*]
Nagihan Oğuz Duran[**]

Abstract

Problem Statement: Although the study of gratitude in psychology has a very short history, the findings of several studies underline the role of gratitude in enhancing individual well-being. Therefore, it is important to be able to assess levels of individual gratitude in counseling and research settings. Since, in the Turkish literature, no measure of gratitude has been validated for college students, it is important to adapt The Gratitude Questionnaire (GQ), one of the most commonly used self-report measures of dispositional gratitude in recent literature, into Turkish, for use in research and practice.

Purpose of Study: The purpose of this study was to translate the Gratitude Questionnaire (GQ; McCullough, Emmons, & Tsang, 2002) into Turkish and investigate its validity and reliability among Turkish undergraduate students.

Methods: Forward and back translation methods were used to translate the GQ from English to Turkish. The Turkish form of the GQ, along with optimism, positive and negative affect, and satisfaction with life measures, was administered to a total of 859 Turkish college students (For age *M*=20.23, SD= 1.77) who were recruited from all departments at the Faculty of Education, Uludağ University. Exploratory and confirmatory factor analyses were used to examine the factor structure of the scale. The relationship between GQ scores and scores on other measures was

*Corresponding Author:Assist.Prof.Dr. Uludağ University Faculty of Education, asumany@uludag.edu.tr

** Assist.Prof.Dr. Uludağ University Faculty of Education, nagihan@uludag.edu.tr

assessed by calculating the Pearson product moment correlation coefficient. Additionally, internal consistency was evaluated by calculating Cronbach's alpha, and item-total correlation and test-retest reliability coefficients were calculated by Pearson correlation.

Findings and Results: Regarding construct validity, the scale was unidimensional. However, a five-item model, rather than the original six-item version, fit the sample of Turkish college students better [*GFI*=0.97, *CFI*= .94, *AGFI*=0.90, SRMR = 0.04, *RMSEA*=0.10]. The findings also indicated sufficient evidence in favor of the concurrent validity and reliability of the Turkish GQ.

Conclusions and Recommendations: The results of this study revealed that the five-item GQ can be used to evaluate prepositional gratitude among Turkish college students.

Key words: Gratitude, validity, reliability, college students

Gratitude is a concept that has become more widely recognized in recent psychological studies, as a result of the emergence of positive psychology, which has a renewed focus on the capabilities and potential of individuals, rather than on their problems, unresolved issues, or missed opportunities. Although in the literature, gratitude has been conceptualized as an emotion, an attitude, a moral virtue, a habit, a personality trait, and a coping response, a dispositional perspective that emphasizes gratitude's emotional component seems to have predominated recently (McCullough & Tsang, 2004; Emmons, McCullough, & Tsang, 2007). Two widely-used measures of gratitude, the Gratitude Resentment and Appreciation Test (GRAT; Watkins, Woodward, Stone, & Kolts, 2003) and the Gratitude Questionnaire (GQ; McCullough et al., 2002), define and assess gratitude from the perspective of emotions. These measures view gratitude as a general, trait-like tendency to recognize and respond with positive emotions (appreciation, thankfulness) to the benefits one receives from other persons or transpersonal bodies, such as God, nature, and the cosmos (McCullough et al., 2002; Emmons et al., 2007). In other words, gratitude is 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).

Hence, gratitude is a feeling that is directed towards external sources. According to Emmons (2004), gratitude is an experience that differs significantly from other emotions, since one can feel happy or angry at oneself, or proud of one's accomplishments, but cannot be grateful for oneself. It is the expression of thanks for goodness outside of oneself that truly defines gratitude. People are grateful if they are aware of the good things that happen to them and if they express thanks to those

responsible (Emmons, 2004). According to recent literature, this kind of experience of gratitude has the potential to build resources for both society and individuals.

This potential makes gratitude a topic of interest in sociology, psychology, education, and counseling.

At a societal level, gratitude has such benefits as reciprocal altruism and social cohesion (Simmel, 1950; as cited in Emmons, et al., 2007, pp. 328-329). At an individual level, it enhances one's personal and relational well-being. Recent literature reveals causal links between gratitude and human well-being. For instance, McCullough et al. (2002) reported in four studies that dispositionally-grateful people (as measured by the GQ) report higher levels of vitality, happiness, satisfaction with life, hope, and optimism, as well as lesser levels of depression and anxiety, envy, and materialism. McCullough et al. also reported prosocial behaviors and traits (such as empathy, forgiveness, helpfulness, and support), and religiousness and spirituality as other psychological correlates of dispositional gratitude. Other western studies replicated these findings, using the same gratitude instrument (the GQ; McCoullough et al. (2002). Wood, Joseph & Linley (2007), for instance, pointed to the positive relationship between gratitude, lower levels of stress and depression, and higher levels of happiness and life satisfaction among undergraduate students. In another study on Vietnam War veterans with post-traumatic stress disorder (PTSD), Kashdan, Uswatte, and Julian (2006) reported gratitude as a predictor of affect balance, rewarding social activity, intrinsically-motivating activity, and self-esteem. Studies on gratitude interventions have also revealed the relationship between gratitude and psychological and physical well-being. Emmons and McCullough (2003) examined this relationship in a series of three studies. The first compared those who kept gratitude journals and those who recorded hassles or neutral life events, in a "writing once a week for 10 consecutive weeks" design. Their results revealed that the former group exercised more regularly, reported fewer physical symptoms, felt better about their lives as a whole, and were more optimistic about the upcoming week, compared to the other two groups. In the second study, participants were asked to write in their diaries each day for two weeks, rather than once a week. The results showed that participants in the daily gratitude condition were more likely to report having helped someone with a personal problem or having offered emotional support to another, relative to those in the hassles or social comparison condition. Finally, in the third study, a 21-day gratitude intervention was conducted with a sample of adults with neuromuscular disease. The results revealed more positive affect (PA), greater optimism, greater sense of connectedness to others, and better sleep duration and sleep quality for those in the daily gratitude writing condition, compared to those in the non-treatment control condition.

Replicating the "gratitude, hassles, and control condition" design of Emmons and McCullough (2003) with a sample of early adolescents, Froh, Sefick, and Emmons (2008) reported that counting blessings was associated with enhanced self-reported gratitude, optimism, and life satisfaction, as well as with decreased negative affect

(NA). Moreover, children who practiced grateful thinking had more positive attitudes toward school and family. In other studies, Froh and colleagues conducted two additional interventions, to show that gratitude can help young people experience long-lasting boosts to their well-being. In one of these studies (Froh, Kashdan, Ozimkowski, & Miller, 2009), children and adolescents who were low in positive affect and who wrote and personally delivered a gratitude letter to a benefactor, compared to those who kept journals about daily events, reported greater gratitude and positive affect at posttreatment and greater positive affect at the 2-month followup mark. In another study (Froh, Bono, & Emmons, 2010), children who were taught how to think gratefully, compared to those in an attention-control group, reported more grateful thinking, gratitude, and happiness (per self and teacher reports) and also wrote more thank you cards to their parent teacher association.

In another experimental gratitude intervention study, Watkins et al. (2003) examined the relationship between gratitude and PA by allocating student participants to one of three gratitude conditions: (1) thinking about a living person for whom they were grateful; (2) writing an essay about a living person for whom they were grateful, and (3) writing a letter to a living person for whom they were grateful. Significant increases in PA emerged for all gratitude conditions, compared to the control condition, with the strongest increase in the grateful thinking condition.

To conclude, although the study of gratitude in psychology has a very short history, the findings of several studies have underlined the role of gratitude in enhancing individual well-being. Improving gratitude via psychological intervention seems to be a useful way of improving well-being. Therefore, it is important to be able to assess individual levels of gratitude in counseling and research settings.

Gratitude has been measured using different assessment techniques. For instance, in some studies, gratitude was assessed by soliciting free responses to questions about gratitude, such as, "What would you say or do in response to someone helping you?" (e.g., Okamato & Robinson, 1997), while in other studies, such grateful behavior as saying "thank you" was directly observed (Becker & Smenner, 1986). Most other studies asked participants to rate their gratitude toward someone using a scale (e.g., Overwalle, Mervielde, & De Schuyter, 1995; Parker & de Vries, 1993). Recently, heteromethod assessment, that is, the use of valid and reliable self-report measures in combination with multiple sources of data (e.g. ratings by peers or laboratory procedures) has been suggested as a way of eliminating measuring bias (Emmons, et al., 2007).

The Gratitude Questionnaire (GQ; McCullough et al., 2002) is one of the most commonly used self-report measures of dispositional gratitude in recent literature. Although the GQ, in general, has been found to have good psychometric properties, several questions remain unresolved. For instance, studies on the adaptation of the

GQ to Chinese culture have revealed better psychometric properties for a five-item version of the scale than for the original six-item version (Chen, Chen, Kee, & Tsai, 2009). Additionally, Froh, Fan, Emmons, Bono, Huebner, and Watkins (2011) have reported that Item 6 is "difficult to understand" and "very abstract" for young people.

In Turkish literature, no measure of gratitude has been validated for college students. Moreover, several studies have revealed a considerable amount of psychological deficits, such as depression and anxiety, among Turkish university students (e.g., Ceyhan, Ceyhan, & Kurtyılmaz, 2009; Kaygusuz, 2002; Silah, 2003). These findings point to the need to focus and improve psychological resources, such as by developing a grateful disposition, in this population. Therefore, it is important to adapt the GQ into Turkish for use in counseling research and practice. This study adapted the GQ to a Turkish group and investigated its validity and reliability in this context.

Method

Participants

A total of 859 undergraduate students (mean age= 20.23, SD= 1.77) from the Faculty of Education at Uludağ University participated in this study. Participants were selected from 1st, 2nd, 3rd, and 4th grade volunteers from all of the faculty's departments (Educational Sciences, Foreign Language Education, Elementary Education, Turkish Language Education, Computer Education and Instructional Technology, Education in Religion and Ethics, Physical Education and Sports, and Fine Arts Education). The sample included 541 females (mean age = 20.60, SD = 2.01) and 317 males (mean age = 20.02, SD = 1.57). One student did not report gender. First-year students constituted 27.9% of the sample. Second-, third-, and fourth-year students made up 28.2 %, 23.9%, and 20.0% of the sample, respectively.

Research Instruments

Measure of Gratitude. The Gratitude Questionnaire (GQ; McCullough et al., 2002) is a six-item scale on which high scores reflect high levels of gratitude. Items on the GQ assess four facets of gratitude: (1) *intensity*, which refers to feeling more intensely grateful than would someone less disposed toward gratitude, (2) *frequency*, which refers to reporting feeling grateful many times each day (3) *span*, which refers to the number of life circumstances for which a person feels grateful during a given time, and (4) *density*, which refers to the number of persons to whom one feels grateful for a single positive outcome. Two items are reverse-coded. Participants responded to the items on a 7-point Likert-type scale, with alternatives ranging from 1 ("strongly disagree") to 7 ("strongly agree").

The GQ has been reported to be a unidimensional measure with good psychometric properties. McCullough et al. (2002) assessed the GQ's factor structure through a series of exploratory and confirmatory factor analyses. Confirmatory factor analyses specifying a one-factor congeneric measurement model typically yield goodness-of-fit indexes that are considered to be within acceptable ranges (i.e., comparative fit indexes range from .90 to .95, and standardized root mean residuals typically range from .05 to .10). Estimated Cronbach's alpha for the six-item GQ have ranged from .76 to .84 (McCullough et al., 2002).

To find evidence for correlation with other measures of gratitude, McCullough, Emmons, and Tsang (2002) used a self-report measure that instructed participants to indicate how well each of three gratitude-related words ("grateful", "thankful", and "appreciative") described them. Scores on the two measures were correlated at *r* (N = 1182) = .65, *p* < .001. Scores on the GQ-6 also correlated with peers' ratings of target amounts of dispositional gratitude, at *r* = .33, *p* < .01.

The construct validity of the gratitude scale was found to be correlated with life satisfaction (*r*=.53, *p* < .05), vitality (*r* = .46, *p* <.05), happiness (*r*= .50, *p* < .05), optimism (*r* =.51, *p* < .05), and hope (*r* =.42, *p* < .05). A grateful disposition was found to be associated positively with well-being, prosocial behaviors/traits, and religiousness/spirituality. It was negatively associated with envy and materialistic attitudes (McCullough et al., 2002). Measures of the "Big Five" personality dimensions typically account for 20-30% of variance in GQ-6 scores. Extraversion, agreeableness, and neuroticism predicted unique variance in GQ-6 scores (McCullough et al. 2002).

Measure of Optimism. Optimistic orientation was measured by the life orientation test (LOT; Scheier & Carver, 1985), which is comprised of four positively-worded, four negatively-worded, and four filler items. Items are arranged on a 5-point Likert scale, with alternatives ranging from 0 ("strongly disagree") to 4 ("strongly agree"). Scheier and Carver (1985) reported a Cronbach's alpha coefficient of .76 and a test-retest stabilities coefficient of .79 for the LOT. Aydın and Tezer (1991) translated the LOT into Turkish and tested its validity and reliability. They reported a factor structure quite similar to that of the original scale developed by Scheier and Carver (1985). They also reported adequate internal consistency (Cronbach's alpha = .72), and test-retest reliability (*r* = .77 over a four-week interval). In the present study, the alpha coefficient was found to be .72.

Measures of Positive and Negative Affect. The Positive and Negative Affect Schedule (PANAS) was developed by Watson, Clark, and Telegen (1988) to measure general tendencies toward positive and negative affect. PANAS includes 10 positive and 10 negative items, which are added together within each sub-scale to determine positive and negative affect scores. Different scores can be obtained for different timeframes (at the moment, today, within the past few days or year, in general). Both the PA and NA subscales of PANAS, as well as a general timeframe, were used to measure

student moods in the present study. Participants were asked to indicate "how you feel in general" on a 1 ("very slightly") to 5 ("extremely") scale. PANAS has been reported to have good internal consistency, with lack of correlation between positive and negative affect and good test-retest stability over a 2-month period (Watson et al., 1988). Gençöz (2000) adapted the scale to Turkish. She reported that, consistent with the original study, factor analysis revealed two factors that accounted for 44% of total variance and that internal consistencies for PA and NA were .83 and .86, respectively. In the present study, the alpha coefficients for PA and NA were found to be .79 and .80, respectively, indicating sufficient internal consistency.

Measure of Satisfaction with Life. The Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen & Griffin, 1985) is a five-item scale that measures cognitive evaluation of individual life satisfaction. Each item is scored from 1 to 7, "strongly disagree" to "strongly agree." Item scores are added together to attain a total score, which 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 (α = .89). In the present study, the alpha coefficient was found to be .83.

Procedure

Four independent translations of the GQ from English to Turkish were initially produced. Two of the translators were instructors in English teaching, whereas the other two were instructors in departments of psychological counseling and guidance at two different Turkish universities. Subsequently, the authors reached agreement about the best translation for each item. Following this, two bilingual translators back translated the Turkish version of the GQ from Turkish to English. None of the items required any modification. The Turkish version was also tested on five undergraduate students, individually interviewed, in order to test its relevance and meaningfulness in the Turkish cultural context. The instrument was clearly and unambiguously understood by all of these students.

After translation, the Turkish form of the GQ was administered to the sample, along with the optimism, satisfaction with life, and positive and negative affect scales. Questionnaire packs were distributed to the sample in the fall semester of the 2009-2010 school year. Students were recruited at lectures. The instructions written on the cover page of the scales were read to the entire class. Students who agreed to participate were given directions on how to complete the test and were asked to be honest when responding to test items. Administration of the questionnaires took about 20 minutes. Anonymity was guaranteed. To assess test-retest reliability, the GQ was administered to a sub-sample of 51 students (mean age = 18.25, SD = .66) from the original sample four weeks after the first administration of the questionnaires.

Statistical Analysis

In addition to such descriptive statistics as frequencies, percentages, means, and standard deviations, the present study made use of Pearson product-moment correlations to assess the relationships among variables. Item-total correlation coefficients and a test-retest reliability coefficient were also calculated. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were employed to examine the structure of the GQ. Statistical analyses were performed using LISREL 8.30 and SPSS for Windows 13.0.

Results

Findings Related to Validity Studies of the GQ

Construct Validity of the GQ (Exploratory and Confirmatory Factor Analysis)

Before beginning factor analysis of the GQ, the suitability of the data for factor analysis was assessed by examining (1) the adequacy of the sample size, and (2) the strength of the relationship among the items. In these assessments, the "5 cases for each item formula" suggested by Tabachnick and Fidell (2001); Barlett's test of sphericity, which should be statistically significant at .05; and the Kaiser-Meyer-Olkin (KMO) measures of sampling adequacy, which should be .6 or above, were utilized with SPSS, to assess the factorability of the data (Pallant, 2001). Bartlett's test of sphericity yielded a measure of 1454.08 ($p < .05$), while KMO yielded a measure of .71, revealing the adequacy of the present data for factor analysis, in addition to the adequacy of the sample requirements.

For the purpose of verifying the original one-factor structure of the GQ, principle component analysis with varimax rotation was applied to the GQ scores. The initial solution revealed 2 factors with eigen values of greater than 1, explaining 44.42% and 18.64% of variance, respectively. Inspection of the screeplot revealed a break after the second component. However, Item 6, "Long amounts of time can go by before I feel grateful to something or someone," was the only item of which the second factor consisted. Hence, the use of two criteria [(1) the a priori hypothesis, stemming from previous studies, that the gratitude measure has one dimension, (2) the interpretability of the factor solution] led to the decision to retain only one component for further investigation. The rotated solution, with one component, revealed a five-item solution (Item 6 was eliminated), with all items showing a number of strong loadings. This solution explained a total of 53.27% of variance. Factor loadings were .86, .85, .52, .70, and .66 for the five items, respectively.

Additionally, CFA was conducted, to test the factorial validity of the Turkish GQ with five items. As can be seen from Figure 1, the factor loadings detected with CFA varied from .38 to .89. The results revealed a good fit [χ^2=76.25, *df*=5, *GFI*=0.97, *CFI*=

.94, *AGFI*=0.90, SRMR = 0.04, *RMSEA*=0.10] for the five-item GQ with a sample of Turkish undergraduates.

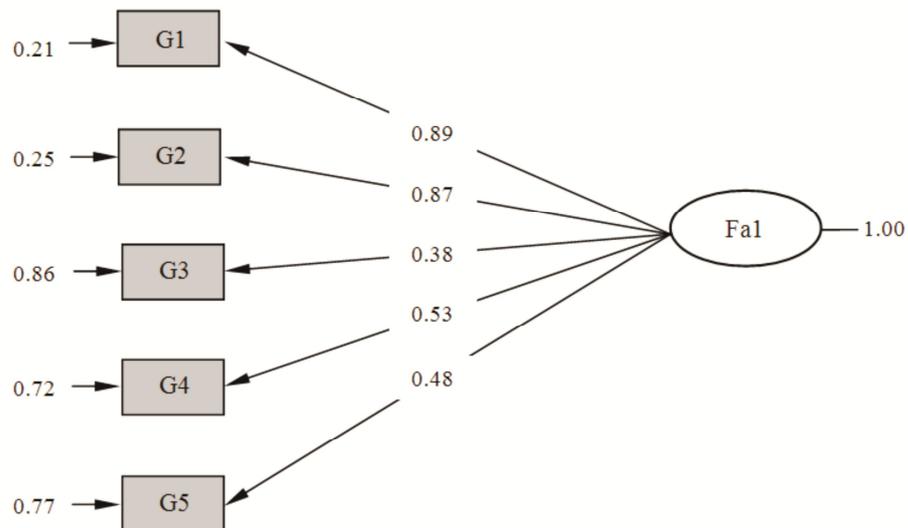Figure 1. *Results of CFA*

Concurrent Validity of the GQ

The relationships among GQ scores and PA, NA, LOT, and SWLS scores were also examined by calculating Pearson's correlation coefficient for the total sample. Table 1 shows the results. As evidences for the concurrent validity of the scale, GQ scores was found to be significantly related to PA score (r = .27, p < .01), NA score (r = -.18, p < .01), LOT score (r = .40, p < .01), and SWLS score (r = .39, p < .01). Although these correlations are not high, they respected as acceptable.

Table1.

Pearson Product Moment Correlations among GQ5 and PA, NA, LOT, and SWLS Scores

Variable and Scale	*M*	*SD*	*N*	*1*	*2*	*3*	*4*	*5*
1- Gratitude (GQ5)	25.47	6.12	859	-				
2-Positive affect (PA)	48.55	7.71	853	.27**	-			
3-Negative affect (NA)	31.80	7.76	853	-.18**	-.19**	-		
4- Optimism (LOT)	33.46	5.44	852	.40**	.42**	-.50**	-	
5- Satisfaction with iife (SWLS)	18.10	7.01	858	.39**	.35**	-.31**	.50**	-

**p* < .01

Findings Related to Reliability Studies of the GQ

Cronbach's alpha for the five-item Turkish version of the GQ was .77. The four-week test-retest variability of the GQ, based on a sub-sample (*n* = 51) of the total sample, was .66 (*p* < .01). Table 2 shows the means and standard deviations of the GQ, together with item-total correlations.

Table 2.

Means, Standard Deviations and Corrected Item-total Correlations of Items in the GQ

Item no	Mean	SD	Item-total correlation
1	5.51	1.67	.826**
2	5.04	1.72	.817**
3	5.33	1.72	.588**
4	4.44	1.74	.707**
5	5.17	1.61	.672**

**p<.01

Discussion and Conclusion

The purpose of the present study was to adapt the GQ for use with Turkish undergraduate students. Overall, this study replicated the three main findings obtained in previous studies (Chen et al., 2009; Froh, et al., 2011): (1) Factor analyses revealed better psychometric properties for a one-factor five-item GQ than for the original six-item model with the Turkish undergraduate sample; (2) GQ scores were found to be correlated with relevant theoretical constructs (optimism, positive affect, negative affect, satisfaction with life); and (3) The scale was found to have sufficient reliability. With the exception of the first of these, the foregoing results are also consistent with the findings of other, previous studies conducted with western samples (e.g., McCullough et al., 2002; Wood et al., 2007)

As with previous studies (Chen et al., 2009; Froh et al., 2011), Item 6 ("Long amounts of time can go by before I feel grateful to something or someone") was eliminated from the Turkish GQ, since it was not a valid means of assessing individual differences in gratitude. Chen et al. (2009) explained the misfit of Item 6

as due to the lack of diverse life experiences in their sample. According to them, the school they studied "may not [have] stimulate[d] students to be grateful to someone or something." Alternatively, Chen et al. said that the temporal definition of "gratitude" in this item might have been inappropriate for their study, which was focused on present individual beliefs. Similarly, Froh et al. (2011) reported the inappropriateness of Item 6 for young people, since this item is too abstract and difficult for this group to understand. Therefore, the replication of findings by the present study may be explained as due to cultural issues. Although it could be speculated that gratitude works differently for young people and the elderly in the west and east, further studies are needed to confirm this hypothesis.

The results of this study revealed that the five-item Turkish GQ had sufficient psychometric properties. Considering earlier literature on the positive (e.g., vitality, happiness, satisfaction with life, hope, and optimism) and negative (e.g., depression and anxious symptoms, envy and materialism) psychological correlates of dispositional gratitude (Kashdan et al., 2006; McCoullough et al., 2002; Wood et al., 2007), and the literature on the influence of the experience and expression of gratitude on individual emotional, social, and physical well-being (Emmons & McCullough, 2003; Froh, et al., 2008; Watkins et al., 2003), the Turkish GQ could be suggested for use both in counseling interventions and in counseling research. Counselors could use this instrument as part of assessments of the effectiveness of their counseling interventions, which aim to improve human resources (particularly gratefulness, but also other resources, such as satisfaction with life and optimism). On the other hand, researchers could use the Turkish GQ to examine antecedents, consequences, or correlates of grateful behavior and thereby enlighten counseling practice. For instance, having knowledge of other possible correlates of dispositional gratitude, such as early childhood environment and parental attitudes, might motivate counselors to develop and test preventive or developmental counseling programs geared toward parents and toward improving grateful behavior among children.

Despite its possession of satisfactory psychometric properties, the Turkish GQ can be recommended for use only with undergraduate students, since the sample of the present study was composed of undergraduates. Further studies on the validity and reliability of the Turkish GQ with different samples and age groups could eliminate this limitation. Moreover, the present study was limited to conducting both confirmatory and exploratory factor analyses of the same sample. It would be ideal to conduct confirmatory and exploratory factor analyses of at least two separate samples in future studies. Finally, based on the earlier literature (e.g., Emmons, et al., 2007), the Turkish GQ could be recommended as a multimethod assessment technique for use in future gratitude studies. Thereby, the boundedness of its global, single-session self-report measures could be eliminated. Using the GQ both for self-rating and peer-rating, as well as using it together with qualitative methods (e.g., interviews) and laboratory procedures (e.g., designs that reveal grateful behaviors) is also recommended.

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Minnettarlık Ölçeği'nin Türkçe'ye Uyarlanması

(Özet)

Problem Durumu: Minnettarlık (şükran), son dönem psikoloji alan yazınında, bireylerin olumlu ve güçlü yönlerine vurgu yapan pozitif psikoloji yaklaşımının bir sonucu olarak sıkça sözü edilen kavramlardan biridir. Minnettarlık kavramı çeşitli çalışmalarda bir duygu, kişilik özelliği, tutum, ahlaki değer veya baş etme tepkisi olarak ele alınmakla birlikte, kavramın duygu boyutuna vurgu yapan ve minnettarlığı bir "eğilim" (disposition) olarak ele alan bakış açısının, son dönem alan yazınında baskın olduğu görülmektedir. Minnettarlığı ölçmek amacıyla yaygın olarak kullanılan iki ölçme aracında (GRAT ve GQ) da minnettarlığın bu bakış açısından tanımlandığı ve ölçüldüğü görülmektedir. Minnettarlığı sosyoloji, eğitim, psikoloji ve psikolojik danışmanlık alanlarında önemli kılan, onun hem topluma hem de bireye olan katkılarıdır. Minnettarlığın toplumsal düzeyde özgeci davranışlar ve toplumsal bağlılıkta artış gibi faydalarından söz edilirken, bireysel düzeyde de bireylerin psikolojik ve bedensel iyi oluşuna katkıları çok sayıda araştırma

bulgusuyla ortaya konmuştur. Araştırma bulguları, minnettarlığın psikolojik müdahalelerle geliştirilmesinin, bireylerin iyi oluşlarını arttırdığını göstermektedir. Bu nedenle, psikolojik danışma alanında, gerek uygulamaların yürütülmesinde gerekse yapılacak araştırmalarda bireylerin minnettarlık düzeylerinin ölçülebilmesi önemlidir. Yurt dışında son yıllarda yapılan araştırmalar incelendiğinde; Minnettarlık Ölçeği (MÖ; McCullough, Emmons ve Tsang, 2002)'nin, minnettarlık eğilimini ölçen kendini anlatma tipi ölçme araçları içinde en yaygın olarak kullanılanlardan biri olduğu görülmektedir. Altı maddeden oluşan MÖ'de yüksek puan, yüksek minnettarlık düzeyini yansıtmaktadır. Ölçek maddeleri, bireylerin minnettarlığını şiddet, sıklık, süre ve yoğunluk olmak üzere dört yönden değerlendirmektedir. Katılımcılar cevaplarını; 1(kesinlikle katılmıyorum) ile 7 (tamamen katılıyorum) arasında değişen 7'li Likert tipi bir ölçek üzerinde işaretlemektedirler. Türkiye'de üniversite öğrencilerinin minnettarlık eğilimini ölçen bir ölçek bulunmamaktadır. Bu nedenle, araştırmalarda ve uygulamalarda kullanılmak üzere MÖ'nün Türkçeye uyarlanması önemlidir.

Araştırmanın amacı: Bu araştırmanın amacı, MÖ'yü Türkçeye uyarlamak ve ölçeğin Türk üniversite öğrencileri için kullanılabilirliğine ilişkin geçerlik ve güvenirlik kanıtları elde etmektir.

Yöntem: Araştırma, Uludağ Üniversitesi Eğitim Fakültesi'nin Eğitim Bilimleri, Yabancı Diller, İlköğretim, Türkçe Eğitimi, Bilgisayar ve Öğretim Teknolojileri, Beden Eğitimi ve Spor, Din Kültürü ve Ahlak Bilgisi Öğretmenliği, Güzel Sanatlar bölümlerinin 1., 2., 3. ve 4. sınıflarında okuyan ve araştırmaya katılmaya gönüllü olan 859 (541 kız, 317 erkek, bir öğrenci cinsiyetini belirtmemiştir) öğrenci üzerinde yürütülmüştür. Araştırmanın verileri, MÖ'nün Türkçeye çevrilmiş özgün formunun yanı sıra, Yaşam Yönelimi Ölçeği, Olumlu ve Olumsuz Duygu Ölçeği ve Yaşam Doyumu ölçekleri kullanılarak elde edilmiştir. Verilerin çözümlenmesinde betimleyici istatistiklerin yanı sıra açımlayıcı ve doğrulayıcı faktör analizi ve Pearson momentler çarpım korelasyon tekniği kullanılmıştır. Elde edilen veriler SPSS 13 ve LISREL 8.30 programları kullanılarak analiz edilmiştir.

Bulgular: Örneklemin faktör analizine uygunluğunu ortaya koymak için örneklem uygunluğu ve Bartlet's Sphericity testleri yapılmıştır. "Madde başına beş kişi" formülüne göre araştırma örnekleminin büyüklüğü (N= 859), .71 olarak hesaplanan Kaiser-Meyer-Olkin (KMO) örneklem uygunluk katsayısı ve Barlett Sphericity testi χ2 değeri (1454,08, p<.05) verilerin faktör analizi için uygun olduğunu göstermiştir. Temel Bileşenler Analizi ile yapılan açımlayıcı faktör analizi sonucunda, özdeğeri 1'in üzerinde olan maddelerin, ölçeğin özgün formundaki tek boyutlu yapıdan farklı olarak iki boyutlu bir yapı ortay koydukları görülmüştür. Birinci faktör varyansın %44.42'sini açıklarken, yalnızca ölçeğin altıncı maddesinden oluşan ikinci faktör varyansın %18.64'ünü açıklamaktadır. Ölçeğin orijinal formunun tek faktörden oluşan yapısına sadık kalınarak, Varimaks döndürme yöntemi ile yapılan ikinci faktör analizinde toplam varyansın %53.27'sini açıklayan, 5 maddelik ve tek boyutlu bir ölçme aracı elde edilmiştir. Daha önceki analizde ayrı bir faktöre yüklenen altıncı

madde, ölçeğin bu formuna dâhil olmamıştır. Beş maddelik MÖ'de yer alan maddelerin faktör yükleri sırasıyla .86, .85, .52, .70 ve .66'dır. MÖ'nün 5 maddelik formunun doğrulanması amacıyla yapılan doğrulayıcı faktör analizinde modelin uyum indeksleri incelenmiştir. Uyum indeksi değerleri beş maddelik modelin iyi uyum verdiğini göstermektedir [χ^2=76.25, *df*=5, *GFI*=0.97, *CFI*= .94, *AGFI*=0.90, SRMR = 0.04, *RMSEA*=0.10]. Ayrıca MÖ'nün Yaşam Yönelimi Ölçeği, Olumlu ve Olumsuz Duygu Ölçeği ve Yaşam Doyumu Ölçeği ile arasında ölçeğin uyum geçerliliğini ortaya koyacak şekilde, çok yüksek olmasa da anlamlı düzeyde korelâsyonlar hesaplanmıştır [Olumlu duygu (*r*=.27, p<.01), Olumsuz duygu (*r*=-.18, p<.01), Yaşam yönelimi (*r*=.40, p<.01), Yaşam doyumu (*r*=.39, p<.01)]. MÖ'nün Türkçe formunun iç tutarlılık katsayısı. 77 olarak bulunmuştur. Test-tekrar test güvenirlik çalışması için ölçeğin Türkçe formunun 51 öğrenciye 4 hafta aralya iki kez uygulanması sonucunda hesaplanan korelasyon katsayısı ise .66 (p<.01)'dır.

Sonuçlar: Türk Üniversite öğrencileri üzerinde gerçekleştirilen bu araştırmada, tek faktörden oluşan beş maddelik MÖ'nün, ölçeğin altı maddelik orijinal formundan daha iyi psikometrik özellikler gösterdiği ortaya çıkmıştır. Mevcut alan yazınla tutarlı olarak, MÖ'nün Türkçe formundan elde edilen puanlarla, araştırmada ele alınan teorik değişkenler (iyimserlik, olumlu duygu, olumsuz duygu, yaşam doyumu) arasında anlamlı ilişkiler bulunmuştur. Ayrıca, uyarlanan ölçeğin yeterli güvenilirlik kanıtlarına sahip olduğu ortaya çıkmıştır. Sonuç olarak, elde edilen bulgular, MÖ'nün Türkçe formunun üniversite öğrencilerinin minnettarlık düzeyini ölçmek için geçerli ve güvenilir bir ölçme aracı olduğunu göstermektedir.

Öneriler: MÖ, gelecekte doğrudan minnettarlık eğilimini arttırmak üzere geliştirilecek psikolojik danışma ve rehberlik (PDR) programlarının etkinliğinin test edilmesinde kullanılabileceği gibi, yaşam doyumu, iyimserlik vb. geliştirmeyi amaçlayan benzer programların etkinliğinin test edilmesinde de kullanılabilir. Ayrıca araştırmacılar, minnettarlığın ilişkili olabileceği potansiyel değişkenler, minnettarlığın ortaya çıkarıcıları ya da sonuçları üzerinde yürütecekleri araştırmalarla PDR hizmetlerine ışık tutabilirler. MÖ'nün geçerlik ve güvenirlik çalışmaları farklı yaş grupları üzerinde gerçekleştirilebilir.

Anahtar Sözcükler: Minnettarlık (şükran), geçerlik, güvenirlik, üniversite öğrencileri