

MEDIATING ROLES OF SELF-COMPASSION, GRATITUDE AND
FORGIVENESS IN THE RELATIONSHIP BETWEEN EARLY MALADAPTIVE
SCHEMAS AND BREAKUP ADJUSTMENT: A MIXED METHOD STUDY

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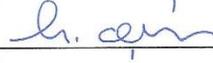
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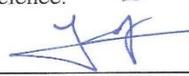
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ABSTRACT

MEDIATING ROLES OF SELF-COMPASSION, GRATITUDE AND FORGIVENESS IN THE RELATIONSHIP BETWEEN EARLY MALADAPTIVE SCHEMAS AND BREAK UP ADJUSTMENT: A MIXED METHOD STUDY

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The main purpose of the current thesis was to investigate mediating effects of three positive psychological mechanisms (i.e. self-compassion, gratitude and forgiveness) in the relationship between early maladaptive schema domains and breakup adjustment in youth. A mixed-method design was employed to achieve this aim, and a quantitative and qualitative study were performed, respectively. In the quantitative strand, Young Schema Questionnaire – Short Form Version 3, Fisher Divorce Adjustment Scale, Self-Compassion Scale, Gratitude Questionnaire and The Forgiving Personality Scale were used to collect data from 253 university students with an ended romantic relationship. The results of the mediation analyses showed that self-compassion and gratitude, but not forgiveness, significantly mediated the relationship between all early maladaptive schema domains and breakup adjustment in youth. In the

qualitative strand, semi-structured interviews were conducted with 5 university students who had relatively higher break up adjustment yet lower total early maladaptive schema scores. Obtained data was analyzed using thematic analysis. In total, 8 super-ordinate themes emerged from the data, which were classified under three psychological mechanisms. Firstly, self-compassion included the following themes: (1) self-compassion strengthening self-value of the affected partner, (2) self-compassion as a functional but difficult-to-implement coping strategy, and (3) self-compassion increasing focus on oneself. Secondly, gratitude included the following themes: (1) gratitude bringing resolution after romantic breakup, and (2) feelings of excessive gratitude bringing vulnerability. Thirdly, forgiveness included the following themes: (1) forgiveness enhancing positive emotional state in the adjustment process, (2) ambivalence regarding functions of the forgiveness, and (3) forgiveness being dependent upon certain conditions. Findings obtained from two studies were discussed in line with the relevant literature.

Keywords: Breakup Adjustment, Early Maladaptive Schemas, Self-Compassion, Forgiveness, Gratitude

ÖZ

ÖZ ŞEFKAT, MİNNETTARLIK VE BAĞIŞLAYICILIĞIN ERKEN DÖNEM UYUMSUZ ŞEMALAR VE AYRILIK UYUMU ARASINDAKİ İLİŞKİDE ARACI ROLÜ: BİR KARMA YÖNTEM ARAŞTIRMASI

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Bu tezin temel amacı gençlerde erken dönem uyumsuz şemalar ve ayrılık uyumu arasındaki ilişkide öz şefkat, minnettarlık ve bağışlayıcılığın aracı değişken rolünü incelemektir. Bu hedefe ulaşmak için karma desenli bir araştırma yöntemi benimsenmiş, ve sırasıyla niceliksel ve niteliksel iki araştırma gerçekleştirilmiştir. İlk çalışma olan niceliksel kısımda, Young Şema Ölçeği Kısa Form-3, Fisher Boşanmaya Uyum Ölçeği Öz-duyarlık Ölçeği, Minnettarlık/Memnuniyet Anketi ve Bağışlayıcı Kişilik Ölçeği uygulanarak romantik ayrılık yaşamış 253 üniversite öğrencisinden veri toplanmıştır. Analiz sonuçları öz şefkat ve minnettarlık değişkenlerinin erken dönem uyumsuz şema alanları ve ayrılık uyumu arasındaki ilişkide aracı değişken rolünün bulunduğunu, öte yandan, bağışlayıcılığın bu ilişkide anlamlı bir etkisi olmadığını ortaya koymuştur. İkinci aşama olan niteliksel çalışmada ise, ayrılık uyumu yüksek öte yandan toplam erken dönem şema puanları düşük olan 5 üniversite öğrencisi ile yarı-yapılandırılmış görüşmeler

gerçekleştirilmiştir. Elde edilen veriler Tematik Analiz yöntemi ile analiz edilmiştir. Toplamda 3 pozitif faktör için 8 üst temaya ulaşılmıştır. Öz şefkate ait temalar sırasıyla şu şekildedir: (1) Etkilenen partnerin kendilik değerini arttıran bir deneyim olarak öz şefkat, (2) İşlevsel ancak uygulaması zor bir baş etme stratejisi olarak öz şefkat ve (3) Kişinin kendine odağını arttıran bir deneyim olarak öz şefkat. İkinci olarak, minnettarlık değişkenine ait temalar sırasıyla şu şekildedir: (1) Ayrılık sonrası sonumlanma getiren bir deneyim olarak minnet duyma, ve (2) Aşırı minnet duymanın incinebilirliği arttırması. Son olarak, bağışlayıcılık değişkenine ait temalar sırasıyla şunlardır: (1) Bağışlayıcılığın ayrılık sonrası uyum sürecinde olumlu duygulanımı arttırması ve (2) Bağışlayıcılığın işlevlerine ilişkin ikircikli tutum. Her iki çalışmadan elde edilen sonuçlar ilgili literatür ışığında tartışılmıştır.

Anahtar Kelimeler: Ayrılık Uyumu, Erken Dönem Şemalar, Öz Şefkat, Şükran ve Bağışlayıcılık



To my lovely family ...

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CHAPTER 1

INTRODUCTION

Close relationships have a pivotal role in daily living practices since ancient times (Leone, & Hawkins, 2006). Establishing a close relationship is one of the most basic human need which motivates people to maintain interpersonal relations (Baumeister, & Leary, 1995; Degenova, 2008; Knox, & Schacht, 2008). Those relations usually fulfill needs of belongingness, affection, security and worthiness (Baumeister, & Leary, 1995; Degenova, 2008). The development of romantic relationships usually begins in adolescence and continues to evolve throughout lifespan. Romantic relationships might have new features, might gain different meanings and serve for differing functions depending on the developmental stage of the individuals (Furman, & Collins, 2009).

Although romantic relationships matter for all developmental groups starting from adolescence, they seem to play a more pivotal role on the psycho-social development of emerging adulthood (Lerner, & Steinberg, 2009). University students are classically at a transition period in between late adolescence and adulthood, and this phase is known as 'emerging adulthood' (Arnett, 2000, 2004). Particularly, the need to differentiate 'emerging adulthood' from adolescence is relatively new due to globalization process around the world and changes in education system. Besides, it seems important to differentiate these two periods from each other in terms of romantic relationship dynamics since their motivations, perceptions and experiences are relatively different due to differing developmental tasks. To illustrate, university students, who are typically in emerging adulthood period, tended to establish more intimate and long-lasting romantic relations when compared with their younger adolescent counterparts (Furman, & Wehner, 1994; Shulman, & Kipnis, 2001). In fact, romantic relationships of university students were categorized as 'non-marital relationships' because of the more intimate and committed nature of those relations (Hebert, & Popaduik, 2008).

Why romantic relationships carry so much importance for university students? Firstly, selecting and investing in a romantic partner is a major developmental task both for adolescents and emerging adults (Medora, Larson, Hortaçsu, & Dave, 2002). We already know that adolescents' identity formation is partially centered on romantic partner exploration (Collins, 2003; Furman, & Hand, 2006; Giordano, 2003). That exploration appears to be more crystalized during emerging adulthood as young adults become more individuated and trying to determine what they want from life, especially work-wise and romantic-wise. In fact, romantic relations during emerging adulthood seem to provide an opportunity for youngsters to practice being affectionate and to explore sexuality for subsequent adult relationships, as well (Arnett, 2000, 2004; Dunkel, & Sefcek, 2009; Eccles, & Gootman, 2002; Erikson, 1982; Grover, & Nangle, 2007; Roberson, Fish, Olmstead, & Fincham, 2015). Secondly, romantic relationships provide an important resource for university students to be able to cope with distress caused by university-related stressors (Wu, Cheung, Lai, 2015). University period presents its own challenges creating significant levels of distress (e.g. heavy academic load, adaptation to a new environment, being separated from family, career ambiguities) (Andrews, & Higson, 2008; Baghurst, & Kelley, 2014; Demir, & Örücü, 2008; Evans, Gbadamosi, & Richardson, 2014; Hall, 2010; Morrison, 2009; Renna, Quintero, Soffer, Pino, Ader, Fresco, & Mennin, 2017; Roberson et al. 2015; Zukauskienė, & Sugimura, 2014). Young people tended to cope with these stressors particularly via the social support they received from their friends and romantic partners rather than relying heavily on their parents (Collins, 2003; Tandon, Dariotis, Tucker, & Sonenstein, 2013). Interestingly, youth reported to have greater intimacy with their romantic partners rather than with their friends which seem to increase their overall life satisfaction, self-worth and social competence in life (Chen, & Davey, 2009; Cummins, Eckersley, Pallant, Van Vugt, & Misajon, 2003; Kuttler, & La Greca, 2004; Laursen, 1996; Lau, Cummins, & McPherson, 2005).

1.1 Relationship Dissolution

Unfortunately, the empowering impacts of romantic relationships are not without costs for university students especially when there is a relationship break-up (Connolly, & McIsaac, 2009). When reviewing the romantic relationship's importance and positive contributions to youth's life-satisfaction in general, it is not surprising that when such relationships arrived at an end, young people generally experience significant distress, compromised well-being and decreased life satisfaction (Davis, Shaver, & Vernon, 2003; Davila, Steinberg, Kachadourian, Cobb, & Fincham, 2004; Meloy, & Fisher, 2005; Monroe, Rohde, Seeley & Lewinsohn, 1999).

It seems that romantic dissolution is one of the most painful experience especially during university years because of its importance for psycho-social development and protective role against other university-related stressors (Parkes, 2006; Kendler, Hettema, Butera, Gardner, & Prescott, 2003). Generally, college students come to the university counselling services due to romantic relationship crisis and this theme seems to be an overriding concern for them (Benton et al., 2003; Gilbert, & Sifers, 2011). Particularly, university students reported to experience intrusive thoughts, depressive symptoms, substance abuse, sleep problems, life dissatisfaction, grief like reactions and increased anxiety after romantic break-ups (Barbara, & Dion, 2000; Chung et al., 2003; Davis et al., 2003; Donald, Dower, Correa-Velez, & Jones, 2006; Field, Diego, Pelaez, Deeds, & Delgado, 2009; 2010 ; Fisher, 1976; Lewandowski, Aron, Basis, & Kunak, 2006; Perilloux, & Buss, 2008; Rhoades, Dush, Atkins, Stanley, & Markman, 2011; Robak, & Weitzman, 1998; Parkes, 2006; Saffrey, & Ehrenberg, 2007).

Although relationship dissolution is generally perceived as stressful, positive outcomes are also experienced by some youngsters (Lewandowski, & Bizzoco, 2007). They usually reported relief, sense of freedom, empowerment and happiness after their last breakup (Cartera, Knoxa, & Hallb, 2018; Choo et al., 1996; Lewandowski, & Bizzoco, 2007; Tashiro et al., 2006). This simultaneous presence of negative and positive experiences in romantic breakups implies that romantic dissolution might be a complicated process among university students due to its effects on psycho-social development. That is, experiencing a breakup could be tough and devastating, but might also be an opportunity for growth or relief. Hence, instead of looking at only one side of the coin, break up experience is better to be considered as a whole although positive experiences have not garnered sufficient attention in the literature, yet.

Accordingly, this thesis aimed to investigate the relation between breakup adjustment and positive mechanisms among youth from a Schema Therapy perspective. In the first chapter, general characteristics of relationship dissolution and adjustment to breakup process was provided. After highlighting the significance of relationships breakups especially in context of university students' developmental stage and breakup adjustment process, both negative (Early Maladaptive Schemas) and positive (self-compassion, forgiveness and gratitude) psychological factors related to breakup adjustment process were investigated.

Finally, detailed description of the aims and research questions of the two studies which were conducted in the scope of this thesis were explained.

1. 2. Break up Adjustment

Break up experience is not an isolated and momentary event (Duck, 2007). It is a process that covers a long period of time and its effects frequently persist even months after dissolution (Barutçu, 2009; Chung et al., 2002, 2003). Researchers have provided slightly differing conceptualization for break-up adjustment. Fisher (1976) defined adaptation as a process necessitating social and emotional changes in an individual's life. In his conceptualization, adjustment consists of six sub-dimensions which are self-worth, grief, disentanglement from the relationship, social self-worth, anger and trust/intimacy. Kitson (1992) provided a similar definition and defined break up adjustment as a combination of the absence of psychological disorders, presence of self-esteem and psychological detachment from the ex-partner.

According to these definitions, a successful break up adjustment might be experienced when individuals develop fewer physical and emotional symptoms; continue daily functioning optimally and revise their identity in a more functional way (Amato, 2000; Kitson, & Morgan, 1990; O'Leary, Franzioni, Brack, & Zirps, 1996). Otherwise, poor breakup adjustment might be linked with continuity of high psychological distress, low life satisfaction, high variability within person and low perceived social support (Barutçu Yıldırım, & Demir, 2015; Sbarra, & Emery, 2005). Hence, although initial stage of break up adjustment is usually tough for many people; they need to go through this challenge in order to maintain great levels of adjustment (Saffrey, & Ehrenberg, 2007). Therefore, it is important to explore psychosocial factors that might shape break-up adjustment. Indeed, existing literature about romantic break-up adjustment offered 3 main factors that might hinder or facilitate adjustment process after romantic dissolution. These factors are (1) characteristics of the ended relationship, (2) characteristics of the break up and (3) individual characteristics, respectively.

1.2.1. Characteristics of the Ended Relationship

Previous research has established that greater investment in a relationship predicted higher levels of distress when the relationship ends (Stanley, Rhoades, & Markman, 2006). Longer relationship duration generally increases the possibility to share common friends, activities and memories, hence longer-term relationships have been linked to greater emotional distress upon break up (Attridge, Berscheid, & Simpson, 1995; Simpson, 1987; Sprecher et al., 1998; Stanley et al., 2006). Besides, efforts in starting or maintaining the relations, residing together or having children are other important components of emotional investment which

predicted lower levels of post-break up adjustment, as well (Fine, & Sacher, 1997; Rhoades et al., 2011; Robak, & Weitzman, 1998; Stanley et al., 2006).

1.2.2. Characteristics of the Breakup Process

Initiator status refers to the partner who decided to initiate break up process (Waller, 2007). When separation is not a joint decision, it might be quite challenging for the non-initiators because they generally want to maintain the relationship (DeGenova, 2008; Hill et al. 1976; Perilloux and Buss, 2008). In that sense, having a sense of control over break up is an important dimension of break up adjustment (Waller, 2007). The balance of power is usually compromised against the non-initiators, increasing feelings of worthlessness and depression. Non-initiators reported to experience lower self-esteem, perceive themselves as less desirable and ruminate over the past relationship (Ayduk et al., 2001; Perilloux and Buss, 2008). By contrast, initiators have the chance to develop preventive strategies to reduce break up costs before the actual break up and they experience greater relief (Lewandowski and Bizzoco, 2007; Perilloux and Buss, 2008). On the other hand, some studies have shown initiator status do not have an impact on the break up adjustment in the long run. In other words, although non-initiators were more distressed during initial break up period, as time passes, both initiators and non-initiators reach to the same potential to experience distress and growth (Kellas, & Masunov, 2003; Tashiro, & Frazier, 2003; Viealla, 2010).

Not being eager to break up and enduring communication with ex-partner were associated with greater distress and sadness after a dissolution (Field, Diego, Pelaez, Deeds, & Delgado, 2009; Mason, Sbarra, Bryan, & Lee, 2012; Sbarra, & Emery, 2005; Viealla, 2010). When partners were ambiguous about the reasons for break up, they might have difficulty in producing strategies to deal with separation. Additionally, uncertainty about the break up might increase “unfinished businesses” which prevented individuals to detach from the ex-partner (Barutçu, 2009). By contrast, individuals who grasped psychologically and emotionally that their relationship was over, were better able to cope with break-up process (Sorenson et al., 1993).

An important protective factor associated with higher levels of post-break up adjustment is investing in a ‘new romantic relationship partner’ following the break up (Knox et al., 2000; Lewandowski, & Bizzoco, 2007; Moller et al., 2003; Saffrey, & Ehrenberg, 2007; Tashiro, & Frazier, 2003). It seems that a new partner decreased feelings of loneliness, preoccupation with past relationship, and increased self-expansion and growth (Lewandowski, & Bizzoco, 2007;

Moller et al., 2003; Saffrey, & Ehrenberg, 2007; Tashiro, & Frazier, 2003). Finally, the ancient cliché, “time heals all wounds”, seems to have a merit as dissolution distress usually fades over time unless there are psycho-social factors complicating the break-up process (Field et al., 2011).

1.2.3. Individual Characteristics

While relationship and break up characteristics have been studied extensively in the literature, far too little attention has been paid to the impacts of individual characteristics on romantic dissolution adjustment. More specifically, cognitive, emotional and temperamental characteristics were found to play a fundamental role in coping with-the loss-of a relationship (Mancini, & Bonano, 2009). Hence, a systematic understanding of individual factors on break up adjustment is important since those characteristics are more amenable to change with psycho-social interventions in contrast to the relationship and break-up dynamics (Franklin, 2015).

Personality traits were found to be one of the factors affecting relationship dissolution. Such that lower levels of agreeableness and higher levels of neuroticism were positively related with relationship dissolution (Roberts et al., 2007). Also, personality traits have particularly played a significant role in how individuals respond to break up process. While neuroticism was associated with greater distress after separation, agreeableness was generally related to better adjustment outcomes (Bowling, Beehr, & Swader, 2005; Connor-Smith, & Flachsbart, 2007; Connor-Smith, & Flachsbart, 2007; Miles, & Hempel, 2003; Tashiro, & Frazier, 2003; Tong et al., 2004).

Attachment styles have been investigated broadly in relation to romantic break up dissolution, as well. It is widely acknowledged that individuals transfer similar attachment styles they developed towards their parents to their romantic partners. Interestingly, romantic partners could become strong attachment figures in a very short time (Hazan, & Shaver, 1994; Hazan, & Zeifman, 1999; Heffernan, Fraley, Vicary, & Brumbaugh, 2012). Consistently, losing a partner due to break up might trigger a disruption in the attachment system (Davis et al., 2003; Hazan, & Shaver, 1987; Johnson, Makinen, & Millikin, 2001). Similar to the way children react differently to separation, adults do also react differently to romantic dissolutions depending on their attachment styles. Specifically, securely attached individuals were found to adopt more functional coping strategies while handling break up related stress (Sbarra, & Emery, 2005; Sbarra, 2006). By contrast people who display greater attachment anxiety employed

dysfunctional coping strategies more, ruminated over the ended relationship and became pre-occupied with the ex-partner, all of which impaired the healthy separation process (Barbara, & Dion, 2000; Davis et al., 2003; Gilbert, & Sifers, 2011; Fagundes, 2012; Sbarra, 2006; Sprecher et al., 1998). In spite of their obvious effects on separation process, attachment styles have provided little opportunity for clinical interventions due to their resistant and permanent nature (Daniel, 2006). Hence, recent literature has begun to focus on more modifiable emotional/cognitive structures, like early maladaptive schemas (EMSs), in order to establish more effective intervention strategies to enhance adjustment to romantic break ups. In fact, EMSs also develop in childhood like attachment styles and become more crystallized during adulthood. Still, these structures are more amenable to change through use of cognitive, emotional, behavioral and relational techniques (Rafaeli, Bernstein, & Young, 2010; Young, Klosko, & Weishaar, 2003). Hence, consistent with the recent literature, one main aim of the current thesis was to investigate how EMSs impacted on romantic dissolution adjustment among university students.

1. 3. Early Maladaptive Schemas

Early Maladaptive Schemas (EMS) are defined as “themes or patterns that are comprised of memories, emotions, cognitions and bodily sensations; are developed during childhood or adolescence and elaborated through one’s life-time and are dysfunctional to some degree (Young, Klosko, & Weishaar, 2003; Rafaeli, Bernstein, & Young, 2011). A 'schema' includes subjective cognitive and emotional structures which profoundly affect current behaviors of the individuals. Theoretically, EMSs are thought to develop due to unmet emotional needs during childhood period (i.e. the need for secure attachment to others; need for autonomy, competence and sense of identity; need for freedom to express needs and emotions; need for play and spontaneity; and need for reasonable constraints and self-control (Young, Kolosko, & Weishaar, 2003). Consequently, the basic emotional atmosphere of the nuclear family is the main determinant of the degree and content of EMSs. In adulthood, life events similar to toxic childhood experiences (e.g. neglect, abandonment, separation, abuse etc.) usually trigger maladaptive schemas (Young et al., 2003). As a result, schema driven person experiences intense negative emotions (e.g. fear guilt), has dysfunctional beliefs (e.g. ‘I deserve to be abandoned) and, in turn, starts to display dysfunctional coping strategies (e.g. being submissive to the abusive partner) (Young, Kolosko, & Weishaar, 2003). Amongst other triggers, maintaining and/or ending a romantic relationship is a profound life event that has been associated with intense schema activation because of the involvement with a romantic

partner as an attachment figure (Hazan, & Shaver, 1994; Hazan, & Zeifman, 1999; Heffernan, Fraley, Vicary, & Brumbaugh, 2012).

1. 3.1. Schema Domains and Early Maladaptive Schemas

According to Young, Kolosko and Weishaar (2003), 18 different EMSs loaded under five broad categories depending on the nature of unmet emotional needs. These categories were called as schema domains; which are (1) “disconnection and rejection”, (2) “impaired autonomy and performance”, (3) “impaired limits”, (4) “other directedness”, and (5) “over-vigilance and inhibition”, respectively.

1) Disconnection and rejection domain: Unmet need for ‘secure attachment to others’ in childhood leads to development of this domain. These children are usually raised by unstable, cold, rejecting and abusive parents. People with schemas in this domain believe that others cannot meet their basic emotional needs such as stability, safety, care, love, belonging, empathy, and acceptance. Hence, these individuals usually have difficulty to establish safe and satisfactory relations with others. Disconnection and rejection schema domain includes individuals who have been hurt most in their childhood because many of them experienced severe childhood maltreatment. These people may continue to maintain relationships that harm them, or on the contrary, avoid relationships at all during their adulthood in order not to be hurt again. They may also get over-distressed at separation and rejection (Warburton, & McIlwain, 2005; Young, Kolosko, & Weishaar, 2003). This domain includes five schemas which are; abandonment/instability, mistrust/abuse, emotional deprivation, defectiveness / shame, social isolation/alienation. See Figure 1 for more detailed information.

2) Impaired autonomy and performance domain: Unmet need for ‘autonomy, competence and sense of identity’ in childhood leads to development of this domain. People with relevant schemas usually come from over-protective or extremely neglecting families. Parents of these children do not strengthen their child's competencies in terms of his/her abilities and skills. People with this schema domain have difficulty to form autonomous identities in their adult life; to establish their own relationships, to identify personal goals and to gain the skills necessary to achieve life goals. This domain includes four schemas which are; dependence/incompetence, vulnerability to harm or illness, enmeshment/undeveloped self, failure. See Figure 1 for more detailed information.

3) Impaired limits domain: Unmet need for ‘realistic limits and self-control’ in childhood leads to development of this domain. People with schemas in this domain have difficulties in self-

disciplining, collaborating with others and respecting the rights of others. These people exhibit a selfish, irresponsible and narcissistic attitude; and often come from over-permissive and over-tolerant families. In their adulthood, they have insufficient skills to control their impulses for future benefits (Young et al., 2003). This domain includes three schemas which are entitlement/grandiosity and insufficient self-control. See Figure 1 for more detailed information.

4) *Other-directedness domain*: Unmet need for ‘freedom to express needs and emotions’ in childhood leads to development of this domain. People with schemas in this domain focus on the emotions, needs and wishes of other people rather than their own. They are self-sacrificing and subjugating in order to gain others’ love acceptance, approval, and to maintain emotional contact. Therefore, their awareness of their anger or preference is low. They come from families who often have conditional acceptance and care about their needs. This domain includes three schemas which are; subjugation, self-sacrifice, and approval seeking. See Figure 1 for more detailed information.

5) *Overvigilance and inhibition domain*: Unmet need for ‘play and spontaneity’ in childhood leads to development of this domain. People with schemas in this domain suppress their spontaneity in order to comply with the internalized rigid rules about their own performance. They usually compromise their needs such as relaxation, self-expression and close relationships, and are suppressing spontaneous emotions and impulses. Family origins are often strict, demanding, suppressive, perfectionist and punitive. In this domain, there are four schemas namely; negativity/pessimism, emotional inhibition, unrelenting standards, and punitiveness. See Figure 1 for more detailed information.

1. 3.2. Early Maladaptive Schemas and Romantic Relationships

Young’s Model of Schema Therapy basically (Young, Klosko, & Weishaar, 2003) broadens Cognitive Theory approach and added the concept of early maladaptive schemas particularly to assess and treat interpersonal difficulties. Previous researchers have suggested that EMSs predict relationship satisfaction via their impacts on interpretations, feelings and coping styles of partners. Particularly, Mistrust/Abuse, Emotional Deprivation,

Disconnection and Rejection Domain	
<i>Early Maladaptive Schemas</i>	<i>Definitions</i>
Abandonment/Instability	Expectation that important others will leave them
Mistrust/Abuse	Expectation that others will hurt, abuse, humiliate, lie, manipulate or take advantage
Emotional Deprivation	Expectation that others not adequately respond to their emotional needs
Defectiveness / Shame	Feeling as defective, imperfect, undesirable, bad, inadequate, worthless or invalid
Social Isolation/Alienation	Feeling isolated from the world and different from the others
Impaired Autonomy and Performance Domain	
Dependence/Incompetence	Believes that one can't of handle daily responsibility alone, without the somebody's help
Vulnerability to Harm or Illness	Excessive fear of catastrophes (e.g. medical fears, accidents, disasters) will occur at any time and cannot prevent
Enmeshment/Undeveloped Self	Excessive emotional involvement with significant others
Failure	Believes that one is inadequate or will fail
Impaired Limits Domain	
Entitlement/ Grandiosity	Believes themselves are superior to others and they deserve special rights
Insufficient Self-Control	Have difficulty in exercising self-control and fulfilling long-term goals
Other-directedness Domain	
Subjugation	Excessive submitting of control to others, because they avoid anger, revenge or abandonment
Self-Sacrifice	Excessive feeling that they have to meet the needs of other people for connected with them
Approval Seeking	Excessive importance in achieving the attention, approval, and recognition from others
Overvigilance and Inhibition Domain	
Negativity/Pessimism	Believes to everything goes wrong and they ignore positive aspects of Life
Emotional Inhibition	Inhibition of emotions, thoughts, and communications for protecting themselves to being criticized or losing their control
Unrelenting Standards	Believes that one must attain excessively internalized standards to be Approved
Punitiveness	Belief that people should be punished harshly for their mistakes

Figure 1. Characteristics of Early Maladaptive Schemas

Entitlement/Grandiosity, Insufficient Self-Control /Self-Discipline, Self-Sacrifice, Approval seeking and Negativity/Pessimism schemas have been shown to be associated with lower relationship satisfaction (Dumitrescu, & Rusu, 2012; Sumer, & Cozzarelli, 2004; McDermott 2008) and higher interpersonal conflicts (Messman- Moore & Coates, 2007).

As such, Emotional Deprivation and Defectiveness/Shame schemas were found to be important predictors of destructive love patterns and lower intimacy between couples (Stiles, 2004). Instead of exploring impact of each EMS separately, some researchers have also investigated schema domains in relation to relationship satisfaction. To illustrate, Falley Chay and his colleagues reported that disconnection domain predicted lower marital satisfaction (2014). Similarly, Corral and Calvete suggested that other directedness schema domain was associated with dependent personality traits among male partners convicted for intimate partner violence (2014).

Interestingly, some EMSs were associated with greater relationship satisfaction although they might be dysfunctional on the well-being of the partners in the long-term. For example, impaired autonomy/performance schema domain predicted higher marital satisfaction for Iranian women (Chay, Zarei, & Pour, 2014). These women were afraid of getting responsibility for decision making, and became dependent on their partners even for minor decisions. It might be inferred that this dependence between partners was perceived as a component of a satisfying relationship in a culture where interdependence and respect are appreciated in the daily living practices (Yoosefi et al., 2010).

The predictive roles of EMSs have been studied not only on relationship satisfaction, but on break-up decisions, as well. Particularly, couples with enmeshment and emotional inhibition schemas tend to get divorce more frequently (Yoosefi, Etemadi, Bahrami, Fatehizade, & Ahmadi, 2010). Consistently, emotional deprivation and mistrust/abuse schemas were more related to the romantic relationship breakups among non-married couples (D'Andrea, 2004).

In fact, there has been an abundance of literature on the pathological consequences of romantic relationship dynamics (e.g. depression, anxiety, somatic complaints). Nevertheless, to the authors' knowledge, no study has examined the impacts of EMSs on relationship dissolution adjustment. Although Schema Therapy inherently emphasizes importance of positive psychological structures (e.g. empathy, reciprocity, forgiveness, compassion) and positive

outcomes (e.g. relationship satisfaction, break up adjustment), there is a tendency in the literature to focus on pathological outcomes of EMSs. Only recently, some investigators have started to examine contribution of positive psychological structures on the mental health of individuals. Hence, this study aimed to investigate the interrelations among EMSs, positive psychological structures (e.g. self-compassion, forgiveness and gratitude), and relationship dissolution satisfaction among university students by employing a positive psychology approach.

1.4. Positive Mechanisms

Throughout the history of mental health studies, researchers have often focused on mental disorders and related self-destructive structures. Nevertheless, there has been a growing interest in the field positive mental health studies the primary focus of which is optimal well-being and resiliency factors protecting individuals from negative psychosocial outcomes (Keyes, 2005; Seligman & Csikszentmihalyi, 2000). In this context, the relationship between positive psychological character variables and resilience has been studied. These characteristics have been referred as resilience factors which decreased rumination and buffered negative impacts of stressful life events (Brown, Bryant, Brown, Bei, & Judd, 2014; Johnson, 2016; Krause, 2009; Woo Kyeong, 2013). In more detail, self-compassion and resilience were significantly correlated with each other based on studies sampling both adult and young populations (Bluth, Mullarkey, & Lathren, 2018; Boonlue et al., 2016; Hayter, & Dorstyn, 2014; Neff., & McGehee, 2010), and also gratitude and forgiveness were correlated with resilience in different populations (Mary, & Patra, 2015; Worthington, & Scherer, 2004).

At this point, it is important to note that positive psychology is not equal to minimizing psychological problems but rather encouraging individuals to assess and direct their potential and resources while dealing with psychosocial problems (Gelso & Woodhouse, 2003; Seligman, Rashid, & Parks, 2006; Sheldon & King, 2001). Hence, in order to provide a more complementary understanding of psychosocial problems with co-existing adaptive and maladaptive structures, there seems to be a need to explore positive mechanisms and factors which enable people to grow in the face of psychological problems (Seligman and Csikszentmihalyi, 2000).

Although there is an abundance of finding regarding effects of maladaptive psychological structures on romantic relationship dynamics, there seems a gap in the literature about adaptive psychological dynamics that might influence adaptation to relationship dissolution in a positive way. More specifically, to the researchers' knowledge, there isn't any complimentary study examining how positive characteristics influence the relationship between EMSs and break up adjustment among young people. In fact, in clinical applications, Schema Therapy mainly focuses on enhancing "Healthy Adult Mode" with functional personal attributes (e.g. self-compassion, empathy) to combat with the destructive impacts of EMSs (Taylor, & Arntz, 2016). This self-strengthening focus is also in line with the main assumptions of Positive Psychology suggesting a balanced personality organization with more functional attributes. Since personality organization becomes more rigid over time, it is very important to understand the relation between EMSs and positive attributes in young people while dealing with dissolution adjustment in order to inform intervention strategies not only decreasing impacts of risk factors but also enhancing protective personal resources.

Therefore, this study aimed to explore to what extent positive characteristics (i.e. self-compassion, gratitude and forgiveness) mediated the relationship between EMSs and romantic relationship dissolution among young people. In line with this aim, self-compassion, forgiveness and gratitude were selected as the positive psychological structures which have been implicitly suggested to be important attributes of Healthy Adult Mode in Schema Therapy (Rafaeli et al. 2011; Young et al. 2003). An overview of these variables was provided below.

1.4.1. Self-Compassion

In this part general characteristics of the self-compassion and its links with romantic relationships were given.

1.4.1.1. Characteristics of the Self-Compassion

Self-compassion is explained as a self-attitude composing of self-acceptance and being non-judgmental especially in times of suffering (Gilbert, 2005; Neff, 2003). As an attitude, it involves being compassionate not only towards oneself but also towards others since it is associated with an awareness that one is a member of imperfect human race (Neff, 2013). Particularly, self-compassion is composed of three inter-related but conceptually different components including (1) being non-judgmental towards one-self rather than being self-critical (self-kindness); (2) perceiving one's failures as part of human nature (common humanity) and

(3) being mindful about negative emotions rather than overly identifying with them (mindfulness) (Muris, Otgaar, & Petrocchi, 2016; Neff, 2003b; Neff, 2008; Neff, 2009;).

Accordingly, self-compassionate people had a tendency to employ functional coping strategies (e.g. seeking social support, positive re-interpretation) rather than dwelling on dysfunctional ones (e.g. self-criticism, rumination, mental/behavioral disengagement, anger) (Barlow, Goldsmith, Turow, & Gerhart, 2017; Finlay-Jones et al., 2015; Leary, Tate, Adams, Allen, & Hancock, 2007; Neff, 2003b; Neff, Kirkpatrick, & Rude, 2007; Neff, Ya-Ping, & Kullaya, 2005). They also had ability to put a psychological distance against stressful life events which seem to increase the possibility of realistic evaluations (Finlay-Jones et al., 2015). As such, some researchers referred self-compassion as a functional emotion regulation strategy enhancing positive mental health outcomes, while others believe that self-compassion is a complimentary protective factor balancing impacts of emotion dysregulation (Yakın, Gençöz, Steenbergen, & Arntz, 2019). However, a note to caution is due here. Self-compassion did not eradicate negative feelings, rather it enhanced positive outcomes through handling negative emotions in a more functional way (Allen, Barton, & Stevenson, 2015; Day et al. 2012; Neff, & Pommier 2013; Wu, Chi, Zeng, Lin, & Du, 2019).

Although Schema Therapy aims to facilitate positive resources like self-compassion to combat with the destructive effects of EMSs in clinical applications, only a handful of studies have so far examined the relations between EMSs, self-compassion and psychosocial outcomes. To illustrate, Thimm (2017) demonstrated that mindfulness and self-compassion mediated the relationship between EMSs and psychological distress. Similarly, Yakın et. al (2019) found that self-compassion and negative emotion dysregulation mediated the relationship between disconnection/rejection schema domain and life satisfaction supporting the notion that self-compassion and negative emotion regulation represented complementary mechanisms while predicting psychological outcomes. Still, very little is known about the interrelations between EMSs and self-compassion and their impacts on various psychological outcomes like relationship dissolution adjustment.

1. 4.1.2. Self-Compassion and Romantic Relationships

Within the context of intimate relations, self-compassion usually predicted enhanced relationship functioning (Baker, & McNulty, 2011; Neff, & Beretvas, 2012; Tandler, & Petersen, 2018; Yarnell, & Neff, 2012). Yarnell and Neff (2012) found that self-compassionate couples were more likely to solve relational conflicts using agreeable and constructive

solutions. Besides, those couples were more likely to be negotiable, authentic and caring while delegating their relational dynamics (Baker & McNulty, 2011; Neff, & Beretvas 2012; Tandler, & Petersen, 2018). Apart from its enhancing impacts on relational functioning, self-compassion seem as an important protective factor for relationship dissolution adjustment, as well. To illustrate, divorced couples tended to ruminate less and exhibited greater adjustment both in the short and long run (Sbarra, Smith, & Mehl, 2012). Besides, non-married partners who were self-compassionate reported less distress after separation even when they assumed responsibility for the break-up (Zhang, & Chen, 2017). Franklin (2015) designed a brief online self-compassion intervention to help people deal with relationship breakups. The results presented that a majority of participants showed improvements in their level of breakup distress, wellbeing and emotional balance. Still, to date, research investigating self-compassion within the context of relationship dissolution has been limited.

Overall, considering the proposed relation of self-compassion with early maladaptive schemas (Thimm, 2017; Yakın, Gençöz, Steenbergen, & Arntz, 2019) and romantic breakup adjustment separately (Franklin, 2015; Sbarra, Smith, & Mehl, 2012; Zhang, & Chen, 2017), it seems important to examine the interrelations among these three variables in order to obtain a more comprehensive framework of the relationship dissolution from a Schema Therapy perspective.

1.4.2. Gratitude

In this part general characteristics of the gratitude and its links with romantic relationships were given.

1.4.2.1. Characteristics of the Gratitude

Gratitude can be explained as a trait, emotion, mood or state helping people to balance the positive and negative aspects within themselves and their environments (Emmons, & McCullough, 2003; Froh, Yurkewicz, & Kashdan, 2009; Lambert, Graham, & Fincham, 2009; McCullough, Emmons, & Tsang, 2002; Watkins, Woodward, Stone, & Kolts, 2003). Gratitude is an important positive structure studied in the field of positive psychology and categorized into two main domains as trait gratitude (i.e. ongoing characteristics) and state gratitude (i.e. a spontaneous emotion).

As a trait, gratitude disposition is defined as the generalized tendency of individuals to be grateful to the people around them or to what has happened to them. It is a permanent character trait although it can vary in intensity, frequency and time span (McCullough,

Emmons, & Tsang, 2002). Individuals with high levels of gratitude tended to experience and express gratitude more frequently and more intensely both in their daily routines and during adversities (Chen et al., 2012; Gallagher, & Vella-Brodrick, 2008; Watkins et al., 2015; Watkins et al., 2004). Additionally, Peterson and Seligman (2004) referred trait gratitude as a long-lasting thankfulness that is sustained in different situations over time. Individuals with trait gratitude noticed and appreciated the positive sides of the lived experience (Chan, 2013; Froh, Wajsblat, & Ubertini, 2008; Froh, Yurkewicz, & Kashdan, 2009; Toepfer, Cichy, & Peters, 2012; Tsang, Carpenter, Roberts, Frisch, & Carlisle, 2014; Wood, Froh, & Geraghty, 2010).

Both correlational and intervention efficacy studies of gratitude have found positive links of gratitude with various mental health outcomes, such as subjective well-being (Adler, & Fagley, 2005; Chaves et al., 2016; Emmons, & McCullough, 2003; Froh et al., 2009; Geng, 2018; Jackowska et al., 2016; Kong et al., 2015; Lyubomirsky, Sheldon, & Schkade, 2005; McCullough et al., 2004; Rey, & Extremera, 2014; Sheldon, & Lyubomirsky, 2006; Watkins et al., 2015; Watkins, Woodward, Stone, & Kolts, 2003; Wood, Joseph, & Maltby, 2008), optimism (Hill, & Allemand, 2011; McCullough et al., 2002; McCullough, & Emmons, 2003), positive affect (Bartlett, & DeSteno, 2006; Hill, & Allemand, 2011; McCullough et al., 2002; McCullough, & Emmons, 2003; Watkins et al., 2003, Study 4), general well-being (Kashdan et al., 2006; McCullough, & Emmons, 2003; Wood et al., 2009), recalling more positive events (Watkins, Grimm, & Kolts, 2004), self-esteem (Froh, Wajsblat, & Ubertini, 2008; Watkins, Cruz, Holben, & Kolts, 2008), life satisfaction (Emmons, & McCullough, 2003; Hill, & Allemand, 2011; Wood, Joseph, & Linley, 2007), psychological adjustment (Algoe, & Zhaoyang, 2015; Wood, Joseph, & Linley, 2007), easy resolution of negative events (Watkins, Cruz, Holben, & Kolts, 2008), prosocial traits (e.g. forgiveness, empathy and tendency to help others) (McCullough et al., 2002) and happiness (McComb, Watkins, & Kolts, 2004; McCullough, Emmons, & Tsang, 2002; Seligman, Steen, Park, & Peterson, 2005; Watkins, Cruz, Holben, & Kolts, 2008; Watkins, Woodward, Stone, & Kolts, 2003; Watkins et al., 2015; Wood, Joseph, & Linley, 2007). Apart from its enhancing impacts on positive mental health outcomes, gratitude was also reported as a protective factor for alleviating negative psychological outcomes. As such, gratitude was negatively related to depressive symptoms (Lin, 2015; Seligman, Steen, Park, & Peterson, 2005; Watkins et al., 2003; Watkins et al., 2015; Wood, Maltby, Gillett, Linley, & Joseph, 2008), narcissism (Watkins et al., 2003), EMSs (Topçu, 2016), somatic symptoms (McCullough, & Emmons, 2003), pessimism (Hill, &

Allemand, 2011), negative affect (Emmons, & McCullough, 2003; Froh, Sefick, & Emmons, 2008; Hill, & Allemand, 2011; Shipon, 2007; Watkins et al., 2015; Watkins, Cruz, Holben, & Kolts, 2008), jealousy (Watkins et al., 2015), intrusiveness (Watkins et al., 2008) and distress (Petrocchi, & Couyoumdjian, 2016; Masingale et al., 2001; Wood, Maltby, Gillett, & Linley, 2008).

1. 4.2.2 Gratitude and Romantic Relationships

Both personality traits of the partners and the characteristics of the relationship seem to be important factors mitigating impact of gratitude on romantic relationship dynamics. Accordingly, gratitude was associated with forgiveness tendency (DeShea, 2003; Shourie, & Kaur, 2016; Toussaint, & Friedman 2009), better conflict management skills and reciprocal helping behaviors (Baron, 1984; Tsang, 2006) and self-esteem of the partners (Lin, 2015). According to studies investigating the interrelations between gratitude and Big Five Personality Traits, grateful people were found to be more agreeable, extroverted, open-to-new experiences and conscientious, while being less neurotic (McCullough et al., 2002; McCullough, Tsang, & Emmons, 2004; Wood, Maltby, Gillett, Linley, & Joseph, 2008; Wood et al., 2008). Accordingly, Mikulincer and his friends (2006) the perceived positive behavior of a spouse on a specific day was strongly associated with greater gratitude to partner among newly married couples. Also, they found attachment styles indirectly impacted gratitude levels through self-esteem and trust pathways. (Mikulincer, Shaver, & Slav, 2006).

There is a lot of research highlighting the importance of gratitude in the context of romantic relationships. The ‘Find-Remind-Bind Theory’ developed by Algoe (2012) and her colleagues (Algoe, Fredrickson, & Gable, 2013; Algoe, Kurtz, & Hilaire, 2016; Algoe, & Zhaoyang, 2016) particularly posited that experiencing gratitude helps individuals find emotionally matching partners or remind them the importance of their current relational bonds. Besides, these individuals subsequently engaged in behaviors which strengthened the socio-emotional bond with their partners. Gratitude predicted relationship satisfaction and partners’ relational well-being both directly and indirectly (Algeo et al., 2012; Algoe et al., 2008; Bartlett, Condon, Cruz, Baumann, & DeSteno, 2012; Emmons, & McCullough, 2003; Gordon et al., 2012; Kashdan et al., 2017; Kubacka et al., 2011; Lambert, & Fincham, 2011; Leong, Chen, Fung, Bond, Siu, & Zhu, 2019; Mikulincer, Shaver, & Slave, 2006; Schramm, Marshall, & Harris, 2005; Wood et al., 2008)

It was also related to the higher communal strength (Gordon, Impett, Kogan, Oveis, & Keltner, 2012; Lambert, Clark, Durtschi, Fincham, & Graham, 2010), greater responsiveness (Algoe et al., 2013; Algoe, & Zhaoyang, 2016; Gordon, Impett, Kogan, Oveis, & Keltner, 2012), greater trust (Dunn, & Schweitzer, 2005; Gino, & Schweitzer, 2008), as well as greater prosocial behavior in relationships (Gordon, et al., 2012; Schramm, Marshall, & Harris, 2005; Tsang, & Martin, 2017; Tsang, 2006).

The coping hypothesis suggested that grateful people were more likely to use social and instrumental support and tended to use more active coping strategies while dealing with life stressors (Wood et al. 2010; Wood et al., 2008). Many researchers have proposed that gratitude might broaden the cognitive scope and provide individuals opportunities broadening their current mindset (Fredrickson 2004; Fredrickson, Tugade, Waugh, & Larkin, 2003; Kashdan, Uswatte, & Julian, 2005; Lin & Yeh, 2013; Lyubomirsky et al., 2005). Also, since grateful people tended to focus on the positive sides of the challenging events (Adler & Fagley 2005; Watkins, Grimm, & Kolts, 2004), they were more likely to discover benefits even in the face of stressful life situations like a relational break-up. Thus, since gratitude had a balancing impact on negative emotions like jealousy, anger and pessimism (McCullough et al. 2002) through the use of functional coping strategies (McCullough et al., 2002; Watkins et al., 2015; Wood, Joseph, & Linley, 2007), it is important to understand to what extent gratitude helps to ease adaptation to a romantic dissolution, which is a potentially stressful life event for youngsters. Although there was only one study examining effect of gratitude on divorce adjustment (Henrie, 2006), to the researchers' knowledge, there isn't any study examining how trait gratitude affects youngsters' adjustment to break up from a Schema Therapy perspective. Hence, the following part of this thesis moved on to describe another positive factor, forgiveness, which also had a close relations with self-compassion and gratitude, as well (Allen, Barton, & Stevenson, 2015; Day et al. 2012; Neff, & Pommier, 2013; Shourie, & Kaur, 2016; Toussaint, & Friedman, 2008; Wu, Chi, Zeng, Lin, & Du, 2019).

1.4.3. Forgiveness

In this part general characteristics of the forgiveness and its links with romantic relationships were given.

1.4.3.1. Characteristics of the Forgiveness

Forgiveness could be broadly defined as a process of letting go of anger, hate and revenge while developing feelings of empathy, sympathy and compassion towards someone who hurt the person in a relational context (Baumeister, Exline, & Sommer 1998; Berry et al., 2001; Brown, 2003; Enright, & Fitzgibbons, 2000; Exline, & Baumeister, 2000; Greenberg, Warwar, & Malcolm, 2008; Kamat, Jones, & Row, 2006; McCullough, Pargament, & Thoresen, 2000; Wade, & Worthington, 2005) Although theorists and researchers are much less clear about the universal definition of forgiveness, they are much more certain about what forgiveness does not refer to. Accordingly, forgiveness is not about forgetting, ignoring or reconciling (Enright et al., 1992; Freedman & Enright, 1996; Goldman, & Wade, 2012) but rather about healthy resolution of hurtful emotions against the offender in case of hurtful incidences (Baumeister, Exline, & Sommer 1998; Kamat, Jones, & Row, 2006; Berry et al., 2001).

In addition to these definitions, it is possible to conceptualize forgiveness in two main domains which were classified as state forgiveness and trait forgiveness (Kamat, Jones, & Row, 2006). Trait forgiveness was described as a more persistent tendency to forgive others across different interpersonal contexts. Since it is a stable personality characteristic, trait forgiveness is less likely to be affected by situation specific factors (Berry, Worthington, & O'Connor et al., 2005; Kamat, Jones & Row, 2006). By contrast, state forgiveness was more situation-bounded referring the degree of forgiving a particular offender in a specific situation (Brown, 2003). One's agreeableness and empathic emotions (Enright, & Fitzgibbons, 2000; Fehr, Gelfand, & Nag, 2010; Kamat, Jones, & Row, 2006; McCullough, & Hoyt, 2002), sense of trust (Colquitt, Scott, & LePine, 2007; Kamat, Jones, & Row, 2006), relationship commitment with the offender (Finkel, Rusbult, Kumashiro, & Hannon, 2002) and apology from the offender (Fehr, Gelfand, & Nag, 2010; Frantz, & Bennigson, 2005) seem to be the factors affecting both state and trait components of forgiveness.

Several attempts have been made so far to examine the protective function of forgiveness on mental health outcomes (Goldman, & Wade, 2012; Thoresen, Harris, & Luskin, 2000). Accordingly, forgiveness was associated with lower levels of depression, anxiety, rumination and psychological distress; and promoted resilience during physical and psychological adversities. It is related with lower psychological distress (Touissant et al., 2001), depression, anxiety, anger and rumination (Berry et al., 2001; Brown, 2003; Karremans, Van

Lange, Ouwerkerk, & Kluwer, 2003; Orcutt, 2006; Rye, & Pargament, 2002; Toussaint & Webb, 2005; Witvliet, Ludwig, & Vander Laan, 2001). Additionally, it was associated with enhanced happiness, self-esteem, self-care, self-control and conflict management (Freedman, & Enright, 1996; Hebl, & Enright, 1993; Karremans et al., 2003; Maltby, Day, & Barber, 2005; Toussaint & Webb, 2005; Wade, & Worthington, 2003; Webb, 2007).

1. 4.3.2 Forgiveness and Romantic Relationships

Forgiveness seems to be a critical factor sustaining quality of romantic relationships (Mahoney, Rye, & Pargament, 2005). Particularly, marital therapists have emphasized the healing impact of forgiveness both on major relationship transgressions (e.g. fidelity) (Gordon, Baucom, & Snyder, 2005) and conflict resolution (Fincham, Beach, & Davila, 2004). Within the context of interpersonal relationships, forgiveness predicted greater relationship satisfaction (Afkhami, 2006; DiBlasio, & Benda, 2008; McNulty, 2008; Navidian, & Bahari, 2013; Paleari, Regalia, & Fincham, 2005), functional marital behaviors (Fincham, Beach, & Davila, 2004; Fincham, Stanley, & Beach, 2007), positive attributions towards partner (Gordon, Burton, & Porter, 2004), increased prosocial interactions between partners (Fincham et al., 2004; Karremans, & Van Lange, 2004; McCullough et al., 1998; Rye, & Pargament, 2002), decreased antisocial interactions (Exline, Baumeister, Bushman, Campbell, & Finkel, 2004; Fincham, Beach, & Davila, 2004; McCullough et al., 1998) and decreased marital problems (Fincham, Hall, & Beach, 2006; Gordon, Baucom, & Snyder, 2004; Worthington, & DiBlasio, 1990).

Even after ending a romantic relationship, forgiveness still helped partners to thrive in the face of divorce and non-marital relationship break-ups (Goldman, & Wade, 2012). Besides, it increased motivation of the injured partner to invest in a new relationship (Hall, & Fincham, 2006). There are many studies investigating positive effects of post separation forgiveness interventions on individuals' post-divorce dynamics, such as divorce adjustment (Rohde-Brown & Rudestam, 2011; Rye, Folck, Heim, Olszewski, & Traina, 2004; Yarnoz-Yaben, 2015) and mental health outcomes (Rye et al., 2004). Regarding young adults' break up outcomes, both trait and state forgiveness were found to be related with decreased depressive symptoms and enhanced life satisfaction (Wohl et al. 2008). Similarly, interventions integrating forgiveness as a treatment component were found to be successful in terms of decreasing depressive symptoms, anxiety, hostility and desire for revenge among young adults who experienced several romantic transgressions (Goldman, & Wade, 2012; Zhang, Fu, & Won, 2014). Interventions integrating forgiveness component were also proved to be effective among

young women who were exposed to emotional partner abuse through decreasing depression and anxiety symptoms in the long run (Reed, & Enright (2006). Although, studies sampling university students and young adults reported ameliorative impacts of forgiveness interventions on depression, anxiety, PTSD, hope and self-efficacy (Goldman, & Wade, 2012; Luskin, Ginzburg, & Thoresen, 2005; Reed, & Enright, 2006; Rye, & Pargament, 2002; Wohl, DeShea, & Wahkinney, 2008; Zhang, Fu, & Wan, 2014), to the researchers' knowledge, there isn't any study examining how forgiveness effects university students' adjustment to romantic break up in relation to EMSs.

1.5 The Current Study

Although Schema Therapy postulated importance of empowering functional attributes of Healthy Adult Mode in clinical implications, there is limited empirical evidence examining the associations between EMSs, positive characteristics and psychosocial outcomes. In fact, to the researchers' knowledge, this thesis was the first study investigating impacts of different positive sources at the same time within a Schema Therapy framework. Accordingly, the current thesis employed a mixed-method study design consisting of two sequential studies (quantitative and qualitative, consecutively) to reach an integrative perspective on the interplay between EMSs, positive factors (i.e. self-compassion, gratitude and forgiveness) and breakup adjustment.

The main objective of the quantitative study was to test the mediating roles of self-compassion, gratitude and forgiveness in the relationship between EMSs domains and youngsters' breakup adjustment. Since self-compassion, forgiveness and gratitude are more abstract and relatively less researched concepts, a complementary qualitative study was performed to delineate the interrelations between EMSs, romantic breakup adjustment and positive attributes.

1.5.1. Hypotheses of the Quantitative Study

The main hypothesis of the quantitative study was positive psychological characteristics (i.e., self-compassion, gratitude and forgiveness) jointly mediated the relationship between early maladaptive schemas and youngsters' breakup adjustment.

(1) Self-compassion, gratitude and forgiveness altogether would mediate the relationship between total EMS scores and break up adjustment among youth after controlling for the effects of demographic (i.e. age, gender, monthly income, relationship status) and relationship related

variables (i.e., relationship duration, breakup duration, initiator status and importance of relationship).

(2) Self-compassion, gratitude and forgiveness altogether would mediate the relationship between Impaired Limits/Exaggerated Standards Schema Domain and break up adjustment among youth after controlling for the effects of demographic (i.e. age, gender, monthly income, relationship status) and relationship related variables (i.e., relationship duration, breakup duration, initiator status and importance of relationship).

(3) Self-compassion, gratitude and forgiveness altogether would mediate the relationship between Disconnection/Rejection Schema Domain and break up adjustment among youth after controlling for the effects of demographic (i.e. age, gender, monthly income, relationship status) and relationship related variables (i.e., relationship duration, breakup duration, initiator status and importance of relationship).

(4) Self-compassion, gratitude and forgiveness altogether would mediate the relationship between Impaired Autonomy/Other Directedness Schema Domain and break up adjustment among youth after controlling for the effects of demographic (i.e. age, gender, monthly income, relationship status) and relationship related variables (i.e., relationship duration, breakup duration, initiator status and importance of relationship).

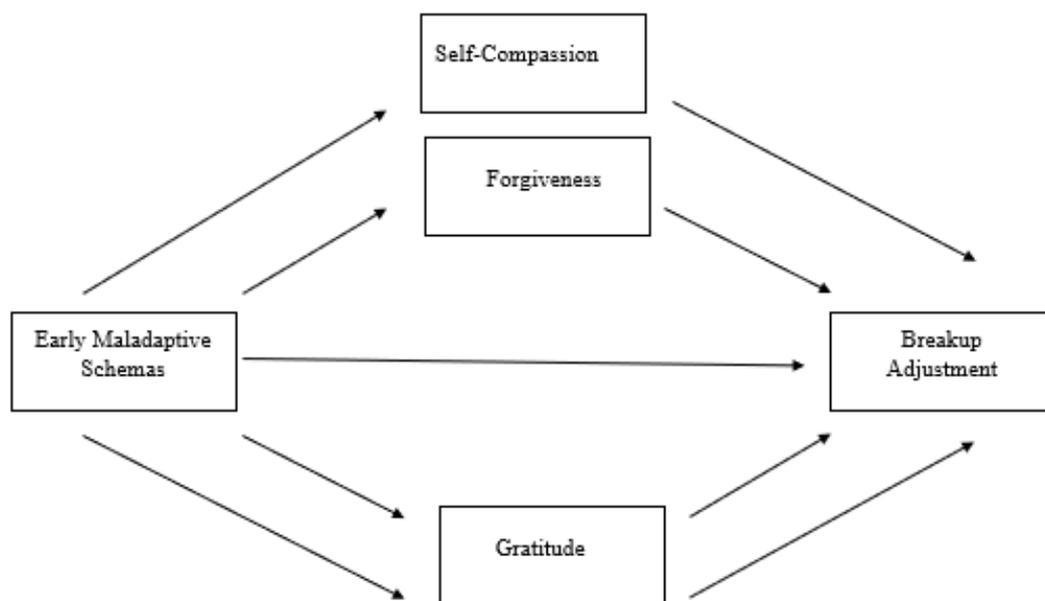


Figure 2: Model for Study 1

1.5.2. Research Questions of the Qualitative Study

The second study aimed to gain a general understanding of how positive mechanisms (self-compassion, forgiveness, gratitude) were perceived and experienced in the break-up process by better adapted participants. This study aimed to provide better understanding of the aforementioned positive factors because positive mechanisms are relatively abstract concepts that may lead to biases on self-reports. Therefore, the research questions were identified as follows:

‘How do better adjusted to break-up youngsters perceive and experience positive mechanisms during breakup adjustment process?’

From this basis, research questions of the qualitative study as below:

- a) How did better adjusted youngsters with low total EMSs scores perceive and experience self-compassion during breakup adjustment process?
- b) How did better adjusted youngsters with low total EMSs scores perceive and experience gratitude during breakup adjustment process?
- c) How did better adjusted youngsters with low total EMSs scores perceive and experience forgiveness during breakup adjustment process?

CHAPTER 2

METHOD

2.1. General Research Design

The current thesis adopted a mixed-method approach consisting of two sequential studies (quantitative and qualitative, consecutively). In mixed method designs, both quantitative and qualitative data are collected and analyzed separately, and findings are later merged within a framework of a single study to enable researchers to obtain a well-established understanding of the phenomenon being studied (Tashakkori, & Teddlie 2003; Creswell 2005). Accordingly, the current study employed a sequential explanatory design in which complementary qualitative strand was used to elaborate the findings of the main quantitative study (Creswell, Clark, Gutman, & Hanson, 2003). In other words, qualitative data were collected in the second step of the study based on the results obtained from the quantitative part (Green and Caracelli 1997; Creswell 1999). The qualitative strand aimed to elaborate and explain quantitative statistical results via discovering participants' interpretations in detail (Rossman and Wilson 1985; Tashakkori and Teddlie 1998; Creswell 2003). In general, priority was given to the quantitative approach because first study was designed to explore main hypothesis of the current thesis. Hence, qualitative component was less strict in terms of fulfilling the assumptions of the respective qualitative design (Ivankova, Creswell, & Stick, 2006). Consistently, quantitative study had a leading orientation in the present study, and qualitative part was a complementary study in order to enhance the findings of the dominant quantitative study.

This study utilized a mixed method study due to important theoretical and epistemological reasons. Firstly, there are only few studies investigating impacts of positive mechanisms on the relationship between EMS and relational dissolution in youth. Although lower levels gratitude, forgiveness and compassion have been theoretically associated with greater schema intensity and psychological problems, to our knowledge, there isn't any empirical study examining the mediator roles of these variables on the relationship between

EMs and relationship dissolution. Accordingly, the main quantitative strand was conducted to investigate these hypothesized associations among proposed variables. Additionally, self-compassion, gratitude and forgiveness were relatively implicit and abstract concepts which made objective measurement of these variables more difficult (Gilbert, 2010; Paulhus, & Vazire, 2007). In this regard, a subsequent qualitatively approach was employed to better understand the meanings and impacts of compassion, gratitude and forgiveness among Turkish youth in a relational dissolution context.

2.2. General Procedure

Before application of any procedures, ethical approval was obtained from TEDU Human Research Ethics Committee. For the first study, a call for participation was shared via various social media platforms. Data collection was performed through an online data management program (i.e., QUALTRICS) to make the participation process easier for university students. Initially, all participants were required to read and sign an informed consent which provided brief information about the research process and explained participants' ethical rights (e.g., anonymity, confidentiality, right to withdraw from study). Besides, participants were also informed about the second study and required to provide their e-mail addresses if they were volunteered to participate to the semi-structured interviews. For the second study, 15 young people displaying higher breakup adjustment despite their early maladaptive schema scores were selected based on first study's findings. Researcher (Fırıncı) contacted with the volunteered participants who met the inclusion criteria via e-mail. Consequently, semi-structured interviews were conducted with five volunteer young individual prior to each interview, the rationale and the process of interviews was explained and informed consent was obtained for audio-recording. Interviews lasted approximately 30 minutes. Detailed steps of the all procedures were presented in Figure 3.

2.3. Study 1: The Quantitative Study

In this part participants, instruments, procedure and data analysis of the first study were be given.

2.3.1. Participants

In the present study, data were collected from 253 university students from different cities of Turkey. (i.e., Ankara, İstanbul, İzmir, Mersin, Eskişehir). The sample consisted of 163

(64,4%) females and 90 (35,6%) males between the ages of 18 and 22. Detailed characteristics of the participants were presented in Table 1.

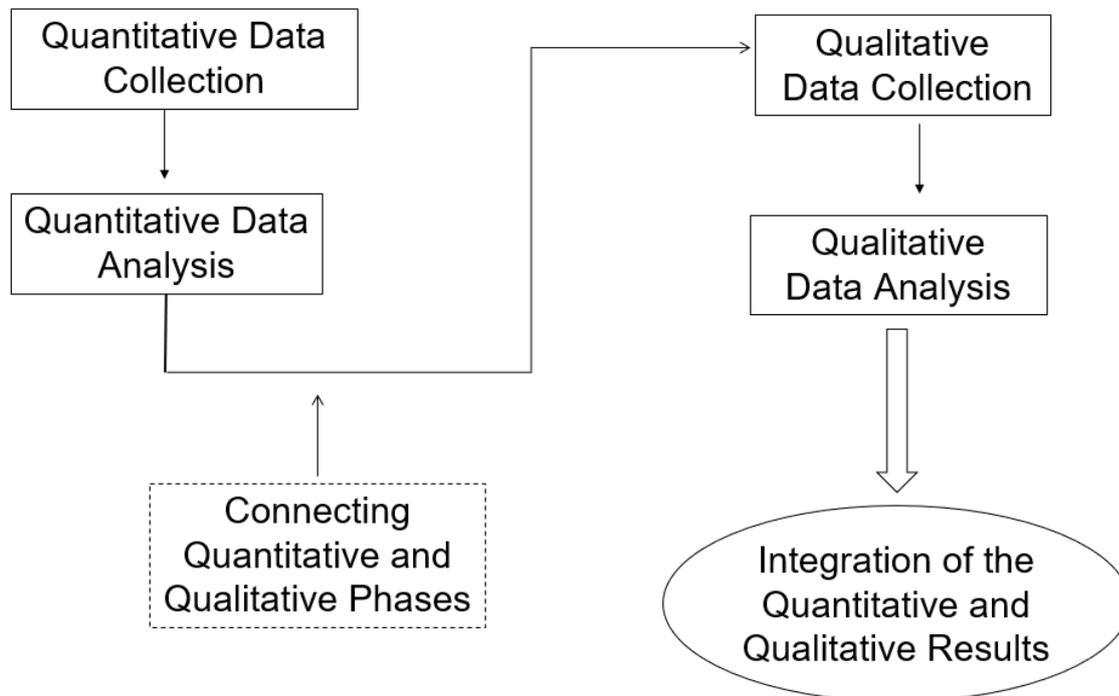


Figure 3: Model Steps for Mixed-Method Sequential Explanatory Design Procedures

2.3.2. Instruments

In this section, six instruments used in the current study were explained. The instruments were Demographic Information Form, Young Schema Questionnaire – Short Form 3, Fisher Divorce Adjustment Scale, Self-Compassion Scale, Gratitude Questionnaire, and The Forgiving Personality Scale, respectively. Psychometric properties of the aforementioned instruments were presented below.

2.3.2.1 Sociodemographic Information Form.

A sociodemographic information form was prepared by the researchers to gather information about gender, age and education level of the participants. The form also included questions regarding the nature and characteristics of the ended romantic relationship such as duration of the relation (in terms of months), time passed after dissolution (in terms of months), subjective importance of the relationship, initiator of the breakup, re-union expectations,

Table 1. Socio-demographic characteristics of the participants

<i>Variable</i>	<i>F</i>	<i>%</i>	<i>M</i>	<i>SD</i>	<i>Range</i>
Gender	253				
Female	163	64.4			
Male	90	35.6			
Age	253		20.56	1.37	4.00
18	24	9.5			
19	41	16.2			
20	51	20.2			
21	42	16.6			
22	95	37.5			
Perceived SES	205				
Very Low	1	.4			
Low	14	5.5			
Medium	141	55.7			
High	46	18.2			
Very High	3	1.2			
New Relationship					
Yes	85	33.6			
No	168	66.4			
Importance of Ended Relationship					
not important	10	4.0			
a bit important	22	8.7			
Important	60	23.7			
quite important	78	30.8			
very important	83	32.8			
Length of Ended Relationship (months)			17.89	17.25	1-84
Time Since Breakup (months)			10.88	9.94	1-60

reasons for breakup, certainty about the reasons of breakup, and current relationship status for both individual and the ex-partner. Totally the form consisted of 16 items (See Appendix B).

2.3.2.2 Young Schema Questionnaire – Short Form 3 (YSQ-SF3).

Young and Brown (1994) developed the original form of the Young Schema Questionnaire (YSQ-Long Form) which consisted of 205 items to assess 15 early maladaptive schemas. This first form was shown to have strong psychometric properties regarding its reliability and validity (Schmidt, Joiner, Young, & Telch, 1995). Later on, a shorter version with 75 items was developed (YSQ-Short Form) to ease the application process (Young, 1998) and this version covered the same 15 schema domains assessed by the original form. Several studies have examined the psychometric properties of the YSQ-SF and indicated strong psychometric properties for the short version, as well (Calvete, Estévez, López de Arroyabe & Ruiz, 2005; Hoffart, Sexton, Hedley, Wang, Holthe, Haugum & Holte, 2005; Van Vlierberghe, Braet, Bosmans, Rosseel, & Bögels, 2010). Although these studies supported 15 first-order factor structures, Young (2005) added more questions to cover three other EMSs which were (1) approval seeking, (2) pessimism, and (3) punitiveness and consequently developed the third version of the short form measuring 18 EMSs under the five-schema domains. YSQ-SF3 consisted of 90 self-report items which were responded on a 6-point Likert type scale (6 = *Describes me perfectly*, 5 = *Mostly true of me*, 4 = *Moderately true of me*, 3 = *Slightly more true than untrue*, 2 = *Mostly untrue of me* and 1 = *Completely untrue*). In general, greater scores from the total scale indicated greater severity of the EMSs in total (Young, 2006). Previous studies showed that both original and shorter versions of YSQ were fairly well-matched regarding theoretical and statistical aspects and both were reported as appropriate for using in research and clinical settings (Stopa et al. 2001; Soygüt et al, 2009).

Turkish adaptation of YSQ-SF3 was initially performed by Soygüt and her colleagues (2009) in a non-clinical sample. Principal Components Analysis (PCA) results indicated that EMS items were loaded under 14 factors since items of Entitlement and Insufficient Self-control; Social Isolation and Mistrust Abuse; and Enmeshment and Dependence-Incompetence subscales were merged into one factor. Consequently, 14 factors were clustered under five schema domains which were (1) impaired autonomy, (2) disconnection, (3) unrelenting standards, (4) other-directedness, and (5) impaired limits, respectively. While internal consistency reliability for schema domains ranged from .53 to .81, test-retest reliability was found to be between .66 and .83. Besides, Turkish form of YSQ-SF had significant correlations

with psychological symptom and interpersonal sensitivity measures providing robust evidence for construct validity (Soygüt, Karaosmanoğlu & Çakır, 2009). A recent study conducted in Turkey provided further evidence for the psychometric properties of YSQ-SF Turkish form (Saritaş & Gençöz, 2011).

Yet, 18 EMS were clustered under three domains instead of five, which were (1) Impaired Limits/Exaggerated Standards, (2) Disconnection/Rejection, and (3) Impaired Autonomy/Other Directedness, respectively.

Impaired Limits/Exaggerated Standards schema domain consist of entitlement, approval seeking, unrelenting standards, pessimism, insufficient self-control and punitiveness schemas. Item examples include; *‘I ‘m special and shouldn’t have to accept many of the restrictions or limitations placed on other people.’* (entitlement), *‘Having money and knowing important people make me feel worthwhile.’* (approval-seeking), *‘I must be the best at most of what I do, I can’t accept second best.’* (unrelenting standards), *‘Even when things seem to be going well, I feel that it is only temporary.’* (pessimism), *‘I can’t seem to discipline myself to complete most routine or boring tasks.’* (insufficient self-control), *‘If I make a mistake, I deserve to be punished.’* (punitiveness) for this domain.

Disconnection/Rejection schema domain consists of emotional deprivation, social isolation, defectiveness/shame, emotional inhibition, mistrust/abuse, and failure schemas. Item examples include; *‘I don’t have people to give me warmth, holding, and affection.’* (emotional deprivation), *‘I ‘m fundamentally different from other people.’* (social isolation), *‘No man /woman I desire could love me once he or she saw my defects or flaws.’* (defectiveness/shame), *‘I find it embarrassing to express my feeling to others.’* (emotional inhibition), *‘I feel that people will take advantage of me.’* (mistrust/abuse), *‘Almost nothing I do at work (or school) is as good as other people can do’* (failure) for this domain.

Impaired Autonomy/Other Directedness schema domain consists of subjugation, dependency/incompetence, enmeshment, vulnerability to harm, abandonment/instability, and self-sacrifice schemas. (Saritaş & Gençöz, 2011). Item examples include, *‘in relationships, I usually let the other person have the upper hand.’* (subjugation), *‘I don’t feel confident about my ability to solve everyday problems that come up.’* (dependency/incompetence), *‘I have not been able to separate myself form my parent(s) the way other people my age seem to’* (enmeshment), *‘I worry about being physically attacked by people ’* (vulnerability to harm), *‘I worry that people I feel close to will leave me or abandon me.’* (abandonment/instability), *‘I am a good person because I think of others more than myself.’* (self-sacrifice) for this domain

Each domain had significant positive correlations with measures of psychological symptoms (i.e. negative affect, anger, and anxiety) while Disconnection/Rejection domain was positively related with positive affect scores. Besides, internal consistency of each domain were reported as .81, .81, and .79 respectively (Saritaş & Gençöz, 2011).

Since, there is no consensus on the domain structure of YSQ-SF in Turkey, Exploratory Factor Analysis (EFA) was initially performed in the current study before conducting the main analyses for understanding whether the domain structure of the three or five factor structure fits more in current studies' population. The Cronbach alpha was .84 for Impaired Limits/Exaggerated Standards domain, .91 for Disconnection/Rejection domain, and .86 for Impaired Autonomy/Other Directedness domain. The Cronbach alpha value of the total scale was .94 in the current study (See Appendix C).

2.3.2.3 Fisher Divorce Adjustment Scale (FDAS).

FDAS was originally developed by Fisher (1976) to measure emotional and social adjustment to divorce among separated couples. Later, the scale was revised and improved (1978) and presented as a robust assessment tool to measure adjustment levels of people after a romantic dissolution. FDAS is a widely used assessment tool and mentioned in many international research (Brown, & Rudestam, 2011; Asanjarani, Jazayeri, Fatehizade, Etemadi, & de Mol, 2018, Guzmán-González, Garrido, Calderón, Contreras, & Rivera, 2017). Additionally, FDAS was also used for assessing break up adjustment of unmarried university students, as well (Barutçu, 2009; Koenig-Kellas, & Masunov, 2003; Vukalovich, & Caltabiano, 2008). FDAS consisted of 100 self-report items and each item was responded on a 5-point Likert Scale (1: “*Almost Always*”; 5: “*Almost Never*”). The scale consisted of six subscales which were self-worth, disentanglement from the relationship, anger, grief, trust, and intimacy, and social self-worth, respectively (Buehler, 1990). Among 100 items, 69 items were reverse coded. In general, higher scores indicated poor post-divorce or post-relationship adjustment. Previous studies showed that FDAS was a reliable and valid assessment tool. (Fairchild, 1988; Hensley, 1996; Thiriot & Buckner, 1992). The internal reliability of the total scale was between .92 and .97 in different studies, while the Cronbach alpha values for the sub-scales ranged from .87 to .95. (Asanjarani, Jazayeri, Fatehizade, Etemadi & de Mol, 2018; Fairchild, 1988; Hensley, 1996; Kellas & Manusov, 2003; Thiriot et.al., 1992). Regarding construct validity, FDAS had significant positive correlations with Tennessee Self-Concept Scale ($r = .46, p < .01$) Satisfaction With Life Scale ($r = .89, p < .001$); and Personality Orientation Inventory ($r = .74,$

$p < .01$) while it was negatively correlated with measures of somatization, anxiety and depression (Asanjarani, Jazayeri, Fatehizade, Etemadi & de Mol, 2018; Fisher, 1976).

Turkish adaptation of FDAS was performed by Yılmaz and Fıfılođlu (2006). While the number of questions remained the same, the Turkish version indicated five subscales; which were 1) “grief reactions” consisting of 38 items (e.g. “*I feel like crying because I feel so sad*”), 2) “disentangle
ment from relationship” consisting of 24 items (e.g. “*I become upset when I think about my love partner dating someone else*”), 3) “self-worth” consisting of 27 items (e.g., “*People want to have a love relationship with me because I feel like a lovable person*”), 4) “anger” consisting of 11 items (e.g., “*I hope my former love partner is feeling as much or more emotional pain than I am*”) and 5) “trust and intimacy “consisting of seven items (e.g., “*I feel uncomfortable even thinking about dating.*”) (Yılmaz & Fıfılođlu, 2006). The Cronbach’s alpha value of the total scale was .97. Regarding convergent validity, there was a significant correlation between FDAS and Brief Symptom Inventory (BSI) ($r = .72, p < .001$). Besides, FDAS had negative correlation with both MSPSS ($r = -.47, p < .001$) and General Life Satisfaction Scale ($r = -.59, p < .001$). To further support construct validity of the Turkish version, statistically significant differences between clinical and non-clinical groups were established, as well. Barutçu (2009) used the Turkish version of FDAS to measure adjustment to break up among non-married university students. Internal reliability of the total scale score was reported as .97 and, results of the principal component analysis further supported the factor structure proposed by Koenig Kellas and Masunov (2003) (i.e. emotional disentanglement, grief work, self-worth, and anger).

FDAS was used in the current study to assess romantic break up adjustment among university students. The Cronbach alpha value of the total scale was .95 in the present study (See Appendix D).

2.3.2.4 The Forgiving Personality Scale (FP).

The Forgiving Personality Scale (FP) was developed by Kamat, Jones, and Row (2006). FP treated forgiveness as a personality dimension and aimed to assess participants’ general tendency to grant forgiveness across a variety of examples and relationships. The scale was composed of 33 self-report items and each item was responded on a 5-point Likert type scale (1 representing ‘*I do not agree*’ and 5 representing ‘*I totally agree*’). The lowest score that could be obtained from the scale was 33 while the highest score was 165. In general, higher scores indicated greater levels of forgiveness. The FP consisted of five dimensions, namely; (1)

pessimistic cynicism, (2) virtue of forgiveness, (3) grudge holding, (4) perceived limitations of forgiveness and (5) revenge. The Cronbach alpha coefficient for the total scale was .93, while test-retest reliability was .86 over two months (Kamal et al., 2006).

Turkish adaptation of FP was performed by Soylu (2010). Soylu used total item correlations for calculating internal consistency and one question was removed since its factor loading was under .20. The internal consistency reliability of the total scale was .90 and the split half reliability of the scale was .88. Besides, PCA suggested a three-factor solution for Turkish version. First factor, has 14 items, (e.g., *“People must face the consequences of their mistakes, but they should also be forgiven.”*), the second factor has 8 items, (e.g., *“I believe that “revenge is devilish and forgiveness is saintly”*) and the third and the last factor, has 10 items. (e.g., *“I remain bitter about the actions of certain people towards me.”*). Soylu (2010) reported each factor’s variances as %13.53, %12.61, and %12.55 respectively.

FP was used in the current study to assess forgiveness level of university students.

The Cronbach alpha value of the total scale was .94 in the present study (See Appendix E).

2.3.2.5 Self-Compassion Scale (SCS).

Self-Compassion Scale (SCS) was developed by Neff (2003) in order to measure continual self-compassion. SCS consisted of 26 self-report items and each item was responded on a 5-point Likert Scale format (1 representing *“almost always”*; 5 representing *“almost never”*). The scale was composed of three opposing dimensional pairs which were (1) self-kindness versus self-judgment, (2) common humanity versus isolation, and (3) mindfulness versus over-identification. For self-kindness vs judgement pair, five items measured self-kindness dimension (e.g. *“When I’m going through a very hard time, I give myself the caring and tenderness I need”*) while the other five opposite negative items measured self-judgment dimension (e.g. *“I’m disapproving and judgmental about my flaws and inadequacies”*) For the common humanity vs isolation pair, four items measured common humanity (e.g. *“When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.”*), while the other 4 opposite negative items measured isolation dimension. (e.g. *“When I fail at something that’s important to me, I tend to feel alone in my failure.”*) For mindfulness vs over-identification pair, four items measured mindfulness dimension (e.g. *“When something upsets me I try to keep my emotions in balance”*), while the other 4 opposite negative items measured over-identification dimension (e.g. *“When I’m feeling down I tend to obsess and fixate on everything that’s wrong”*). Responses to 13 negatively formulated items were reversed

on scoring so that high scores indicated higher levels of self-compassion. After scores on Self-Criticism, Isolation and Over-identification subscales were reverse coded, mean scores of the six subscales were summed in order to create a total self-compassion score (Neff, 2003) Although an exact cut-off score was not determined, higher scores on the total scale indicated higher self-compassion scores. Previous studies showed that the SCS was a reliable and valid assessment tool (Neff, 2003; Kirkpatrick, et al., 2007; Neff & Beretvas, 2013) internal consistency of the total scale ranged from .92 to .95 while internal consistency values of the sub-scales ranged from .75 to .81. Test-retest reliability was .93 (Neff, 2003; Neff, Beretvas 2013).

Regarding convergent validity, significant correlations were established with Social Connectedness Scale ($r = .41, p < .01$) and Life Satisfaction Scale ($r = .45, p < .01$). Self-Criticism subscale of the Depressive Experiences Questionnaire (DEQ) ($r = -.65, p < .01$), Beck Depression Inventory ($r = -.51, p < .01$) and the Speilberger Trait Anxiety Inventory ($r = -.65, p < .01$).

Turkish adaptation of the SCS was performed by Akın, Akın and Abacı (2007). Confirmatory Factor Analysis results indicated that Turkish form had a similar factor structure with the original scale (NFI= .95; CFI= .97). Internal consistency coefficients of the sub-dimensions ranged from .72 to .80. Test-retest reliability coefficients were between .56 and .69 (Akın, Akın, & Abacı, 2007). SCS was used in the current study to assess self-compassion levels of university students. The Cronbach alpha value of the total scale was .93 in the present study (See Appendix F).

2.3.2.6 Gratitude Questionnaire (GQ)

Gratitude Questionnaire (GQ) was developed to measure dispositional gratitude (McCullough et al., 2002). GQ consisted of six self-report items, and each item was responded on a 7-point Likert type (1 being “*strongly disagree*” to 7, “*strongly agree*”). Responses to two negatively formulated items were reverse-coded on scoring, so that high scores indicated higher levels of gratitude. The lowest score that can be taken from the scale was 6 and the highest score was 42. In general, higher scores indicated greater levels of dispositional gratitude. The scale measured four facets of gratitude which were intensity, frequency, span, and density. Sample items included, “*I feel thankful for what I have received in life*” (intensity), “*Long amounts of time can go by before I feel grateful to something or someone*” (frequency), “*I am*

grateful to a wide variety of people” (density), “*I sometimes feel grateful for the smallest things*” (span).

Previous studies showed that the GQ was a reliable and valid scale. GQ consisted of a robust one-factor solution (McCullough, Emmons, & Tsang, 2002; Wood, Maltby, Gillett, Linley, & Joseph, 2008;). McCullough et.al. (2002) reported internal reliability score of the total scale as .87. while Wood and his colleagues found the test-retest reliability of the scale as .59 (2008) Regarding convergent validity, there was a significant correlation between GQ and life satisfaction ($r = .53, p < .05$), vitality ($r = .46, p < .05$), happiness ($r = .50, p < .05$), optimism ($r = .51, p < .05$), and hope ($r = .42, p < .05$). Besides, discriminant validity of GQ was proven with negative correlations with measures of depression ($r = -.48, p < .01$) and stress ($r = -.30, p < .01$) (McCullough et al., 2002; Wood et al., 2008).

Turkish adaptation of the GQ was performed by Yüksel and Duran (2012) on the 859 college students. Turkish form of GQ-6 was comprised of five items with good psychometric characteristics. The Cronbach’s alpha value of the scale was .77, while test-retest reliability was .66. Regarding convergent validity, Turkish version of GQ had significant correlations with measures of positive affect ($r = .27, p < .01$), negative affect NA ($r = -.18, p < .01$), optimism ($r = .40, p < .01$), and satisfaction with life ($r = .39, p < .01$).

GQ was used in the current study to assess gratitude levels of university students. The Cronbach alpha value of the total scale was .83 in the present study (See Appendix G).

2.3.3 Procedure

For the main quantitative strand, research announcement letters were shared via Instagram and Facebook groups. Firstly, volunteer students fulfilled six aforementioned instruments through an online data management program (i.e. Qualtrics). Online survey was chosen because of its easy access to geographically diverse respondent groups across the national context (Evans & Mathur, 2005). In addition, the validity and reliability of internet research for subjective well-being surveys were demonstrated to be comparable to those of the paper-based versions (Howell, Rodzon, Kurai, & Sanchez, 2010). Convenient sampling method was adopted to research study participants. Initially, all participants were required to read and sign an informed consent which provided brief information about the study process and explained the participant’ ethical rights (e.g., anonymity, confidentiality, right to withdraw participation). The completion of online survey was approximately 35-45 minutes.

2.3.4. Data Analysis

SPSS Version 23 was used for data analysis of the first study. To determine domain structure of YSQ-SF3, Exploratory Factor Analysis (EFA) was performed. After determining the domain structure of YSQ-SF3 for the current data, correlations among study variables were calculated. Through this analysis covariate and mediator variables were determined. A bootstrapping procedure (with N=5.000 bootstrap re-samples) with multivariate mediators was performed to determine indirect effects of self-compassion, gratitude and forgiveness on EMS and break up adjustment relationship. Hayes's (2013) procedure of Model 4 was used to conduct the mediation analyses. According to the evaluation of the indirect effects of bootstrapping procedure, confidence intervals were estimated for mediating variables and the mediators were accepted as significant if the confidence intervals did not include zero.

2.4. Study 2: The Qualitative Study

In this part methodological background, participants, procedure, data analysis of the second study and reflexivity of the first researcher were be given.

2.4.1. Methodological Background

Qualitative methodology is considered as the most appropriate method for developing preliminary understanding and conceptualization of less clear subjects through analyzing personal experiences (Glaser, & Strauss, 2012; Strauss & Corbin, 1994). Thematic analysis is one of the most flexible qualitative approach which was defined as a method rather than a well-established methodology. This flexibility provides researchers a framework to utilize their data in most efficient way which was referred as a methodological advantage of thematic analysis (Braun, Clarke, Hayfield, & Terry, 2018). Thematic analysis is basically defined as a holistic process which comprises of developing codes and themes to reach well-defined and grouped information. In other words, it provides a general framework about the research question through converting raw data into more understandable meaning units (Boyatzis, 1998; Braun, & Clarke, 2006; Henderson, & Bialeschki, 2002; Neuendorf, 2002; Jennings, 2001).

In the current thesis, the complimentary qualitative study was conducted to delineate findings of the first study regarding self-compassion, gratitude and forgiveness in the context of EMSs and break up adjustment. Particularly, thematic analysis was adopted for several methodological, pragmatic, and conceptual benefits (Braun, & Clarke, 2012). Firstly, thematic analysis had a conceptual advantage as it allowed data to cluster around meaning units through cross-checking similarities and differences within the raw data (Braun, & Clarke, 2006). Our

research team's main purpose was to understand similar paths and attributions about positive psychological mechanisms within a sample of well-adjusted youngsters who also had low total EMSs scores. Accordingly, this purpose fitted best with the thematic analysis structure. In fact, thematic analysis process allowed us to identify and define attributions given to positive mechanisms which were referred as relatively abstract and complex in the existing literature (Braun, & Clarke, 2006; Neff, 2008; Saaty, & Shang, 2011; Worthington, Hight, & Berry, 2000). Secondly, thematic analysis had a well-structured nature which included sequential stages across data checking (by Braun, & Clarke, 2006). This feature also provided a practical opportunity to research since it was a less time-consuming process when compared with other qualitative methods (Howitt, 2010). Additionally, thematic analysis' structure enabled researchers to work as a team in a limited duration which accelerated the analysis process (Braun, Clarke, Hayfield, & Terry, 2018). All in all, since the second study was complimentary to main quantitative study, researchers decided to adopt a conceptually easier qualitative method in order to enrich conceptualization of positive mechanisms in the context of EMSs and break up adjustment. Since thematic analysis is usually preferred to obtain a preliminary understanding without in-depth interpretation, it was preferred over other methods in the current thesis.

2.4.2. Participants

In the second study, 5 youngsters were purposefully selected from the sample of the first study. In other words, purposive sampling method was employed to reach participants who had relatively lower schema scores but higher relationship adjustment. So, eligibility criteria were formed as follows: (1) Having a score which was 1 SD below the mean of FDAS (i.e. lower scores of FDAS represented better breakup adjustment) and (2) Having a total schema score which was 1 SD below the mean of YSQ-SF.

Initially, 17 number of participants who were volunteered to take part in semi-structured interviews were conducted via e-mail. Yet, 4 of them declined participation because of their busy schedule, while 8 of them did not respond to the researcher's e-mails. Finally, the sample of the second study was composed of 5 university students from different cities of Turkey. Four of participants (80%) were female while one (20%) was male. The ages of these 5 participants ranged from 20 to 22 ($M = 21,4$, $SD = .89$). Participants in both referred their ended relationship as important. Detailed characteristics of the studies (Study 1 & 2) were presented together in Table 2 in order to facilitate comparison between two samples.

2.4.3. Procedure

Initially, 4 questions were prepared for each of the three positive psychological concept (self-compassion, forgiveness and gratitude). Questions aimed to reveal how well-adjusted participants perceived these mechanisms and their effects on post-breakup processes. While preparing the questions, it was taken into consideration that the questions enabled participants to explain themselves without any restriction. A pilot semi-structured interview was performed to evaluate quality of questions with a 25 years old male who experienced a recent romantic break up. Questions were revised based on the feedbacks of this participants. Yet, data obtained from this interview was not included further for the analyses. After small revisions on wording of the questions, the final version of the interview questions was determined by the research team.

Initially, the first researcher (FİRİNCİ) contacted with the volunteered participants who met the inclusion criteria via e-mail. Consequently, semi-structured interviews were conducted with five volunteering young people meeting the eligibility criteria. One interview was conducted in the Applied Clinical and Cognitive Psychology Laboratory of Ted University, while four interviews were performed on internet via videoconferencing (Skype). For the face-to-face interview, informed consent including issues of confidentiality and videotaping was obtained in hard copy format. For other participants, the same document was sent online and informed consent was obtained through e-mail. Before video conferences, all participants were asked to set an hour in which they could be alone in a confidential setting. Finally, prior to each interview, the first researcher (FİRİNCİ) explained confidentiality and videotaping issues verbally and, verbal consent was obtained from each participant. Length of the interviews ranged from 26 to 33 minutes and the average duration was 30 minutes.

Table 2: Descriptive Information of Study Variables within Two Studies

<i>Variable</i>	Study 1 Participants				Study 2 Participants			
	<i>F</i>	<i>%</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>%</i>	<i>M</i>	<i>SD</i>
Age	253		20.56	1.37	5		21.40	.89
Gender	253				5			
Female	163	64.4			4	80.0		
Male	90	35.6			1	20.0		
New Relationship								
Yes	85	33.6			1	20.0		
No	168	66.4			4	80.0		
Importance of Finished Relationship								
Not important	10	4.0						
A bit important	22	8.7			1	20.0		
Important	60	23.7			1	20.0		
Quite important	78	30.8			3	60.0		
Very important	83	32.8						
Initiator Status	253				5			
Initiator	99	39.1			1	20.0		
Non-initiator	78	30.8			3	60.0		
Shared decision	47	18.6			1	20.0		
Environmental Factors	29	11.5						
Adjustment Score			253.0	53.38			185.6	11.6
Self-Compassion Score			78.73	17.84			97.8	15.1
Forgiveness Score			107.6	21.00			115.4	15.8
Gratitude Score			25.22	6.50			32.0	2.9
Total Schema Score			249.0	53.87			192.6	39.4

2.4.4. Data Analysis

In thematic analysis, researcher becomes an active agent of analytic process rather than passively giving voice to participants' accounts (Fine, 2002; Braun, & Clarke, 2006). This active involvement occurs through interpretations while generating codes and themes. In this study, the analytic process was based on Braun and Clarke's (2006) thematic analysis procedure. After audio-recorded data was transcribed, the first researcher (Fırıncı) starts with the first stage of Braun and Clarke's procedure. The aim of this first step was to make researcher familiar with the data. This familiarization actually starts with conducting interviews and writing the transcripts before starting data analysis. In the analysis section, the researcher repeatedly read and re-read the transcripts and wrote some analytic and reflexive observations (Braun & Clarke, 2006). In the second step, data transformed to initial codes (i.e., both semantic and latent codes) which refers to reduction of data. After that researcher moved on with the third step by searching for larger and representative themes. In this stage, codes which did not represent accounts of most participants were excluded from further analysis. In the fourth stage, themes were checked based on representativeness and fitting of the data. Then, in the fifth stage, the themes were described and named based on the codes they were assigned. In the final stage, themes were organized and described to ease interpretation of data. This final stage, in fact, completed when the conclusion and discussion parts of this thesis were written. Yet, the process was not a linear one. Research team went back and forth across those stages as Braun and Clarke's (2006) suggested. Additionally, all stages were collaboratively performed by the research team. After the first researcher (Fırıncı) completed each step, the thesis advisor (Ar-Karci) gave feedbacks regarding coding and conceptualization.

2.4.5. Reflexivity

Since researchers are active agents of the analytic process in qualitative methods, it is impossible to comprehend data without being aware of the researcher's impact. A researcher's influence on analytic process might result in both advantages (i.e., insider position increasing familiarity) and disadvantages (i.e. imposing own biases on subjects' accounts) (Berger, 2013; Drake, 2010; Saunders et al, 2009). Thus, reflexivity has been increasingly recognized as a crucial trustworthiness strategy to provide insight about those impacts (Gilgun, 2010; Horsburgh, 2003; Mann, 2016; Longhofer, & Floersch, 2012). In that regard, the first

researcher (Firinci) provided background information regarding her position about the topic of the current thesis:

“I am (Firinci) a 25 years old female psychologist and continuing my graduate education in Developmental Focused Clinical Child and Adolescent Psychology Master Program at TEDU. I not only had experienced a few breakups in my personal life and but also witnessed break up processes of my very best friends throughout my university years in İstanbul. Since we had really deep relations with my friends, I was directly involved into a lot of breakup adjustment process. In the meanwhile, I realized all of us experienced breakup process both in common and unique ways. Our attributions, the roles we have assigned to ourselves, emotional needs and lengths of adaptation depended on many internal and external factors. In fact, this personal awareness might have initiated my academic interest in break up adjustment process of university students. Still, the most important trigger of this interest was the breakup process I had experienced while I was preparing for my thesis proposal. I had a long-term relationship which I felt highly committed. In contrast to my personal experiences at university, I was feeling compassionate towards both myself and my ex-partner. I was grateful to my ending relationship and my ex-boyfriend for everything he had brought me and all the good things that we shared. Yet, I was unaware of the impacts of those feelings on my adjustment process, until I had a conversation with my thesis advisor (Ar- Karcı). When she asked my opinion about working on this topic, breakup adjustment became a professional interest to me.

I think that all of my personal experiences of breakup provided me an insider perspective while conducting interviews and analyzing data. I believe it gave me a deeper understanding of participants’ conflictual experiences and this insight motivated me more for studying breakup adjustment which is an important life event for young individuals. Still, my personal interest might have also imposed too much involvement which might have increased my vulnerability to biases.”

CHAPTER 3

RESULTS

3.1. Study 1: The Quantitative Study

In this part, results of exploratory factor analysis, descriptive statistics, correlations and tests of mediation models were given.

3.1.1. Exploratory Factor Analysis for Young Schema Questionnaire – Short Form 3 (YSQ-SF3)

Many revisions have been made on the factor structure of YSQ-SF3. Since there is still not a consensus on the number of schema domains (Oei, & Baranoff, 2007; Sarıtaş, & Gençöz, 2011; Soygüt, Karaosmanoğlu & Cakir, 2009), Exploratory Factor Analysis (EFA) was initially performed both for five and three schema domain structure prior to conducting main statistical analysis. Accordingly, 3-factor schema domain structure was chosen for the current data since this model explained greater variance and more schemas loaded under relevant domains.

To determine whether three higher order factor structure was more appropriate for the current data, 18 early maladaptive schemas were introduced into EFA and the results were checked with three domain model suggested by Sarıtaş and Gençöz (2011). Results were interpreted through using Varimax orthogonal rotation. Accordingly, all factors together accounted for 51.89 % of the total variance with eigenvalues of 33.71, 9.99, and 8.18 respectively. As it can be seen in Table 3, five of the 18 schemas cross-loaded on more than one factor. “Abandonment” and “Vulnerability to Harm” schemas loaded both on factor 1 (factor loadings were .61, .57) and factor 2 (factor loadings were .36, .45). Considering greater loading value and theoretical relevance of the schemas with the corresponding domain (Young,

1999; Sarıtaş, & Gençöz, 2011), these schemas were kept under the first factor (Impaired Autonomy/Other Directedness Schema Domain). Although, Pessimism schema too loaded both on factor 1 (with a factor loading of .47) and factor 2 (with a factor loading of .58), this schema remained under the second factor (Impaired Limits/Exaggerated Standards schema domain) since greater loading value and theoretical relevance with the second factor (Sarıtaş, & Gençöz, 2011; Young, 1999). Defectiveness/Shame schema loaded both on factor 1 (with a factor loading of .46) and factor 3 (with a factor loading of .72). This schema was kept under the third factor (Impaired Limits/Exaggerated Standards schema domain) due to greater loading value and theoretical relevance with factor 3 (Young, 1999; Sarıtaş, & Gençöz, 2011). Finally, Mistrust/ Abuse schema loaded on all three factors. As the loading difference was not significant across three factors, this schema was not kept under any factors.

Eventually, Subjugation, Dependency/Incompetence, Failure, Abandonment, Vulnerability to Harm, and Enmeshment schemas were classified under the “Impaired Autonomy-Other Directedness” domain; Entitlement, Unrelenting Standards, Approval Seeking, Pessimism, Insufficient Self-control, Punitiveness, and Self-Sacrifice schemas were classified under “Impaired Limits-Exaggerated Standards” domain; Social Isolation, Emotional Deprivation, Defectiveness/ Shame, and Emotional Inhibition schemas were clustered under “Disconnection- Rejection” domain. Accordingly, 15 schemas matched with the three factor model in this analysis (see Table 3).

3.1.2 Descriptive Statistics for the Study Variables

Means, SDs and minimum-maximum score ranges were calculated in order to investigate descriptive features of the study variables (i.e. Total EMS, ILES, DR, IAOD, Total Forgiveness, Self-Compassion, Gratitude and FDAS). Table 4 provides detailed information about descriptive characteristics of the study variables.

Table 3: Rotated Component Matrix for YSQ-SF3

	Components		
	1 Impaired Autonomy/Other Directedness	2 Impaired Limits/Exaggerated Standards	3 Disconnection/Rejection
Subjugation	,796		
Dependency/Incompetence	,759		
Failure	,652		
Abandonment	,608	,358	
Vulnerability to Harm	,569	,446	
Enmeshed	,494		
Entitlement		,723	
Unrelenting Standards		,675	
Approval Seeking		,632	
Pessimism	,474	,577	
Insufficient Self-control		,539	
Mistrust/Abuse	,338	,518	,410
Punitiveness		,452	
Self-Sacrifice		,406	
Social Isolation			,799
Emotional Deprivation			,791
Defectiveness/ Shame	,456		,718
Emotional Inhibition			,626

Table 4 Descriptive Characteristics of Study Variables

	N	M	SD	Minimum	Maximum	Cronbach's alpha
<i>Young Schema Questionnaire</i>						
Total YSQ-SF3	253	249.07	53.88	110	430	.94
ILES	253	99.30	19.84	41	166	.84
DR	253	74.84	24.41	33	162	.91
IAOD	253	74.94	19.64	34	138	.86
Forgiveness	251	107.61	21.01	35	153	.94
Self-Compassion	251	78.73	17.84	36	121	.93
Gratitude	251	25.23	6.50	6	35	.83
totalFDAS	247	253.01	53.39	147	402	.95

*ILES= Impaired Limits-Exaggerated Standards Domain, DR = Disconnection-Rejection Domain, IAOD= Impaired Autonomy-Other Directedness Domain

3.1.3 Correlations among Study Variables

Pearson correlation analyses were performed to examine bivariate associations among study variables (see Table 5). As can be seen from Table 5, the main outcome variable, break up adjustment (FDAS) had significant associations with situational factors. Particularly, FDAS (i.e. poor adjustment) was positively associated with importance of relationship ($r = .37, p < .01$), initiator status ($r = .18, p < .01$), and greater relationship duration ($r = .15, p < .05$) while it was had negative associations with breakup duration ($r = -.16, p < .05$), hope for reunion ($r = -.33, p < .01$), eager to breakup ($r = -.29, p < .01$) and age ($r = -.21, p < .01$).

Regarding the correlations between individual characteristics and FDAS, results showed that FDAS was significantly associated with total schema scores ($r = .54, p < .01$), self-compassion scores ($r = -.54, p < .01$) and gratitude scores ($r = -.42, p < .01$). By contrast, there wasn't a significant correlation between FDAS and forgiveness, in contrast to expectations.

When correlations among total schema scores, self-compassion, and gratitude were examined, findings indicated that total schema scores were significantly and negatively associated both with self-compassion ($r = -.59, p < .01$) and gratitude scores ($r = -.38, p < .01$). Further, a significant positive correlation was found between self-compassion and gratitude scores ($r = .45, p < .01$).

Table 5: Correlations Among the Variables

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.Gender (females vs. males)	1.36	0.48														
2.Age	16.28	0.81														
3.Importance of relationship	3.80	1.11	-.15*	-.09	-											
4.Initiator status	2.02	1.01	.01	-.06	.09	-										
5.Eager to breakup	1.96	.95	.02	.08	-.37**	-.28**	-									
6.Past relationship duration	17.89	17.25	.05	.09	.28**	.01	.05	-								
7.Breakup duration	10.88	9.94	.04	.14*	-.07	-.07	-.01	.01	-							
8.Hope for reunion	1.78	0.42	-.04	.02	-.25**	-.15*	.15*	-.21	-.01	-						
9.New romantic relationship	1.66	0.47	.13*	-.15*	.28**	.16**	-.26**	.00	-.28**	-.02	-					
10.Young Schema Total	249.07	53.87	.03	-.11	.00	.03	-.08	.01	.05	-.09	-.01	-				
11.Forgiveness	107.61	21.01	-.01	.00	.12	.10	-.05	.01	-.12	.07	.12	-.21**	-			
12.Self-compassion	78.73	17.84	.05	.09	-.08	.02	.05	-.03	-.05	.09	.03	-.59**	-.23**	-		
13.Gratitude	25.23	6.50	-.10	.09	-.02	-.05	.09	-.12	.01	.14*	-.07	-.38**	.27**	.45**	-	
14.Breakup Adjustment	253.01	53.39	-.04	-.21**	.37**	.18**	-.29**	.15*	-.16*	-.33**	.31**	.54**	-.05	-.54**	-.42**	-

* $p < .05$ / ** $p < .01$ Note. Breakup Adjustment was measured with FDAS (Higher scores indicated poorer adjustment)

3.1.4. Tests of Mediation

In the current thesis, mediation analyses were conducted by using bootstrapping method to determine indirect effects (Preacher & Hayes, 2008). Bootstrapping is superior to other methods of mediation analyses since it decreases the Type I error risk, and also provides greater statistical power (Preacher & Hayes, 2008). Besides, it allows to test impacts of multiple mediators without necessitating significant associations between independent variables (IV) and mediators (M) and mediators and dependent variable (DV). Specifically, Hayes's (2013) procedure of Model 4 was used to conduct the mediation analyses.

Four separate mediational analysis were performed to investigate mediating roles of positive attributes (e.g. self-compassion, forgiveness and gratitude) on the schema scores and adjustment to break up. These mediation analyses were conducted separately for total schema scores and each schema domain (i.e. Impaired Limits-Exaggerated Standards Domain, Disconnection-Rejection Domain, and Impaired Autonomy-Other Directedness Domain). In these regression analyses, 5000 resamples were used in to identify indirect effects of early maladaptive schemas on adjustment to breakup through self-compassion, forgiveness and gratitude with a 95% confidence interval.

3.1.4.1. Mediator Roles of Self-Compassion, Gratitude and Forgiveness on the Relation between Total Schema Scores and Break up Adjustment

After controlling for covariates (i.e. age, relationship duration, breakup duration, initiator status and importance of relationship), total schema scores were significantly associated with both self-compassion ($a_1 = -.20$, $SE = .02$, $p < .001$), gratitude ($a_2 = -.04$, $SE = .01$, $p < .001$) and forgiveness scores ($a_3 = -.07$, $SE = .02$, $p < .01$). That is, individuals with higher EMS scores in total were more likely to have lower levels of self-compassion, gratitude and forgiveness. Moreover, both self-compassion ($b_1 = -.79$, $SE = .17$, $p < .001$) and gratitude ($b_2 = -1.4$, $SE = .42$, $p < .001$) had direct negative effects on break-up adjustment scores. Yet,

forgiveness had no direct effect on break-up adjustment scores. Accordingly, individuals with lower levels of self-compassion and gratitude had a tendency to have lower levels of breakup adjustment. Finally, a significant association was also found between total schema scores and relationship breakup adjustment scores ($c = .53$, $SE = .05$, $p < .001$). Moreover, this effect significantly decreased when the mediator variables (i.e. self-compassion and gratitude, forgiveness) were included to the analysis ($c_1 = .32$, $SE = .06$, $p < .001$). A significant indirect association between total EMS and break up adjustment scores was found through both self-compassion ($a_1 \times b_1 = .16$, $SE = .04$, 95% CI [.08, .23] and gratitude $a_2 \times b_2 = .06$, $SE = .02$, 95% CI [.02, .10]. But significant indirect association between total EMS and break up adjustment scores was not found through forgiveness ($a_3 \times b_3 = -.01$, $SE = .01$, 95% CI [-.03, .01]. Accordingly, self-compassion and gratitude together mediated the relationship between total EMS scores and break up adjustment scores. That is, higher EMS scores in general predicted lower levels of self-compassion and gratitude, which in turn was associated with lower break up adjustment scores (Note: Higher scores on FDAS represented lower break up adjustment scores). All in all, the proposed model was significant [$F(6, 237) = 35.31$, $p < .001$] meaning that 55 % of variance in break up adjustment scores can be explained by total EMS scores through self-compassion, gratitude and forgiveness.

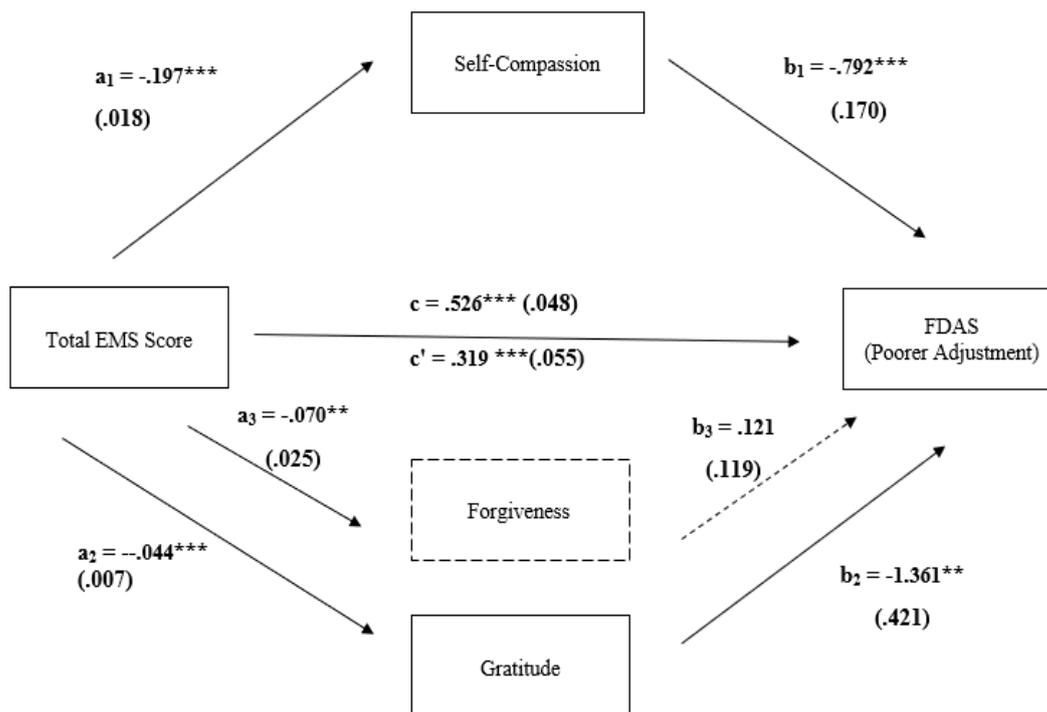


Figure 4: Multiple Mediation Model of the Relationship between Total Early Maladaptive Schema Scores and Break up Adjustment

Note. Presented values are unstandardized regression coefficients. Standard errors are given below or next to the related path coefficient in parentheses. All covariates (*Relationship Duration, Breakup Duration, Initiator Status, and Importance of Relationship*) were controlled during this analysis.

* $p < .05$, ** $p < .01$, *** $p < .001$.

3.1.4.2. Mediator Roles of Self-Compassion, Gratitude and Forgiveness on the Relation between Impaired Limits-Exaggerated Standards Schema Domain and Break up Adjustment

After controlling for covariates (i.e. age, relationship duration, breakup duration, initiator status and importance of relationship), Impaired Limits-Exaggerated Standards schema domain scores were significantly and negatively associated with both self-compassion, ($a_1 = -.34$, $SE = .06$, $p < .001$) gratitude ($a_2 = -.05$, $SE = .02$, $p < .05$) and forgiveness scores ($a_3 = -.25$, $SE = .07$, $p < .001$). That is, individuals having higher scores from Impaired Limits-Exaggerated Standards domain were more likely to have lower levels of self-compassion, gratitude and forgiveness. Moreover, both self-compassion ($b_1 = -1.12$, $SE = .16$, $p < .001$) and gratitude ($b_2 = -1.75$, $SE = .44$, $p < .001$) had direct negative effects on break-up adjustment

scores. Yet, forgiveness had no direct effect on break-up adjustment scores. Accordingly, individuals with lower levels of self-compassion and gratitude had a tendency to have lower levels of relationship adjustment scores. Finally, a significant association was also found between Impaired Limits-Exaggerated Standards domain and relationship breakup adjustment ($c = .83, SE = .15, p < .001$). Moreover, this effect significantly decreased when the mediator variables (i.e. self-compassion and gratitude, forgiveness) were included to the analysis ($c_1 = .41, SE = .14, p < .01$). A significant indirect association between Impaired Limits-Exaggerated Standards schema domain and break up adjustment scores was found through both self-compassion ($a_1 \times b_1 = .38, SE = .08, 95\% \text{ CI } [.23, .55]$) and gratitude ($a_2 \times b_2 = .09, SE = .05, 95\% \text{ CI } [.001, .20]$). However, significant indirect association between Impaired Limits-Exaggerated Standards schema domain and break up adjustment scores was not found through forgiveness ($a_3 \times b_3 = -.04, SE = .04, 95\% \text{ CI } [-.13, .04]$). Accordingly, self-compassion and gratitude together mediated the relationship between Impaired Limits-Exaggerated Standards schema domain and break up adjustment scores. That is, higher Impaired Limits-Exaggerated Standards schema domain scores predicted lower levels of self-compassion and gratitude, which in turn was associated with lower break up adjustment scores (Note: Higher scores on FDAS represented lower break up adjustment scores). All in all, the proposed model was significant [$F(6, 237) = 16.88, p < .001$] meaning that 51 % of variance in break up adjustment scores can be explained by Impaired Limits-Exaggerated Standards scores through self-compassion and gratitude.

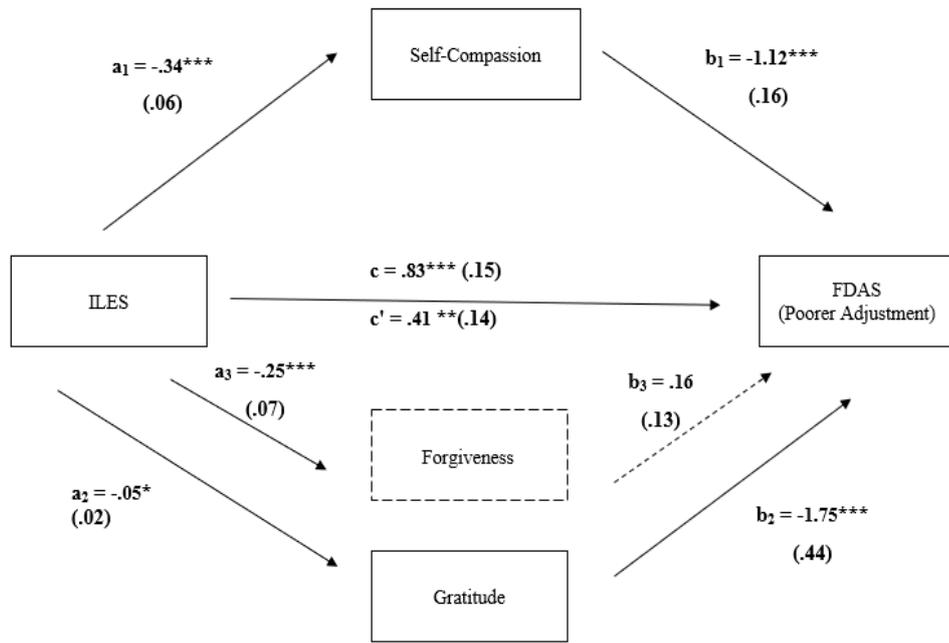


Figure 5: Multiple Mediation Model of the Relationship between ILES Scores and Break up Adjustment

Note. ILES= Impaired Limits-Exaggerated Standards Domain

Presented values are unstandardized regression coefficients Standard errors are given below or next to the related path coefficient in parentheses. All covariates (Relationship Duration, Breakup Duration, Initiator Status, and Importance of Relationship) were controlled during this analysis.

* $p < .05$, ** $p < .01$, *** $p < .001$.

3.1.4.3. Mediator Roles of Self-Compassion, Gratitude and Forgiveness on the Relation between Disconnection-Rejection Schema Domain and Break up Adjustment

After controlling for covariates (i.e. age, relationship duration, breakup duration, initiator status and importance of relationship), Disconnection-Rejection schema domain scores were significantly and negatively associated with both self-compassion, ($a_1 = -.45$, $SE = .04$, $p < .001$)gratitude ($a_2 = -.13$, $SE = .02$, $p < .001$) and forgiveness scores($a_3 = -.19$, $SE = .05$, $p < .001$).That is, individuals having higher scores from Disconnection-Rejection schema domain were more likely to have lower levels of self-compassion, gratitude and forgiveness. Moreover, both self-compassion ($b_1 = -.90$, $SE = .17$, $p < .001$) and gratitude ($b_2 = -1.08$, $SE = .45$, $p < .05$) had direct negative effects on break-up adjustment scores. But, forgiveness ($b_3 = .13$, $SE = .12$, $p = .303$) had no direct effect on break-up adjustment scores. Accordingly, individuals with lower levels of self-compassion and gratitude had a tendency to have poorer break up

adjustment. Finally, a significant association was also found between Disconnection-Rejection schema domain and relationship breakup adjustment ($c = 1.13, SE = .11, p < .001$). Moreover, this effect significantly decreased when the mediator variables (i.e. self-compassion and gratitude) were included to the analysis ($c_1 = .60, SE = .13, p < .001$). A significant indirect association between Disconnection-Rejection schema domain and break up adjustment scores was found through both self-compassion ($a_1 \times b_1 = .40, SE = .09, 95\% \text{ CI } [.24, .59]$) and gratitude ($a_2 \times b_2 = .14, SE = .06, 95\% \text{ CI } [.04, .25]$). Yet, significant indirect association between Disconnection-Rejection schema domain and break up adjustment scores was not found through forgiveness ($a_3 \times b_3 = -.02, SE = .03, 95\% \text{ CI } [-.09, .03]$). Accordingly, self-compassion and gratitude together mediated the relationship between Disconnection-Rejection schema domain and break up adjustment scores. That is, higher scores from Disconnection-Rejection schema domain predicted lower levels of self-compassion and gratitude, which in turn was associated with poorer dissolution adjustment scores (Note: Higher scores on FDAS represented lower break up adjustment scores). All in all, the proposed model was significant [$F(6, 237) = 33.13, p < .001$] meaning that 53 % of variance in break up adjustment scores can be explained by Disconnection-Rejection schema domain scores through self-compassion and gratitude.

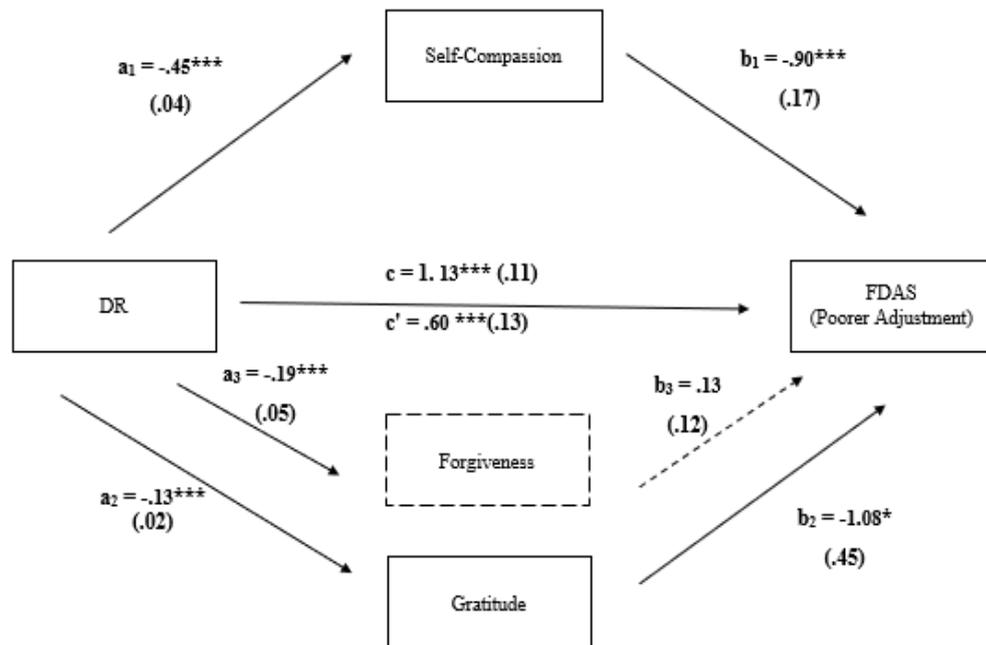


Figure 6: Multiple Mediation Model of the Relationship between DR Scores and Break up Adjustment
 Note. DR= Disconnection-Rejection Domain
 Presented values are unstandardized regression coefficients Standard errors are given below or next to the related path coefficient in parentheses. All covariates (*Relationship Duration, Breakup Duration, Initiator Status, and Importance of Relationship*) were controlled during this analysis.
 * $p < .05$, ** $p < .01$, *** $p < .001$.

3.1.4.4. Mediator Roles of Self-Compassion, Gratitude and Forgiveness on the Relation between Impaired Autonomy-Other Directedness Schema Domain and Break up Adjustment

After controlling for covariates (i.e. age, relationship duration, breakup duration, initiator status and importance of relationship), Impaired Autonomy-Other Directedness schema domain scores were significantly and negatively associated with both self-compassion ($a_1 = -.43$, $SE = .05$, $p < .001$) and gratitude scores ($a_2 = -.08$, $SE = .02$, $p < .001$) but was not associated with forgiveness ($a_3 = -.03$, $SE = .07$, $p = .713$). That is, individuals having higher scores from Impaired Autonomy-Other Directedness schema domain were more likely to have lower levels of self-compassion and gratitude. Moreover, both self-compassion ($b_1 = -.85$, $SE = .16$, $p < .001$) and gratitude ($b_2 = -1.53$, $SE = .41$, $p < .001$) had direct negative effects on break-up adjustment scores. Yet, forgiveness ($b_3 = -.02$, $SE = .12$, $p = .850$) had no direct effect

on break-up adjustment scores Accordingly, individuals with lower levels of self-compassion and gratitude had a tendency to have poorer break up adjustment. Finally, a significant association was also found between Impaired Autonomy-Other Directedness schema domain and breakup adjustment ($c = 1.33, SE = .14, p < .001$). Moreover, this effect significantly decreased when the mediator variables (i.e. self-compassion and gratitude) were included to the analysis ($c_1 = .85, SE = .14, p < .001$). A significant indirect association between Impaired Autonomy-Other Directedness schema domain and break up adjustment scores was found through both self-compassion ($a_1 \times b_1 = .36, SE = .09, 95\% \text{ CI } [.21, .54]$) and gratitude ($a_2 \times b_2 = .12, SE = .05, 95\% \text{ CI } [.04, .22]$). However, significant indirect association between Impaired Autonomy-Other Directedness schema domain and break up adjustment scores was not found through forgiveness ($a_3 \times b_3 = -.001, SE = .01, 95\% \text{ CI } [-.03, .02]$). Accordingly, self-compassion and gratitude together mediated the relationship between Impaired Autonomy-Other Directedness schema domain and break up adjustment scores. That is, higher scores from Impaired Autonomy-Other Directedness schema domain predicted lower levels of self-compassion and gratitude, which in turn was associated with poorer dissolution adjustment scores (Note: Higher scores on FDAS represented lower break up adjustment scores). All in all, the proposed model was significant [$F(6, 237) = 30.40, p < .001$] meaning that 56 % of variance in break up adjustment scores can be explained by from Impaired Autonomy-Other Directedness schema domain scores through self-compassion and gratitude.

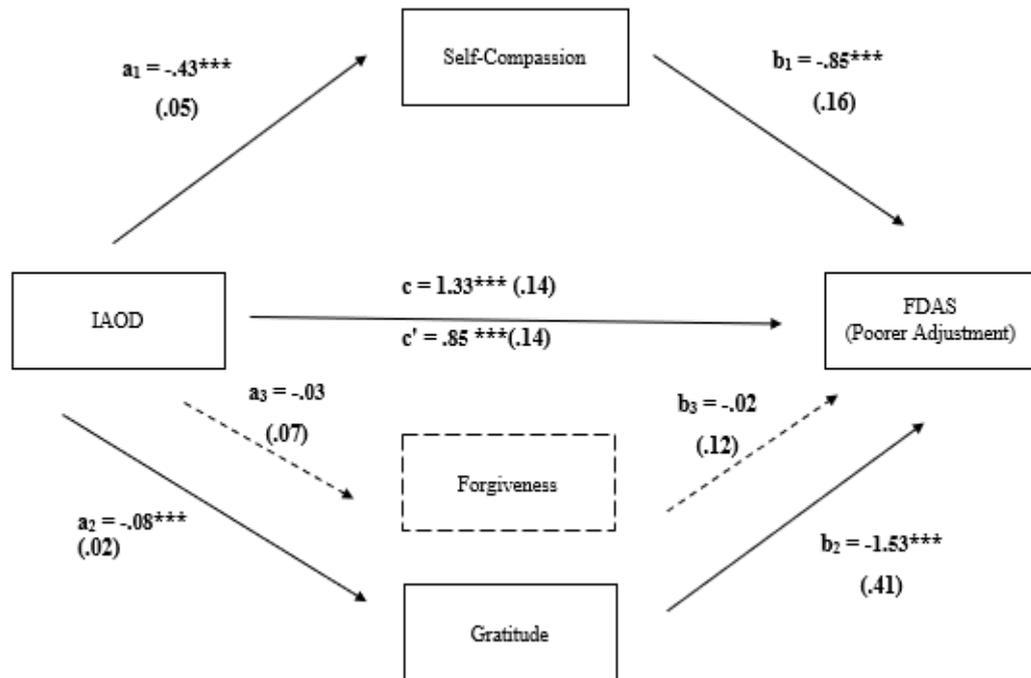


Figure 7: Multiple Mediation Model of the Relationship between IAOD Scores and Break up Adjustment
 Note. IAOD= Impaired Autonomy-Other Directedness Domain
 Presented values are unstandardized regression coefficients Standard errors are given below or next to the related path coefficient in parentheses. All covariates (Relationship Duration, Breakup Duration, Initiator Status, and Importance of Relationship) were controlled during this analysis.
 * $p < .05$, ** $p < .01$, *** $p < .001$.

3.2. Study 2: The Qualitative Study

In this part themes of self-compassion, gratitude and forgiveness were be given respectively.

3.2.1. Themes of Self-Compassion

Three recurrent themes emerged through Thematic Analysis of five participants. These themes were (1) self-compassion strengthening self-value of the affected partner, (2) self-compassion as a necessary but difficult to implement coping strategy, and (3) self-compassion increasing focus on oneself. Quotations from participants' accounts were cited for each theme in order to increase trustworthiness of results.

Table 6 Summary of the Superordinate Themes and Sub-Categories of Self-compassion

Themes and Subthemes in the Self-Compassion	
Theme 1: Self-Compassion Strengthening Self-Value of the Affected Partner	1a. Self-Compassion as a process decreasing emotional vulnerability
	1b. Self-Compassion as a booster of self-acceptance and self-forgiveness
Theme 2: Self-Compassion as a Functional	but Difficult-to-Implement Coping Strategy
Theme 3: Self-Compassion Increasing Focus on Oneself	3a. Self-Compassion increasing attention to one's own emotional needs
	3b. Self-Compassion providing mental distance from the ended relationship

3.2.1.1. Self-Compassion Strengthening Self-Value of the Affected Partner

All participants, without exception, indicated self-compassion helped them in one way or another after relational breakup. Participants' accounts mainly focused on two key areas, which formed two main subthemes. These sub-themes were (1) Self-compassion as a process decreasing emotional vulnerability and (2) Self-compassion as a booster of self-acceptance and self-forgiveness, respectively.

3.2.1.1.1. Self-Compassion as a Process Decreasing Emotional Vulnerability

After relationship breakup, all interviewed participants either criticized themselves for their own mistakes or ruminated about the separation process. Yet, self-compassion protected them from the negative impacts of these dysfunctional coping strategies (i.e. rumination, self-criticism). Particularly, participants believed that self-compassion rescued them from debilitating breakup process and provided emotional comfort in times of stress. In addition, self-compassion was described as a functional emotion regulator by our participants. They believed self-compassion removed their self-defeating emotions (e.g. depression, loneliness) and channelized their attention into more functional psychological states. In other words, self-

compassion seemed to decrease psychological vulnerability in the face up breakup, which was operated through enhancing more functional emotions. To illustrate, Hakan expressed that self-compassion protected him from being psychologically vulnerable in this adaptation process as follows:

Because, as I said, if you are not compassionate towards yourself, maybe this can turn into depression or psychological disorders in the end. But when you are self-compassionate, going through this process becomes easier. This has protected me in those bad days, protected me from a psychological collapse.

Similarly, Gizem who experienced self-compassion “as a ritual” to alleviate depressive symptoms described her process as follows:

This is something I have been doing since my childhood. I ride on a swing, I am now 21 years-old, but I still sometimes ride on a swing (laughing). For example, sometimes my mood is really low, I talk to myself, I forgive myself, then listen to joyful music and try to cheer myself up. I think, then I forgive myself, and after reaching a good conclusion, I listen to more cheerful music and raise my morale up, and I get off that swing happily. You know, I don't feel lonely, like I'm leaving my loneliness and getting off that swing.

In addition, self-compassion also prepared participants for the possible future unfortunate events and improved their self-confidence in their coping abilities. In other words, participants realized “how strong they were” with implementing self-compassion as a coping strategy throughout the breakup process. For example, Gizem explained her process as follows:

I have been always aware that I am a strong person, but after finding this method (referring to self-compassion), I am feeling much stronger, as I see I am getting over it by myself. If I had my family and friends by my side all the time, I might be happy because they are with me but I wouldn't have felt that strong. I would have expressed my gratitude towards them but I wouldn't have felt that strong. Now, when I make mistakes, when I'm upset, I have a weapon of my own that I can defend myself.

3.2.1.1.2. Self-Compassion as a Booster of Self- Acceptance and Self-Forgiveness

Participants also expressed that self-compassion helped them accept ‘what they could and couldn't do’ for the past relationship as a whole. Besides, it seemed to enhance self-forgiveness and self-kindness among participants, which, in turn, decreased self-directed negative emotions like anger, guilt and sadness. Particularly, affected partners talked about the need to accept who they were and what they have experienced as an extension of meaning-making process. To illustrate, Seda explained the protective function of self-compassion as follows:

Since especially, I was not the one who wanted to breakup, he did this (referring to breakup) without any agenda in his mind. But if I did not know being self-compassionate, if I was the 'old me', I would think 'what I have done wrong?, I wish I hadn't said that?' I mean, I feel like it would be harder for me to accept it. But, because this breakup thing happened to me at a time when I have developed compassion towards myself, I am able to say that 'Yes, I certainly might have been wrong at some points, but I was not alone, this was a relationship, it was reciprocal. Now it is over, there is nothing to do anymore, I cannot go back in time and change the past.' So, at that point, I definitely think it (referring to self-compassion) is helping.

3.2.1.2. Self-Compassion as a Functional but Difficult-to-Implement Coping Strategy

Participants referred self-compassion as a "functional" and "learnable" attribute that should be displayed more frequently both in breakup process and in daily life. Nevertheless, affected partners highlighted that practicing self-compassion was not an easy task since it required certain external and psychological conditions. For example, "intense depressive feelings", "being critical towards oneself" and "feelings of being out of control" were amongst conditions that might hinder the process of displaying compassion towards oneself. Accordingly, developing self-compassion was a gradual process and did not follow a linear path. To illustrate, Derya who was not able to exercise self-compassion immediately after the breakup explained her situation as follows:

I was like a tyrant about this issue. I mean, I didn't have any compassion towards myself when I was really down. I left myself in pain sometimes. I lived my pain to the point where there was no more pain to suffer. Then, I felt relieved. After that, I have tried to soothe myself reminding that 'you were that good'.... I don't remember exactly right now, but in fact, I have been in between these two opposing sides during one year.

Similarly, Seda, who learned being self-compassionate prior to the breakup decision stated that:

It was difficult to exercise self-compassion because generally I am a criticizing person both towards myself and to the outsiders. So, I don't know, from my experiences I definitely think more like that 'Okay, I did that, yeah, there's nothing I can do about it right now, I can't change the past. That's what I was thinking while doing it, and that could justify it, yeah.' Instead of thinking like 'I have done it this way, but shouldn't I? Or was it supposed to be like that? Oh, I wish I hadn't done it that way. Why did I do that?' I think it was quite helpful. For example, if I didn't know to be compassionate towards myself, I don't think I could be able to go through this separation so easily.

3.2.1.3. Self-Compassion Increasing Focus on Oneself

Affected partners stated various personal benefits of being self-compassionate throughout breakup adjustments. Their accounts mainly centered on two subthemes which were

(1) Self-Compassion Increasing Attention to One's Own Emotional Needs, (2) Self-Compassion Providing Mental Distance from the Ended Relationship, respectively.

3.2.1.3.1. Self-Compassion Increasing Attention to One's Own Emotional Needs

Self-compassion seems to enhance awareness about one's own emotional needs throughout the breakup process. In other words, affected partners gained insight about their own psychological needs rather than dwelling on the problematic aspects of the ended relationship. They also did not force themselves to function better. Instead, they just listened their emotional needs and tried to find ways to satisfy those needs. This enhanced awareness was usually associated with targeted actions aiming to fulfill psychological needs of the interviewed participants. Besides, our participants realized that "self-compassion was a humanly need" which should be satisfied by the person him/herself. For example, Seda explained that:

In general, I am trying to value myself more or something like... I might be feeling really bad right now because I have separated from the person I love so much, but this is a very normal feeling, I remind myself. I try to give myself some time. If I just want to sleep right now, I'll let myself sleep. If I just want to read books rather than studying, I'll let myself read books. If I'm upset, okay I'll take a break. I mean, I try to give myself some time about this subject (referring to breakup adjustment) rather dictating to myself 'you shouldn't feel sad, you should move on'.

Similarly, Hakan exemplified that:

Imagine, you just have ended your relationship and you don't have life energy, you're upset; what do you do? You do not go out, do nothing at home, you sleep constantly. But if you're self-compassionate, you move on to normal life: maybe you're making new hobbies, you're starting to walk around, you're making new friends, and that's the concrete things you do for your own needs.

3.2.1.3.2. Self-Compassion Providing Mental Distance from the Ended Relationship

According to the affected partners' accounts, self-compassion provided the necessary mental distance both from the ex-partner and ended relationship. This mental distance was usually stated as a necessary step for a healthy separation during breakup process. Accordingly, partners started to question the benefits and costs of the past relationship, and came up with more objective evaluations which seems to facilitate letting go of the unfinished businesses. For example, Buse explained that:

I decided it was not the end of the world. I mean, to this day he was the most special person in my life, maybe tomorrow it would be someone else. You know, sometimes, while with him, you think that you cannot be happier. But still there are some points that you ignored so far. Imagine that he is a very angry person, you become actually aware of this. But you say to yourself, 'no I love him, and I can ignore it'. But then someone else might come and you see

that you can be happy with him too. You know I should say that, in this process (referring experience of self-compassion), I learned not to over-dramatize things in the mind.

3.2.2. Themes of Gratitude

Two recurrent themes regarding gratitude emerged through Thematic Analysis of five participants. These themes were (1) gratitude bringing resolution after romantic breakup, and (2) feelings of excessive gratitude bringing vulnerability. Quotations from participants' accounts were cited for each subtheme in order to increase transparency of the results.

Table 7 Summary of the Superordinate Themes and Sub-Categories of Self-compassion

Themes and Subthemes in the Gratitude	
Theme 1: Gratitude Bringing Resolution after Romantic Breakup	1a. Gratitude as a self-helper
	1b. Gratitude as a tool reframing and appreciating the ended relationship
Theme 2: Feelings of Excessive Gratitude Bringing Vulnerability	2a. Feeling grateful as a consequence of feeling indebted to ex-partner
	2b. Feeling grateful complicating letting go

3.2.2.1. Gratitude Bringing Resolution after Romantic Breakup

According to participants' accounts, feelings of gratitude generally facilitated acceptance of the separation process and helped affected partners feel more comfortable through use of functional coping strategies. Besides, it seems to alleviate feelings of "being hurt" and "sadness" after the breakup. Expressions focused around two key areas, which were (1) Gratitude as a self-helper, and (2) Gratitude as a tool reframing and appreciating the ended relationship, respectively.

3.2.2.1.1. Gratitude as a Self-Helper

Gratitude served to ease separation pain particularly through reducing anger and recognizing silver linings of breakup process. Participants felt much more at peace as long as they felt

gratitude since this process enhanced acceptance of the unchangeable events like a romantic separation. For example, Hakan explained this situation as follows:

Anyway, if you perceive the events that happen to you as a life experience and learn the lessons you need know; instead of blaming the fate and thinking like ‘why these things are always happening to me’. In fact, this feeling is associated with gratitude. It is like ‘Thanks God! I have lived so that I learned these things.

It was particularly difficult for non-initiators to adjust to the breakup process since they usually did not have control over breakup decision. Still, gratitude seems to accelerate adjustment to breakup decision for non-initiators and prevented never-ending negative feelings towards ex-partner. Hence, non-initiators usually went through a smooth breakup period as they did not feel anger, hatred and revenge against their ex-partners. For example, a non-initiator, Seda, expressed how feeling gratitude to past relationship helped her overcome post breakup obstacles as follows:

Looking back, I can say ‘We actually experienced a lot of nice things together, yeah, okay, this is enough for me. And you know, I got into ‘I am happy with knowing that we did this’ kind of mode. As I said during that breakup period, after that awareness, I feel I’m getting over this breakup now. I can move on. I don’t ruminate about him like ‘what will happen, this will not happen again’ and so, or something like that. I’m certainly feeling grateful at this point, yes. I’m grateful to the things he did for me, I can appreciate the things he did for me, I’m grateful for him. But on the other hand, I definitely don’t hate him for leaving me and doing what he was supposed to do.

3.2.2.1.2. Gratitude as a Tool Reframing and Appreciating the Ended Relationship

Affected partners stated that gratitude allowed them to reinterpret the ended relationship by employing a new perspective. Particularly, feelings of gratitude eased perception of refined skills that partners gained throughout their romantic involvement. That is, participants who expressed their gratitude for the relationship and ex-partner were much more likely to be aware of the interpersonal skills they had developed throughout the ended relationship. To exemplify, Hakan who felt gratitude toward his ex-partner expressed that:

For example, I learned a lot in romantic relationships, particularly in this relationship, anyway, it was already a long-term relationship. For example, when you first start to ditch around romantic area, you may be lacking jealousy and anger control. But now, I’ve mastered in most of these skills. For example. I feel much more comfortable regarding these issues. I have learned many things, new experiences, so I am grateful to her. She taught me to be harmonious, so that’s the simplest of all these gains.

3.2.2.2. Feelings of Excessive Gratitude Bringing Vulnerability

Gratitude was also mentioned as a mechanism triggering ambivalent feelings. Although our participants expressed protective functions of gratitude on breakup adjustment, they were

still cautious about the unforeseeable impacts resulting from excessive levels of gratitude. According to their accounts, moderate levels of gratitude was optimal for romantic healing while its excess complicated the separation process. Accordingly, their expressions focused on two key areas, which were (1) Feeling grateful as a consequence of feeling indebted to ex-partner, and (2) Feeling grateful complicating letting go, respectively.

3.2.2.2.1. Feeling Grateful as a Consequence of Feeling Indebted to Ex-Partner

Some participants felt pressure to be grateful towards their ex-partner since their partners made significant favors in the past or in the present. Accordingly, gratitude became a compelling mechanism to get even with the past partner regarding the favors that had been made to them. This feeling of indebtedness seems to trigger embarrassment and sadness from time to time throughout separation process because feeling of indebtedness might evoke feeling responsibility to return which is difficult to happen in the post-breakup process. To illustrate, Derya explained this uneasy feeling as follows: “You know, I don't see it as a retaliation or compensation, but still I am feeling indebted to that person. I mean, he did something for me, and I forcefully feel that I should do something in return.” Similarly, Gizem described this ambivalence such that: ‘

Participant: I become actually a bit happy because he's thinking about me, but I'm a little embarrassed.

Researcher: What kind of embarrassment is that?

Participant: So, I feel indebted. I feel like I should have done something to him, as well. I'm so happy that he thinks of me, but I feel like I have to pay for it.

3.2.2.2.2. Feeling Gratitude Complicating Letting Go

Our participants believed that feeling gratitude might become a disadvantage on the behalf of themselves throughout breakup adjustment. They believed ex-partners might get advantage of excessive feelings of gratitude and use this feature as a weapon against them. Besides, feeling grateful to ex-partner lead excessive self-questioning for some participants which made “letting go process” much more challenging. For example, Derya whose relationship was over because of being cheated by her ex-boyfriend exemplified that:

Actually, it (referring to feeling grateful) didn't have a very good effect. Maybe I could have overcome this much more easily. But you know, because I'm grateful, I questioned myself a lot like ‘Did I do something wrong? Was it because of me?’ Even though the situation was very clear, I questioned myself there. I felt like I did something wrong, or even wondered if I have could fixed the situation. Anyway, when I found out we were breaking up, I told our common friends that ‘You know, he will be devastated, don't think about me, be on his side.’ This was

actually something more difficult, let's say not difficult, it causes you to live your feelings more intense. If I hadn't felt grateful, I could have said 'I don't care'.

Similarly, Seda hypothetically explained that she would have experienced more problems after breakup if she had felt a high level of gratitude: *I think that I didn't experience gratitude at an excessive level. Because at that point gratitude might create obsessional ideas about the past relation like: "So my God, how nice the things I've experienced, I can't live this experience with any other person, No, I should definitely get back to him.' Definitely, my process didn't progress into something like this."*

3.2.3. Themes of Forgiveness

Three recurrent themes emerged through Thematic Analysis of five participants. These themes were (1) forgiveness enhancing positive emotional state in the adjustment process, (2) ambivalence regarding functions of the forgiveness and (3) forgiveness being dependent upon certain conditions. Quotations from participants' accounts were cited for each subtheme in order to increase transparency of the results.

Table 8 Summary of the Superordinate Themes and Sub-Categories of Forgiveness

Themes and Subthemes in the Forgiveness	
Theme 1: Forgiveness Enhancing Positive Emotional State in the Adjustment Process	1a. Forgiveness improving psychological well-being
	1b. Forgiveness improving self-confidence
	1c. Forgiveness providing healthy separation and motivation to move on
Theme 2: Ambivalence Regarding the Functions of Forgiveness	2a. Forgiveness as a reflection of being wise
	2b. Forgiveness as a vulnerability and weakness
Theme 3: Forgiveness being Dependent upon Certain Conditions	3a. Forgiveness being dependent on a new normal
	3b. Forgiveness being dependent on the characteristic of the ended relationship and breakup process

3.2.3.1. Forgiveness Enhancing Positive Emotional State in the Adjustment Process

All participants agreed that forgiveness was a mechanism that helped the separation process and alleviated negative feelings including anger and sadness. Expressions mainly focused on three key areas, which were (1) Forgiveness improving psychological well-being', (2) Forgiveness improving self-confidence and (3) Forgiveness providing healthy separation and motivation to move on, respectively.

3.2.3.1.1. Forgiveness Improving Psychological Well-being

Participants posited that “inability to forgive and holding a grudge against the ex-partner” caused “negative energy” and rumination. They referred forgiveness as “an experience of returning to former happy state”, “getting away from negative thoughts”, “relaxing” and “feeling peaceful”. Some participants particularly emphasized that “good things started to happen in their lives” after they achieved to forgive their ex-partners. To exemplify, Gizem whose relationship was over because of physical distance and she did not want to breakup too much at that time explained that:

It made it easier for me to return to my normal life. If I hadn't been able to forgive him, I would have been directing my anger to my life and people around me. Because, under normal circumstances, I am a very energetic, cheerful, smiling person; but breakup downed my mood a lot. And because you could not forgive him, you were constantly angry with him, and it pulled your energy down, and the vibe I gave to people changed. In fact, I really care about the vibe I give to people. Forgiving him made me rehabilitated. You know, I am relaxed, relieved, I've closed the subject and I've been able to return to the way I was. So, I mean, it was important to me.

3.2.3.1.2. Forgiveness Improving Self-Confidence

Participants who “achieved to forgive” expressed that they felt much mature and strong because they were able to achieve this, and their perspectives regarding their capabilities changed dramatically. Their accounts highlighted forgiving was “a wise person attribute” that was hard to reach but provided dramatic relief. For example, Derya described that:

So, it makes you feel greater, more mature, I feel happier because I don't like to hold a grudge against others. So, if it wasn't such a marginal event (referring to being cheated), I would go and talk face-to-face with him and try to get it done...Because I'm a person not favoring unfinished business whatever the end results are. But this was not possible, but I still feel relieved by myself since I achieved to forgive him.

3.2.3.1.3 Forgiveness Providing Healthy Separation and Motivation to Move On

Participants explained that forgiving the ex-partner required some time. Still, their feelings of being hurt decreased gradually over time through taking a distant look at the old relationship. This mental distance helped them realize the dysfunctional aspects of the ended relation and provided motivation to move on. Besides, forgiving what had happened allowed them to accept separation process more easily. In fact, letting go even had a facilitator effect on feeling ready to be involved in a new relationship. To illustrate, Derya explained her process as follows:

It certainly is a very exhausting process. But after I got used to the situation, I forgave him. After I had been able say that ‘I don't have a problem with him’, you were just starting to flourish, you became peaceful. I didn't feel hate as I said before, and I think this is something important in human psychology. Simply, this is reflected in everything, your view of life becomes more pleasant. So, after you forgive simply, you can start to a new relationship, well you feel ready for it. You know, I think these things were huge differences. So I can totally say before it was a hell, now it is a heaven.

3.2.3.2. Ambivalence regarding the Functions of Forgiveness

While participants associated forgiveness with positive outcomes in general, they also explained that it might create weakness and vulnerability at the same time. When asked if they had forgiven their ex-partners, most found difficult to answer this question clearly. They expressed that they hadn't thought an answer to this question before. Accordingly, they believed ex-partner could only be forgiven to some extent. To illustrate, Buse responded that: “Actually, I don't think about this issue a lot. I mean, I forgive him, but I am still angry”. It was inferred that forgiveness was the most difficult concept to describe by our participants as it simultaneously involved conflicting emotions, had a multidimensional structure and was associated with reunion. Accordingly, expressions focused on two key areas, which were (1) Forgiveness as a reflection of being wise and (2) Forgiveness as a vulnerability and weakness, respectively.

3.2.3.2.1 Forgiveness as a Reflection of being Wise

Perceiving forgiveness as a positive mechanism, participants based their attributions with various philosophical, moral and social opinions (i.e. ‘In a life where we all make mistakes from time to time, everyone deserves to be forgiven’, ‘Forgiveness represents peacefulness and amiableness’ and ‘Forgiveness is a signal having a broad vision’). In general, they believed that

only mature, wise and happy individuals might grant forgiveness to others. For example, Seda who associated forgiveness with being wise explained her ideas as follows:

But when I think of forgiveness, especially in terms of its protective functions, I associated it with being satisfied with yourself. Because if you are contended with your own life or with your relationships... Your ability to or inability to forgive will say something about yourself as well. It says something about how broad your vision is in general.

3.2.3.2.2 Forgiveness as a Vulnerability and Weakness

In spite of associating forgiveness with being wise, participants also noted negative implications of being a forgiving person. They believed that it was a feature that can be taken advantage of by other people. Besides, it was associated with “being exposed” and “being vulnerable” on the eyes of other individuals and run the risk of encouraging the other party to make the “same mistakes”. For example, Derya expressed that:

You know, even though you think that the other party will be regretful and won't do the same mistake again...But still, the other person can repeat it, I mean it's not just about the relationships, but in general. Sometimes you say to yourself that ‘Okay, it happened, never mind!’ But then again it happens and you wish you did not forgive. You say ‘I wish I hadn't given him/her another chance.’ This time, when they do the same thing, it becomes even more upsetting. You know, that kind of situation happens.

Interestingly, participants associated forgiveness with “being naïve and weak”, as well. Accordingly, forgiving people were perceived as individuals without certain principles in life who were more immature and in need of other people. To illustrate, Hakan described the naïvity of a forgiving person as follows: “It seems to me that the forgiving person sounds a little bit naïve, I mean like ‘shoot it in the head and take his bread’. That is why the forgiving person seems to me soft, tender but not authoritarian”.

3.2.3.3. Forgiveness Being Dependent upon Certain Conditions

All participants highlighted that forgiveness could be granted only if certain internal and external conditions were met. Accordingly, expressions focused on two key subthemes, which were (1) Forgiveness being dependent on a new normal, and (2) Forgiveness being dependent on the characteristic of ended relationship and breakup process, respectively.

3.2.3.3.1. Forgiveness being Dependent on a New Normal

Participants conveyed that forgiveness was naturally granted as the time passed and the relationship lost its significance for the affected partner. That is, forgiveness was expressed as

an experience which was displayed only after feelings of being hurt had reduced and some normalcy had been achieved. To illustrate, Derya expressed that:

You know, as time goes by, I think people actually start to forgive. So after a while, you start not to care much, you start forgiving or you feel like it... So as I said, as time goes by and as I start to adapt to my own life, I remember him no longer, you know, very rarely I began to remember then I thought it (referring to forgiveness forgiving) might be happened.

Interestingly, participants tended to forgive their ex-partners when they were happy to have their relationship finished and when they were experiencing a new romantic involvement.

To illustrate Buse explained this process as follows:

So, how was the forgiveness process experienced? So, I can actually say that someone new entered to my life and the process (referring to forgiving the ex-partner) became easier.. When I flirted with someone else ... That's a bit of a bad thing, but the logic was that diamond cut the diamond (i.e. çivi çiviyi söker). So, my forgiving him (referring to ex-partner) coincided exactly with Ali.

3.2.3.3.2. Forgiveness being Dependent on the Characteristic of the Ended Relationship and Breakup Process

Participants usually granted forgiveness to their ex-partners only if they felt merciful about the ended relationship. That is, the quality of the ended relationship seems to have a pivotal role on the forgiving process. Hence, if the relationship was remembered with “good memories”, “reciprocal feelings” and “intrinsic favors”, forgiving the ex-partner became easier. This selective nature of forgiveness after romantic separation was expressed by Gizem as follows:

Forgiveness is actually to me, I mean my definition is that I am not a forgiving person towards everyone. But if he actually had good feelings for me, if he made me feel those emotions, if I have valued those feelings, I would forgive that person in return.. That's how I forgive someone, I mean. So whatever he gave to me, I would give him forgiveness in return.

Another factor affecting forgiveness was related to the participants' attributions about breakup process. Accordingly, whether the separation was “proper or cruel” had an influence on the process of forgiving the ex-partner. To exemplify, Seda emphasized that:

There may be something at that point, it could be a deterrence. You know, when I think about breakup later, I can understand why he thought the way he did and why he did the things the way he did. And okay, I understand that he had to do it for himself and he didn't mean to tear my heart apart. You know, he properly separated from me and so on.

CHAPTER 4

DISCUSSION

The aim of the current study was to understand the nature of the relationship between early maladaptive schema domains and breakup adjustment in youth and to investigate three possible mediational mechanisms that might shed light on this relation. Particularly, the current thesis aimed to investigate mediating effects of three positive psychological mechanisms (i.e. gratitude, forgiveness and self-compassion) on the relationship between EMSs domains and breakup adjustment in youth. In the quantitative strand, it was hypothesized that the relationship between early maladaptive schema domains (Total schema scores and domains of ‘Disconnection-Rejection’, ‘Impaired Autonomy-Other Directedness’, ‘Impaired Limits-Exaggerated Standards’) and breakup adjustment was mediated by the gratitude, forgiveness and self-compassion. In the qualitative part, the main research question was ‘How do youngsters with an ended romantic relationship conceptualize gratitude, forgiveness and self-compassion during their adjustment process?’. Accordingly, semi-structured interviews were conducted with five youngsters who had relatively higher scores of gratitude, forgiveness and self-compassion. Later, the obtained data was analyzed through Thematic Analysis approach. In the following section, findings of both quantitative and qualitative strands were discussed separately at first. Then, strengths and limitations of the current study were stated, and the clinical implications and future directions were presented. Finally, a general discussion integrating findings from main qualitative strand and the complementary qualitative part were provided.

4.1. Study 1: Main Quantitative Study

In this part early maladaptive schemas and breakup adjustment, the mediating roles of positive psychological mechanisms in the relationship between early maladaptive schemas and breakup adjustment, and schema domain of mediation models were discussed separately.

4.1.1. Early Maladaptive Schemas and Breakup Adjustment

In this part, the relationship between EMS domains (Disconnection-Rejection, Impaired Autonomy-Other Directedness, and Impaired Limits-Exaggerated Standards) and breakup adjustment were discussed separately. But before discussing the relation each schema domain had with dissolution adjustment; the relation between total schema scores and relationship dissolution adjustment was analyzed for theoretical reasons. Although it is known that different schema domains implied different mechanisms while understanding psychological symptoms, total schema scores also indicated a general tendency about maladaptive attributions towards oneself and others (Hoffart, Sexton, Hedley, Wang, and Holte, 2005; Young et al. 2003). Thus, the authors of the current study decided to examine both total schema scores and schema domains separately in relation to dissolution adjustment to enrich understanding of positive mechanisms in relation to Schema Theory. Besides, age, relationship duration, breakup duration, initiator status and importance of the relationship were controlled for each mediation analysis as these factors were already found to be related with breakup adjustment by previous studies (De Genova, 2008; Hill et al. 1976; Perilloux, & Buss, 2008; Stanley, Rhoades, & Markman, 2006; Waller, 2007).

4.1.1.1. Total Early Maladaptive Schemas and Breakup Adjustment

Findings of the current study indicated that there was a direct negative relationship between total EMS scores and breakup adjustment. That is, young people with higher total schema scores were more likely to experience lower levels adjustment after relationship dissolution. In fact, this finding was perfectly matching with both theoretical postulations of Schema Theory and empirical evidence offered by previous studies. Increased schema scores were usually associated with increased risk for psychopathology and interpersonal problems since they created a general vulnerability regarding cognitive appraisals, coping strategies and maladaptive behavioral patterns (Anderson, Rieger, & Caterson, 2006; D'andrea, J. 2004; Hoffart, Sexton, Hedley, Wang, and Holte, 2005; Murriss, 2005; Young et al. 2003). In fact, our study provided further evidence to these previous findings indicating that young people with general schema vulnerability suffered more during dissolution period. EMSs were closely related with dysfunctional attachment styles, erroneous cognitive beliefs and maladaptive coping strategies (Dozois, Martin, & Bieling, 2009; Simard, Moss, & Pascuzzo, 2011; Young et al. 2003). Since a challenging interpersonal experience like romantic resolution activated those maladaptive cognitive-emotion strategies (George, 2012), youngsters in the current study

might experience more difficulties during this process which inherently required multiple interpersonal, emotional and behavioral adaptations (Field, 2011; Sbarra & Emery, 2005).

Several studies provided well-established evidence regarding impacts of EMSs on college adjustment (Cecero, Beitel, & Prout, 2008; Kalaki, 2014; Mouchan et al., 2015; Racine, 2005; Studley & Chung, 2015; Whisman, 2006). Although some studies also confirmed the debilitating impacts of EMS on marital adjustment, relationship satisfaction and divorce adjustment (Abbas, 2016; Endoz, & Hamidpour, 2005; Yoosefi et al., 2010), to our knowledge, only one study had directly examined the impact of EMSs on breakup adjustment among college students. Accordingly, students with higher EMS scores who had been maltreated during their childhood were more likely to exhibit psychopathology after a romantic break up. (Akbari et al., 2012). In that respect, we believed that our findings further contribute to the existing literature investigating the relationship between EMS and interpersonal problems. It is known that college period has its own developmental challenges particularly in interpersonal contexts (Arnett, 2004; Erikson, 1963; Lerner, & Steinberg, 2009). A romantic involvement usually became the main source of emotional support for a youngster who simultaneously tried to adapt multi-task requirements of university life (Wu, Cheung, & Lai, 2015). Coupled with the cognitive-emotive vulnerabilities created by EMSs, these youngsters might experience more difficulty while adapting to a romantic break up process (Akbari et al., 2012).

4.1.1.2. Disconnection-Rejection and Breakup Adjustment

According to mediation analyses, Disconnection-Rejection schema domain had a direct effect on youngsters' breakup adjustment, as expected. This finding was consistent with the previous findings suggesting that Disconnection-Rejection domain had detrimental impacts especially on interpersonal and adjustment requiring contexts (D'Andrea, 2004; Thimm, 2013; Young, 1990). Young and his colleagues postulated that Disconnection-Rejection domain includes individuals whose emotional needs were severely compromised because of the severe traumatic experiences during their childhood (2003). Consistently, individuals who were maltreated as a child exhibited lower levels of resilience and higher levels of distress following a romantic dissolution (Chung & Hunt, 2014; Francoeur, Lecomte, Daigneault, Brassard, Lecours, & Hache-Labelle, 2019; Studley & Chung, 2015; Whisman, 2006) because they had more personal and global attributions towards negative events (Gibbs, 2002). Thus, Young believed that individuals belonging to this schema domain were particularly at risk for

interpersonal problems as their main relational needs like acceptance, intimacy, and security had not been met optimally during their childhood (Young, 1999).

Disconnection-Rejection domain might also have influenced youngsters' breakup adjustment through negative beliefs such as '*No man /woman I desire could love me once he or she saw my defects or flaws.*' Such a maladaptive belief regarding close relations might be reinforced further after a dysfunctional relationship which might in turn hampers the breakup adjustment process (Fisher, 1976; Yılmaz, & Fışiloğlu, 2006). In fact, youngsters usually expected closeness both from their friends and their romantic partners as a developmental need (Fuhrman, Flannagan, & Matamoros, 2009). If youngsters had schemas from Disconnection/Rejection domain, their relational dynamics might be chaotic as they had a tendency to employ dysfunctional coping strategies due their maladaptive cognitions (Pinto-Gouveia, 2006; Thimm, 2013). In support of this hypothesis, Disconnection- Rejection Domain was found to compromise quality of interpersonal relations among university students and increased feelings of isolation and personal defectiveness (Yoo et al., 2014).

Disconnection-Rejection domain might have exerted its effect on youngsters' breakup adjustment through attachment styles, as well. It was well-established that EMSs were closely related with preoccupied and fearful attachment styles (Cecero, Nelson, & Gillie, 2004; Mason, Platts, & Tyson, 2005; Simard, Moss, & Pascuzzo, 2011). Individuals with such attachment styles showed greater intimacy in their relations because of the fear of being rejected. Particularly, individuals having schemas related to Disconnection/Rejection domain tended to give excessive value on their interactions and showed excessive efforts to stay in relationships (Cecero et al., 2004). They might even remain in a relationship that harmed them, or on the contrary, avoid relationships at all due their insecure attachment organizations (Cecero et al., 2004; Young, Kolosko, & Weishaar, 2003). Despite these extreme efforts, when their romantic relationships become to end, it is very probable that they get overly distressed (Warburton, & McIlwain, 2005; Young, Kolosko, & Weishaar, 2003). Since romantic breakups requires a new organization in behaviors to the attachment figure (Perilloux & Buss, 2008; Sbarra & Hazan, 2008), such a process might be particularly challenging for individuals from Disconnection/Rejection domain as their internal working models were already self and others defeating.

4.1.1.3. Impaired Autonomy-Other Directedness and Breakup Adjustment

Results of mediation analyses revealed that Impaired Autonomy-Other Directedness schema domain had direct effects on youngsters' breakup adjustment, as expected. In accordance with the present results, previous studies have also demonstrated that individuals having schemas from this domain had profound challenges particularly in peer and romantic relationships (Boelen, & van den Hout, 2010; Lewandowski et al.2006; Yakın, 2015). Impaired Autonomy-Other Directedness domain mainly refers to individuals for whom surviving independent of others was impossible. Such individuals usually prioritize needs of others and subjugates in order to prevent relational conflicts (Young et al., 2003). Since their self-concept is mainly centered on the existence of the other party, they usually perceived separation as a non-manageable crisis particularly due to dysfunctional emotion regulation strategies (Yakın, 2015). They also perceive them incompetent unless directed by significant others (Çolakoğlu et al., 2015). Accordingly, these people experienced breakup as death of some parts of their self-concept (Novoa, 2017) because the partner who completed their identity had been lost forever (Boelen & van den Hout, 2010; Lewandowski et al., 2006). In fact, these previous findings were in accordance with the results of the present study. Specifically, youngsters who had higher scores from Impaired Autonomy/Other Directedness domain were more likely to suffer during adaptation to romantic separation. It seems that youngsters without autonomy and healthy personal borders experienced more difficulties while re-organizing their lives after a romantic breakup since they did not have the capabilities to emotionally survive without directions of others (Stanley et al., 2006; Young et al., 2003).

Surprisingly, Impaired Autonomy/Other Directedness schema domain had the greatest impact on break-up adjustment, instead of Disconnection/Rejection schema domain as postulated by Schema Therapy. This might be related with the collectivistic texture of Turkish culture in which inter-dependence is preferred over independence in relational contexts. As such, individuals in such cultures tightly define their self-concept dependent upon others. (Mesquita 2001; Triandis, & Suh, 2002). In fact, this relational nature of self might create an extra burden on youngsters from Impaired Autonomy/Other Directedness domain further hampering their ability to function autonomously during break up process. The second explanation for this unexpected finding might be explained by the developmental stage of the youngsters in the current study. Since youngsters were still in individuation and separation process, separating from their romantic partners might compromise their already tender autonomy-related skills (Furman & Hand, 2006; Shulman & Kipnis, 2001).

4.1.1.3. Impaired Limits-Exaggerated Standards and Breakup Adjustment

According to mediation analyses, Impaired Limits-Exaggerated Standards schema domain had direct effects on youngsters' breakup adjustment, as well. According to the validation study of YSQ-SF3 in Turkish young people, this domain comprised of entitlement, insufficient self-control/self-discipline, self-sacrifice, approval-seeking, negativity/pessimism and unrelenting standards schemas which were in deed belong to different schema domains in the original postulation (Saritaş, & Gençöz, 2011). Hence, domain-based discussion might be complicated because there are only a few studies investigating this domain in Turkish population. Hence, it might be better to discuss separate schema related characteristics under this domain to enlighten the relationship between Impaired Limits-Exaggerated Standards domain and break up adjustment in the context of present study.

Particularly, difficulties that people with entitlement and unrelenting standards schemas experience during separation might theoretically be attributed to their negative self-image, being more prone to anger and shame, interpersonal sensitivity, and self-criticism (Pincus, & Lukowitsky, 2010; Young, & Flanagan, 1998; Young, Klosko, & Weishaar, 2003; Zeigler-Hill, Green, Arnau, Sisemore, & Myers, 2011). These individuals usually had poor abilities to manage painful emotions because even minor signs of failure and/or rejection triggered feelings of worthlessness and emptiness (Baum, & Shnit, 2005; Asada et al. 2004; Counts, & Sacks, 1985) which might complicate letting go of the ended relation.

The impaired limits schema refers to disruptions in inner limits and long-term goal engagement. People having this schema have difficulties in delegating expectations, and/or determining realistic personal goals because of their impulsivity (Young et al., 2003). In fact, controlling and regulating negative emotions like anger is one of the most important key step of breakup adjustment process (Bonanno et al.2002; Chung et al., 2003; Fisher, 1978). Since Impaired Limits and Exaggerated Standards domain implied emotion regulation difficulties especially regarding anger, these individuals' frustration threshold was usually low (Saritaş & Gençöz 2011; Yakın, 2015). Accordingly, it can be inferred that people with impaired limits might have difficulties in setting new goals in their new single life as their expectations were not realistic and they did not have tolerance for gradual improvements during breakup adjustment.

The difficulty that people with pessimism schema might have during dissolution adaptation can theoretically be interpreted with regard to self-criticism and feelings of

hopelessness. Žužul (2008) founded that pessimist students experienced breakup recovery more slowly than optimist students due to the pessimist tendency to generalize of negative experiences. Such people might generalize their unsuccessfully ended relationships to every other life event and feel hopelessness about future romantic involvements. Consequently, such an emotional fixation might prevent them from moving on to a new life which is a necessity for healthy romantic resolution (Knox et al., 2000; Lewandowski, & Bizzoco, 2007; Moller et al., 2003; Saffrey, & Ehrenberg, 2007; Tashiro, & Frazier, 2003).

Finally, the difficulty that people with approval seeking schema had during dissolution adaptation might be interpreted with reference to the concept of rejection sensitivity. People with this schema had extreme needs of approval and attention from others since they were generally afraid of being rejected and discriminated. Accordingly, any emotional connection failure signaled withdrawal of love for these individuals (Young et al., 2003). Considering the relation between this schema and breakup adaptation process, it can be claimed that youngsters with this schema might have felt losing an important source of approval with leaving of their ex-partner which might increase their sensitivity to self-defeating emotions like worthlessness and hopelessness.

4.1.2. The Mediating Roles of Positive Psychological Mechanisms in the Relationship between Early Maladaptive Schemas and Breakup Adjustment

Schema Therapy theoretically postulated that Healthy Adult Mode with functional psychological characteristics should be empowered during psychotherapy in order to combat with psychopathology and relational symptoms (Rafaeli, Bernstein, & Young, 2010; Taylor, & Arntz, 2016; Young et al., 2003). Hence, schema therapists are expected to employ various cognitive, emotional and relational techniques to decrease long-lasting impacts of unmet emotional needs (Rafaeli, et al., 2010; Bach, Lockwood, & Young, 2018). Although such an emphasis is evident in clinical settings, only a few researchers have started to investigate which positive characteristics of Healthy Adult Mode enhanced psychological and relational well-being (Taylor, & Arntz, 2016; Thimm, 2017; Yakın, Gençöz, Steenbergen, & Arntz, 2019). In fact, to our knowledge, there is no study in the literature examining roles of self-compassion, forgiveness and gratitude altogether on the relationship between EMS domains and breakup adjustment. Thus, the main aim of our study was to enrich understanding of Schema Theory in the context of dissolution adjustment employing a resiliency perspective. Accordingly, we investigated three possible positive mechanism that may enhance this understanding. Positive

psychological variables expected to mediate the relation between EMS domains and dissolution adjustment were selected as self-compassion, gratitude and forgiveness, respectively. These three mediating variables were included to the model simultaneously since they were theoretically associated and had convergent components enhancing well-being (Breen, Kashdan, Lenser, & Fincham, 2010; Frederickson, 2004; Exline, Baumeister, Zell, Kraft, & Witvliet, 2008; Watkins, 2004). Besides, these positive mechanisms were purposefully selected for our models as they are supposed to be main attributes of Healthy Adult Mode (Taylor, & Arntz, 2016)

According to mediation analyses, self-compassion and gratitude mediated relationship between EMS domains and breakup adjustment scores among youth, while forgiveness had not significantly mediated this relation. Positive characteristic variables were included to the analysis at the same time for all models and all mediation models were found to be significant after controlling for age, relationship duration, breakup duration, initiator status and importance of the relationship. In this part, all positive characteristics variables and schema domains were discussed separately.

4.1.2.1. The Mediating Role of Self-Compassion in the Relationship between Early Maladaptive Schemas and Breakup Adjustment

The findings of the current study showed that self-compassion significantly mediated the relationship between EMS domains and breakup adjustment. In fact, among other positive resources, self-compassion was the one who had the largest mediating effect on EMS domains and dissolution adjustment. There is none yet only two studies examining the mediating role of self-compassion on the relation between EMS and psychological well-being indicators (Thimm, 2017; Yakın, Gençöz, Steenbergen, & Arntz, 2019). However, there are plenty of studies which examined the associations between EMSs and self-compassion; and self-compassion and break up adjustment in separate contexts (Franklin, 2015; Sbarra, Smith, & Mehl, 2012; Thimm, 2017; Yakın, Gençöz, Steenbergen, & Arntz, 2019; Zhang, & Chen, 2017). Hence, our study is the first examining all these three psychological constructs (i.e. EMS domains, self-compassion and dissolution adjustment) within the same framework.

Schema Therapy approach suggests that individuals with intense EMS usually had lower levels compassion towards themselves. Hence, one primary aim of Schema Therapy is to enhance self-compassion of at risk individuals in order to combat with the negative effects of EMSs on psychological symptoms (Rafaeli et al. 2011; Young et al. 2003). Self-compassion

basically refers to one's emotional support to him or herself in times of suffering and stress (Terry, & Leary, 2011). Self-compassionate individuals were expected to be kind and nonjudgmental towards oneself in times of perceived failures (Neff, 2003). Accordingly, the mediating impact of self-compassion on the relation between EMS domains and break up adjustment might be partially explained by the emotion regulation properties of this concept (Neff, 2003, 2011; Yakin et al.2019). In that respect, youngsters having greater scores from EMS domains might have experienced lower self-compassion while processing negative emotions pertaining to ended relationship, which might have hampered their break up adjustment. It was well-established in the literature that use of functional emotion regulation strategies decreased rumination and distress in times of personal problems (Terry, & Leary, 2011; Thimm, 2017). As such, youngsters with higher EMS scores might have ruminated more on the ended relation because of lack of compassion towards their personal failures. Besides, intense EMS scores were also known to increase being critical and harsh towards oneself. (Thim, 2017) By contrast, self-compassion helped people cope effectively with their problems through positive cognitive restructuring (Allen, & Leary, 2010). In this way people reduced their self-blame and showed kindness toward themselves (Keyes 2005; Neff et al. 2007; Sbarra et al., 2012). In the light of these findings, it is probable that youngsters with more EMSs were more prone to rumination and self-blame due to lack of self-compassion, which might prevent them from employing more effective emotion regulation strategies (e.g. cognitive re-appraisal) during break up process.

4.1.2.2. The Mediating Role of Gratitude in the Relationship between Early Maladaptive Schemas and Breakup Adjustment

Gratitude was also included as another mediator variable to the model in order to investigate its impact on the relation between EMS domains and breakup adjustment. Results indicated that gratitude significantly mediated the relations between all schema domains and breakup adjustment among young people. To the authors' knowledge, there isn't any study examining the interrelations among EMSs, gratitude and psychosocial outcomes within the same framework. However, the associations between EMSs and gratitude; and gratitude and psychosocial variables (e.g. coping, psychological well-being) were studied separately across different populations (Hill, & Allemand, 2011; McCullough, Emmons, & Tsang, 2002; Topçu, 2018; Watkins et al. 2001; Wood et al. 2010; Wood, Joseph, & Maltby, 2009).

Our findings indicated that youngsters with higher EMSs scores (i.e. both total scores and three separate schema domain scores) tended to have lower levels of gratitude, which was in turn associated with poorer adjustment to romantic dissolution. In fact, this finding could also be accounted for by the emotion regulation strategies closely associated with the concept of gratitude. From a positive psychology perspective, gratitude was simply explained as the generalized tendency of individuals to be grateful to the people around them or to what has happened to them (McCullough et al., 2002). Grateful individuals were usually hopeful and optimistic about future and perceived silver linings of unfortunate events (McCullough, 2002; Witvliet et al., 2018). They also employed functional emotion regulation strategies such as cognitive restructuring, positive re-framing and benefit-finding (Adler & Fagley 2005; Fredrickson 2004; Hill, & Allemand, 2011; Watkins et al., 2001; Watkins, Grimm, & Kolts, 2004; Wood, Joseph, & Linley, 2007) which were associated with greater mental health outcomes (Bryan et al., 2016; Hill, & Allemand, 2011; Masingale et al., 2001; O'Sullivan, 2011; Snyder et al., 2002; Witvliet et al., 2018; Wood, Joseph, & Linley, 2007).

By contrast, people with intense EMS scores tended to feel hopeless and pessimistic about their future. They were self-critical and ruminated over unfortunate events which increased their proneness to psychopathology. As a result, moving on with new and more functional experiences were more challenging for them since strong negative feelings lead a psychological fixation (Freeman, 1999; Topçu, 2018; Rafaeli, et al., 2010; Young et al. 2003). Accordingly, our youngsters with higher schema scores might not have adopted functional emotion regulation strategies (e.g. cognitive re-appraisal, positive framing) due to their low levels of gratitude which might in turn have compromised their break up adjustment levels. However, a note to caution is due here. Although gratitude had significantly mediated the relation between EMS domains and break up adjustment, its effect was not as large as the mediating impact of self-compassion.

4.1.2.3. The Mediating Role of Forgiveness in the Relationship between Early Maladaptive Schemas and Breakup Adjustment

Forgiveness was also included as a mediator variable to the model to investigate its impact on the relation between EMS domains and breakup adjustment among youth. Contrary to our expectations, forgiveness did not mediate the relationship between any of the three schema domains and break up adjustment in the current study. In fact, this finding contradicted with the previous studies both in breakup adjustment and EMS literature. Studies sampling

university students and young adults reported that forgiveness usually increased individuals' motivation for building new relationships and associated with fewer depressive symptoms (Goldman, & Wade, 2012; Hall, & Fincham, 2006; Reed, & Enright, 2006; Wohl et al., 2008; Zhang, Fu, & Won, 2014). However, this study has been unable to demonstrate the previously established association between forgiveness and breakup adjustment levels. In fact, this non-significant relationship might be explained by multifunctional nature of the forgiveness in relational context. First of all, granting forgiveness usually required emotional stability of the affected partner (Bono et al., 2008; McCullough & Hoyt, 2002; Orth et al., 2008). It was also impacted by the nature of break up process and characteristics of the ended relationship (Cann, & Baucom, 2004; Fincham, Jackson, & Beach, 2005; Karremans et al., 2003). To illustrate, if the relationship had ended due to infidelity of the ex-partner, granting forgiveness might be burdensome or even unnecessary on the behalf of the affected partner. Since our study included youngsters who experienced romantic break up for various reasons, this might have lead a heterogeneity in the results increasing the probability of a non-significant association between forgiveness and break up adjustment.

Secondly, forgiveness usually included a positive perception towards transgressors, within the romantic relationship context (Bono, McCullough, & Root, 2008; McCullough, 2000). Such an attitude was known to be related with interpersonal adjustment and enhanced social support network (Lawler Row & Piferi, 2006; McCullough, 2000). Nevertheless, granting forgiveness also run the risk of being emotionally close with the ex-partner which might harden the disentanglement from the ended relationship (Buehler, 1990; Fisher, 1978). In fact, it was even found that people who evaluated their ex-partners with more negative attributes experienced less depressive affect after the break-up and adjusted more easily to the separation process (Fagundes, 2011). Consequently, granting forgiveness is a complex process in intimate relationships due its multifaceted nature. Its effects on dissolution adjustment might differ depending both on the characteristics of the relationships and partners' already existing vulnerabilities. Thus, this might explain the non-significant association between forgiveness and break up adjustment in the current study necessitating the use of more complex measurement tools capturing multifaceted nature of forgiveness experience in intimate relationship context.

Last but not least, positive relations were found between forgiveness and Disconnection/Rejection domain, and forgiveness and Impaired Limits/Exaggerated Standards domain. That is, increased scores from these schema domains were associated with lower levels

of forgiveness. In fact, there hasn't been any study in the literature examining the relations EMSs had with the concept forgiveness. However, found correlations might be theoretically attributed to the general cognitive structures and emotional constellations of those schema domains. Firstly, the main characteristic of Disconnection/Rejection domain was referred as attachment instability. These individuals were once deprived of basic childhood emotional needs such as stability, nurturance, empathy and protection. Consequently, they inherently felt worthless, defective and exposed in their interpersonal relations as an adult (Kreuter., & Moltner, 2014; Rafaeli, Bernstein, & Young, 2010;). Hence, it is very probable that these individuals are not able to grant forgiveness to other parties due to their intense feelings such as panic, anxiety, fear and rage particularly during interpersonal crises (Roediger, Stevens, & Brockman, 2018; Young et al., 2003) As for Impaired Limits/Exaggerated Standards domain, this domain simply referred to problems in limit setting, persisting for life goals and perseverance. Besides, these individuals had an inflated self-esteem believing that they were always right in interpersonal problems. Inherently, it is very less likely for such righteous individuals to grant forgiveness for the other party as they do not have concern for the others' points.

Still, no significant association was found between forgiveness and Impaired Autonomy-Other Directedness schema domain. This non-significant result could also be attributed to the multicomponent nature of forgiveness and coping strategies employed depending on different schema contents. Theoretically, forgiveness might imply differential outcomes depending on the characteristics of different EMSs. To illustrate, individuals with Dependency schema (from Impaired Autonomy-Other Directedness domain) might have a greater tendency to forgive their ex-partners without realistically evaluating the situation since they lack autonomy and independence. By contrast, individuals with Subjugation schema (again from Impaired Autonomy-Other Directedness domain) might never grant forgiveness to their partners as they rebel against other to over-compensate for the fear of being controlled. As these examples illustrated, forgiveness might impact on break up process depending on the individual schemas and coping strategies employed rather than general schema domains. Hence, future studies might better examine the relations forgiveness has with EMS at individual schema level in the context of differing coping strategies. Besides, more complex measurement tools assessing differential functions of forgiveness (e.g. granting forgiveness to oneself and/or others; state forgiveness and/or trait forgiveness) across different EMS should be used to enlighten the proposed relation between forgiveness and EMSs.

4.1.2.4. Schema Domain Discussion of Mediation Models

Firstly, self-compassion and gratitude together mediated the relation between Disconnection/Rejection schema domain and break up adjustment among youth. Acknowledging and processing pain without torturing one-self for shortcomings and failures was a necessary step for being self-compassionate (Neff, 2003; Neff, & McGehee, 2010). Likewise, being grateful necessitated feeling merciful towards all humanly experiences and being optimistic about the future opportunities (Spandler, & Stickley, 2011; Neff et al., 2007; Yang, Zhang, & Kou, 2016). By contrast, individuals with schemas from Disconnection/Rejection domain (e.g. defectiveness, emotional deprivation) usually judged themselves for their perceived mistakes to the point of self-loathe (Kannan, & Levitt, 2013; Rafaeli, et al., 2010).

They believed they were somehow defective, abused and unworthy of love. Besides, they usually employed dysfunctional emotion regulation strategies to cope with overwhelming feelings during interpersonal crisis (Yakin et al. 2019; Young, 2003). Hence, the mediating impact found in this study may be explained by the fact that individuals from this schema domain were deprived of basic skills for self-compassion and gratitude due to their insecure attachment organizations and dysfunctional emotion regulation strategies, which might have further hampered their adaptation to romantic resolutions.

Secondly, self-compassion and gratitude together mediated the relation between Impaired Autonomy-Other Directedness schema domain and break up adjustment among youth. Individuals in this schema domain usually did not believe they could survive without enmeshing with another person. Accordingly, they gave priority to the needs of others to prevent a possible separation (Rafaeli, et al., 2010; Young, 2003). For such partners, romantic break up might be a particularly challenging experience as they did not have autonomy which is a necessary skill for a healthy romantic separation (Boelen & van den Hout, 2010; Connolly, & McIsaac, 2009; Lewandowski et al., 2006). Hence, it is probable that they try to overcompensate for their relational mistakes rather than appreciating their efforts and evaluating the benefits and costs of the ended relationship. In fact, such efforts just counteracted against the concepts of self-compassion and gratitude (Rafaeli, et al., 2010; Wood, Joseph, & Linley, 2007) which might have explained the lower break up adjustment scores youngsters had in the current study.

Thirdly, self-compassion and gratitude together mediated the relation between Impaired Limits/Exaggerated Standards schema domain and break up adjustment among youth. Individuals in this domain usually had problems with the rules except they were the ones who were setting those rules. They had a tendency to disregard feelings of others since they were always right in their arguments (Rafaeli, et al., 2010; Roediger et al., 2018; Young, 2003). Rather than being compassionate towards themselves, their belief for their rightness came from feelings of superiority. Hence, they had a tendency to blame others for mistakes and injustices instead of feeling merciful for the shared experiences (Topçu, 2018). In fact, such a superior attitude might explain why youngsters with higher scores from this domain had lower levels of self-compassion and gratitude scores, which in turn seem to decrease their break up adjustment levels, as well.

4.2. Study 2: The Qualitative Study

Another complimentary purpose of the present study was to gain a better understanding of the positive traits (forgiveness, self-compassion gratitude) postulated as important parts of Healthy Adult Mode in Schema Therapy. Yet, these positive concepts were relatively abstract and using self-report might be insufficient to understand their multidimensional nature (Paulhus & Vazire, 2007). Thus, 5 youngsters who had lower EMS scores (i.e. total schema scores), yet higher levels of breakup adjustment were selected for the second qualitative study in order to delineate impacts of self-compassion, gratitude and forgiveness in dissolution adjustment process. Eight super-ordinate themes which were identified under three main headings (self-compassion, forgiveness and gratitude) were discussed below in relation to relevant literature.

4.2.1. Self-Compassion

Existing literature suggests that self-compassion and self-criticism were negatively related with each other due to protective impact of self-kindness component (Gilbert & Procter, 2006; Joeng & Turner, 2015; Neff, Rude et al., 2007). Consistent with this finding, the qualitative study showed that self-compassion helped youngsters protect themselves from self-criticism and allowed them to accept their relational mistakes throughout break up process. Previous evidence also indicated that developing self-kindness rather than self-blaming decreased anxiety and depression levels during personal crisis (Barnard & Curry, 2011; Ferguson et al., 2014; Potter, Yar, Francis & Schuster, 2014). That is, self-compassion enabled individuals to attain a better mode and protected them from emotional vulnerability (Allen, Barton, & Stevenson, 2015; Day et al. 2012; Neff, & Pommier 2013; Wu, Chi, Zeng, Lin, &

Du, 2019). In parallel with these findings, our youngsters considered self-compassion as a helpful strategy which protected them from emotional collapses. In fact, being self-compassionate allowed them to realize their current emotional needs even when they were upset because of the separation process. Besides, self-compassion seems to bring closure to them which eased the process of letting go. Participants felt empowered as they removed self-blame through self-compassion and began to do something for themselves such as socializing and establishing new networks.

Consistent with the Neff's original postulations, our participants also conceptualized self-compassion as a difficult yet learnable skill (Neff, 2011). Accordingly, self-regulatory properties of self-compassion was described as a skill which was refined through adjustment process. Accordingly, youngsters found practicing self-compassion difficult especially while their emotions were raw. Consistent with the previous findings, they necessitated optimal well-being to be compassionate towards themselves (Gilbert et al., 2006; Pauley, & McPherson, 2010; Zessin, Dickhäuser, & Garbade, 2015) Also, most participants stated that being self-compassion was situation dependent and might be used as a reward toward their past efforts and justice. In fact, these findings are promising considering importance of empowering functional characteristics of Healthy Adult Mode in Schema Therapy. Still, our findings suggested that therapists are better to be delicate in practicing compassion and provide room for processing negative emotions, as well.

Authors of the current study believes a note to caution is due here. In some cases, self-compassion's function of letting go and moving on might be used as an avoidance strategy which might prevent processing of unfinished businesses. Self-compassion was supposed to help people not only accept their actions but also show acceptance for their negative emotions (Allen, et al., 2015; Day et al. 2012; Wu et al., 2019). So, self-compassion did not force people to feel good at the anytime. By contrast, it provided acceptance of current mood like feeling hurt and angry during the adaptation process (Neff, 2003; Neff, & Pommier, 2013). Although youngsters in the current study seem to acknowledge their negative feelings while being self-compassionate, therapeutic observations such as lack of clients' negative emotional expression or extreme efforts to forget about the past relation should be carefully addressed to combat with the avoidant coping strategies.

4.2.2. Gratitude

Gratitude seem to help our participants recognize the silver linings of the whole process rather than reducing this experience just to a simple breakup. Considering both good and bad sides of the ended relation lowered their negative feelings like anger. Participants also reported that feeling grateful towards the shared experiences lead them to accept the unchangeable aspects like the separation itself. Besides, they perceived feeling gratitude lead less rumination. In fact, participants who confronted their pasts in a realistic and calm way experienced gratitude as a mechanism which made easier to move on. In fact, their accounts were parallel with the previous findings indicating that gratitude was associated with positive restructuring providing resilience after stressful life events (Fredrickson 2004; Fredrickson, Tugade, Waugh, & Larkin, 2003; Kashdan, Uswatte, & Julian, 2005; Lin & Yeh, 2013; Lyubomirsky et al., 2005; Wood et al., 2010). Grateful participants also reported to take lessons from the relationship and separation process. Results showed youngsters perceived their old relation as a chance to develop their own coping skills and felt more hopeful about the nature of the new relationships they would be involved in the future. In fact, their accounts provided further evidence for the close association gratitude had with being hopeful and optimistic (Emmons, & Tsang, 2002; McCullough, 2002; Watkins, 2004).

Lastly, participants stated that feeling excessively grateful towards the ex-partner might lead to appreciating old relationship more, which might in turn increase the wish for a reunion. Besides, youngsters believed that excessive gratitude might increase self-blaming as they might have felt that they had lost something extremely valuable. In fact, youngsters' cautious accounts were consistent with the breakup literature indicating that greater emotional investment lead to more difficulties in break up adjustment process (Rhoades et al., 2011; Stanley, et al, 2006). However, it should be kept in mind that gratitude is a dispositional characteristic and related to general wellbeing rather than recent benefits (Lambert et al, 2009).

4.2.3. Forgiveness

Forgiveness was the concept that our participants had most controversial thoughts about it. On the one hand, all of them believed forgiveness was an important and functional mechanism for breakup process. On the other hand, most of them emphasized that they didn't forgive their ex partners completely and they didn't think the answer of this question before. The reason of this ambiguity might once again be related with the multidimensional nature of forgiveness. In the literature, forgiveness was associated with adjustment hampering concepts

such as wish for reunion and emotional disentanglement (Cardi et al., 2007; Cha, et al., 2010; Gordon et al., 2005; Hannon, Rusbult, Finkel, & Kumashiro, 2010; McCullough, Worthington, & Rachal, 1997; Walton, 2005; Worthington, 2001). In fact, our participants' explanations like "*I forgave but I haven't told it to my ex-boyfriend yet.*" or "*I forgave but I am not planning to get back together.*" supported forgiveness' connotations with the idea of re-union. Actually, our participants' difficulties while conceptualizing forgiveness was also evident in the current literature. While some researchers reported that forgiveness is an intrapersonal strength and it doesn't need any action (Cardi et al., 2007; Cha, et al., 2010; Walton, 2005; Worthington, 2001), others referred forgiveness as an interpersonal concept necessitating relational action (Karremans et al., 2003; Lawler et al., 2005; McCullough, 2000; Worthington, et al., 2007). Such an inconsistency might explain why some of our participants got confused while they admitted that ex-partners were not aware of their granting forgiveness process.

Consistent with the existing literature, this study showed that forgiving ex partners protected youngsters from fixating emotions like hate and rage. In fact, letting go and granting forgiveness counteracted with the impacts of hostility which seem to enhance break up adjustment process (Fisher, 1976; Mikulincer & Shaver, 2005; Sbarra, & Emery, 2005). Accordingly, forgiveness lead to healthy separation from previous romantic involvement. Participants of the current study also conveyed that their hope and motivation for new relationship increased after forgiving their ex-partners. Consistent with the literature, they felt stronger since they achieved to forgive (Raj & Wiltermuth, 2016; Shnabel & Nadler, 2008; Wenzel & Okimoto, 2010).

As it was case with the self-compassion, participants also reported to have difficulties while forgiving the ex-partner. In fact, they achieved to grant forgiveness after either their moods improved or they engaged in a new relationship. This finding is consisted with Orth et al. (2005)'s study indicating that while forgiveness does not ease the adjustment, adjustment eases the forgiveness process. Additionally, our participants supported the previous evidence indicating that granting forgiveness was dependent on the characteristics of the ended relation, favors of ex-partner and the good shared memories with the ex-partner (Enright, & Fitzgibbons, 2000; McCullough, Fincham, & Tsang, 2003; McNulty, 2011; Okimoto & Wenzel, 2010).

Participants in the current study were also hesitant about whether forgiveness was related with being wise or it implied vulnerability. This ambiguity of participants regarding empowering or weakening properties of forgiveness might be discussed in relation to the

possible association of forgiveness with culture. In collectivistic cultures, forgiveness referred as a communal process that provided restoration of relationships and harmony. Thus, it was imposed as a valuable personal attribute (Sandage, Hill, & Vang, 2005). On the other hand, in individualistic cultures, forgiveness might be conceptualized as a self-defeating trait hindering individual's success and competence (Hook, Worthington, & Utsey, 2009; Kadima Kadiangandu, 2007). In fact, although Turkey was pre-dominantly influenced by collectivistic norms, individualistic values are also evident particularly in the recent years. Thus, such a contradiction regarding function of forgiveness might explain the conflictual accounts of our youngsters. Although they inherently knew that forgiveness was part of being wise, they might have also perceived it as a trait that could be used against. In fact, such a conflict also existed in literature pertaining to forgiveness and intimate relations. While some researchers defended that forgiveness may cause to remain in a toxic relationship (McNulty, 2011; Wallace, Exline, & Baumeister, 2008), others believed that forgiveness is different from forgetting, excusing and justify the wrongdoing (Cosgrove & Konstam, 2008; Enright & Fitzgibbons, 2000; Enright et al., 1998). In fact, these contradictory results continue when we look at the literature about forgiveness and break up adjustment. On the one hand, forgiveness was found to help people when they face of breakup and increased their motivation for building new relationships (Goldman, & Wade, 2012; Hall, & Fincham, 2006). On the other hand, there some studies showing that remembering ex partners in a negative way made the adjustment easier than remembering him/her in a positive way (Fagundes, 2011; Orth et al., 2005).

All in all, it can be inferred that meaning and function of forgiveness in break up adjustment process is relatively complex as the definition of the concept and relational characteristics might imply differential outcomes. Therefore, in clinical practices, it would be better to understand clients' own definition of granting forgiveness before empowering this attribute of Healthy Adult Mode.

4.3. General Discussion

In this part integration of two study results, clinical implications, limitations and future directions were discussed.

4.3.1. Integration of the Results of Study1 and Study 2

The main aim of the current thesis was to identify interrelations among EMSs, positive psychological factors (i.e. self-compassion, gratitude and forgiveness) and breakup adjustment

among youth. Hence, it was planned to adopt a resiliency approach to illuminate the relation between EMSs and break up adjustment, rather than only focusing on disruptive effects of EMSs on breakup adjustment. Hence, the current project was conducted as a mixed method study with two separate data sets and two different data analysis methods. The main quantitative study provided evidence for the therapeutic postulations of Schema Therapy for the treatment of psychological and relational problems. Accordingly, self-compassion and gratitude but not forgiveness mediated the relationship between all of three schema domains and break up adjustment among young people. The qualitative study was performed in order to delineate impacts of self-compassion, gratitude and forgiveness on break up adjustment for individuals with low EMS scores. In fact, qualitative strand provided a partial explanation for the non-significant effect of forgiveness founded in the first study. Accordingly, the concept of forgiveness was bound with ambiguities due to its unclear conceptualization and multidimensional structure. It was observed that participants' attributions toward forgiveness generally composed of conflictual and counterproductive dimensions. In other words, the unclear and abstract nature of forgiveness might have resulted in heterogeneity in the first study which could be a partial explanation for the non-significant mediating effect of this concept on the relation between EMSs and break up adjustment

Also, the qualitative strand provided access to additional and detailed information that could not be obtained from the quantitative study in the concepts of gratitude and self-compassion. Parallel to the finding that there was a positive relationship between gratitude and compliance in the quantitative study, gratitude was found to provide a resolution after romantic breakup in the qualitative part. But in addition, it also came from the results of the second study in which the excessive gratitude bringing vulnerability that was not found in the quantitative study. Participants stated that feeling excessively grateful towards the ex-partner might lead to complicating the adjustment process through wish for a reunion.

For the concept of self-compassion, the first study found a positive relationship with breakup adjustment. The results of the second study supported this, but also showed that self-compassion was in fact not a very easy concept to implement.

4.3.2. Clinical Implications

The current study is amongst the few studies which employed a resiliency approach to understand impacts of EMSs on dissolution adjustment. Although Schema Therapy implicitly emphasized importance of facilitating positive resources, only a few studies have addressed the interrelations among resiliency factors and EMSs so far (Thimm, 2017; Yakın, Gençöz, Steenbergen, & Arntz, 2019). In fact, to our knowledge, this is the first study investigating different positive sources simultaneously within the Schema Theory framework.

This combination of findings provides some support for the theoretical premise that Healthy Adult Mode should be equipped with empowering characteristics like self-compassion, gratitude and forgiveness in order to increase youngsters' adaptation to romantic resolution. In other words, therapists from Schema Therapy school should not only combat with the vulnerability factors but also strengthen the resiliency factors throughout their therapeutic applications. Besides, since nature and function of these positive traits might be depended on situational and schema related factors, therapists should make a throughout evaluation about clients' conceptualizations of positive resources before working to enhance use of these mechanisms. Thirdly, levels of positive resources like compassion, gratitude and forgiveness gradually increased as the individual became older. Since youngsters are still evolving in terms of their perspectives in life, enhancing these characteristics at such an early age might have a protective effect on their future interpersonal conflicts. Besides, strengthening these characteristics might necessitate a relational approach on the behalf of the schema therapist, as well. Accordingly, while working with separated youngsters, Schema therapists might apply empathetic understanding and limited parenting techniques throughout their work in order to simulate a person with empowering characteristics like compassion, gratitude and forgiveness. Besides, the characteristics of the ended relation (e.g. an abusive relation or functional relation), reason of break up (e.g. infidelity or upon agreement) and idiographic schema constellations should be assessed carefully before starting to work with Healthy Adult Mode. For example, increasing gratitude might be functional for a youngster in Disconnection/Rejection domain since it alleviates feelings of guilt and self-loath. By contrast, the same strategy might be counterproductive for a youngster from Impaired Autonomy/Other Directedness domain as these individuals might suffer from psychological disentanglement. Hence, schema therapists should make a throughout clinical assessment before starting to work with Healthy Adult Mode while working with this population. Last but not least, Schema Therapy has been proven to be an effective approach in the treatment of various psychological problems like depression,

anxiety and personality disorders (Ball, 2007; Gude et al. 2001; Heilemann et al., 2011). Accordingly, our study implies that it can also be utilized while working with youngsters having a romantic dissolution. Therefore, mental health professionals working at university settings might employ a strengthening approach to enhance Healthy Adult Mode of those students, which might even have a preventive effect on future romantic involvements of those individuals.

4.3.3. Limitations and Future Directions

Still, the current thesis is not without limitations. Firstly, cause-effect relationships cannot be drawn among EMSs, positive resources and break up adjustment, because both studies were cross sectional in their design. Secondly, self-compassion, gratitude and forgiveness might have different implications for different schemas and schema domains. For example, a positive strategy like self-compassion might alleviate feelings of worthlessness for a person with Abandonment schema, while strengthening the narcissistic attitude of a client with Entitlement schema. Hence, further work is required to understand domain and schema specific implications of positive resources. Thirdly, current study measured positive characteristics as a general tendency which might explain the moderate to small correlations among study variables. Also, Although Fisher Divorce Adjustment Scale (FDAS) is an adaptive scale that can be used with populations of unmarried university students, the use of a test that specifically measures the romantic breakup adjustment of this population may provide more appropriate results. So, more specific measurement tools assessing situation specific functions of positive characteristics seem necessary in order to clarify the relations among EMSs, positive characteristics and break up adjustment. Fourthly, forgiveness concept was conceptualized as a resiliency factor and bringing easily letting go process in the current study. But, according to results of qualitative part of study, it is thought that forgiveness can be two-sided through forgiveness of both the person oneself and the other person. So, in the future, study of this concept in the unfinished business frame can contribute to the literature. Lastly, participants of the qualitative study were selected based on their total EMSs and break up adjustment scores. Yet, selecting participants according to particular schema domain scores might be more fruitful in the future qualitative studies to understand particular schema domain-positive characteristics dynamics.

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APPENDICES



APPENDIX A: INFORMED CONSENT FORM

GÖNÜLLÜ KATILIM FORMU

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi, Gelişim Odaklı Çocuk ve Ergen Klinik Psikoloji Programı Yüksek Lisans öğrencisi Ceren Fırıncı tarafından Yağmur Ar-Karcı danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Araştırmanın amacı erken dönem uyumsuz şemalar, öz-duyarlık, bağışlayıcılık ve minnettarlık gibi kişisel faktörlerin gençlerde ayrılık sonrası uyuma etkilerini incelemektir. Bu çalışmanın katılımcılarını son iki sene içerisinde romantik ayrılığı deneyimlemiş 18-22 yaş aralığındaki üniversite öğrencileri oluşturmaktadır. Hali hazırda bir ilişkisi olan fakat son iki sene içerisinde romantik ayrılık yaşamış olan öğrenciler de çalışmaya katılabilmektedir.

Bu çalışmaya katılım **TAMAMEN** gönüllük esasına dayanmaktadır. Katılımınız, özellikle gençlerin romantik ayrılık sonrası adaptasyonlarında hangi özelliklerin etkili olduğunun kavranması ve bilimsel bir zeminde bütüncül olarak anlaşılması açısından oldukça önemlidir. Bu bağlamda, gençlerin olası bir ayrılık durumuna psiko-sosyal uyumlarının artırılması için ileride oluşturulabilecek destek programlarının temellenmesi bakımından bu ve buna benzer çalışmalara verilen desteğiniz bilimsel olarak oldukça kıymetlidir.

Bu çalışma iki aşamadan oluşmaktadır. Birinci aşama olan bu aşamada internet üzerinden birtakım anket sorularını cevaplamanız beklenmektedir. Anket sorularını cevaplamanızın yaklaşık 40 dakika kadar süreceği tahmin edilmektedir. Cevaplarınız sadece araştırmacıların kişisel bilgisayarlarında şifreli bir dosyada kimlik bilgileriniz bulunmaksızın saklanacak ve verileriniz sadece araştırmacılar tarafından değerlendirilecek; ve elde edilecek bilgiler sadece bilimsel yayınlarda kullanılacaktır. Değerlendirmeler bireysel olarak değil bütün katılımcıların cevapları üzerinden yapılacak ve sonuçlar da bu şekilde kullanılacaktır. Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Fakat ayrılık deneyiminiz hakkında anket doldurmak veya bu konu hakkında konuşurken herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakıp araştırmadan çıkmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için araştırmayı yürüten Ceren Fırıncı ile (E-posta: ceren.firinci@tedu.edu.tr) iletişim kurabilirsiniz.

Bu çalışma iki aşamadan oluşmaktadır. Birinci aşama olan **bu aşamada yaşadığınız ayrılık deneyimine ilişkin bir takım anket sorularını cevaplamanız beklenmektedir**. Bu veriler doğrultusunda bazı katılımcılardan yarı-yapılandırılmış bir görüşmeye katılmaları istenecektir. Görüşmeler, katılımcıların ayrılıktan sonraki sürece uyum sağlama sürecinde öz-duyarlık, bağışlayıcılık ve minnettarlık kavramlarına verdikleri anlamlar ve bu süreçlerini nasıl deneyimledikleri ile ilişkilidir. Bu araştırmanın ikinci aşamasındaki görüşmeye katılmayı istiyorsanız lütfen e-posta adresinizi aşağıya ekleyiniz.

E-posta adresi:

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Bu proje kapsamında gereken anket ve/ya görüşme uygulamalarında yer alacağımı biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. Görüşme süresince ses kaydı alınacağını biliyorum. Ses kayıtlarının bilimsel makaleler, akademik sunumlar ve çevrimiçi bir eğitim ortamı dışında kesinlikle kullanılmayacağını biliyorum.

Yukarıdaki şartları okudum. Bu araştırmaya katılmayı kabul ediyorum.

Katılımcı İsim	ve	İmzası	Tarih
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Araştırmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağınıza inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na (0312 585 00 11) telefon numarasından veya iaek@tedu.edu.tr eposta adresinden ulaşabilirsiniz.

APPENDIX B: DEMOGRAPHIC INFORMATION FORM SAMPLE ITEMS

DEMOGROFİK BİLGİ FORMU ÖRNEK MADDELER

1. Cinsiyetiniz: () Kadın () Erkek

2. Yaşınız: ____

3. Bölümünüz:

4. İlişkiniz nasıl sona erdi?

() Benim isteğimle

() İkimizin ortak kararı ile

() Eski sevgilimin isteği ile

() Çevresel nedenlerden dolayı

5. Biten ilişkinizin sizin için ne kadar önemliydi?

() Hiç önemli değildi.

() Biraz önemliydi.

() Önemliydi. (Orta düzeyde)

() Oldukça önemliydi

() Çok önemliydi

7. Ayrılık aşamasında ilişkinizin bitmesini ne kadar istiyordunuz?

() Hiç istemiyordum.

() Birazcık istiyordum.

() Oldukça istiyordum

() Çok istiyordum

11. Şu an yeni bir ilişkiniz var mı?

() Var

() Yok

14. Biten ilişkinizin süresi _____ (Ay olarak belirtiniz.)

15. İlişkinizin bitiminden sonra geçen süre __ (Ay olarak belirtiniz.)

APPENDIX C: YOUNG SCHEMA QUESTIONNAIRE SF-3 SAMPLE ITEMS

YOUNG ŞEMA ÖLÇEĞİ KISA FORMU-3 ÖRNEK MADDELER

Yönerge: Aşağıda, kişilerin kendilerini tanımlarken kullandıkları ifadeler sıralanmıştır. Lütfen her bir ifadeyi okuyun ve sizi ne kadar iyi tanımladığına karar verin. Emin olamadığınız sorularda neyin doğru olabileceğinden çok, sizin duygusal olarak ne hissettiğinize dayanarak cevap verin. Birkaç soru, anne babanızla ilişkiniz hakkındadır. Eğer biri veya her ikisi şu anda yaşamıyorlarsa, bu soruları o veya onlar hayatta iken ilişkinizi göz önüne alarak cevaplandırın. 1'den 6'ya kadar olan seçeneklerden sizi tanımlayan en yüksek şıkkı seçerek her sorudan önce yer alan boşluğa yazın.

Derecelendirme:

- 1- Benim için tamamıyla yanlış
- 2- Benim için büyük ölçüde yanlış
- 3- Bana uyan tarafı uymayan tarafından biraz fazla
- 4- Benim için orta derecede doğru
- 5- Benim için çoğunlukla doğru
- 6- Beni mükemmel şekilde tanımlıyor

1. ____ Bana bakan, benimle zaman geçiren, başıma gelen olaylarla gerçekten ilgilenen kimsem olmadı.
2. ____ Beni terk edeceklerinden korktuğum için yakın olduğum insanların peşini bırakmam.
3. ____ İnsanların beni kullandıklarını hissediyorum.
4. ____ Uyumsuzum.
5. ____ Beğendiğim hiçbir erkek/kadın, kusurlarımı görürse beni sevmez.
6. ____ İş (veya okul) hayatımda neredeyse hiçbir şeyi diğer insanlar kadar iyi yapamıyorum
7. ____ Günlük yaşamımı tek başıma idare edebilme becerisine sahip olduğumu hissetmiyorum.
8. ____ Kötü bir şey olacağı duygusundan kurtulamıyorum.

APPENDIX D: FISHER DIVORCE ADJUSTMENT SCALE SAMPLE ITEMS

FISHER BOŞANMAYA UYUM ÖLÇEĞİ ÖRNEK MADDELER

Yanıtlarınızı aşağıdaki ölçeğe göre değerlendiriniz:

Bu ifadeler ne sıklıkta sizin şimdiki durumunuza uygun?

1) Her zaman 2) Genellikle 3) Bazen 4) Nadiren 5) Hiçbir zaman

		Her Zaman	Genellikle	Bazen	Nadiren	Hiçbir Zaman
1.	Sevgilimden ayrıldığımı diğer insanlara rahatlıkla söyleyebiliyorum.					
2.	Gün boyunca bedensel ve duygusal olarak çok yorgunum.					
3.	Sürekli eski sevgilimi düşünüyorum.					
4.	Sevgilimle beraberken sahip olduğum arkadaşlarımın çoğunun benden uzaklaştığını hissediyorum.					
5.	Eski sevgilimi düşündüğüm zaman çok üzülüyorum.					

APPENDIX E: THE FORGIVING PERSONALITY SCALE SAMPLE ITEMS

BAĞIŞLAYICI KİŞİLİK ÖLÇEĞİ ÖRNEK MADDELER

Aşağıda kişilerarası ilişkileri anlatan bazı tutum ifadeleri yer almaktadır. Lütfen her ifadeyi dikkatle okuyunuz ve her birine ne kadar katıldığınıza karar vererek cevaplayınız.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1 Bağışlamanın önemine inanıyorum	()	()	()	()	()
2 “İntikam tatlıdır” atasözünde önemli ölçüde doğruluk payı vardır	()	()	()	()	()
3 İnsanlar kendilerine “yanlış yapan” kişileri bağışlayabilmelidirler.	()	()	()	()	()
4 Kin tutmaya eğilimli biriyim.	()	()	()	()	()
5 Geçmişte bana "yanlış yapmış" olan kişileri gerçekten bağışladım.	()	()	()	()	()
6 Bana “yanlış yapanlara” birazcık öfkeden fazlasını biriktirdiğimi kabul etmeliyim.	()	()	()	()	()
7 Bağışlama bir zayıflık işaretidir.	()	()	()	()	()

APPENDIX F: SELF-COMPASSION SCALE SAMPLE ITEMS

ÖZ-DUYARLIK ÖLÇEĞİ ÖRNEK MADDELER

		Hiçbir zaman	Nadiren	Genellikle	Sık sık	Her zaman
1	Bir yetersizlik hissettiğimde, kendime bu yetersizlik duygusunun insanların birçoğu tarafından paylaşıldığını hatırlatmaya çalışırım.	1	2	3	4	5
2	Kişiliğimin beğenmediğim yönlerine ilişkin anlayışlı ve sabırlı olmaya çalışırım.	1	2	3	4	5
3	Bir şey beni üzdüğünde, duygularıma kapılıp giderim.	1	2	3	4	5
4	Hoşlanmadığım yönlerimi fark ettiğimde kendimi suçlarım.	1	2	3	4	5
5	Benim için önemli olan bir şeyde başarısız olduğumda, kendimi bu başarısızlıkta yalnız hissedirim.	1	2	3	4	5

APPENDIX G: GRATITUDE QUESTIONNARIE SAMPLE ITEMS

MİNNETTARLIK/ MEMNUNİYET ANKETİ- ALTI MADDELİK FORM ÖRNEK MADDELER

	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	KİSMEN KATILMIYORUM	KARARSIZIM	KİSMEN KATILYORUM	KATILYORUM	KESİNLİKLE KATILYORUM
1. Hayatta minnettar olacağım çok şeye sahibim.							
2. Minnettar olduğum şeylerin listesini yapsaydım, bu çok uzun bir liste olurdu.							
3. Dünyaya baktığımda, memnun olacağım çok fazla şey görmüyorum.							

APPENDIX H: INFORMED CONSENT FOR SEMI-STRUCTURED INTERVIEW

YARI YAPILANDIRILMIŞ GÖRÜŞME İÇİN ONAM FORMU

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi, Gelişim Odaklı Çocuk ve Ergen Klinik Psikoloji Programı Yüksek Lisans öğrencisi Ceren Fırıncı tarafından Yağmur Ar-Karcı danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Araştırmanın amacı katılımcıların ayrılıktan sonraki hayatlarına uyum sağlama sürecinde öz-duyarlılık, bağışlayıcılık ve minnettarlık kavramlarına verdikleri anlamlar ve bu süreçlerini nasıl deneyimlediklerinin derinlemesine incelenmesidir. Bu çalışmanın katılımcılarını 18-22 yaş aralığındaki üniversite öğrencisi genç yetişkinler oluşturmaktadır.

Bu çalışmada yer almayı kabul ettiğiniz takdirde Aralık 2018- Mayıs 2019 tarihleri arasında sizinle yarı yapılandırılmış görüşmeler yapılacaktır. Çalışma süresince ve sonrasında kimlik bilgileriniz proje dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrimiçi bir ortamda paylaşılacaktır. Toplanan veriler isiminiz silinerek, bilgisayarda şifreli bir dosyada tutulacaktır.

Bu çalışmaya katılım gönüllük esasına dayanmaktadır. Katılımınız, özellikle üniversite öğrencilerinin merhamet, öz-şefkat ve minnet kavramlarına attıkları anlamların ve bu özelliklerin ayrılığa uyum sürecini nasıl etkilediği hakkında bilimsel bir zeminde bütüncül olarak anlaşılması açısından oldukça önemlidir. Bu bağlamda, gençlerin olası bir ayrılık durumuna psiko-sosyal uyumlarının artırılması için ileride oluşturulabilecek destek programlarının temellenmesi bakımından bu ve buna benzer çalışmalara verilen desteğiniz bilimsel olarak oldukça kıymetlidir.

Görüşmede sorulacak sorular, genel olarak kişisel rahatsızlık verecek ve gündelik stres seviyenizin artacağı sorular içermemektedir. Görüşme boyunca ses kaydı alınacak ve bu kayıtlar sadece araştırmacıların kişisel bilgisayarlarında şifreli bir dosyada saklanacaktır. Transkript edilen ve şifreli bir bilgisayar programı ile saklanacak verilerde kimlik bilgileriniz yer almayacaktır. Buna rağmen, herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, görüşmeyi nedenini açıklamaksızın yarıda bırakıp araştırmadan ayrılmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için araştırmayı yürüten Ceren Fırıncı ile (E-posta: ceren.firinci@tedu.edu.tr) iletişime geçebilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Bu araştırma kapsamında gereken görüşme uygulamalarında yer alacağımı biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Proje süresince ses kaydı alınacağını biliyorum. Ses kayıtlarının bilimsel

makaleler, akademik sunumlar ve çevrimiçi bir eğitim ortamı dışında kesinlikle kullanılmayacağını biliyorum.

Projeye katılmak istiyorum Evet / Hayır

Ses kayıtlarımın araştırma amaçlı kullanımına izin veriyorum Evet / Hayır

Ses kayıtlarım aşağıdaki görsellerde kullanılabilir:

Çevrimiçi Eğitim ortamda Evet /Hayır

Raporlar, makaleler, ilgili haberler gibi görsel ve yazılı materyallerde Evet /Hayır

Ad Soyad:

Katılımcının İmzası:

Tarih

Teşekkürler,

Araştırmacının adı, soyadı ve imzası

.....

Ziya Gökalp Cad. No:48 Kolej/ Çankaya ANKARA

Araştırmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağınıza inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na (0312 585 00 11) telefon numarasından veya iaek@tedu.edu.tr eposta adresinden ulaşabilirsiniz.

**APPENDIX I: SEMI-STRUCTURED INTERVIEW QUESTIONS
SAMPLE ITEMS**

GÖRÜŞME SORULARI ÖRNEK MADDELER

- 1)Bağışlayıcı olmanın sizin için ne anlama geldiğini anlatabilir misiniz?
- 7) Yaşadığınız veya size kazandırdığı şeyler için eski ilişkinize dair minnettarlık hissediyor musunuz?
- 12) Kendinize karşı şefkatli olmanızın/olmamanızın ayrılığa uyum sağlama sürecinizi nasıl etkilediğini düşünüyorsunuz?

APPENDIX J: DEBRIEFING FORM

KATILIM SONRASI BİLGİLENDİRME FORMU

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi, Gelişim Odaklı Çocuk ve Ergen Klinik Psikoloji Programı Yüksek Lisans öğrencisi Ceren Fırıncı tarafından Yağmur Ar-Karcı danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Araştırmanın amacı, son iki sene içerisinde romantik ayrılığı deneyimleyen gençlerin ayrılığa uyum sürecini etkileyen faktörlerin araştırılması ve bu faktörlere atfedilen psikolojik, sosyal ve kültürel anlamların derinlemesine anlaşılmasıdır.

Zaman ayırıp araştırmamıza katıldığınız için teşekkür ederiz. Katılımınız, özellikle gençlerin romantik ayrılık sonrası adaptasyonlarında hangi özelliklerin etkili olduğunun kavranması ve bilimsel bir zeminde bütüncül olarak anlaşılması açısından oldukça önemlidir. Bu bağlamda, gençlerin olası bir ayrılık durumuna psiko-sosyal uyumlarının arttırılması için ileride oluşturulabilecek destek programlarının temellenmesi bakımından bu ve buna benzer çalışmalara verilen desteğiniz bilimsel olarak oldukça kıymetlidir.

Bu çalışmadan alınacak ilk verilerin Mart 2019 tarihinde elde edilmesi amaçlanmaktadır. Paylaştığımız kişisel bilgileriniz kesinlikle gizli tutulacaktır. Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Çalışmanın sağlıklı ilerleyebilmesi ve bulguların güvenilir olması için çalışmaya katılacağınızı bildiğiniz diğer kişilerle çalışma ile ilgili detaylı bilgi paylaşımında bulunmamanızı dileriz. Bu araştırmaya katıldığınız için tekrar çok teşekkür ederiz.

Araştırmanın sonuçlarını öğrenmek ya da daha fazla bilgi almak için aşağıdaki isimlere başvurabilirsiniz.

Yağmur Ar Karcı (yağmur.ar@tedu.edu.tr)

Ceren Fırıncı (ceren.firinci@tedu.edu.tr)

Çalışmaya katkıda bulunan bir gönüllü olarak katılımcı haklarınızla ilgili veya etik ilkelerle ilgili soru veya görüşlerinizi TEDÜ İnsan Araştırmaları Etik Kurulu'na iletebilirsiniz.

e-posta: iaek@tedu.edu.tr

APPENDIX K: ETHICAL PERMISSION

ETİK ONAY

TED ÜNİVERSİTESİ İNSAN ARAŞTIRMALARI ETİK KURULU

ETİK KURUL KARARLARI

Toplantı Tarihi: 30.11.2018

Toplantı Sayısı: 2018/87

TED Üniversitesi İnsan Araştırmaları Etik Kurulu 30.11.2018 Çarşamba günü saat 13:00'te toplanarak aşağıdaki kararları almıştır.

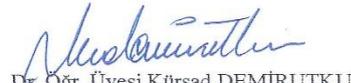
Karar:(251) TED Üniversitesi, Lisansüstü Programlar Enstitüsü Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans Programı Öğrencisi **Ceren FIRINCI**'nın sahibi olduğu "Kişisel Pozitif Faktörlerin Erken Dönem Uyumsuz Şemalar ve Romantik Ayrılığa Uyum İlişkisi Üzerindeki Düzenleyici Etkileri: Bir Karma Yöntem Çalışması" başlıklı yüksek lisans tezine ilişkin 21.11.2018 -2329 tarih ve sayılı etik kurul onay talebi görüşülmüş ve etik kurul tarafından talep edilen düzeltmelerin revize başvuruda gerçekleştirilmiş olduğu görülerek proje önerisinde, araştırma kapsamında uygulanacağı beyan edilen veri toplama yöntemlerinin araştırma etiğine uygun olduğuna OYBİRLİĞİ ile karar verilmiştir.

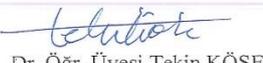

Prof. Dr. Melike SAYIL
Başkan

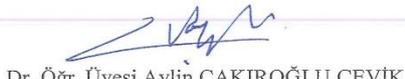

Prof. Dr. Berin GÜR
Üye


Doç. Dr. Cem AKGÜNER
Üye


Dr. Öğr. Üyesi Bengi ÜNAL
Üye


Dr. Öğr. Üyesi Kürşad DEMİRUTKU
Üye


Dr. Öğr. Üyesi Tekin KÖSE
Üye


Dr. Öğr. Üyesi Aylin ÇAKIROĞLU ÇEVİK
Üye


Dr. Öğr. Üyesi Mana Ece TUNA
Üye