AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN EARLY MALADAPTIVE

SCHEMAS AND ROMANTIC DISSOLUTION GRIEF IN YOUTH: A MIXED METHOD

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ABSTRACT

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN EARLY MALADAPTIVE SCHEMAS AND ROMANTIC DISSOLUTION GRIEF IN YOUTH: A MIXED METHOD STUDY

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The main purpose of the present study was to investigate how early maladaptive schemas and emotion regulation difficulties influence the grief processes of young individuals who have experienced romantic relationship dissolution. In this research, a mixed method study was employed, and the quantitative and the qualitative study were conducted respectively. In the quantitative study, Young Schema Questionnaire-Short Form Version 3, Difficulties in Emotion Regulation Scale-Brief Form, and the revised version of Texas Inventory of Grief were used to collect data from 206 participants in late adolescence (between 18-22 years old) who experienced a romantic breakup for at least 1 month and at most 1 year. The results of the mediation analysis indicated that the emotion regulation difficulties significantly mediated the relationship between early maladaptive schemas (the domains of disconnection-rejection, impaired autonomy/other directedness, impaired limits/exaggerated standards) and romantic dissolution grief. In the qualitative study, semi-structured interviews were conducted with 6 participants (from different schema domains) in the quantitative study, and data was analyzed through the thematic analysis. Five superordinate themes were identified, which were *adverse effects of the breakup*, *perceived losses, grief process following the breakup*, *coping strategies*, and *positive changes and personal growth*. The results of the qualitative study displayed that there were some similarities between the general grief literature and the romantic dissolution grief.

Keywords: Early Maladaptive Schemas, Emotion Regulation Difficulties, Romantic Dissolution Grief

ÖZ

ERKEN DÖNEM UYUMSUZ ŞEMALAR VE GENÇLERİN DENEYİMLEDİĞİ

ROMANTİK AYRILIK SONRASI YAS ARASINDAKİ İLİŞKİNİN İNCELENMESİ:

BİR KARMA YÖNTEM ARAŞTIRMASI
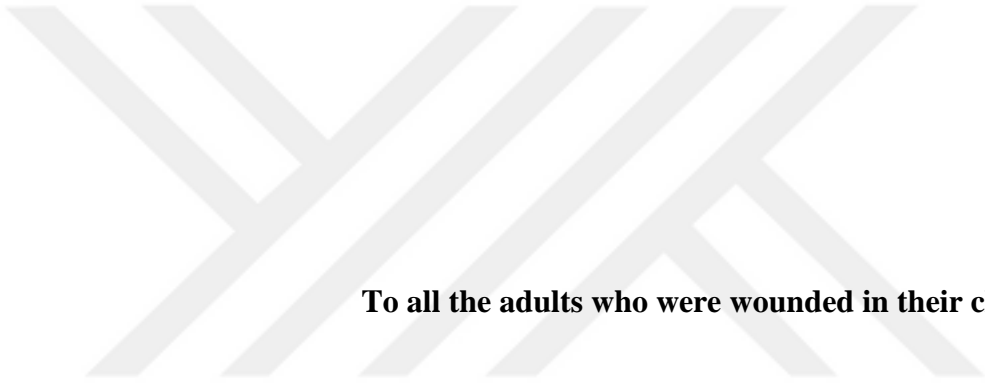
Kıral, Özlem

Yüksek Lisans, Psikoloji Bölümü

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Bu araştırmanın temel amacı erken dönem uyumsuz şemaların ve duygu düzenleme güçlüklerinin, romantik ayrılık deneyimlemiş genç bireylerin yas süreçlerini nasıl etkilediğini incelemektir. Bu araştırmada, karma yöntem metodolojisi kullanılmış ve sırasıyla niceliksel ve niteliksel çalışmalar yürütülmüştür. Niceliksel araştırma kapsamında, en az 1 ay en fazla 1 yıldır romantik ayrılık deneyimleyen, geç ergenlik dönemindeki 206 katılımcıdan (18-22 yaş arası) veri toplamak için Young Şema Ölçeği, Duygu Düzenleme Güçlüğü Ölçeği ve Teksas Düzeltilmiş Yas Ölçeği'nin revize edilmiş hali kullanılmıştır. Aracı değişken analizinin sonuçları, duygu düzenleme güçlüklerinin erken dönem uyumsuz şemalar (Ayrılma ve Reddedilme, Zedelenmiş Özerklik/Başkaları Yönelimlilik ve Zedelenmiş Sınırlar/Abartılmış Standartlar alanları) ve romantik ayrılık yası arasındaki ilişkiye anlamlı bir şekilde aracılık ettiğini göstermiştir. Niteliksel araştırma kapsamında, niceliksel çalışmadaki 6 katılımcıyla (farklı şema alanlarından) yarı yapılandırılmış görüşmeler yürütülmüş ve elde edilen veriler Tematik Analiz yoluyla analiz edilmiştir. *Ayrılığın olumsuz etkileri*, *algılanan kayıplar*, *ayrılıktan sonraki yas süreci*, *başa çıkma stratejileri* ve *olumlu değişimler ve kişisel büyüme* olmak üzere 5 üst tema belirlenmiştir. Niteliksel araştırmanın sonuçları, genel yas literatürü ve romantik ayrılık yası arasında birtakım benzerlikler bulunduğunu göstermiştir.

Anahtar Kelimeler: Erken Dönem Uyumsuz Şemalar, Duygu Düzenleme Güçlükleri, Romantik İlişki Yası

To all the adults who were wounded in their childhood...

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

"And in the end, we were all just humans, drunk on the idea that love, only love, could heal our brokenness."

-Christopher Poindexter

Romantic involvement has been recognized as a very important part of life for a long time (Larson, & Sweeten, 2012). Although this type of relationship is a subject which has been examined mostly among adults in literature, and a lot fewer studies have addressed romantic relationships in adolescence; this situation is changing, and studies of romantic relationships in adolescence are increasing (Hartup et al., 1999). According to Larson and Sweeten (2012), romantic relationship is one of the defining characteristics in adolescence period because it also affects adolescents' non-romantic relationships and their later life. Furthermore, romantic relationships are very important in the adolescence period in terms of academic achievement, competence, self-esteem, and sexuality.

Considering the importance of romantic involvements for youth, it can be said that the loss of a romantic relationship and the romantic partner constitutes a major life change (Kaczmarek, & Backlund, 1991), and a potentially stressful life event (Boelen, & Van den Hout, 2010). It was argued that dissolution of a romantic relationship may threaten emotional well-being (Larson & Sweeten, 2012). For instance, it was reported that relationship loss in adolescence was one of the risk factors for mental health problems such as depression (Monroe, Rohde, Seeley, & Lewinsohn, 1999). Furthermore, experiencing a relationship dissolution was found to be directly related to some antisocial outcomes (Larson & Sweeten, 2012). Grief -an expected and natural response to the loss- is another outcome by which relationship loss can be accompanied (Kaczmarek, & Backlund, 1991). According to the grief literature, romantic dissolution can lead to grief responses including depression, decreased

academic performance, arising health problems, carelessness, withdrawal, isolation, alcohol or drug misuse, and feelings of helplessness, guilt, self-blame, and hopelessness (Kaczmarek, & Backlund, 1991). Besides, distress experienced after a romantic dissolution in late adolescence can take the form of an intense and prolonged grief which contains severe emotions, feelings of loneliness, yearnings, intrusive thoughts, sleep problems, and decreased interest in activities (Field, Diego, Pelaez, Deeds, & Delgado, 2009).

In this study, grief after the romantic relationship dissolution in youth and the factors which can influence the grief process will be under investigation. Therefore, in the introduction section, the importance of romantic relationships in youth, dissolution, grief following the loss a romantic relationship and the factors affecting this grief process, including early maladaptive schemas and emotion regulation will be outlined.

1.1. Romantic Relationships in Youth

Romantic involvement is a normative developmental experience of adolescence (Grover & Nangle, 2007) and provides an interpersonal context for social development and maturity (Connolly & Johnson, 1996). According to Bowlby's attachment theory, in adolescence, family relationships begin to decline in terms of intensity, and the focus in close relationships and in search for an attachment figure shifts from the family to peer and romantic relations (Connolly & Johnson, 1996). Romantic relationships during adolescence rank in priority over other types of relationships (Connolly & Johnson, 1996) and influence the later life (Larson & Sweeten, 2012). Romantic relationships contribute to adolescent development by providing social support (Connolly & Johnson, 1996) and facilitate growth in many dimensions developing capacity for being affectionate, forming intimate bonds, peer relations, sexuality, self-worth, and competence (Grover & Nangle, 2007).

In addition to Bowlby's attachment theory, it is also possible to examine the adolescence period from the perspective of Erikson's theory of psychosocial development

(Hamachek, 1990). When Erikson's stages of psychosocial development are considered, adolescence and early adulthood corresponds to the stages of "identity vs. role confusion" and "intimacy vs. isolation" (Hamachek, 1990). Erikson's model gives information not only about developmental milestones but also about the nature of romantic relationships during those periods (Finkelstein, 2014). In the study, which was conducted with 242 adolescents, it was suggested that intimacy vs. isolation conflict could be resolved through dating and this situation was associated with romantic relationship satisfaction (Zimmer-Gembeck & Petherick, 2006). Thus, it can be said that romantic relationships in adolescence are important to resolve these conflicts in a healthy way.

1.1.1. Romantic Relationship Loss

Romantic dissolution during adolescence bring about various losses and may lead identity and intimacy related crisis (Hamachek, 1990). For instance, the loss of a romantic relationship may mean the loss of a significant source of intimacy for an adolescent. If this resolved, isolation can occur. Therefore, the young person can have difficulty in forming affectionate relationships. Furthermore, if the person experiences a crisis in identity vs. confusion stage due to losing romantic relationship, this can lead to confusion over who and what this person really is. By the reason of this confusion, the person might not see himself or herself as a unique and integrated individual. All of these are important subjects for identity formation in this period.

In the study of LaGrand (1989), 24.3% of young sample stated to experience a romantic relationship dissolution, and 73.5% of these people reported depression after dissolution (as cited in Finkelstein, 2014). Besides, Monroe, Rohde, Seeley and Lewinsohn (1999) demonstrated that relationship loss was a risk factor for depression. In literature, it was suggested that romantic relationship loss in late adolescence caused an intense stress (Field et al., 2009), an emotional baggage, some antisocial outcome, and substance use

(Larson & Sweeten, 2012). In addition to these, grief is also a process which is experienced by many people from many different ages after ending of their romantic relationships (Finkelstein, 2014). According to Finkelstein (2014), young people in late adolescence might be most dramatically influenced by this breakup compared to other different ages due to the developmental stage which they are in.

1.1.2. Romantic Dissolution Grief After Experiencing Loss

In past, grief was related to mostly and generally death, and grief literature was led by Schoenberg, Kavanaugh, and Kubler-Ross (Bugen, 1977). These pioneers referred grief in a conventional manner and suggested some stages. To illustrate, Kubler Ross identified five stages including denial, anger, bargaining, depression and acceptance for death and dying (Bugen, 1977). Recently, the term of grief has expanded beyond death. Although there are few studies which examined the grief beyond death, the studies of non-death related loss are increasing (Flynn, 2015). As an example of non-death related loss, a lot of losses which cause grief can be mentioned such as divorce, moving, retirement, financial changes, loss of health, end of addiction (Friedman & James, 2008), ambiguous loss, cut from a team, and loss of job (Flynn, 2015). Also, one of these losses is experiencing a breakup or ending a relationship (Flynn, 2015). There are some shared features and some differences between death and non-death related grief including romantic dissolution grief. As a difference, it can be said that non-death related grief is less often acknowledged by society than death related one (Flynn, 2015). In fact, the grief after ending a romantic relationship between unmarried people is more poorly acknowledged in comparison to grief after divorce. In the sense of common features, there are shared physical symptoms (fatigue, sleep and somatic problems), cognitive symptoms (forgetfulness, concentration problems, rumination) and behavioral symptoms (avoidance, excessive need to talk, withdrawal) when death and non-death related grief are compared to each other (Harris, 2011, as cited in Flynn, 2015). Just as people who have

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different types of grief may experience, people who grieve after experiencing the romantic breakup may also experience these symptoms in different versions including simple grief, complicated grief, and unsupported grief (Finkelstein, 2014).

Despite the fact that people do not understand, accept or support romantic dissolution grief, this type of loss and grief in late adolescence might be more difficult than at other stages in life cycle because of developmental specialities (Finkelstein, 2014). When examining romantic dissolution grief, in literature, there are remarkably similar experiences and a great deal of similar grief responses in comparison with both death related grief (Robak & Weitzman, 1995), and job-loss or divorce related grief (Field et al., 2009) independently of grief source's perception by society. According to the study of Kaczmarek and Backlund (1991), young people in late adolescence who have romantic dissolution grief experience some problems related attachment and intense emotions similar to the general grief literature. In addition to intense emotions, in the study of Field and his colleagues (2010), it was found that breakup grief in university students had also been related to globally negative beliefs about self, such as self-blame. In the same study, researchers stated that anxiety, depression, intrusive thoughts, and sleep disorders were most common problematic symptoms in romantic dissolution grief. This grief can also contribute to some mental health problems (Field et al., 2009) and suicidality (Fordwood, Asarnow, Huizar, & Reise, 2007). Furthermore, Robak and Weitzman (1995) reported in their research that late adolescents had some negative feelings including anger, disbelief, emptiness, frustration, helplessness, guilt, loneliness, and lack of self-confidence when they grieved over their romantic relationship dissolution.

In brief, romantic dissolution grief is experienced in just the same way as death related and other non-death related grief. Similarly, severity and variety of its symptoms

depend on the situation and the person. Differently, this grief is acknowledged less by the community compared to other types of grief.

1.1.3. Factors Affecting Grief

Though loss is a universal experience and this experience is very common among people, there are various degrees of grief and how it is expressed differs from person to person (Howarth, 2011). Individuals experience their grief in different durations and ways. For instance, when some people get into depression, some avoid. It is important to ask how grief could differentiate even though it is acknowledged as universal.

Previously, it was mentioned that grief literature had focused on generally death, but this recently started to go beyond death. Therefore, in the literature, factors which influence death-related grief were studied more. In the study of Ringdal, Jordhøy, Ringdal and Kaasa (2001), some demographic characteristics including age and gender; relationship between people who lost and was lost, and social support were examined as factors which may affect grief reactions. Dellmann (2018) reported some factors for prolonged grief as autobiographical memories, avoidance, dependency on the lost one, insecure attachment and rumination. In the same study, it was also indicated that shame and low self-esteem were considered as risk factors in complicated grief. Moreover, in a study, it was found that social support, self-disclosure, and attachment style were factors which had an impact on complicated grief (Levi-Belz & Lev-Ari, 2019). In addition to factors in death related grief literature, factors influencing romantic dissolution grief have attracted the attention of researchers (Finkelstein, 2014). According to Field, Diego, Pelaez, Deeds and Delgado (2011), appraisal of dissolution, depression, experience of betrayal, gender, personality characteristics, support and time since loss affect the grief after breakup.

As is seen in the literature, many factors affecting grief can be mentioned. Considering the information that grief is related to intense emotions (Kaczmarek &

Backlund, 1991) and negative beliefs, cognitions, or perceptions (Field et al., 2010; Dellmann, 2018), in this study, it is suggested that the term of 'early maladaptive schemas' including maladaptive perceptions about self, others, and world and the term of 'emotion regulation' including emotions related mechanisms are also among the influencing factors. In the following sections, these two factors will be discussed.

1.2. Early Maladaptive Schemas

The term of 'schema' exists in the psychology literature for a long time, although early maladaptive schemas are a relatively new term (Young, Klosko, & Weishaar, 2003). This term was connected with mostly cognition. In the cognitive literature, the schema could be defined as a pattern which imposes on reality, intervenes perception, and guides reactions (Young et al., 2003). A schema also helps people to understand the representation of distinguishing characteristics in their experiences. At that point, it is appropriate to say that this term is mostly related to Piaget and his 'schemata' which is in stages of cognitive development in childhood. Furthermore, from the cognitive area to the therapy, Beck (1967) thought a schema as a broad principle which is used when one person makes sense of his/her life (Young et al., 2003). From cognitive area to clinical area, the final step in the journey of the schema term was actualised by Jeffrey Young who used this term as "early maladaptive schemas".

In Young's theory, early maladaptive schemas were defined as extensive and persistent patterns which involve body sensations, emotions, memories, and cognitions related to oneself, others, and the world (Young et al., 2003). These patterns develop due to toxic experiences in childhood or adolescence, and they are consolidated with events throughout lifetime. Since schemas are such a broad and pervasive forms, they constitute the core of personality and might cause some maladaptive behaviors in future. Early maladaptive

schemas drive these behaviors, and problematic behaviors develop as responses to these schemas.

1.2.1. Schema Domains

The early maladaptive schemas mentioned above are 18 schemas and were divided into five different schema domains by Young and his colleagues (Mammad et al., 2017). The five schema domains correspond to five unmet and frustrated basic needs of childhood. These needs are related to attachment, autonomy, limits, play, and self-directedness. The five schema domains which are related to unmet needs in childhood were termed as "Disconnection & Rejection", "Impaired Autonomy & Performance", "Impaired Limits", "Other-Directedness", and "Overviligance & Inhibition" by Young (Köse, 2009).

Firstly, the domain of "disconnection & rejection" is associated with the need of "secure attachment" (Young et al., 2003). However, people with schemas in this domain are not able to form a secure attachment to any other. They do not believe that their needs for acceptance, empathy, nurturance, respect, safety, security, and stability will be met. If a family is abusive, cold, detached, explosive, lonely, rejecting, unpredictable, and withholding, this schema domain arises. People with schemas in this domain are the most damaged because of many traumatic childhood experiences. In their adulthood, they can experience many destructive relationships or avoid any close relationships. The schemas of "abandonment/instability", "defectiveness/shame", "social isolation/alienation", "emotional deprivation", and "mistrust/abuse" are involved in this domain.

The second domain is "impaired autonomy & performance" which is related to the needs of "autonomy, competence, and sense of identity" (Young et al., 2003). This domain has expectations about self and environment which hinder a person's ability to function, perform, separate, and survive independently. If the family is enmeshed and overprotective, parents undermine the child's confidence, or they cannot reinforce their child about

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performing competently, "impaired autonomy & performance" is shaped mostly. In their adulthood, people with schemas in this domain are unable to set goals and master skills. In this domain, there are "dependence/incompetence", "enmeshment/undeveloped self", "failure", and "vulnerability to harm or illness" schemas.

The third one is the domain of "impaired limits" which is connected with the needs of "realistic limits and self-control" (Young et al., 2003). People with schemas in this domain cannot form adequate limits. They irruptively have difficulties in respecting rights of others, cooperating with others, making commitments, setting and meeting realistic goals. There are deficits in internal limits, long goal orientation, and responsibility to others. The origin of this domain is families which has the characteristics of lack in direction, overindulgence, permissiveness, and sense of superiority. In their adulthood, people might not control their impulses and delay their pleasure. This domain consists of "entitlement/grandiosity" and "insufficient self-control/self-discipline" schemas.

"Other-directedness" is the fourth domain of Young, and it is linked to the needs of "self-directedness and freedom of expressing own needs" (Young et al., 2003). The typical characteristic of this domain is that there is the person's extreme focus on desires, emotions, priorities, and responses of other people in order to have love and approval of them. Children must restrict important parts regarding themselves for their parents' love and approval. Also, they are not free about their natural feelings. If parents care social appearances more than needs of their child, the schemas in this domain can develop. In their adulthood, they follow others' desires and needs. This domain consists of "subjugation", "self-sacrifice", and "approval seeking" schemas.

Finally, the fifth domain is "overviligance & inhibition" which based on excessive suppression of emotions, impulses, choices, and rigid rules about ethical issues and performance (Young et al., 2003). The typical parents which might lead to this domain

reinforce their children for control and denial. In this domain, the needs of "spontaneity and play" are frustrated in childhood. In their adulthood, people with schemas in this domain might be pessimistic, worried, alert, careful, and hypervigilant to negativity all the time. This domain includes the schemas of "pessimism", "emotional inhibition", "unrelenting standards", and "punitiveness". All early maladaptive schemas and domains can be shown in Figure 1.
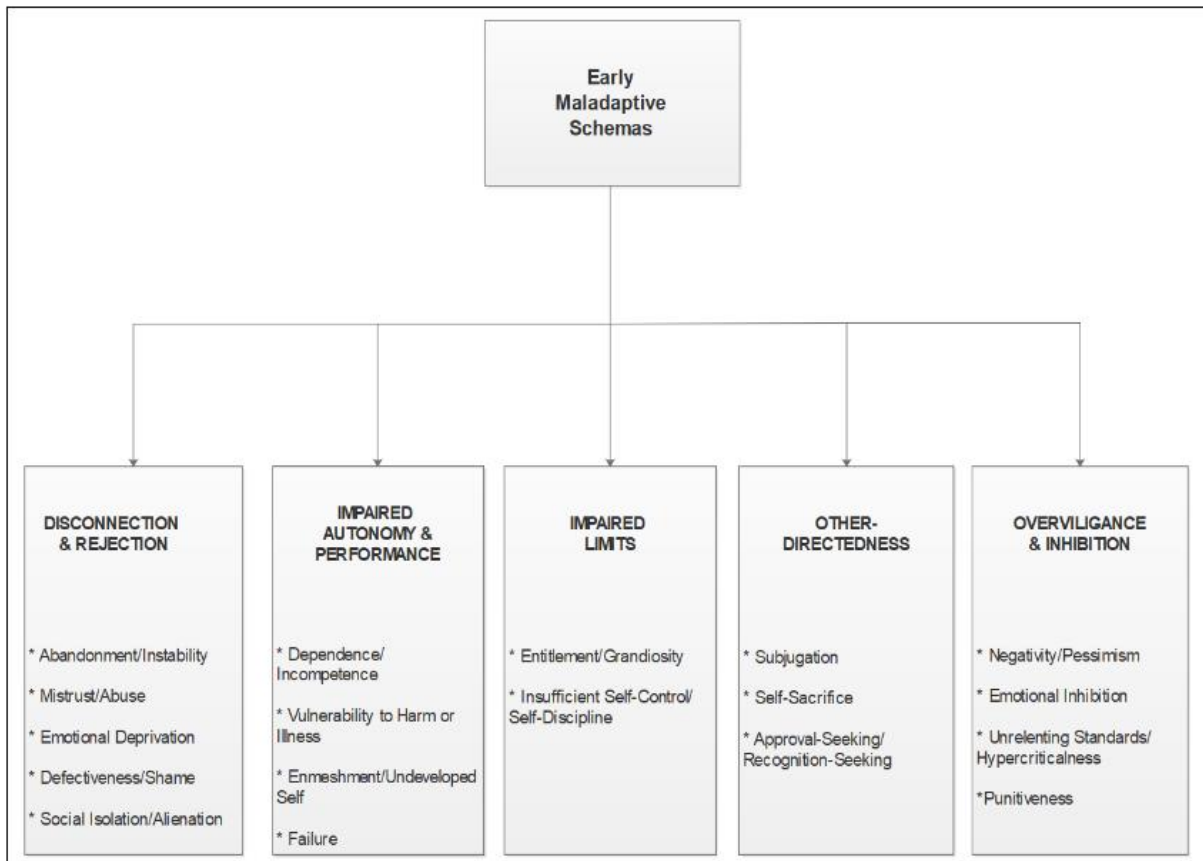
Figure 1. Schema Domains and Early Maladaptive Schemas (Young et al., 2003)

In addition to 18 early maladaptive schemas under 5 domains, in the literature, different numbers of schema, different names and numbers of domains can be seen (Oei, & Baranoff, 2007). To illustrate, for the Turkish sample, in the research of Soygüt, Karaosmanoğlu and Çakır (2009), 14 early maladaptive schemas and 5 schema domains were suggested. Also, in the research of Sarıtaş and Gençöz (2011), 18 early maladaptive schemas and 3 schema domains were suggested. In this current study, eighteen early maladaptive

schemas under three domains which were suggested by Sarıtaş and Gençöz (2011) will be used. Accordingly, the first domain is "Disconnection-Rejection", and it includes the schemas of emotional deprivation, social isolation, emotional inhibition, punitiveness, mistrust, and defectiveness. The second domain is "Impaired Autonomy-Other Directedness", and it includes the schemas of dependency, subjugation, failure, abandonment, enmeshment, and vulnerability to harm. The third domain is "Impaired Limits-Exaggerated Standards", and it includes the schemas of pessimism, unrelenting standards, entitlement, approval seeking, self-sacrifice, and insufficient self-control.

1.2.2. Early Maladaptive Schemas and Romantic Dissolution Grief

More research studies which examine the influence of early maladaptive schemas on romantic dissolution grief are needed whereas the relationship between schemas and death related grief had been studied more (e.g., Thimm & Holland, 2017) in the literature. Although there are more studies related to schemas and death related grief in comparison with studies related to schemas and dissolution grief, it can be said that research which study the interaction of early maladaptive schemas and grief are relatively less in literature. That's why research studies which investigated the influence of irrational beliefs and negative cognitions, which are parts of early maladaptive schemas, on grief (e.g., Boelen, Kip, Voorsluijs, & van den Bout, 2004; Boelen & Reijntjes, 2009) are also benefited in this section.

According to cognitive-behavioral conceptualization, the critical processes during developing and maintaining of grief include negative global beliefs (Boelen, van den Hout, & van den Bout, 2006a). It was found that these negative beliefs which might be related to self, life, world, future, self-blame, social support, and owned grief responses were highly associated with traumatic grief and its symptom severity (Boelen et al., 2004; Boelen, van den Bout, & van den Hout, 2006b). In addition to symptom severity, according to Faschingbauer, DeVaul and Zisook (1977), beliefs about how much world and self-respect

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are meaningful are inversely associated with the intensity in grief responses (as cited in Boelen et al., 2004). It means that if self and world related beliefs are positive, normal grief responses are seen more rather than pathological responses. Moreover, since recovery after loss is dependent upon adjustment or adaptation of belief system to new situation following loss (Bonanno & Kaltman, 1999), a problematic grief process arises in the conditions which irrational beliefs cannot be changed (Boelen et al., 2004). Another reason of this problematic grief is that grieving people have tendency of keeping away from present and future and the tendency of excessively focusing on the loss in past, due to their negative and dysfunctional cognitions (Boelen et al., 2006a).

In addition to beliefs mentioned in the study of Boelen and his colleagues (2004; 2006a), Thimm and Holland (2017) indicated that more broad beliefs in general manner which involve self of a person and this person's relationships with others had an effect on the grief development. When mentioning beliefs concerning oneself and others, it is possible to use the term of 'schema', and it was supported that maladaptive schemas were a vulnerability factor for developing complicated grief by Thimm and Holland (2017). In the post-loss process, existing early maladaptive schemas can worsen or complicate the loss and making sense of the loss (Thimm & Holland, 2017). For example, after worsening of loss due to maladaptive schemas, while the grief may become severe and chronic, overwhelming emotional reactions might rise such as guilt, fear, and anger (Boelen et. al, 2006a).

In line with the research studies regarding death related grief, when investigating the relationship between negative cognitions and grief following romantic relationship dissolution, similar and supporting results were found (e.g., Boelen & Reijntjes, 2009). The study of Boelen et. al (2006b) showed that negative cognitions concerning self, life, future, and grief responses predicted grief related problems' persistence across two years following loss. Also, it was remarked that having negative beliefs and catastrophic misinterpretations

regarding break up related reactions strongly correlated with complicated grief in the process after break-up (Boelen & Reijntjes, 2009). In this regard, since cognitions about self are a key factor in grief, if a person has difficulties in developing or maintaining a positive meaning about self, recovery after a romantic break-up can be blocked and grief can become complicated.

When considering the main parts of the schema domains, firstly, it was found that the domain of disconnection and rejection was associated with serious difficulties regarding making sense of loss, integration of loss, finding adaptive manners, and these difficulties led to severe complicated grief (Thimm & Holland, 2017). When considering the content of the schema domain, all schemas under this domain can be connected with the grief process. For instance, if a person has expectations regarding always ending of close relationships (abandonment schema), ideas of *"Nowhere or nobody is safe"* (mistrust/abuse schema), beliefs about self-blame and being inferior (defectiveness/shame schema) (Young et al., 2003), this person might experience grief more deeply. These cognitions can cause complicated grief symptoms by leading to severe emotional reactions such as guilt, fear, and anger (Boelen et al., 2006a). According to the study of Thimm and Holland (2017), the activation of abandonment schema which is in disconnection & rejection domain can damage a normal grief process by causing distress. In the same study, it was stated that high correlations between abandonment schema and complicated grief symptoms were observed.

Secondly, in the schema domain of impaired autonomy and performance, there are beliefs including inability of maintaining life without help of any significant other person (Young et al., 2003). People whose domain of impaired autonomy is dominant usually have great difficulty in separation, and they do not have beliefs regarding that they may overcome this process successfully (Yakın, 2015). If a person does not believe that he or she can handle the break up in the manner of functional, independent, and successful, a troublesome grief

process can be expected for this person. In the study by Thimm and Holland (2017), high correlations between severe grief symptoms and the schema of vulnerability to harm which is in impaired autonomy domain were observed. Vulnerability to harm schema including uncontrollable catastrophe related expectations (Young et al., 2003) can complicate the grief process by resulting in global emotions of fear (Thimm and Holland, 2017).

Finally, in the schema domain of impaired limits, difficulties which are related to realistic goals and responsibility to others are experienced (Young et al., 2003). According to Yakın (2015), these people have difficulty in regulating negative emotions, and they barely learn this. If tolerating frustration is hard for a person (the schema of insufficient self-control/self-discipline) (Young et al., 2003), grief process may not run efficiently. Moreover, if a person has beliefs concerning being superior (entitlement/grandiosity schema) (Young et al., 2003), experiencing post-break-up process in the manner of realistic can be got hard. However, since studies which examined the connection between impaired limits and grief are relatively limited in literature and these arguments about impaired limits domain are presumptive, more studies which will address this connection are needed. In the next section, emotion regulation which is thought as another factor for the grief process will be examined.

1.3. Emotion Regulation

Emotion can be considered as a mental state which occur spontaneously without any effort and is followed by some physiological reactions (Gillespie & Beech, 2016). These mental states are not always positive or helpful for people. Also, rather than emotions' types - positive or negative-, their duration and severity are more important and emphasized because extreme levels of positive emotions might also cause destructive effects (Yakın, 2015). Therefore, independently of type, adaptive responses should be developed to control this duration and severity and emotions have to be regulated (Yakın, 2015). All processes which emotions are managed, shaped, and regulated are basically referred to as emotion regulation

(Koole, 2009). Besides, according to Koole (2009), emotion regulation was defined as a process which had behavioral and cognitive reactions that limited emotions by altering how they were experienced. The roots of emotion regulation theory are from defence mechanisms in the psychoanalytic theory (Yakın, 2015) and the tradition of stress and coping (Gross, 1999).

An emotion regulation process which adaptive responses exist in and emotions can be regulated positively is important in terms of reducing the impact of negative emotions, coping with negative events, having a buffer against stress, well-being, resilience (Tugade & Fredrickson, 2007) and health (DeSteno, Gross, & Kubzansky, 2013). Positively emotion regulation which adaptive responses are involved in does not always mean lessening negative emotions (Yakın, 2015). In addition to diminishing negative ones, accepting and appreciating emotions are also important in the regulation process.

In literature regarding emotion regulation, five families of emotion regulation processes and six emotion regulation strategies are identified. While these five families are situation selection, situation modification, attentional deployment, cognitive change, and response modulation (DeSteno et al., 2013), the six strategies are acceptance, avoidance, problem solving, reappraisal, rumination, and suppression (Aldao, Nolen-Hoeksema, & Schweizer, 2010). No matter what its family or strategy, in literature, there are some discussion about emotion regulation and the structure of this term. Firstly, the term of emotion regulation may refer to both how emotions regulate other things and how emotions are regulated (Dodge & Garber, 1991) (as cited in Gross, 1999). Secondly, it might also refer to both how people affect their emotions and how people affect others' emotions. Thirdly, it is another matter of debate is whether this is conscious or unconscious.

In the light of these, what can emotion regulation be affected by? What can this regulation depend on? Is it genetic, learned or both? In literature, it has been found that many

factors influence emotion regulation such as neuroregulatory systems (brain electrical activity, heart rate, etc.), behavioral traits (adaptability, resistance to frusturation, sociability, etc.) and cognitive components (awareness of need for regulation, ability to apply strategy, etc.) (Calkins, 1994). Furthermore, autonomy support, conditional regard (Roth & Assor, 2012), maternal socialization, temperament (Yagmurlu, & Altan, 2010) and parenting styles (Jabeen, Anis-ul-Haque, & Riaz, 2013) were found as predicting factors. According to Calkins (1994), what people believe and expect about other people and environment is among factors in emotion regulation. When beliefs and expectations about others are mentioned, early maladaptive schemas come to mind. Also, it was found that some problems in emotional regulation might be rooted in early interpersonal traumas (Dadomo, Grecucci, Giardini, Ugolini, Carmelita, & Panzeri, 2016). According to Yakın (2015), activation of schemas gives rise to intense emotions, and emotion regulation and its strategies have a place in the schema approach. This study addressed emotion regulation which was influenced by early maladaptive schemas.

1.3.1. Emotion Regulation and Schema Domains

In the literature, it was remarked that early traumas in interpersonal relations during childhood caused some difficulties in emotion regulation (Dadomo et al., 2016) and similarly, childhood maltreatment including emotional area was related to some schema domains such as disconnection, impaired autonomy, impaired limits, and unrelenting standards (Shainheit & O'Dougherty Wright, 2012) (as cited in Şenkal Ertürk, Kahya, & Gör, 2018). From this point of view, when examining the interaction between schema domains and emotion regulation, there are very few studies which generally investigated emotion regulation as a mediator (e.g., Eldoğan, & Barışkın, 2014; Şenkal Ertürk et al., 2018) in the literature. This situation creates the need that the mediating role of emotion regulation is studied more detailed.

In a research which investigated schema domains and emotion regulation, the domains of disconnection/rejection, impaired autonomy and impaired limits were examined when emotion regulation was the mediator (Eldoğan, & Barışkın, 2014). First of all, the schemas in disconnection/rejection domain might lead people to some negative beliefs such as "I never be satisfied emotionally" and "I am defected and should not express my feelings". According to Eldoğan and Barışkın (2014), it is inevitable that these cognitions affect emotion regulation skills directly or indirectly. Also, not expressing emotions and avoidance are among the problems in emotion regulation (Gross, 1997; Mineka & Zinbarg, 2006; as cited in Eldoğan & Barışkın, 2014). Secondly, it is expected that negative perceptions including failure and inadequacy occur due to the schemas in the domain of impaired autonomy and this situation might increase the emotion level (Eldoğan & Barışkın, 2014). Also, it is possible that these negative cognitions damage emotion regulation skills and felt emotions get on top of people. For example, people can avoid expressing feelings, acting in accordance with the goal-oriented behaviors, or using appropriate emotion regulation strategies, regarding to their schemas. Finally, it was stated that individuals whose schemas were in impaired limits domain had problems in controlling their impulses (Eldoğan & Barışkın, 2014). In relation to this domain, people can prefer to regulate their emotions by avoiding environments which cause disturbance for themselves. Furthermore, this domain may result in that people express their emotions by acting in an aggressive manner and behave in an impulsive manner. Regulating emotions in this way can pose a problem for interpersonal relations and also psychological well-being.

In another research, it was found that the domains of disconnection/rejection, impaired limits, and impaired autonomy had a significant effect on emotion regulation, and individuals whose scores on these domains were higher had emotion regulation difficulties at higher levels (Yakın, 2015). At this juncture, how is the relationship between emotion

regulation, which interacts with schema domains in this context, and romantic dissolution grief? This will be addressed in following section.

1.3.2. Emotion Regulation and Romantic Dissolution Grief

When people confront the loss of a loved person, they face greatly painful emotions. The emotional response to this loss is mainly named as grief which has been associated with some terms of anxiety, distress, and depression (Huang, 2018). Considering emotions, people who experienced romantic dissolution reported more negative emotions including anger and less positive feelings including love significantly (Sbarra & Emery, 2005). In the face of the loss experience, it was found that optimism had a better impact on well-being compared to pessimism but too much optimism might be damaging, and a little pessimism may be protective (Kelly, 2011). By the reason of these facts, it has been thought that regulation of emotions would be more important for psychological well-being rather than having more positive emotions and less negative emotions. However, more research studies are needed to support this thought in literature.

In circumstances which successful emotion regulation strategies are used, adaptation, orientation (Hooghe, Neimeyer, & Rober, 2012) and recovery process (Bowlby, 1980; Stroebe & Stroebe, 1987; as cited in Bullock, 2012) are better in grief process following the loss compared to circumstances which unsuccessful ones are used. In a study, regulating emotions successfully was considered as an important requirement to adapt loss in a functional way (Hooghe et al., 2012). Besides, according to Hooghe and his colleagues (2012), when emotions were regulated in the form of confronting emotions rather than avoiding them, loss orientation was achieved. Along with adaptation and orientation, emotion regulation including expressing emotions was indicated as essential part of a normal recovery process after grief by Bowlby (1980) and by Stroebe and Stroebe (1987) (as cited in Bullock,

2012). Also, in the study of Gilbert and Sifers (2011), it was stated that emotion regulation skills had supported people to bounce back from grief related responses after breakup.

In addition to positive effects of successful emotion regulation, when considering negative situations which unsuccessful one causes, Roos (2018) found that unsuccessful emotion regulation strategies including rumination and emotional avoidance had direct and indirect effects on breakup distress which was a part of romantic dissolution grief. Complications in grief (Gupta & Bonanno, 2011), pathological physical and psychological symptoms (Hooghe et al., 2012), pathological grieving (Bowlby, 1980; Stroebe & Stroebe, 1987; as cited in Bullock, 2012) and prolonged recovery (Lee, Roberts, & Gibbons, 2013) can be said among the effects which derive from emotion regulation deficits. First of all, Gupta and Bonanno (2011) mentioned that deficits in the process of emotion regulation can lead to some maladaptive reactions and complications during grief. They examined emotion regulation as enhancing and suppressing; and stated that while enhancing one emotion was better in one situation, suppressing same emotion was better in another situation. In their research, Gupta and Bonanno (2011) found that deficits in regulation were exhibited on grieving people who had complicated grief. Secondly, if grieving people do not confront pain and express intense emotions of grief, this results in denied grief which brings pathological symptoms in its wake (Hooghe et al., 2012). Thirdly, dysregulation of intense emotions in grief can cause excessive reactivity and prolonged process of recovery (Lee et al., 2013).

The interaction of emotion regulation and romantic dissolution grief has been studied relatively less in literature, and the relationship between emotion regulation and death related grief has been generally looked at (e.g., Bullock, 2012; Hooghe et al., 2012). Most of studies which were given in this section are research studies on death related grief. Therefore, more and detailed studies which will investigate the effect of emotion regulation on both death

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related grief and non-death related grief including romantic dissolution grief are needed in literature.

1.4. The Current Study

In the related literature, it was indicated that early experiences, negative beliefs, and overwhelming emotions had an important impact on the process of grief. However, little emphasis has been put on the relationship among early maladaptive schemas, emotion regulation, and romantic dissolution grief in youth. The main concern of this research is to understand grief experiences of young individuals after romantic relationship dissolution. In this sense, this current study mainly aims to investigate how early maladaptive schemas and the mediating role of emotion regulation differentiate the grief processes of young individuals who have experienced romantic relationship dissolution. To seek answers regarding this concern, it will be tested whether emotion regulation difficulties (M) mediated the relationship between early maladaptive schemas (X) and romantic dissolution grief of youth (Y). Particularly, it is expected that emotion regulation difficulties will mediate the relationship between early maladaptive schemas and romantic dissolution grief after controlling covariate variables including length of romantic relationship and elapsed time since breakup. Figure 2 shows the predicted model for the present study. More specifically, the hypotheses of the current study can be seen below:

(1) Difficulties in emotion regulation will mediate the relationship between the Disconnection-Rejection domain and romantic dissolution grief.

(2) Difficulties in emotion regulation will mediate the relationship between the Impaired Autonomy-Other Directedness domain and romantic dissolution grief.

(3) Difficulties in emotion regulation will mediate the relationship between the Impaired Limits-Exaggerated Standards domain and romantic dissolution grief.

Also, the research question of the current study was determined below:

"How do young individuals with schemas in the different schema domains experience their romantic dissolution grief?"
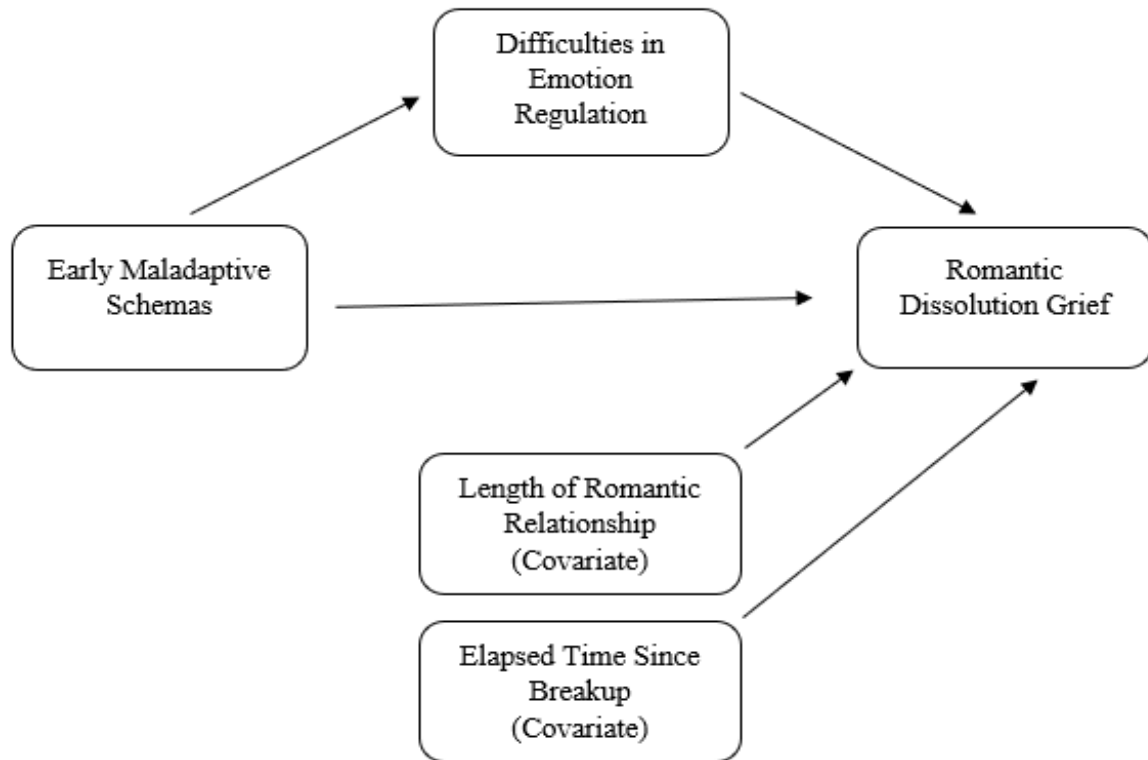
Figure 2. The predicted model for the present study

CHAPTER 2

METHOD

The current study had mainly aimed to understand the relationship among early maladaptive schemas, emotion regulation and romantic dissolution grief in youth, and also the experiences of young people who are in the process of a romantic breakup. Therefore, within the scope of the general methodology, a mix method study was employed While a quantitative approach was used for the first step of the study, a qualitative approach was also incorporated as a complementary component. In the method section, information about the general methodology and procedures of these studies was provided.

2.1. Study 1: The Quantitative Study

2.1.1. Participants

The sample of the quantitative part of the study included 208 late adolescents whose ages ranging from 18 to 22 (M = 20.70 years old, SD = 1.21). 122 participants were female (58.7%) and 86 participants were male (41.3%). The participants were mostly university students residing in different cities. They were recruited from public and private universities, and social media in Turkish context through academicians, explanatory flyers and the social media announcements. The inclusion criteria for participation was as follows: (a) to experience a romantic relationship dissolution; (b) this breakup should occur at least 1 month or at most 1 year prior to participation; (c) not having a new romantic relationship after the last breakup. While the length of the romantic relationship for participants was about 1.2 years, the elapsed time since breakup was about 0.5 years.

2.1.2. Materials

A Demographic and Relationship Information Form (Appendix B), the Turkish version of "Young Schema Questionnaire – Short Form Version 3" (See Appendix C) , the Turkish version of "Difficulties in Emotion Regulation Scale-Brief Form" (See Appendix D)

and the revised Turkish version of "Texas Inventory of Grief" (See Appendix E) were used to collect data. After then, the debriefing form (See Appendix F) was given to participants.

2.1.2.1. The Sociodemographic and Relationship Information Form

The form was constructed by the researcher to collect information regarding demographic characteristics (e.g., age, gender, education level, monthly income, and psychological treatment history) (See Appendix B); and participants' romantic relationship (e.g., relationship status, duration of the relationship, elapsed time since the breakup, and decision to leave).

2.1.2.2. Young Schema Questionnaire Short Form Version 3 (YSQ-S3)

The questionnaire developed by Young (1990, 2003) to assess early maladaptive schemas. The questionnaire has 90 items depicting five domains and 18 schemas. It was adapted to Turkish by Soygüt, Karaosmanoğlu, and Çakır in 2009. This Turkish adaptation, which was conducted with university students, will be used as one of the materials in this study (see Appendix C). The Turkish version of the scale has 14 early maladaptive schemas represented under 5 domains, namely Impaired Autonomy, Disconnection, Unrelenting Standards, Other Directedness, and Impaired Limits (Soygüt et al., 2009). In the original version, each subscale consists of 5 items which are rated from 1 (Completely untrue of me) to 6 (Describes me perfectly), so the score of each subscale range between 5 and 30. However, in the Turkish YSQ-SF3, the number of questions per each schema is not the same. This is because some schemas in the original form were merged under a single same schema in the Turkish YSQ-SF3 of Soygüt and her colleagues (2009).

When evaluating this questionnaire, there are two criteria indicating that a person has a particular schema. The first criterion is getting the score of 15 and above. The second one is that the person scores 5 or 6 at least in 2 items. If at least one of these criteria is met, it can be concluded that this particular schema is more effective in this person's life. Soygüt and her

colleagues (2009) indicated that the factor structure of the Turkish YSQ-SF3 is consistent with previous studies. The Cronbach's alpha coefficients for the domains range between .53 and .81; and the test-retest reliability of the domains is between .66 and .83. The Cronbach's alpha coefficients for all schemas are between .63 and .80, and the schemas' test-retest reliability is between .66 and .82.

After conducting an exploratory factor analysis, it was found that the schema scores of this study's participants could be loaded on three factors. Therefore, the schema scoring in consequence of the factor analysis, which was conducted in the sample of 266 student by Sarıtaş and Gençöz (2015), was used in the present study. According to the study of Sarıtaş and Gençöz (2015), 18 early maladaptive schemas had been loaded on three domains. The first domain is 'Disconnection-Rejection' and includes the schemas of emotional deprivation, social isolation, mistrust, defectiveness, emotional inhibition, and punitiveness (alpha coefficient: 0.80). The second domain is 'Impaired Autonomy-Other Directedness' which includes including dependency, enmeshment, vulnerability to harm, failure, abandonment, and subjugation schemas (alpha coefficient: 0.86). The third domain is 'Impaired Limits-Exaggerated Standards' which have the schemas of entitlement, insufficient self-control, approval seeking, pessimism, self-sacrifice, and unrelenting standards (alpha coefficient: 0.80). In addition, in the current study, Cronbach alpha scores were found .88 for the domain of 'Disconnection-Rejection', .82 for the domain of 'Impaired Autonomy-Other Directedness', and .78 for the domain of Impaired Limits-Exaggerated Standards'.

2.1.2.3. Difficulties in Emotion Regulation Scale-Brief Form (DERS-16)

The scale was developed by Gratz and Roemer in 2004 to emotion regaulation difficulties. This scale which have six subscales and 36 items was generated as a 16-item version (DERS-16) by Bjureberg and his colleagues in 2016. Also, DERS-16 includes five

subscales as "clarity, goals, impulse, non-acceptance, and strategies". DERS-16 was finalized by Yiğit and Güzey Yiğit in 2017 by extracting Turkish items from the Turkish version of scale which Rugancı and Gençöz examined in Turkish adults in 2010. This Turkish adaptation, which was conducted with undergraduate students, was used as other one of the materials in this research study. In the DERS-16, each subscale consists of 5 items which are rated from 1 (Almost Never – 0-10%) to 5 (Almost Always – 91-100%).

In accordance with Yiğit and Güzey Yiğit's analysis, internal consistency of DERS-16 were found as good to excellent for overall scale and each subscale. While Cronbach's alpha coefficient was .92 for overall scale, other Cronbach's alpha scores were .84 for clarity, .84 for goals, .87 for impulse, .78 for non-acceptance, and .87 for strategies. It was indicated that the scale was valid and reliable by Yiğit and Güzey Yiğit (2017). In the present study, Cronbach alpha scores were .93 for overall scale, .86 for clarity, .86 for goals, .89 for impulse, .81 for non-acceptance, and .89 for strategies.

2.1.2.4. Revised Version of Texas Inventory of Grief

Texas Inventory of Grief which was developed by Fashingbauer, Devaul, and Zisook in 1977 was revised by Faschingbauer in 1981 to assess grief symptoms as normal or pathological after death (American Psychological Association, 2018). This inventory includes a "past behaviors' part with 8 items and a "present feelings" part with 13 items. It is scored on a 5-point scale, and responses are completely false, mostly false, true and false, mostly true, and completely true. It was reported that Alpha coefficients for the inventory were over .8 (American Psychological Association, 2018). Also, it was indicated that Cronbach's alpha of the original inventory was .77 for past part and .88 for present part (Yıldız & Cimete, 2011). Yıldız and Cimete adapted this inventory to Turkish in 2011, and this adapted inventory has two sections with total 21 items. These two sections are "past behaviors" and "present emotional feeling". The Turkish version was applied with 154 parents who lost their

babies. While Cronbach's α of all scale was .85 for internal consistency, it was .76 for "past behaviors" and .84 for "present emotional feeling".

In addition to death, the original Texas Inventory of Grief could be used in some research studies related to the grief for romantic relationship dissolution (e.g., Boals & Klein, 2005; Kaczmarek, Backlund, & Biemer, 1990). Therefore, this inventory was revised for the grief of romantic relationship for this study. It was found that Cronbach's alphas for overall scale, 'past behaviors', and 'present feelings' were .95, .86, and .95, respectively.

2.1.3. Procedure

First of all, the ethics committee approval was taken from the Human Subjects Ethics Committee (HREC) of TED University. Then, 208 participants matching the criteria were recruited. While 109 of participants filled paper-based questionnaires, 99 of them filled online questionnaires. Participants filled the online ones via internet. The originality of paper-based ones was completely preserved, when online version of questionnaires was prepared on docs.google.com, including online informed consent, demographic form, relationship information form and other measures of the study. In terms of questionnaires, firstly, informed consent forms were gathered from all participants. In online, the participants who did not give consent were thanked and the survey was ended automatically. After the informed consent, secondly, participants completed the demographic and relationship information form. Thirdly, they filled out the Turkish version of Young Schema Questionnaire Short Form 3, the Difficulties in Emotion Regulation Scale-Brief Form, and the Texas Inventory of Grief. The Texas Inventory of Grief, which originally evaluated the grief related to death, was revised for the grief after the romantic relationship dissolution, while the questionnaires related to early maladaptive schemas and emotion regulation were used without any modification. To prevent order effect, questionnaires were given to participants in different formats. While half of participants completed scales in order of

schema questionnaire, emotion regulation questionnaire, and grief questionnaire, other half did that in order of emotion regulation questionnaire, schema questionnaire, and grief questionnaire. It took 20 minutes on average to finish all questionnaire battery. After completion of all scales, the debriefing form was given to all participants for both paper-based and online surveys.

2.1.4. Statistical Analyses

Pearson's Correlational Analysis and Mediation Analysis were employed in first part for looking at the mediating role of the difficulties in emotion regulation on the relationship between early maladaptive schemas and the grief after a romantic relationship dissolution. First of all, Pearson's correlational analysis was used in order to examine relationships among the variables which are early maladaptive schemas, emotion regulation, and the grief of a romantic relationship dissolution. Secondly, after Pearson's correlational analysis, Mediation Analysis was conducted in order to investigate whether and how the relationship between early maladaptive schemas and romantic dissolution grief is mediated by emotion regulation.

In the study, to estimate the mediation significance, conditional process modelling of Hayes (2013) using the PROCESS macro for SPSS was used. The model of this study corresponds to Model 4. In mediation models, PROCESS provides bias corrected bootstrap confidence intervals for each type of indirect effects (Hayes, 2012). If the interval estimate does not have zero, the indirect effect is significant. This means that a claim of mediation of the effect of independent variable (X) on dependent variable (Y) through the mediator (M) is supported (Hayes & Rockwood, 2017). According to the model, the direct effect of independent variable on a mediator is called as 'path *a*' and the direct effect of the mediator on dependent variable is called as 'path *b*'. Also, the direct effect of independent variable on dependent variable, not controlling for mediator, is presented as 'path *c*''.

In this thesis study, the independent variable is early maladaptive schemas (X), the dependent variable is grief after romantic relationship dissolution (Y), and the mediator is emotion regulation (M). There are three levels of the independent variable: the 'Disconnection-Rejection' domain, the 'Impaired Autonomy-Other Directedness' domain, and the 'Impaired Limits-Exaggerated Standards' domain. According to the Model 4 of Hayes, in this study, 'path a_1' is the direct effect of the 'Disconnection-Rejection' domain on emotion regulation, 'path a_2' is the direct effect of the 'Impaired Autonomy-Other Directedness' domain on emotion regulation, and 'path a_3' is the direct effect of the 'Impaired Limits-Exaggerated Standards' domain on emotion regulation. 'Path b' represents the direct effect of emotion regulation on grief after romantic relationship dissolution. Moreover, 'path c_1'' is the direct effect of 'Disconnection-Rejection' domain on grief, 'path c_2'' is the direct effect of the 'Impaired Autonomy-Other Directedness' domain on grief, and 'path c_3'' is the direct effect of the 'Impaired Limits-Exaggerated Standards' domain on grief.

Besides, to examine the factor structure of Young Schema Questionnaire Short Form with the purpose of understanding which schema scoring is more appropriate for this study, an exploratory factor analysis (EFA) was conducted on a sample of 208 participants who were between 18 and 22. Also, for the Texas Inventory of Grief, on the purpose of revision from death-based version to dissolution-based version, another exploratory factor analysis (EFA) was conducted on a sample of 216 different participants who were between 18 and 29. The reason is that age range of late adolescence period can broaden in some research (e.g., Arnett, Žukauskienė, & Sugimura, 2014; State Adolescent Health Resource Center, n.d.).

2.2. Study 2: The Qualitative Study

2.2.1. Methodological Background

Thematic analysis (TA) is a qualitative method which attempts to identify some patterns or concepts in the qualitative data (Maguire & Delahunt, 2017). According to Braun

and Clarke (2006), it contributes some useful core skills to conduct many other types of analysis. Thematic analysis is not a methodology which strictly fits in with a specific theoretical perspective. Rather than a methodology, it is a flexible method and provides considerable advantages in learning and teaching. Thematic analysis can be used in a wide range of research questions (Clarke & Braun, 2013). Also, it can analyze several types of data which are large or small. This analysis is used in order to understand people's experiences, some constructions in particular contexts, and to produce data and theory-driven analyses. Braun and Clarke (2006) defined six steps for doing a thematic analysis. These are 'familiarisation with the data, coding, searching for the themes, reviewing the themes, defining and naming the themes, and writing up'.

In this thesis, thematic analysis was chosen as complementary to the quantitative part. Early maladaptive schemas (EMS) are generally studied with quantitative approach and qualitative approach in EMS is relatively less researched. Since the TA might usefully summarize key information about data and offer a key description about it (Braun & Clarke, 2006), it was preferred to gain insight about people's experiences related to schemas and grief. Because of the fact that the TA can emphasize similarities and differences, generate unforeseen insights, become independent from any particular perspective (Braun & Clarke, 2006), it was considered appropriate for studying much studied schemas and less studied dissolution grief. Furthermore, TA is a useful method which allows working with participants as collaborators.

2.2.2. Participants

By using purposive sampling method to deeply understand the nature of participants' experiences, total 6 selected participants from 208 participants in Study 1 (2 participants who had one of the highest scores from Disconnection-Rejection domain, 2 participants who had one of the highest scores from Impaired Autonomy-Other Directedness domain, 2

participants who had one of the highest scores from Impaired Limits-Exaggerated Standards domain) were interviewed. While the total scores of the participants were the highest one in one particular domain, they were lower in other domains. Meanwhile, these 6 participants were selected among participants whose grief scores were higher compared to others.

Five of participants (83.3%) were female, and one of participants (16.7%) was male. The ages of these 6 participants ranged from 19 to 22 ($M = 21$, $SD = 1.27$). All participants were university students from different departments in Ankara. The majority of participants [$n = 4$ (66.7%)] were students in Middle East Technical University and 2 (33.3%) of participants were students in Başkent University. The mean month for length of relationship was 22.33 months ($SD = 19.44$) and the mean month for elapsed time since breakup was 6.17 months ($SD = 4.10$). Breakup was own decision of one of participants (16.7%) and shared decision for one of participants (16.7%). Partners of four participants (66.7%) decided to leave. The grief scores of these participants ranged from 65 to 94 ($M = 76.17$, $SD = 10.72$), while the possible maximum score was 105 in the scale. Table 1 presents the descriptive information of study variables in accordance with different domains.

Table 1.

Descriptive Information of Study Variables

	Disconnection-Rejection	Impaired Autonomy-Other Directedness	Impaired Limits-Exaggerated Standards
Gender			
Male	0	0	1
Female	2	2	1
Age			
M	21.5	22.0	19.5
SD	.71	0	.71
Range	1	0	1
Length of Relationship (month)			
M	15	39	13
SD	12.73	29.70	2.83
Range	18	42	4
Elapsed Time Since Breakup (month)			
M	8	8.5	2
SD	4.24	3.54	0
Range	6	5	0
Grief Score			
M	83.0	71.5	74.0
SD	15.56	4.95	12.73
Range	22	7	18

2.2.3. Ethical Permission

The qualitative study procedures were approved by the Human Subjects Ethics Committee (HREC) of TED University. E-mails were sent to appropriate potential participants who approved to be reached via their e-mail addresses. The study purpose and the confidentiality issue were explained to all potential participants in e-mail and to all present participants verbally and in written format before interviewing. That they have a right to withdraw from the study was explained to participants. Since audio-recording was

necessary during interviews, the consent was also taken both for participation and audio-recording in a written document. Moreover, it was paid attention to change information bringing out the participants' identity in transcriptions and given quotations in the results.

2.2.4. Procedure

Appropriate participants for the criteria of qualitative part and the interviews was selected by using purposive sampling technique. This is a technique which participants are selected in line with relevant criteria of the research question (Willig, 2013). According to this, since the participants share similar experiences or conditions, they are considered as homogeneous. In this study, homogeneous participants are late adolescents who suffered from a romantic breakup and had a schema domain irruptively.

On the basis of the thematic analysis, 13 open-ended questions were prepared for the semi-structured interview (See Appendix G). When preparing questions, it was become careful about not developing directive questions in order to allow participants to tell their experiences without any pressure. After checking scores of schema and grief for 208 participants, it was decided which participants were appropriate. Then, potential participants who approved to be reached via their e-mail addresses were contacted. The participants who accepted to participate in the study were invited for interviews. Arrangements related to the interview were made through e-mail. All interviews were conducted in the Applied Clinical and Cognitive Psychology Laboratory of Ted University. After explaining the study purpose, confidentiality, and audio-recording and obtaining consents in written, interviews started. The interviews' duration ranged from 38 minutes to 70 minutes and the average duration was 55 minutes.

2.2.5. Data Analysis

All audio records were transcribed by the researcher of the thesis. Firstly, in the direction of 'familiarization with the data' which is first step of thematic analysis (Braun &

Clarke, 2006), the researcher read and re-read the data and noted some analytic observations. Then, coding was done for data reduction. All interviews were examined one by one and after an examination of one data, another one was examined. Thirdly, the researcher constructed themes and reviewed them by checking whether the determinated themes told a credible story about the overall data. Fourthly, themes were defined and named in the wake of a detailed analysis which classified the spirit or core of each theme. After that, the final step of writing-up was conducted in the manner of telling an influential story about the all data. Finally, themes which were constructed by the researcher were finalized in cooperation with the thesis advisor (Gökler Danışman).

2.2.6. Reflexivity

In qualitative studies, it is impossible that researchers and their perspectives can be excluded from conducted research. The researcher influences the qualitative study partially and it is not possible to cancel out this influence. Starting from this, as a feature of qualitative methodologies, reflexivity necessitates an awareness of contribution to analysis and research process by the researcher (Willig, 2013). Reflexivity is an encouraging feature to understand how involvement of a researcher affects a research. This feature allows researchers to think and shape actively during the research. In this sense, it can be essential to give a background information about the researcher below:

"I am a 25-year-old female psychologist and currently doing my master's degree in the field of clinical psychology. I am the only child in my family. Since my parents worked during my childhood, I was a child who raised herself usually. My parents always took care of me, protected and supported me, but I guess that I needed emotional satisfaction more. During especially my late adolescence, I experienced emotional and romantic relationships which I could not give the meaning, a couple of break-ups, and a great number of days which I grieved. When I recall my younger version now as an adult, I see a youth who had an

emotional emptiness, did not know what she should do, and did not understand why she had much difficulty in overcoming something. Also, I see a youth who did not get any outside help from people such as the family and friends even though she had the chances and accordingly, made her own life more complicated. Now I can understand what I did and why I did in the past thanks to the psychology education I received and my own therapy process. Now I realize that my family, early life experiences, and perspective on life were very influential on my emotional relations and grief process in past. I also know how challenging and exhausting those periods were. That is why I wanted to study in this field as a future clinical psychologist with the aim of having an insight into the significance of this developmental phase of youth more and supporting them regarding this.

I believe that all of these (i.e. my childhood experiences, schemas, and perspectives, etc.) made my work both easier and difficult during the data analysis process of the research."

CHAPTER 3

RESULTS

In this section, firstly, descriptive statistics and the results of correlation analysis of the study variables were presented. Then, the results yielded by the analysis of the proposed mediation model were given.

3.1. Study 1: The Quantitative Study

3.1.1. Descriptive Statistics and Pearson's Correlational Analysis

Means and standard deviations were calculated for age, length of romantic relationship, elapsed time since the breakup, Young Schema Questionnaire (YSQ) total score, the domains of YSQ named as Disconnection-Rejection (DR), Impaired Autonomy-Other Directedness (IAOD), Impaired Limits-Exaggerated Standards (ILES); Difficulties in Emotion Regulation Scale (DERS-16); and Texas Revised Inventory of Grief (TRIG). These descriptive information for measures of the study can be seen in Table 2.

Table 2

Descriptive Statistics of the Study Variables

Variables	Mean	Standard Deviation
Age	20.70	1.21
Length of Romantic Relationship (days)	450.62	478.07
Elapsed Time Since Breakup (days)	164.94	103.12
Young Schema Questionnaire (YSQ) Total	228.19	56.66
Disconnection-Rejection (DR)	71.58	25.09
Impaired Autonomy-Other Directedness (IAOD)	62.60	19.33
Impaired Limits-Exaggerated Standards (ILES)	94.01	20.74
Difficulties in Emotion Regulation Scale (DERS-16)	41.13	14.40
Texas Revised Inventory of Grief (TRIG)	51.63	20.72

Also, Pearson's correlational analysis was conducted to examine the relationships among the study variables which were early maladaptive schemas, emotion regulation, and romantic dissolution grief, after controlling covariate variables, namely, length of romantic relationship and elapsed time since breakup. Correlations of the study variables were shown in Table 3.

Table 3

Correlations Among the Study Variables

Variables	1	2	3	4	5	6
1. YSQ Total	-	.90**	.85**	.86**	.66**	.48**
2. DR		-	.64**	.65**	.52**	.37**
3. IAOD			-	.62**	.65**	.54**
4. ILES				-	.58**	.45**
5. DERS-16					-	.54**
6. TRIG						-

Note 1. * $p < .05$. ** $p < .01$. Length of romantic relationship and elapsed time since breakup were included as a covariate in the study.
Note 2. YSQ = Young Schema Questionnaire, DR = Disconnection/Rejection, IAOD = Impaired Autonomy/Other Directedness, ILES = Impaired Limits/Exaggerated Standards, DERS-16 = Difficulties in Emotion Regulation Scale, TRIG = Texas Revised Inventory of Grief.

As can be seen in the results of correlation analysis, total score of Young Schema Questionnaire was found to have significant and positive relations with its domains of Disconnection-Rejection ($r = .90$, $p < .01$), Impaired Autonomy-Other Directedness ($r = .85$, $p < .01$), and Impaired Limits-Exaggerated Standards ($r = .86$, $p < .01$). Moreover, total YSQ score was found to have a significant positive relation with the total scores of Difficulties in Emotion Regulation Scale ($r = .66$, $p < .01$) and Texas Revised Inventory of Grief ($r = .48$, $p < .01$).

The results indicated that the score of DR domain was found to have a significant positive relation with the score of DERS-16 ($r = .52$, $p < .01$) and the score of TRIG ($r = .37$, $p < .01$). The score of IAOD was found to have a significant positive relation with the score of DERS-16 ($r = .65$, $p < .01$) and a moderate positive relation with the score of TRIG ($r = .54$, $p < .01$). The score of ILES domain was also found to have significant positive relation with the score of DERS-16 ($r = .58$, $p < .01$) and the score of TRIG ($r = .45$, $p < .01$).

Lastly, the total score of DERS-16 was found to have a significant positive relation with the score of TRIG ($r = .54$, $p < .01$).

3.1.2. Mediation Model: Difficulties in Emotion Regulation Mediate the Relationship between EMSs and Romantic Dissolution Grief

In our study model, we examined whether difficulties in emotion regulation mediated the relationship between early maladaptive schemas which have three domains (Disconnection-Rejection, Impaired Autonomy-Other Directedness, and Impaired Limits-Exaggerated Standards) and grief following romantic relationship dissolution after controlling for the length of the romantic relationship and time elapsed since the breakup, using bootstrapping method with 10000 resample. In this section, the results of the mediation analyses were reported for each of the three schema domains one by one.

First of all, according to the results regarding the Disconnection-Rejection domain, the overall mediation model (see Figure 3) was significant ($F(4, 203) = 25.82$, $p < .01$) and it explained 34% of the variance in the grief following romantic dissolution. There was a significant positive relationship between the disconnection-rejection domain and difficulties in emotion regulation ($\beta = .29$, $SE = .03$, $t = 8.62$, $p < .05$; 95 % CI [.23, .36]) (path a_1). There was a significant positive relationship between difficulties in emotion regulation and romantic dissolution grief ($\beta = .67$, $SE = .10$, $t = 6.94$, $p < .05$; 95 % CI [.48, .87]) (path b_1).

Although the direct effect of the disconnection-rejection domain on the romantic dissolution grief was not significant ($\beta = .10$, $SE = .06$, $t = 1.75$, $p > .05$; 95 % CI [-.01, .21]) (path c_1'), the indirect effect of disconnection-rejection domain on the romantic dissolution grief was significantly positive ($\beta = .20$, $SE = .04$; 95 % CI [.13, .27]) when emotion regulation was included into the model as the mediator ($M_1 = a_1 b_1$). Specifically, it was found that difficulties in emotion regulation mediated the relationship between the DR domain and romantic dissolution grief.

When considering covariate variables, length of romantic relationship was significantly related to both romantic dissolution grief ($\beta = .01$, $SE = .00$, $t = 2.21$, $p < .05$; 95% CI [.00, .01]) and difficulties in emotion regulation ($\beta = .00$, $SE = .00$, $t = 2.16$, $p < .05$; 95% CI [.00, .01]). Besides, while elapsed time since the breakup was marginally significantly related to romantic dissolution grief ($\beta = -.02$, $SE = .01$, $t = -1.88$, $p = .06$; 95% CI [-.04, .00]), it wasn't significantly related to emotion regulation ($\beta = -.01$, $SE = .01$, $t = -1.60$, $p > .05$; 95% CI [-.03, .00]).
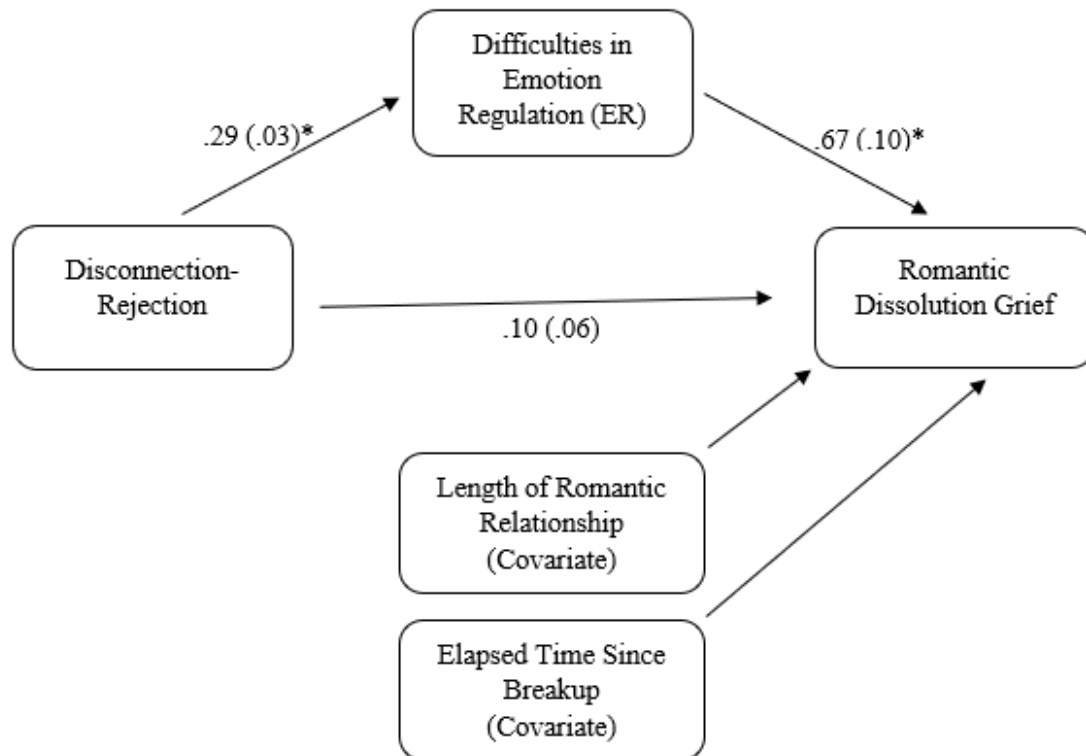
Indirect effect / Difficulties in ER: $\beta = .20 (.04)^*$, 95 % CI [.13, .27]

Figure 3. Mediation model when the Disconnection-Rejection domain was the IV. Standard errors are in the parentheses. Length of romantic relationship and elapsed time since breakup were control variables in the model. $^*p < .05$.

Secondly, the results regarding the Impaired Autonomy-Other Directedness domain demonstrated that the overall mediation model (see Figure 4) was significant ($F_{(4, 203)} = 27.42$, $p < .01$) and it explained 35% of the variance in the grief following romantic relationship dissolution. There was a significant positive relationship between the impaired autonomy-other directedness domain and difficulties in emotion regulation ($\beta = .48$, $SE = .04$, $t = 12.26$, $p < .05$; 95 % CI [.40, .56]) (path a_2). There was a significant positive relationship between difficulties in emotion regulation and romantic dissolution grief ($\beta = .57$, $SE = .11$, $t = 5.26$, $p < .05$; 95 % CI [.36, .78]) (path b_2). Furthermore, the direct effect of the impaired autonomy-other directedness domain on the romantic dissolution grief was significant ($\beta = .22$, $SE = .08$, $t = 2.71$, $p < .05$; 95 % CI [.06, .38]) (path c_2'). The indirect effect of impaired autonomy-other directedness domain on the romantic dissolution grief was

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also significant (β = .27, *SE* = .06; 95 % *CI* [.16, .40]) ($M_2 = a_2 b_2$). This indicated that difficulties in emotion regulation had a mediating role in the relationship between the IAOD domain and romantic dissolution grief when emotion regulation was included into the model.

When considering the covariate variables, while length of romantic relationship was significantly related to romantic dissolution grief (β = .01, *SE* = .00, *t* = 2.21, *p* < .05; 95% *CI* [.00, .01]), it wasn't significantly related to difficulties in emotion regulation (β = .00, *SE* = .00, *t* = 1.78, *p* > .05; 95% *CI* [-.00, .01]). Moreover, while elapsed time since breakup was significantly related to romantic dissolution grief (β = -.02, *SE* = .01, *t* = -1.99, *p* < .05; 95% *CI* [-.05, -.00]), it wasn't significantly related to emotion regulation (β = -.01, *SE* = .01, *t* = -1.67, *p* > .05; 95% *CI* [-.03, .00]).
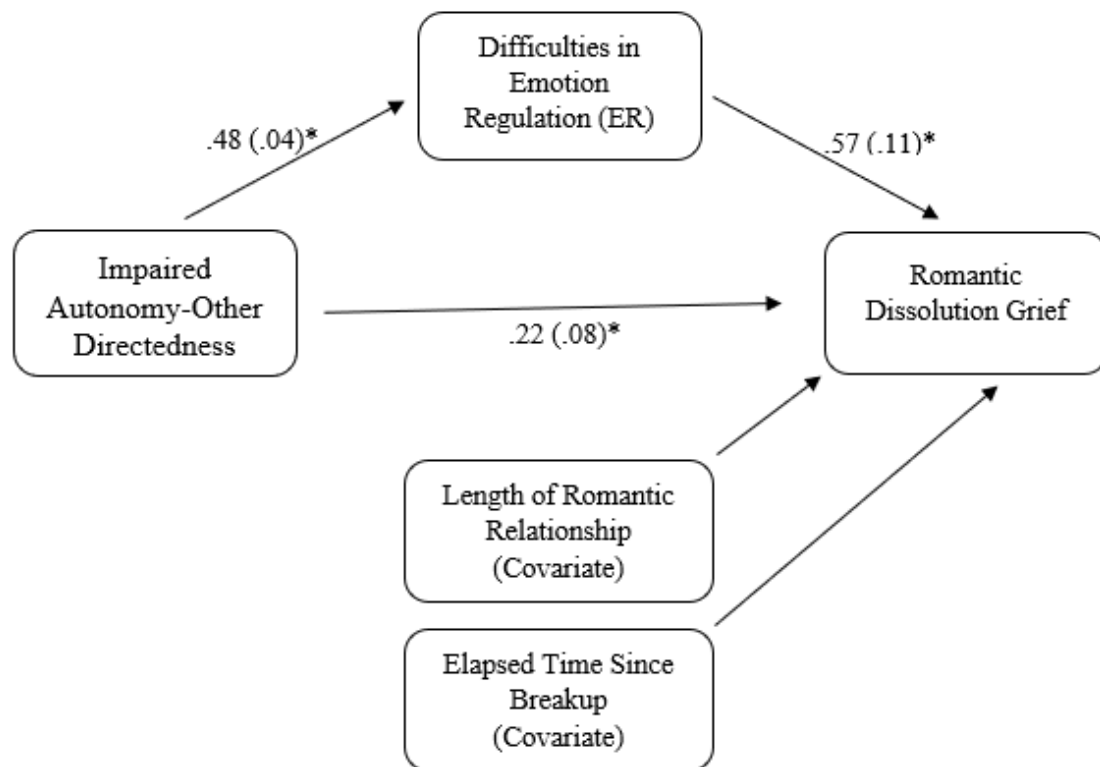
Indirect effect / Difficulties in ER: β = .27 (.06)*, 95 % *CI* [.16, .40]

Figure 4. Mediation model when the Impaired Autonomy-Other Directedness domain was the IV. Standard errors are in the parentheses. Length of romantic relationship and elapsed time since breakup were control variables in the model. **p* < .05.

Thirdly, the results regarding the Impaired Limits-Exaggerated Standards domain revealed that the overall mediation model (see Figure 5) was significant ($F_{(4, 203)} = 27.58$, $p < .01$) and it explained 35% of the variance in the grief following romantic relationship dissolution. There was a significant positive relationship between the impaired limits-exaggerated standards domain and difficulties in emotion regulation ($\beta = .41$, $SE = .04$, $t = 10.28$, $p < .05$; 95 % CI [.33, .49]) (path a_3). There was a significant positive relationship between difficulties in emotion regulation and romantic dissolution grief ($\beta = .60$, $SE = .10$, $t = 5.89$, $p < .05$; 95 % CI [.40, .80]) (path b_3). Moreover, the direct effect of the impaired limits-exaggerated standards domain on the romantic dissolution grief was significant ($\beta = .20$, $SE = .07$, $t = 2.79$, $p < .05$; 95 % CI [.06, .34]) (path c_3'). In addition to the significant direct effect, when difficulties in emotion dysregulation was considered as the mediating variable, the indirect effect of the impaired limits-exaggerated standards domain on romantic dissolution grief was also significant ($\beta = .24$, $SE = .05$; 95 % CI [.14, .35]) ($M_3 = a_3 b_3$). This means that difficulties in emotion regulation mediated the relationship between the ILES domain and romantic dissolution grief.

When considering the covariate variables, while length of romantic relationship was marginally significantly related to romantic dissolution grief ($\beta = .00$, $SE = .00$, $t = 1.97$, $p \leq .05$; 95% CI [.00, .01]), it was not significantly related to difficulties in emotion regulation ($\beta = .00$, $SE = .00$, $t = 1.15$, $p > .05$; 95% CI [-.00, .01]). Moreover, elapsed time since the breakup was not significantly related to both romantic dissolution grief ($\beta = -.02$, $SE = .01$, $t = -1.42$, $p > .05$; 95% CI [-.04, .01]) and difficulties in emotion regulation ($\beta = .00$, $SE = .01$, $t = 0.11$, $p > .05$; 95% CI [-.01, .02]).
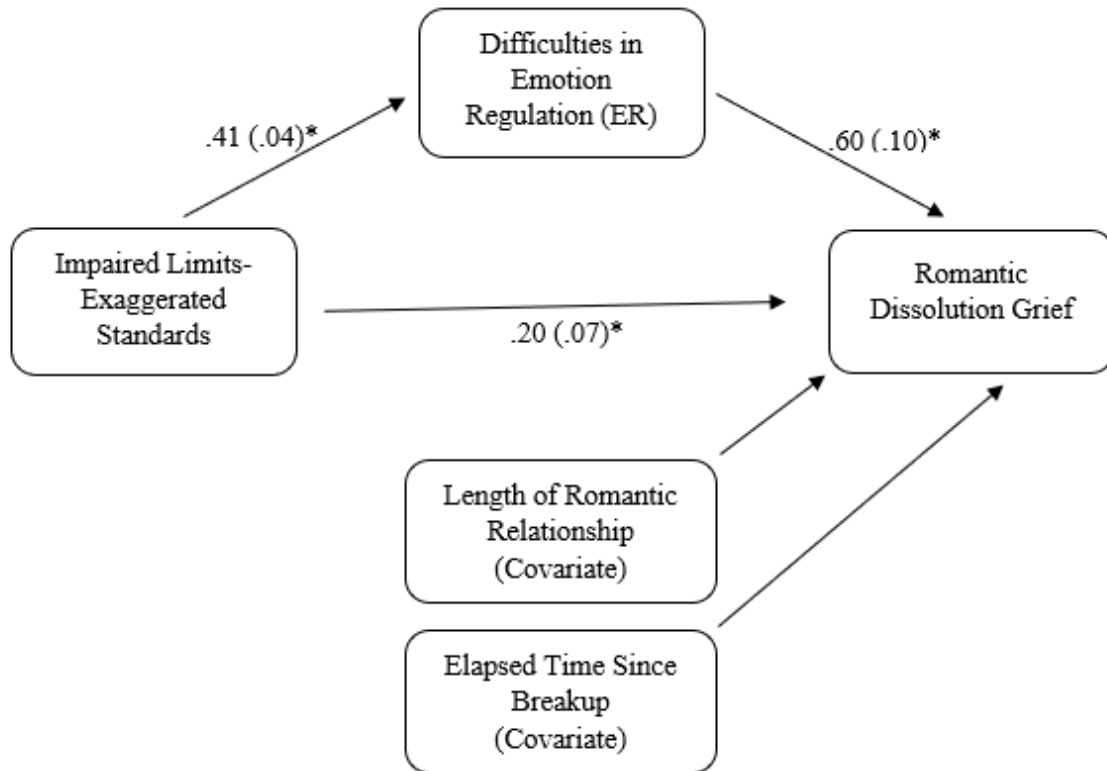
Indirect effect / Difficulties in ER: $\beta = .24\ (.05)^*$, 95 % CI [.14, .35]

Figure 5. Mediation model when the Impaired Limits-Exaggerated Standards domain was the IV. Standard errors are in the parentheses. Length of romantic relationship and elapsed time since breakup were control variables in the model. $^*p < .05$.

3.2. Study 2: The Qualitative Study

In this section, the analysis of the qualitative data from six interviews was provided. Before the results of the analysis, some observations related to schema domains were presented through sample sentences of the participants. Consistent with literature, it was observed that there were obvious statements related to schema domains during the interviews when participants expressed their relationships, the breakup, and their grief process. The expressions of the participants were pointing out their activated schemas which were under different schema domains. For example, two participants who had higher scores in Disconnection-Rejection domain expressed some statements indicating that the schemas of emotional deprivation, social isolation, defectiveness, and mistrust were activated. Furthermore, while participants in Impaired Autonomy-Other Directedness domain stated

some expressions showing that the schemas of dependency, subjugation, failure, abandonment, and vulnerability to harm were activated, participants in Impaired Limits-Exaggerated Standards domain stated some statements indicating the schemas of self-sacrifice, entitlement, insufficient self-control, approval seeking were activated. Sample sentences are presented in Table 4.

Table 4

Sample Sentences of the Participants for Each Schema Domain

Disconnection-Rejection (Participant 1&2)	Impaired Autonomy-Other Directedness (Participant 3&4)	Impaired Limits-Exaggerated Standards (Participant 5&6)
Emotional Deprivation 1. *"Benim daha fazla üstüne düştüğüm ama onun çok da umrunda olmayan bir ilişkiydi."* (*"It was a relationship that I put my interest more, but he didn't care about it that much."*) 2. *"Her zaman hissettiklerimi ifade etmeye çalıştığım zaman karşı tarafta bir duvar görüyordum. Tıpkı komik bir video göstermişim gibi bir tepki alıyordum."* (*"I was always seeing a wall on the other side when I tried to express my feelings. I was getting a reaction just like I showed her a funny video."*)	**Dependency** 1.*"Onun düzenine uymuştum. Birlikte ders çalışırdık. Çok ona uyduğum bir ilişkiydi."* (*"I followed his schedule. We used to study together. It was a relationship I'd fit much into her."*) 2. *"Bir birey olarak tek başıma ilk defa kaldım. Tek başına yemek yemekten dahi hoşlanmayan bir insandım."* (*"As an individual, I have stayed alone for the first time. I was a person who even didn't like to eat alone."*)	**Self-Sacrifice** 1. *"Yaptığı o kadar şeye rağmen, şimdi gelse düşünürüm biraz ama yine de evet derim."* (*"Despite everything, I'd be thinking a bit if she'd come now but I'd say yes anyway."*) 2. *"Arkadaşım anlatınca dertlerini, benim dertlerim hiçbir şey gibi geliyordu. Onu konuşuyorduk."* (*"When my friend told me his troubles, my troubles were seeming like nothing. We were talking about him."*)
Social Isolation 1. *"Hep içime kapanma oluyor bende, o zaman da içime kapanmıştım öyle."* (*"There is always withdrawing in my life. At that time, I withdrew into myself."*) 2. *"Yalnızlaştım topluluk içinde. Yani ait olduğum bir yer artık beni kovuyordu aslında."* (*"I got lonely in the community. I mean, a*	**Subjugation** 1. *"Kendi kendime karar veremem, hep birinin beni yönlendirmesine ihtiyaç duyarım."* (*"I cannot decide on my own, I always need someone to guide me."*) 2. *"Hayatımdaki her kararı ona danışırdım, her şeyi."* (*"I used to consult him for every decision in my life, everything."*)	**Entitlement** 1. *"Nasıl hediye alması gerektiğini bile bilmiyor. Ben bu insan için mi bu kadar vaktimi harcadım?"* (*"He doesn't even know how to buy a gift. Did I spend that much time of mine to this person?"*) 2. *"Hiç pişman değilim."* (*"I have no regrets."*)

place that I belong to was kicking me out actually.")		
Defectiveness 1. *"İçinde bulunduğum konumu korumak adına hislerimi çok belli etmemeye çalıştığım bir dönemdi."* (*"It was a period which I tried not to express my feelings too much in order to maintain my current position."*)	**Failure** 1. *"Akademik bir başarısızlık silsilesi olarak devam ediyorum."* (*"I continue as a series of academic failures."*)	**Insufficient Self-Control** 1. *"Hiçbir şey olmamış, hissetmemiş gibi davranmak daha kolay ağlamaktansa."* (*"It's easier to pretend that nothing happened, not to feel anything rather than crying."*)
2. *"Kendimi ondan aşağı gördüğüm için utanıyordum."* (*"I was ashamed because of seeing myself inferior than him."*)	2. *"Benim başarılı bulduğum insanlara şu an yetişmem mümkün değil. Bunun için de zaten yetersiz kalıyorum."* (*"From now on, I can't keep up with the people that I find successful. I'm already inadequate for this."*)	2. *"Kafamı doldursun diye ders çalıştım. Kaçındım, başka şeyler yaptım."* (*"I have studied to occupy my mind. I avoided, did other things."*)
Mistrust 1. *"O yüzden toparlayamadım pek. Çünkü eskisi gibi olmadı hiçbir şekilde. Hani tekrar güven sağlayamadım."* (*"As a result, I could not fix myself much. Because nothing happened as it was in the past anyway. I mean, I could not trust again."*)	**Abandonment** 1. *"Biz kavga ettiğimiz ya da aramız gerildiği anda otomatik olarak ağlamaya başlardım ben."* (*"I would automatically start crying when we were arguing or when we got tense."*)	**Approval Seeking** 1. *"Bir ablamız vardı. Sürekli şey diyordu ya işte siz ne kadar yakışmışsınız falan yapıyordu böyle. Bizi o birleştirdi."* (*"We had an elder girl friend. She kept saying how cool we two are together etc. She got us together."*)
2. *"Bu bana bir şey ifade etmiyor, bana bunun garantisini vermeli. Nereden bilebilirim ki ben. Hani o yüzden kağıt bile imzalattım hatta."* (*"It doesn't mean anything to me, he has to guarantee that to me. How can I know? I mean, that is why I also gave papers for him to sign."*)	2. *"Bu kadar inat ettiğim için, her ayrılmamızda barışmak için direttiğim için özür dilemek isterim ondan. Çok daha önce bitmesi gerekiyordu ama ben çok zorladım."* (*"I would like to apologize from him for being so stubborn, for insisting on getting back together whenever we broke up. It was supposed to end long ago, but I have forced too much."*)	2. *"Kuzenime anlattım, bu çocuktan olmaz dedi, rahatladım."* (*"I told my cousin and when she said no not this kid, I was relieved."*)
	Vulnerability to Harm 1. *"Çok kaygılıyım. Çünkü hayatta ilk defa tamamen yapayalnız oluyorsun bence mezun olunca, her şeye kendin karar veriyorsun,*	

	kimse itelemiyor yani seni şunu yap diye.” (*“I'm very concerned. Because when you graduate you become all alone for the first time in your life, you decide for everything on your own, nobody pushes you to do something.”*) 2. *“Her şey sana bakıyor; iş mi bulacaksın, bulacaksan nasıl bir iş bulacaksın? Bu olay beni çok korkutuyor.”* (*“Everything is in charge of you; Whether you will find a job or what kind of job you will find? This thing scares me so much.”*)	

When each schema domain was examined, it became possible to notice some prominent points. Firstly, in the Disconnection-Rejection domain, difficulties related to emotions (e.g., emotion dysregulation, expression of emotions) and unmet emotional needs (e.g., insufficient emotional expression) were seen. Secondly, in the Impaired Autonomy-Other Directedness domain, generally the need for guidance and adapting oneself to other's life or routine were observed as the main characteristics. Lastly, it was noticed that the participants in the Impaired Limits-Exaggerated Standards domain undermined their ex-partners, tried to act as unaffected, and stated no regret.

In the following part, the results of the analysis regarding the interviews were presented. Five repeated and salient superordinate themes were identified across six participants. These superordinate themes are (1) adverse effects of the breakup, (2) perceived losses, (3) grief process following the breakup, (4) coping strategies, and (5) positive changes and personal growth. A summary of these themes and their sub-categories were presented in Table 5.

Table 5

Summary of the Superordinate Themes and Sub-Categories

Superordinate Themes	Sub-Categories
Adverse Effects of the Breakup	Effects on daily life
	Effects on academic life
	Effects on peer relations
Perceived Losses	Loss of a precious period
	Loss of comfort zone
	Loss of positive mood
	Loss of positive self-concept
	Loss of social network
	Loss of motivation
	Loss of sense of safety and security
	Loss of a significant other
Grief Process following the Breakup	Emotional reactions
	Cognitive reactions
	Behavioral reactions
	Continuing bonds
Coping Strategies	Acceptance
	Self-care
	Let oneself go
	Seeking consolation in an affair
	Religious coping
	Substance misuse
	Avoidance/Distraction
	Seeking of social support
	Focusing on future
	Professional support
Positive Changes & Personal Growth	Developing new strength(s) and increased self-concept
	Developing a new perspective
	Change in social relationships
	Bringing order into one's life

Themes, sub-categories, and relevant quotations of the participants were given below for every schema domain separately. In order to ensure confidentiality, original names of the participants were changed with pseudonym ones.

3.2.1. Themes in the Disconnection-Rejection Domain

3.2.1.1. Adverse Effects of the Breakup

Participants whose disconnection-rejection domain was dominant reported that the breakup negatively affected their daily life, academic life, and peer relations. 21-year-old female participant named Ece stated that:

"Yani genel hayatımı ve okul hayatımı baya kötü etkilemişti yani. Böyle saçma bir şekilde, hiç beklemediğim bir şekilde ayrıldık falan. Yani toparlayamadım pek, eskisi gibi devam edemedim. Derslerde falan çok zorlandım, hiçbir şey anlamadım. Sadece bir dönem düşük not aldım ve Erasmus hayallerim yalan oldu, gidemedim. Öyle yani. Bu süreç hayatımı çok kötü etkiledi." ("It negatively affected my daily life and my academic life. We broke up in a ridiculous way that I never expected. I could not bounce back and move on as before. I had great difficulty in my classes, and I understood nothing. I got low marks in only one school term and I could not go on Erasmus which was my dream. This process adversely affected my life.")

Another 22-year-old female participant Dilek also stated that:

"Çok zor zamanlar yaşamama sebep oldu. Gerçekten hani çok kötüydü. Benim asla yapmayı cesaret edemeyeceğim bir etkiyi yaptı bana. Mesela bu süreçte arkadaşlarım ve ben koptuk birbirimizden ve ben çok yalnız kaldım." ("He made me have very hard times. It was really, really bad. It had an effect on me that I would never dare to do to anybody. For example, in this duration, I also lost contact with my friends and I was left alone.")

3.2.1.2. Perceived Losses

The theme of perceived losses for disconnection-rejection domain included the sub-categories of 'loss of a precious period', 'loss of positive mood', 'loss of positive self-concept', and 'loss of a significant other'. When considering the first sub-category called loss of a precious period, a 21-year-old female participant expressed that: *"Gençliğimi kaybettim gerçekten. Genç olduğum o zamanları kaybettim. Hani o kadar şeyi yaşamak da hem ilişkide hem ayrılınca, gençliğimi yedi bitirdi." ("I really lost my youth. Times when I was younger… To experience lots of bad things during both relationship and breakup made my youth miserable.")* The same participant stated that she also lost her positiveness following the breakup. The positiveness was identified as an example of the second sub-category called

loss of positive mood. In addition to the loss of positiveness, loss of happiness was repeatedly mentioned by both participants. For instance, while Ece described her loss by saying that *"Yani onu ilk tanıdığımda, böyle gerçekten çok mutluydum. Yani hayatımda hiçbir sorun yoktu. Yine mutlu devam ediyordum ayrılığa kadar. Yani daha artık negatif yani nasıl desem pesimist mi desem öyle oldum artık. Daha mutsuz oldum yani."* ("*I was really happy when I first met him. I did not have any trouble in my life. My happiness continued until our breakup. Now I became more pessimistic person. Now I am more unhappy.*"), Dilek defined her loss by saying that *"Çok mutluydum. Mutluluğumu kaybettim. Bence gerçekten kaybeden benim."* ("*I was so happy. I lost my happiness. I think the real loser is me.*")

The third sub-category was the loss of a positive self-concept. One participant identified one of her losses by explaining that she lost the feeling of being someone like she wanted to be. Also, she added that she lost a worthy self (i.e. *Değerli bir beni kaybettim*).

The final sub-category was the loss of a significant other. When asking her losses regarding the breakup, Dilek told that she lost a clever and intellectual lover. She explained her thought in this way: "*Çok eğlenceli bir platform ve onunla olan fiziksel uyumumuzu kaybettim."* ("*I lost an entertaining platform and our physical harmony which existed by means of him."*)

3.2.1.3. Grief Process Following the Breakup

Emotional reaction was the first sub-category of grief process following the breakup. As emotional reactions, late adolescents whose dominant schema domain is disconnection-rejection initially expressed sadness, regret, longing, suffering and sense of weakness. One of the participants expressed her regret with these words: "*Belki o ayrı olduğumuz süreçte ona gülümseseydim, ne bileyim ona olan özlemimi gösterseydim her şey çok farklı olabilirdi.*" ("*Maybe if I had smiled at him and showed him that I miss him after we broke up, everything could have been different."*) They stated that they felt rejected and their bond with life was

loosened. They have also given clue of decreased self-concept and some ambivalent emotional experiences. For example, decreased self-concept and sense of weakness were expressed by one participant as such: "*Ama bir şey gibiydim, bir ambalaj gibiydim. O kadar güçsüz ve değersiz.*" ("*I was like something, like a wrapping paper. So weak and worthless.*") Also, as an example of ambivalent emotional experiences, sense of relief accompanying sadness were repeatedly mentioned by both participants.

Cognitive reactions was the second sub-category under the theme of grief process following the breakup. In participants who have disconnection-rejection domain preponderantly, denial, catastrophic appraisals and idealization were generally observed. Both participants in this domain had cognitions including denial. To illustrate, one of them and her ex-boyfriend signed a contract for a reunion in the future if they would be single. This can be evaluated as both having difficulty in accepting the breakup and having unrealistic expectations of reunion. Furthermore, the other participant expressed her thoughts representing denial saying that:

> "*Böyle bitmemiş gibi geliyor bana, ya bitti muhtemelen, bitmiş olsa da sorun değil. Ama yani görüşeceğiz gibi sonrasında. Ya umuyorum, bir gün tekrar iletişim içinde olmayı umuyorum.*" ("*It seems to me our relationship is not over. It's probably over. It's okay even if it is over. However, I believe that we will meet later. I hope to be in touch with him one day.*")

While a participant used the word of 'kıyamet (doomsday)' which could be considered as a catastrophic appraisal during describing the process after breakup, both participants stated that they searched for their ex-boyfriend constantly in their new flirts by idealizing the old flame.

The behavioral reactions was the third sub-category under the theme of grief process. The 'compensation for wounded pride' was observed as a behavioral response which was exhibited in the grief process after breakup for the disconnection-rejection domain. One of participants said that she had been in a struggle for making her presence felt and presenting

herself as indifferent which can be interpreted as a behavior of compensation. A 22-year-old female participant (Dilek) told of this process as follows:

> *"Benden ilgi bekliyordu mesela bir ortamda ama ben onu görmezden geliyordum. Bu beni çok güçlü hissettiriyordu. Hani aslında o ortamda en çok ilgilendiğim, en çok tavırlarını merak ettiğim, düşündüklerini merak ettiğim insan oydu ama bir o kadar muhatap olmuyordum. Tamamen yok saydım onu yani, hiç yokmuş gibi davrandım. Yok saymaya devam ettim ve ona çok kötü davrandım."* (*"He sought attention from me, but I ignored him. This made me feel so powerful. Although he is the person whose behaviors and thoughts I wonder at the most, I turned a cold shoulder to him. I completely ignored him, and I pretended like he never existed. I continued to ignore him, and I was hard on him."*)

The final sub-category under the theme was the continuing bonds. Looking at the old photos and listening to the old songs were stated as continuing bonds on the purpose of staying connected with the loved one. In this context, Dilek stated:

> *"O yokken müzikler, şarkılar dinledim. Mesela birlikte izlediğimiz videoları da izliyorum ama artık benim sevdiğim video onlar yani, bizim sevdiğimiz videolar değil. Bazen fotoğraflara da bakarım."* (*"I listened to music when we broke up. I watch the videos we watched together, but now they are the videos that only I love, not the ones we love. Sometimes I also look at photos."*)

3.2.1.4. Coping Strategies

Participants in the current domain reported 'letting oneself go', 'seeking social support', 'focusing on future', 'self-care', and 'acceptance' as the strategies they to cope with the breakup. One participant employed the strategy of letting oneself go, and she stated that she tried to overcome the breakup by crying all the time. In addition to letting oneself go, same participant reported that she moved on with the thought of "*Yeter artık!*" ("*Enough is enough!*"). This was categorized under the sub-category of focusing on future by the researcher. Also, it can be interpreted as an emotional coping strategy. The participant who used this strategy expressed herself as follows:

> *"Artık hani yeter, bu kadarmış falan oldum ben de. Biraz artık şeyi düşündüm yani kendi mutlu olacağım şeyleri yapmayı düşündüm. Ben eğlenmeye çalışmalıyım falan gibi şeyler düşündüm. Yeter böyle biri değilsin sen deyip şey yani daha farklı ve yeni şeylere yönlendim."* (*"I thought that enough was enough, and that's all. I thought I should do things which made me happy. I thought I should try to have fun. I decided*

to be interested in different and new things by saying to myself 'It's enough because you are not a person like that'.")

Other participant expressed herself under the sub-categories of 'acceptance' and 'self-care'. When the researcher asked how Dilek coped with the breakup, she indicated she accepted that it was over and they broke up. She stated that she tried to not make the breakup a matter of pride (i.e. *gurur meselesi yapmak*). Dressing up and being attentive to her physical appearance and clothes were reported as other strategies this participant used in order to overcome the breakup process.

Moreover, seeking of social support seems to help both participants in the disconnection-rejection domain when coping with the process. They emphasized that when they shared their emotions with their friend, got out and did something with their friends, these went a long way to cope with it (i.e. *çok yardımcı olmak*).

3.2.1.5. Positive Changes and Personal Growth

It was observed that there were some positive changes following the process they tried to cope. While one participant, who coped the breakup by crying, didn't report any positive changes, other participant expressed that she learnt acceptance (developing new perspective), and she started not to be afraid of existing as herself (change in social relationships). Also, it was seen that she developed new strengths and increased her self-concept by expressing that "*Daha dışa dönük bir insan oldum bence, daha sosyal bir insan oldum. Güçlendim, kendimi güçlü hissediyorum*." ("*I became an extrovert and sociable person*" and "*I got strong; I feel strong*".)

3.2.2. Themes in the Impaired Autonomy-Other Directedness Domain

3.2.2.1. Adverse Effects of the Breakup

Participants who have preponderantly schemas in the impaired autonomy-other directedness domain stated that adverse effects of breakup were on their daily life, academic life, and peer relations. For instance, 22-year-old female participant who was also a sociology

student (Begüm) told that not getting used to change of her daily routines was very upsetting and challenging for her. She expressed herself in this way:

> *"2 ay sonra bile günlük rutinlerimin bu denli değişmesine alışamadım. Her gün konuştuğum, günümü birlikte planladığım, eve birlikte döndüğüm, birlikte yemek yaptığım, birlikte uyuyup uyandığım bir insan vardı hayatımda. Hayatım uzun süre böyleydi. Ama bu insan bir anda hayatımdan çıktı ve 24 saatlik günün 22 saati boşa çıkmış gibi oldu. Bu insanı gerçekten çok boğan bir his."* (*"Even after 2 months, I could not get used to change of my daily routines. There was a person who I talked to, planned the day with, went back home together, cooked, slept and woke up together in my life. My life had been like this for a long time. However, that person was out of my life in a minute, and this meant that 22 hours of a 24-hour-day became empty. This was a very suffocating feeling in all honesty."*)

Other participant named Bade mentioned the adverse effects of breakup on her peer relationships. She explained the effects as "*Şu an hep arkadaşlarıma bir şeyler danışmak zorunda hissediyorum yani çünkü ayrılmadan önce çoğu şeyi sevgilime sorardım. Şu an her şeyi arkadaşlarıma soruyorum. Bu durum beni rahatsız etmeye başladı.*" ("*I felt obliged to consult on my friends because I always asked my boyfriend most things before the breakup. Now I am asking my friends everything. I am asking everyone everything. This situation started to disquiet me with regard to my friendships.*")

3.2.2.2. Perceived Losses

The first sub-category which was perceived as loss by participants in the impaired autonomy-other directedness domain is loss of comfort zone. The first participant mentioned that she had to move out of the house which she stayed with her ex, hence she had to stay at dorm. Also, she added this situation damaged herself financially. She described her loss as 'to lose a material comfort' (i.e. *materyal bir komforu kaybetmek*). In addition to the first participation, the second one also provided a similar explanation in relation to this. She told that she must go to a dormitory to stay, so she lost the comfort of staying in the house.

The second sub-category which were repeatedly mentioned as a perceived loss by both participants is loss of a significant other. Both participants believed that they lost their significant other. While the first participant mainly thought that she lost her best friend after

the breakup with him, the second participant expressed this by saying that she lost her partner and lover. In relation to this, the participant who believed that she lost her best friend explained it as follows:

> *"Sanırım beni en çok tanıyan insandı. Gelişimime en çok katkısı olmuş insandı ki bu ailemden daha çoktu benim gözümde. En yakın arkadaşımdı, sevgilimdi. Tek surat ifademden aslında ne demek istediğimi anlayabilecek tek insandı. Çünkü biz bu 5 yılın son 3 yılını neredeyse hiç ayrılmadan birlikte geçirdik. Fiziksel olarak da hiç ayrılmadan birlikte geçirdik. O yüzden genel olarak tüm dertlerimi, sıkıntılarımı onun sayesinde atlattığım için beni en çok tanıyan, en çok anlayan insan olarak görüyordum onu. Yani bu insanı kaybettim."* (*"I guess he was the person who knew me at the utmost. The person who contributed to my development mostly was him rather than my parents. He was my best friend and my lover. He was the only person who could understand what I actually meant at a single glance. This is because we spent last three years of our 5-year-relationship together almost without leaving. We spent it physically together without leaving, too. Therefore, since I overcame my all worries and troubles thanks to him, I see him as the person who knows and understands me at the utmost. Well, I lost this person."*)

The second participant who stated that she lost her partner and lover told that *"Partnerimi kaybettim yani en kötüsü bu galiba. Hayatta gerçekten ortağım olarak gördüğüm bir insanı kaybettim."* (*"I lost my lover, so I think this is the worst. I lost a person who I really consider as a partner in my life."*)

The third sub-category of the theme of perceived loss is the loss of social network. The participant whose romantic relationship lasted for 5 years (Begüm) emphasized that she did not meet with her friends who were housemates of her ex no longer. She believed that she lost these friends. For the same participant, it is also possible to report the loss of motivation which is the fourth sub-category. She indicated that she lost her motivation to study under influence of the breakup, and she added that she blamed him for leaving her in the lurch (i.e. *yüz üstü bırakmak*).

The final sub-category for the impaired autonomy-other directedness domain is the loss of sense of safety and security. The participant whose relationship lasted 6 months and who believed that she lost her partner (Bade) pointed out her loss by saying:

"Garantiyi kaybettim galiba. Çünkü hayatım garantiydi onunla birlikteyken, her şey benim için hazırdı yani. O yüzden hiçbir şeyin üzerine düşünmek ya da en baştan planlamak zorunda kalmıyordum. Şu an hiçbir şeyin garantisi yok. Yani sabitliği, güvenilirliği, güvenliği biraz kaybettim galiba. Her şey daha spontane şu an. Kendi işimi kendim halletmek zorundayım bir de." (*"I guess I lost the 'guarantee' because my life was under guarantee when I was with him. Everything was ready for me thanks to him. Therefore, I did not have to think anything or to plan anything from the very beginning. Now nothing is under guarantee. I think I lost stability, credibility, and safety in my life. Everything is more spontaneous now. Also, I must paddle my own canoe."*)

3.2.2.3. Grief Process Following the Breakup

Emotional reactions which participants in this current domain initially expressed included sadness, anger, sense of guilt, a general negative affect, depressive mood, ambivalent emotional experiences, missing, and sense of loneliness. Both participants explained that they sorrowed after the breakup. One of participant described her sadness in this way:

"Galerimde 2 veya 3 tane eski fotoğrafımız var. Onlara bakmak için açmıyorum ama bazen kazara görüyorum. Ama o zamanlarda gerçekten içim sızlıyor." (*"There are two or three old photos on my phone. I do not open the gallery to look at them but sometimes I see them accidentally. My heart really sinks at those times."*)

Another participant stated that she was annoyed with her ex-boyfriend by saying that "*Aramızdaki iletişim eksikliğinin sorumlusu oydu ve biz bu yüzden ayrıldık.*" ("*He was the reason of lack of communication between us, and we broke up for this reason*"). In addition to her sadness and anger, the same participant reported that she also experienced the feeling of guilt. She blamed herself by saying that "*Benim yüzümden mi ayrılmıştık? Ayrılmamak için herhangi bir şey yapabilir miydim?*" ("*Was the breakup because of me? Could I do something not to break up?*") Then, she mentioned that she suffered depression. Also, she reported that she had a general negative affect by reason of the fact that she thought to impose herself upon her close friends during that time.

Other participant who was 22-year-old female mentioned some ambivalent experiences, missing, and sense of loneliness as her emotional reactions. In line with the

participant's explanations, it was noted that sense of relief and feeling of being strong accompanied fear and sense of loneliness. She notified this situation as follows:

> *"Rahatlamış hissettim, kendimle gurur duydum. Ama bir yandan da yalnızlık konusunda çok tedirginim. Yeniden güçlü hissediyorum kendimi ama tamamen yalnız olduğumu da biliyorum."* (*"I felt comforted and was proud of myself. However, on the other hand, I am so worried about becoming lonely. I felt strong again, but I knew also I am all alone."*)

Besides, she expressed what she missed in this process with these words:

> *"Tabi ki onu da özlüyorum ama bir ilişki içinde olmayı daha çok özlüyorum. İlişkimin olmasını özlediğimi söyleyebilirim çünkü ben rutini seviyorum. Her gün aynı insanla aynı şeyleri yapmak kendimi çok güvende hissettiriyor ve bu durumu daha çok özlüyorum."* (*"Of course, I miss him, too, but I miss to be in a relationship with somebody more. I can say longing for having a relationship for this because I like routine. To do same thing with the same person every day makes me feel very safe, and I miss this situation more than the person."*)

As the second sub-category, cognitive reactions of the participants in the impaired autonomy-other directedness domain were mentioned in this section. 'Sense of emotional intoxication', 'idealization', and 'rumination' were subsumed under the participants' cognitive reactions. Both participants repeatedly mentioned the sense of emotional intoxication (i.e. *toksik gibi hissetmek*). Begüm told that she felt herself like a toxic thing, and she evaluated feeling bad as a toxicant. Also, Bade described:

> *"Çok fazla sevmenin iyi bir şey olmadığını düşünüyorum. Yani birini kendinden veya ailenden daha fazla sevmek çok toksik bir şeymiş. Ama bunu düşünmek beni üzüyor yani."* (*"I think that too much love is not a good thing. I mean thinking someone else before yourself or your family is a very toxic thing. Thinking this upsets me."*)

Idealization was another cognitive reaction reported by participants who experienced a breakup process. To illustrate, one participant believed that she would never unconditionally love anyone like him all her life. Also, she believed that nobody would love her like him. She reported these thoughts upset her. Moreover, rumination seems like a shared cognitive reaction for both participants. One participant questioned whether their relationship would become like that if she had stayed on the good side of her ex-boyfriend (i.e. *alttan almak/suyuna gitmek*). She also asked herself *"Şu an üzgün olmamın sebebi onu*

hala seviyor olmam mı? Yoksa bir insanı gerçekten bu kadar sağlam bir alışkanlığından koparmak zaten onu bu kadar üzer mi?" ("*Is the reason why I feel sorry that I still love him? Or, does wrenching a deep-rooted habit away from a person upset that person so much?*").

Furthermore, other participant told that *"Bazen düşünüyorum nasıl olabilirdi her şey, başka bir olasılık var mıydı, işte paralel evrende belki farklı şeyler yapıyorduk gibi. Ama hiçbiri bir yere varmayacak yani bunların, biliyorum."* ("*Sometimes I think how everything could be. I think whether there was any other possibility. I think that maybe he and me do different things in the parallel universe. However, I know that none of these thoughts changes something.*")

Concerning the third sub-category named 'behavioral reactions', there is 'loss of motivation' for one participant. She stated that she let go of her school and lessons in the process after breakup. Also, considering the sub-category named as continuing bonds, it is possible to make an inference that both participants tried to continue their bonds with their ex-boyfriends. In relation to this, while Begüm mentioned the effort to stay friend with her ex, Bade mentioned that she was still listening to the songs which she listened to with her ex. Also, the participant who was still listening to the songs provided some explanations regarding still following her ex-boyfriend life. She referred to this by saying that *"Hala Twitter ve Ekşi Sözlük hesaplarını takip ediyorum. Yani son 1 aya kadar her gün yapıyordum bunu."* ("*I still follow his accounts of Twitter and Ekşi Sözlük. I mean I was doing that every day until last 1 month."*)

3.2.2.4. Coping Strategies

The first coping strategy which was used by both participants in the impaired autonomy-other directedness domain is seeking of social support. Their perceived social support seems to help them cope with the process after the breakup. Doing something with friends, meeting with new people, and sharing the process with friends and family were

repeatedly mentioned by both participants. It was noted that while one participant met with new people as a friend, the other one did this with the intent of flirting in the process of coping. In relation to this, it is possible to mention the second sub-category called seeking consolation in an affair. This coping strategy was used by a 22-year-old female participant whose relationship lasted 6 months (Bade) by seeking new flirts. To exemplify, she stated that:

> *"Kesinlikle flört etmek ve flört ettiğim kişinin varlığı çok kolaylaştırdı. Yani o olmasa büyük ihtimalle kafayı yerdim, içinden çıkamazdım, her şeyi tekrar düşünürdüm: Ne yapacağım ben şimdi? Kurtulamayacağım bundan. Tüm cümleleri en baştan okurdum yani, yazılmış olan."* (*"Flirting and the presence of people who I flirted with made the process easy. If there were not them, I would probably freak out, I would be unable to settle a matter, and I would rethink everything: 'What will I do?' 'I cannot escape from this.' I would read whole sentences which we wrote to each other again and again."*)

The third coping strategy which seems to help these young people is avoidance and distraction. While one participant avoided the effects of breakup by focusing on the school and lessons, other participant tried to stay out with her friends in the throng all the time. Also, she quitted to go to the gym not to see her ex.

Professional support, letting oneself go, and self-care were reported as other ways to handle breakup related problems. Begüm whose relationship lasted 5 years indicated that she received professional support from a professional for depression which she experienced after the breakup. Same participant also explained that she let herself go and tried not to repress how she felt. The below quote of the participant illustrates this:

> *"Nasıl hissetmem gerekiyorsa öyle hissedeceğim dedim kendi kendime çünkü bir an önce geçsin, kurtulayım istedim. Kendimi baskılamanın bana hiçbir faydası olacağını düşünmüyordum. O yüzden kendine yüklenme dedim ve bunu düşünerek tamamen saldım kendimi."* (*"I said myself 'I will feel what I need to feel' because I wanted to get over. I do not think that repressing myself helps me. So, I said myself 'Don't suppress yourself!' and I let myself go by thinking these."*)

Under the self-care sub-category, the same participant also indicated that meditating (i.e. *oturup enine boyuna düşünmek*), giving some thoughts to something (i.e. *bir şeylere kafa*

yormak), and prinking up (i.e. *süslenmek, kendine çeki düzen vermek*) made herself feel good. She explained this process with the following sentences:

> *"Kendimle çok fazla seans yaptım. Yarın kendini iyi hissetmek zorunda değilsin, kimseye iyi hissetmek gibi bir borcun yok, bu seni kötü bir insan yapmaz, zaten zor bir dönemden geçiyorsun, eğer kendine izin vermezsen sadece bu süreci ertelemiş olursun gibi şeyler dedim kendime."* (*"I had many sessions with myself. In these sessions, I said myself that "You do not have to feel good tomorrow. You do not owe anybody to feel good. This doesn't make you a bad person. You have a rough time of it. If you don't allow yourself, you can only reprieve this process."*)

3.2.2.5. Positive Changes and Personal Growth

The participant whose relationship lasted 6 months (Bade) described her positive changes by saying that now she became a sociable person and she had lots of new friends. In relation to this, she said that:

> *"Ayrılıktan sonra daha çok arkadaşım oldu. Geçmişte çok içe dönük bir insandım, insanlara karşı açık değildim. Asla konuşmayacağım insanlarla konuşmaya, görüşmeye başladım. Çünkü eskiden olsa eski erkek arkadaşım sorun çıkarırdı bununla ilgili. Bu nedenle daha fazla sosyalleştiğimi düşünüyorum."* (*"I made more friends after the breakup. In the past, I was introvert, and I was not open to people. I started to talk to and meet with people who I would never talk to, because my ex could be troubled with this situation before. That's why I think I became socialized more."*)

Bade indicated that her academic life and her marks started to be in order (getting life in order), and she was also aware of something more (developing new perspective). She explained her awareness with the following sentences: "*İnsanlara karşı artık daha duyarlı olduğuma inanıyorum. Daha çok şeyi fark edebildiğimi düşünüyorum. Çünkü eskiden her şey sevgilimle alakalıydı, sürekli onu düşünüyordum. Ondan sonra, şu an daha bilinçliyim insanlarla iletişim kurarken.*" ("*I believe that I am more sensitive to people. I think I can notice something more. Because everything was my ex, I was always thinking about him. After him, now I am more conscious when I communicate with people.*")

Other participant whose relationship lasted 5 years (Begüm) pointed out that she felt very strong after her ex, her breakup, and the process she coped. The below quote of her illustrates how Begüm developed new strengths and how her self-concept increased:

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"Bu kırılma noktası bana çok iyi geldi. Çoğu yaşıtımın kat ettiği yolu ben edememiştim. Konsantre bir şekilde almam gerekti. Konsantre bir şekilde aldığım için de sanırım derinden sarsıldım. Ama hayatta kalabildiğimi anladım. Çok kaliteli bir yaşam olmasa da hayatta kalabiliyorum, eğlenebiliyorum, kendi başımın çaresine bakabiliyorum." (*"This break point was good for me. In the past, I couldn't cover a distance which most peers covered. I had to experience to cover this distance in a short time concentratedly. That's why I was shooked up. However, I understood I could survive. Although it is not a very quality life, I can survive, I can enjoy, I can paddle my own canoe."*)

3.2.3. Themes in the Impaired Limits-Exaggerated Standards Domain

3.2.3.1. Adverse Effects of the Breakup

Only one participant in the domain of impaired limits-exaggerated standards remarked that there was an adverse effect of her breakup to her peer relationships. The 20-year-old female participant who studies law told that she had serious fights with her friends not to hear any news about her ex. For this reason, she said that "*Artık beni ilgilendirmez, biz ayrıldık, bana onunla ilgili şeyleri söyleyip durmayın.*" ("*He is not my business anymore because we broke up. Don't tell me anything about him.*") to her friends.

3.2.3.2. Perceived Losses

Compared to the perceived losses reported by the participants in other domains, both participants in this current domain only reported the loss of a significant other. When the researcher asked what they lost because of the breakup, they answered saying that *"En yakın arkadaşımı kaybettim."* (*"I lost my best friend."*). The female participant expressed her loss as follows:

"En yakın arkadaşımı… Sadece onu kaybettim. Kaybettiğim başka hiçbir şey yok ama arkadaşlığımı kaybettiğim için üzülüyorum. Mesela ev arkadaşlarımla kavga edersem, kimseye söyleyemem. Ama ona söyleyebiliyordum çünkü beni tanıyordu. Ayrıca ben de kimseye söylemeyeceğini biliyordum." (*"Losing my best friend… I just lost him. There is nothing else I have lost, but I felt so sorry to lose my friendship. For example, if I have a fight with my roommates, I cannot tell anyone. However, I could tell him because he knew me. Also, I knew he would never tell somebody."*)

3.2.3.3. Grief Process After Breakup

When considering the first subcategory which is emotional reactions, the 20-year-old female participant said that she had a general negative affect related to the breakup. She reported that she sometimes missed her ex-boyfriend and felt rejected due to the breakup. In relation to feeling rejected, she thought that she was not wanted by her ex and his family. She also said these sentences about missing: "*Onu bazen özlüyor muyum? Evet özlüyorum çünkü o benim en büyük destekçimdi. En yakın arkadaşımdı.*" ("*Do I sometimes miss him? Yes, because my pillar of support was him. My best friend was him.*")

The second participant who is a 19-year-old male reported more emotional reactions compared to the first participant. He stated a very grieved process (i.e. *çok acılı bir süreç*) including sense of loneliness, sense of emptiness, an emotional turbulence (i.e. *sarsılma*), confusion, disappointment, and regret. He detailed these emotions in the following way:

> "*Böyle çok boşluktaydım ya, çok boşluktaydım. Dünya o dönem yoktu benim için hani. Çok hayal kırıklığına uğramıştım. Kesinlikle hayal kırıklığıydı. Yani böyle bir şey beklemiyordum. O dönem ailevi problemlerim de vardı benim ve o bunları biliyordu. Açıkçası buna da içerledim. Diğer yandan, bazen keşke onu birkaç kez daha görmeye gitmiş olsaydım diyorum.*" ("*Well, I felt empty. I felt empty. The world didn't exist for me at that time. I was frustrated. Absolutely, it was a disappointment. I mean, I didn't expect anything like that. In those days, I also had some familial problems, and she knew them. Frankly, I took umbrage for this, too. On the other hand, I sometimes think I wish I had gone to see her a few times more.*")

Only shared emotional reaction by both participants is sadness. Both participants stated that they felt sorry in this process. In addition to sadness, the female participant also reported a sense of relief accompanying sadness: "*Üzüldüm ama rahatlamıştım da. Omuzlarımdan bir yük kalkmış gibiydi.*" ("*I was sorry, but there was also relief. This was like it was a weight off my shoulders.*") This situation was noted as an ambivalent emotional experience.

When examining the second sub-category which is cognitive reactions, while pessimism was observed for one participant, rumination and idealization were observed for

the other one. She thought in this way: "*Nazlı kötü bir kız. Onun ailesi tarafından hiç sevilmeyecek miyim? Kimse beni sevmeyecek mi?*" ("*Nazlı is a bad girl. Had I never been liked by his family? Will no one love me?*") In addition to her, it was observed that he idealized his ex-girlfriend by think that "*Bir gün evlensem bile bir o, iki evlendiğim kadın olacak.*" ("*Even if I get married one day, the number one will be her, and the number two will be the woman who I got married with.*") Also, it was observed that he ruminated over his ex and the breakup in the following way: "*Güvendiğim, sevdiğim bir insanın beni öyle bir dönemde bırakması… Onu düşünüyordum. Tamamen onu düşünüyordum. Şu an ne yapıyor? Şu an nasıl? Acaba uykusuz mu? Bunları düşünüp duruyorum.*" ("*A person I trust and love left me at such a time… I was thinking about her. I was totally thinking about her. What is she doing now? How is she now? Is she sleepless? I have always been thinking these.*")

In the participants whose dominated domain is impaired limits-exaggerated standards, it was not seen that there was much variety in behavioral reactions. It was noticed that only one participant pointed out the behavior of compensation for wounded pride throughout the interview. By saying that "*O da beni görsün diye İnstagram açtım.*" ("*Since I want that he sees me, I created an Instagram account.*"), she emphasized her effort to make her presence felt. Besides, she expressed that she kept her true thoughts and feelings to everybody (i.e. *dik durmak, belli etmemek*) and endured in silence (i.e. *içinde yaşamak, içine atmak*).

In terms of the final sub-category of grief process after breakup, both participants didn't report anything referring continuing bonds.

3.2.3.4. Coping Strategies

Unlike perceived losses, compared to other domains' participants, there are lots of coping strategies used by the participants in this current domain. There are two coping techniques used only by the 19-year-old male participant whose name was Erdem. It was seen that he let himself go by crying in breakup process and sought consolation in an affair

by flirt with lots of people. Differently from Erdem, there is one coping strategy used only by the 20-year-old female participant whose name was Nazlı: religious coping. She stated that she started to have an interest in religion intensely and performed salaat. She expressed that these did good.

Besides, there are three shared coping strategy used by both participants. Both Nazlı and Erdem remarked that they drank alcohol, smoked a cigarette (substance misuse), focused on the school and lessons, participated in activities which they can let it all hang out (i.e. *kafa dağıtmak*) (avoidance/distraction), and shared something with their friends and families (seeking of social support). To exemplify, Erdem told that "*Bazı günler kütüphaneden saatlerce çıkmadım.*" ("*Some days I didn't leave the library for hours.*") and "*Sürekli dışarıdaydım, evde kalmamaya çalıştım. Arkadaşlarımla onu aklıma getirmeyecek farklı konulardan konuşuyordum.*" ("*I was going out all the time. I was trying not to stay at home. I was talking to my friends about different topics which did not bring her to my mind.*")

3.2.3.5. Positive Changes and Personal Growth

From the point of Erdem's experiences, it can be said that he developed a new perspective and got his life in order. While Erdem explained his new perspective by saying that "*İlişkide kör olmuşum. Ayrılık bir şeylerin farkına varmamı sağladı.*" ("*I became blind during the relationship. The breakup made me aware of something.*"), he also expressed that his academic life and his grades were in order.

In terms of Nazlı's positive changes following the process, it can be said that she developed new strengths and her self-concept increased. She mainly believes that she learnt to stay strong and deal with the breakup. In relation to deal with it, she told that "*Eğer bir insanı sevmiyorsam ne yapmam gerektiğini her zaman biliyordum çünkü ben hep daha az seven taraftım. Ama şimdi sevsem de ne yapmam gerektiğini biliyorum.*" ("*I always knew*

what I should do if I don't love because I was always the one who love less. However, now I

know what I should do even if I love, too.")

Commonly, they believe that they are more ready for the next relationship. While Erdem stated that he was gentler to women, Nazlı stated that she considered this process as an experience.

3.2.4. The General Review Regarding Domains and Themes

All in all, although participants from different domains used some productive coping strategies (seeking social support, seeking professional help, or religious coping belongs to seeking spiritual support), it was seen that they mostly used non-productive coping strategies (worry, keep to oneself, ignore, self-blame, usage of alcohol and cigarette belongs to tension reduction, or avoidance) (Lewis & Frydenberg, 2002).

When considering themes, it can be seen that the domains of disconnection-rejection and impaired autonomy-other directedness have more similarities in terms of sub-categories under the themes by comparison with the domain of impaired limits-exaggerated standards (ILES). It can be said that the domain of ILES reported more different things. For example, firstly, they reported that the breakup influenced less area in their life (only adverse effect to peer relationships). Secondly, they stated out less perceived loss than the participants in other domains did (only the loss of significant other). Thirdly, it was observed that they used more different types of coping strategies (religious coping and substance misuse). Lastly, they didn't indicate continuing bonds with their ex by contrast with the participants in other domains. An overview of themes for each schema domain can be seen in Table 6.

Table 6

Overview of Themes for Each Schema Domain

Schema Domains	Adverse Effects of the Breakup	Perceived Losses	Grief Process Following the Breakup	Coping Strategies	Positive Changes and Personal Growth
1.	daily life academic life peers	Precious period positive mood self-concept significant other	emotional cognitive behavioral continuing bonds	letting oneself go social support focusing on future self-care acceptance	new perspective new strength(s) social relationship
2.	daily life academic life peers	comfort zone social network safety/security significant other	emotional cognitive behavioral continuing bonds	letting oneself go social support self-care consolation in affair avoidance/distraction professional support	new perspective new strength(s) social relationship order into life
3.	Peers	significant other	emotional cognitive behavioral	letting oneself go social support consolation in affair religious coping substance misuse avoidance/distraction	new perspective new strength(s) order into life

CHAPTER 4

DISCUSSION

The purpose of this study was to understand the relationship between early maladaptive schemas (EMSs) and the grief following romantic relationship dissolution in youth. More specifically, the current study aimed to investigate the mediating effect of difficulties in emotion regulation on the relationship between EMSs and the romantic dissolution grief. In this thesis, EMSs whose effects were generally looked at as the mediator in literature (e.g. Carr & Francis, 2010; Mousavi, Low, & Hashim, 2016) were considered and studied as the independent variable on the basis of 'domains'. In the quantitative part of the study, it was hypothesized that the relationship between early maladaptive schemas (domains of 'Disconnection-Rejection', 'Impaired Autonomy-Other Directedness', 'Impaired Limits-Exaggerated Standards') and romantic dissolution grief was mediated by the difficulties in emotion regulation. In the qualitative part of the study, to answer the research question of 'How do the late adolescents whose romantic relationships were over, experience the grief process in the direction of their EMSs?', the interview data were collected from six participants.

In this regard, the findings of both the quantitative and qualitative parts of the study were discussed in this section in the light of the related literature. Then, strengths and limitations of the current study were stated, and the clinical implications and future directions were presented.

4.1. Study 1: The Quantitative Study

4.1.1. Early Maladaptive Schemas and Romantic Dissolution Grief

In this part, the direct effect of all the three schema domains (Disconnection-Rejection, Impaired Autonomy-Other Directedness, and Impaired Limits-Exaggerated Standards) on romantic dissolution grief were discussed.

4.1.1.1. Disconnection-Rejection and Romantic Dissolution Grief

The findings of the current study revealed no direct effect of the disconnection-rejection domain on romantic dissolution grief. Although there has been no known precious research directly examining the relationship between this domain and grief, there are some studies indicating a relationship between the early-maladaptive-schemas-related features and grief in the literature (e.g. Boelen et al., 2004; Boelen & Reijntjes, 2009; Thimm & Holland, 2017). For instance, it was indicated that some negative beliefs, which are parts of EMSs, regarding self, life, world, and future were highly associated with the grief and its symptom severity (Boelen et al., 2004; Boelen, van den Bout, & van den Hout, 2006b). Also, Thimm and Holland (2017) showed that the disconnection-rejection domain was in relation with problems regarding making sense of loss, integration of loss, and finding adaptive manners. They also reported that these problems might lead to complicated grief. For example, according to Thimm and Holland (2017), the activation of the abandonment schema which belongs to disconnection-rejection domain might disturb a normal grief process by causing distress. In the same study, high correlations between this schema and grief symptoms were also found. Therefore, the results of the current study is somehow inconsistent with the previous literature. However, there can be some factors or reasons that might be considered to discuss the reason why this domain found to have no direct effect in the present study. The first possible reason may be related to the fact that while original schema questionnaire has been loaded on five domains, it has been loaded on three domains in Turkish sample. In conjunction with this difference, some schemas which previously belong to this domain have changed. For example, in the original version, the abandonment schema is one of the critical schemas for the disconnection-rejection domain, but this schema does not belong to this domain in the Turkish version. This situation implied that there is a need for further studies on schema domains in Turkish sample.

Secondly, individuals with schemas in the disconnection-rejection domain might be in a 'perpetual' process in terms of losses due to unmet needs since their early childhood. Since they are used to experiences of loss or relationship dissolution, they might have lower, if any, expectations for stability, love, and belonging. According to Young and his colleagues (2003), they are unable to attach others in a satisfying way, and they have strong beliefs regarding that their interpersonal needs will never be met are. Furthermore, their strong presumptions of a possible breakup at the start of the relationship (e.g., "He/she will go in any case" or "I will lose him/her in any case"), the grief reactions can be in a way 'normalized' until the breakup process. All of these can prevent the experience or the visibility of grief. In other words, their grief reactions in face of romantic dissolution could be more unobtrusive.

Lastly, it might be thought that schema coping styles can prevent the direct effect of schemas on grief. For example, in one study, it was found that people with schemas in the disconnection-rejection domain tended to use more overcompensation and avoidance as schema coping style (Gök, 2012). If people use schema avoidance, they behave in ways not to face with their schemas and not to trigger them (Gök, 2012). Schema avoidance may prevent the manifestation of grief responses. Similarly, if people use schema overcompensation, they behave in opposite ways, rather than their schemas suggest (Gök, 2012). Acting in opposite way may also prevent the expression of grief responses. In addition to avoidance, since people with schemas in this current domain are not able to form a secure attachment (Young et al., 2003), it might be that a grief arises over the emotion dysregulation.

4.1.1.2. Impaired Autonomy-Other Directedness and Romantic Dissolution Grief

In line with the expectations, the findings showed that the impaired autonomy-other directedness domain had a direct effect on romantic dissolution grief. This finding is

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consistent with the studies mentioned above (e.g. Boelen et al., 2004; Boelen & Reijntjes, 2009; Thimm & Holland, 2017).

First of all, while in the impaired autonomy and performance domain there are beliefs of an inability to maintain life without help of any significant other, in the other-directedness domain there are beliefs including "I have to satisfy other people's needs rather than mine" (Young et al., 2003). People with schemas in impaired autonomy domain usually have great difficulty in separation, and they do not believe that they may overcome this successfully (Yakın, 2015). If a person does not believe that he or she can handle the breakup in a functional way, it is possible to see a problematic grief process in this person's life.

On the other hand, people with schemas in other-directedness domain usually have lower levels of awareness regarding their mental conditions (Yakın, 2015). In the literature, self-awareness is considered as a mechanism to understand especially significant losses (Coetzer, 2004). According to Ownsworth and Oei (1998), since people whose self-awareness levels are low try to continue their previous roles in an unrealistic way, they may have higher tendency to develop depression (as cited in Coetzer, 2004). Similarly, according to Sohlberg, Mateer, Penkman, Glang and Todis (1998), while deficits in self-awareness have negative influence on recovery, higher self-awareness has significant effects on successful adjustment to a new life.

Supportively, the study of Thimm and Holland (2017) found high correlations between grief symptoms and the vulnerability to harm schema which belong to impaired autonomy domain. It was remarked that this schema including uncontrollable catastrophic expectations (Young et al., 2003) can complicate the grief process (Thimm & Holland, 2017). Considering all these, it is possible to expect that people with schemas in the impaired autonomy-other directedness domain display romantic dissolution grief reactions. In addition, if a person has felt inadequate in terms of autonomy throughout his/her life, or has placed

other people before herself/himself, it would be expected that such a loss leads to increased grief reactions.

4.1.1.3. Impaired Limits-Exaggerated Standards and Romantic Dissolution Grief

In line with the expectations, the findings revealed a direct effect of the impaired limits-exaggerated standards domain on romantic dissolution grief. The validation of this domain in Turkish sample by Sarıtaş and Gençöz (2011) resulted a different composition of schemas belonging to three original domains. These schemas are entitlement and insufficient self-control/self-discipline from impaired limits domain; self-sacrifice and approval-seeking from other directedness domain; negativity/pessimism and unrelenting standards from overvigilance and inhibition domain. This situation can complicate discussion of the findings because there are very few studies investigated this domain in a Turkish sample in addition to the limited number of studies investigated original domain. Nevertheless, some factors or reasons can be discussed to explain the direct effect of the current domain on romantic dissolution grief.

First of all, the impaired limits domain is characterized by difficulties related to realistic goals and responsibility to others (Young et al., 2003). Yakın (2015) indicated that these people barely learn to regulate their negative emotions like frustration. When tolerating frustration is hard for a person (the schema of insufficient self-control/self-discipline), experiencing grief process in a healthy way may not be possible. Also, if a person has the entitlement schema which is characterized by the belief to have special privileges, this person might think that "How can a breakup be possible for a superior person like me?". Therefore, it can interfere with a healthy grief process.

Secondly, the approval seeking schema in this domain is characterized by the excessive need for approval and attention from others (Young et al., 2003). Also, people with this schema have an excessive sensitivity against rejection. When considering the relation

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between this schema and grief, it can be argued that people with this schema can experience the grief process more outward and "dramatized" manner in order to gain approval and support; or that the severity of their grief reactions might increase when their expectations for approval and support are not met. Also, higher correlations between self-sacrifice and complicated grief symptoms were found in the study of Thimm and Holland (2017). Individuals with self-sacrifice schema might have a tendency to feel disappointment when they could not get anything at the return of their devotion, which may contribute to the severity of the grief reactions.

Lastly, the overvigilance and inhibition domain including pessimism and unrelenting standards is characterized by the excessive focus on repressing emotions and meeting strict rules (Young et al., 2003). For example, if a person with the pessimism schema represses his/her negative emotions related the breakup, the grief which this person experiences can be complicated. Similarly, a person with the unrelenting standards schema may arrange his/her behaviors in line with rigid rules in such a way that can inhibit the healthy grief process. Because of all these, it can be expected that the impaired autonomy-other directedness domain has a negative effect on the experience of romantic dissolution grief. Our findings are consistent with very limited studies which examined the connection between impaired limits and grief, however further studies which examine this relationship are needed.

4.1.2. The Mediating Role of Difficulties in Emotion Regulation in the Relationship between Schema Domains and Dissolution Grief

In this section, the mediator role of emotion regulation difficulties in the relationship between early maladaptive schemas (i.e., the domains of Disconnection/Rejection, Impaired Autonomy/Other Directedness, Impaired Limits/Exaggerated Standards) and romantic dissolution grief were discussed.

First of all, it was investigated whether difficulties in emotion regulation mediated the relationship between the domains of Disconnection-Rejection, Impaired Autonomy/Other Directedness, Impaired Limits/Exaggerated Standards and grief of romantic relationship dissolution in the current study. The results showed that the relationship between these schema domains and romantic dissolution grief was significantly mediated by emotion regulation difficulties. In other words, when the schemas in the disconnection-rejection, impaired autonomy/other directedness, impaired limits/exaggerated standards domains are more dominant, the emotion regulation difficulties increase, which in turn, leads to an increase in the level of romantic dissolution grief reactions.

Based on the literature, it is known that early traumas related to interpersonal relationships in childhood lead to emotion regulation difficulties (Dadomo et al., 2016). These early traumas which might be considered as toxic experiences in childhood were also one of the main components contributing to the development of early maladaptive schemas (Young et al., 2003). According to the schema therapy, there is a strict link among emotions, emotion regulation, and schema modes (Dadomo et al., 2016). Schema modes are states including intense, dominant, and dysregulated emotions, and they are characterized by early maladaptive schemas. Also, these modes can control the emotional functioning. In terms of the relation between schemas and emotion regulation, there are many studies suggesting that the family environment and childhood experiences had an impact on the development of emotion regulation (e.g. Cassidy, 1994; Morris, Silk, Steinberg, Myers, & Robinson, 2007). According to the study of Cassidy (1994), it was emphasized that parents and parent-children relationships had an important role in learning emotion regulation. The same study stated that individuals acquire various emotional responses by the involvement of their parents in their childhood. Furthermore, Morris and his colleagues (2007) revealed that there was a relation between parental characteristics (i.e., parenting practices, emotional climate in the family,

parenting styles, etc.) and emotion regulation. Since parenting style (i.e., abusive parenting, rejecting parenting, overprotective parenting, etc.) is one of the precursors of early maladaptive schemas (Young et al., 2003), it is expected that emotion regulation is negatively influenced by these schemas. On the basis of these, it can be said that there is a relationship between early maladaptive schemas and emotion dysregulation. Consistent with the literature, a significantly positive relationship was found between these two variables in the current study.

To examine the effects of domains on emotion regulation in detail, the mediation model was discussed separately for each schema domain. Firstly, it was found that emotion regulation difficulties had a significant mediating effect on the relationship between the disconnection-rejection domain and dissolution grief in the present study. This means that when dominance level of the schemas in this domain becomes higher, the emotion regulation difficulties increase, and also, the level of romantic dissolution grief reactions increases. These findings are consistent with the previous studies which indicated that some disconnection-rejection-related features were related to the emotion regulation (e.g. Eldoğan & Barışkın, 2014; Vondra, Shaw, Swearingen, Cohen, & Owens, 2001). For example, according to the schema theory, in the disconnection rejection domain, there are problems associated with attachment stability (Young et al., 2003). In terms of this attachment problem, it was argued that there is a link between attachment and emotion regulation in the literature (Vondra et al., 2001). According to Vondra and his colleagues (2001), children learn emotion-related schemes through their caregivers who they are attached to. While secure children can regulate their negative emotions and do not experience them overwhelmingly, insecure children have less tolerance for such emotions (Vondra et al., 2001). Therefore, it can be argued that the individuals in the disconnection-rejection domain have difficulties related to emotion regulation due to possible attachment problems. In

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addition, the negative cognitions of people whose schemas in this domain are dominant can influence the emotion regulation in a direct or indirect way (Eldoğan & Barışkın, 2014). To illustrate, for a person who believe that feelings should not be expressed because of defectiveness schema, inhibition of the expression of emotions can be considered as an emotion regulation difficulty.

Secondly, the test of indirect effects revealed that emotion regulation difficulties significantly mediated the relationship between the impaired autonomy-other directedness domain and romantic dissolution grief in the present study. In other words, when the schemas in this domain are more dominant, the emotion regulation difficulties increase, which in turn, leads to the increasement in romantic dissolution grief reactions. This finding overlapped with the previous studies supporting the relationship between some features of the impaired autonomy-other directedness domain and emotion dysregulation (e.g. Eldoğan & Barışkın, 2014; MacDermott, Gullone, Allen, King, & Tonge, 2010; Roth & Assor, 2012). According to Young and his colleagues (2003), people who have impaired autonomy have overprotective parents and problems associated with separation. Also, people who have other directedness usually have experiences of being accepted conditionally and suppressing their needs. This domain which was comprised of integration of impaired autonomy-performance domain and other-directedness domain by Sarıtaş and Gençöz (2011) in the Turkish sample have patterns including separation, overprotection, conditional acceptance, and suppression. In the literature, there are many studies showing the relationship between these patterns and the emotion regulation. For example, in 1-3 years old children experience distress or anxiety during separation from their caregivers, and this distress starts to decrease in time (Molitor, Mayes, & Ward, 2003). This separation anxiety is functional to explore different options for emotion regulation. However, if this separation distress cannot be overcome, it is likely that some emotion regulation difficulties might be experienced. In relation to this, in the study of

Schneider, Arch, Landy, and Hankin (2018), it was demonstrated that separation-anxiety-related disorders had a pattern regarding emotion dysregulation. In another study, it was stated that people could be affected by emotion dysregulation after a separation which can create strong negative emotions (Rajabi, & Nikpoor, 2018). In terms of overprotection, which is another pattern in this domain, the research showed that controlling and overprotective parents prevent their children from trying different emotion regulation strategies, which may lead adoption of less functional strategies (MacDermott et al., 2010). Considering suppression and conditional acceptance, it was found that parenting style, which does not support the autonomy and present unconditional regard to children, predicted more dysfunctional emotion regulation (Roth & Assor, 2012). Conditional regard to children leads to suppression of especially negative emotions (Roth & Assor, 2012). The regulation, which the need of expressing negative emotions is suppressed, is named as suppressive regulation. As expected, it was reported that this type of emotion regulation predicted difficulties in emotion regulation in the same study. In addition to these patterns, Eldoğan and Barışkın (2014) found that the impaired autonomy domain predicted emotion regulation difficulty. These researchers stated that some negative perceptions such as failure and inadequacy can be expected in individuals in the context of the schemas of the impaired autonomy domain. They argued that these negative perceptions may also interfere with adaptive emotion regulation skills. Therefore, for example, a person who has the abandonment schema can avoid expressing his or her feelings and using appropriate strategies for emotion regulation in this regard. As can be seen, in the literature there are several studies demonstrating the relationship between the features specific to impaired autonomy-other directedness domain and emotion dysregulation. Expectedly, our findings related to this domain were consistent with our hypothesis and the previous literature.

Thirdly, testing the mediator role of emotion regulation difficulties in the relationship between the domain of Impaired Limits/Exaggerated Standards and grief following romantic relationship dissolution indicated that emotion regulation difficulties had a significant mediating effect. This means that when the schemas in the impaired limits/exaggerated standards domain were more dominant, the emotion regulation difficulties increased, which in turn led to an increase in the romantic dissolution grief reactions. These results are also consistent with the previous studies which revealed the relationship between some origins regarding impaired limits/exaggerated standards and emotion regulation (e.g. Bahrami, Dolatshahi, Pourshahbaz, & Mohammadkhani, 2018; Eldoğan & Barışkın, 2014; Xu, Farver, & Zhang, 2009). According to the schema theory (Young et al., 2003), people whose schemas in the impaired limits domain are more dominant are raised by permissive and indulgent families. Therefore, they can have some difficulties in self-discipline, self-control, and respecting others. They can present themselves as selfish or narcissistic individuals. Also, in the case of exaggerated standards, for these individuals being controlled by the parents usually dominates over playing and spontaneity during childhood. To have high standards might be associated with perfectionism. Besides, pessimism is another common characteristic. Bahrami and his colleagues (2018) reported dysfunctional emotion regulation strategies in children with permissive families. Another study supported this result by documenting that permissive parenting style both in mothers and fathers had negative effects on emotion regulation (Jabeen et al., 2013). Children with indulgent families were found to have some problems in regulating emotional arousal, and to be prone to develop proactive aggression (Xu et al., 2009). As it was mentioned before, these individuals might display narcissistic characteristics. A positive relationship between the covert narcissism and emotion regulation difficulties was also reported (Zhang, Wang, You, Lü, & Luo, 2015). It was mentioned that another origin of this domain is 'being controlled excessively', which brings

into mind possible associations with authoritarian parenting style. According to Baumrind (1971), authoritarian parenting style is considered as the most controlling type and characterized by high standards, expectations, and demands. For the children with authoritarian parents, there are lots of unwritten rules, which leaves little, if any, space for spontaneity. In the literature, authoritarian parenting style is also associated with dysfunctional emotion regulation strategies (Bahrami et al., 2018). In addition, maladaptive perfectionism was also linked to poor emotional adjustment and emotion regulation (Richardson, Rice, & Devine, 2014). In literature studies which directly or indirectly examined the relationship between the impaired limits/exaggerated standards domain and emotion regulation are rare. One of these studies found that the impaired limits domain predicted difficulties in emotion regulation (Eldoğan & Barışkın, 2014). In this study, it was reported that individuals who have the insufficient self-control/self-discipline schema have a problem with controlling their impulses. For instance, these individuals can prefer to regulate their anxiety in the form of burst of anger and avoiding discomforting environments. As can be seen, in the literature there are many researches pointing out the relationship between origins of impaired limits/exaggerated standards domain and emotion regulation. Our results are consistent with the findings of related research.

To sum up, in the current study we found that EMS domains under investigation increase emotion regulation difficulties, and our results are in agreement with previous literature.

Similarly, the association between emotion regulation and grief has already been shown by many studies (Bullock, 2012; Hooghe et al., 2012; Roos, 2018). Research showed both the positive effects of successful emotion regulation and the negative effects of unsuccessful emotion regulation on grief. Whatever the loss is, the following grief is a process that involves many emotions such as anxiety, distress, sadness, depression (Huang,

2018), anger and sometimes love (Sbarra & Emery, 2005). After losing a loved person, people might face greatly painful emotions. At this point, what people do with these emotions comes into play. Some functional and dysfunctional emotion regulation strategies were mentioned in the literature (Aldao et al., 2010). First of all, Hooghe and his colleagues (2012) pointed out that functional emotion regulation has positive influences on grief process through loss adaptation and orientation. They suggested successful emotion regulation to be an essential requirement for people to adapt their loss functionally. In addition to the adaptation, regulating emotions by facing them was found to contribute to achievement of loss orientation (Hooghe et al., 2012). Other studies, by Bowlby (1980) and by Stroebe and Stroebe (1987) (as cited in Bullock, 2012), also emphasized that regulating emotions by expressing was necessary to experience the recovery process in a healthy way. These studies are mostly about death-related grief. However, Gilbert and Sifers (2011) demonstrated that emotion regulation skills were supportive also for the people who experienced a romantic loss in terms of bouncing back from grief related responses.

Research documented that utilizing dysfunctional emotion regulation strategies such as rumination and avoidance has some direct and indirect effects on distress following a romantic dissolution (Roos, 2018). It was also reported that these dysfunctional strategies or deficits in emotion regulation may lead to pathological grief process (Bowlby, 1980; Stroebe & Stroebe, 1987; as cited in Bullock, 2012) and prolonged grief (Lee et al., 2013). Furthermore, there are findings suggesting that dysregulation of emotions (i.e., not confronting pain/avoidance, not expressing emotions/suppression) might result in 'complicated grief' (Gupta & Bonanno, 2011) and 'denied grief' including some pathological symptoms (Hooghe et al., 2012).

Previous research provided important findings to elaborate the discussion regarding the effects of emotion regulation strategies on grief. A significant association between

acceptance of loss and grief recovery was found by Prigerson and Maciejewski (2008). In this study, acceptance was identified as a precondition for people to confront their loss and speed up the recovery process. Maccallum and Bryant (2010) suggests another functional strategy by stating that problem-solving type of coping may have a healing role in complicated grief. They have also stated that rumination, which is another emotion regulation strategy, causes impairment in problem solving. According to Boelen and his colleagues (2006a), rumination which might be considered as an avoidance plays a very important role both in the development and maintenance of complicated grief. Moreover, the study of Morina (2011) revealed that both rumination and avoidance were significantly related to depression and prolonged grief. As it is understood, the relationship between emotion regulation and grief was investigated and proved by many studies in the literature. Although there has been no known research to directly examine the relationship between emotion regulation and romantic dissolution grief, our results are consistent with the general grief literature. As predicted, in the present study, a significant relationship between difficulties in emotion regulation and dissolution grief was found. This means that when difficulties in emotion regulation increased, the level of dissolution grief also increased.

In the current study the hypothesized mediation model was supported for all three schema domains. More specifically, our study provided evidence that maladaptive schema domains exacerbate grief reactions through interfering with adaptive emotion regulation strategies.

4.2. Study 2: The Qualitative Study

This section will discuss the findings of the qualitative study in the light of existing literature. In addition to the relevant literature, the qualitative method provided a deeper understanding of findings which were commonly reported by the participants. The

superordinate themes which were identified as '*adverse effects of the breakup*, *perceived losses, grief process following the breakup*, *coping strategies*, and *positive changes and personal growth'* were discussed below under the three schema domains.

4.2.1. Findings about 'Adverse Effects of the Breakup'

The first finding of the study was about the adverse effects which the breakup created on the participants from different domains. During the interviews, participants reported that after the breakup, some areas of their lives were adversely affected. These areas which suffered from the breakup were reported as daily life, academic life, and peer relations. In fact, this implies that grief may have an inclusive influence on quality of life (Silverman et al., 2000).

A noteworthy point is that participants from the impaired limits-exaggerated standards domain reported adverse effects only in peer relations even though participants from other two domains experienced some adverse effects on their daily and academic life as well. A possible explanation for this finding might be the potential relationship among impaired limits-exaggerated standards domain, narcissism, and narcissism-related-needs. For instance, in the literature, the strong correlation between narcissism and need for achievement was found (Raskin & Terry, 1988). Also, it was stated by Besser and Priel (2010) that narcissistic people whose level of self-oriented perfectionism are high, have achievement-related vulnerabilities, and react to failures. Taking into consideration that people with schemas in impaired limits domain may have narcissistic characteristics (Young et al., 2003), in order to compensate their relationship loss, it might be thought that they focused their attention on their academic life and daily life for their achievement need. In addition to narcissism, the unrelenting standards schema which is a part of this current domain also might be the need

for achievement. This situation can cause not to appraise or report any adverse effects in those areas of functioning. Consistently, both participants reported that they concentrated on their lessons, assignments, and exams in order to cope with the breakup.

Furthermore, in the literature it was found that some narcissism-related characteristics can harm peer relationships (Wallace, 2012). For instance, on the basis of one participant's experience, it can be stated that since some of her friends lead to confrontation related to her emotions which she avoids facing, she fell afoul of her friends.

4.2.2. Findings about 'Perceived Losses'

Participants expressed that they lost their precious period, comfort zone, positive mood, positive self-concept, social network, motivation, sense of safety and security, and also significant other in general. This finding indicates that losses following the breakup were perceived in many areas of life. These results were in line with the previous studies stating that ending of a romantic relationship results in losses related to identity, intimacy, and self-esteem (Carter, Knox, & Hall, 2018; Field et al., 2010; Finkelstein, 2014; Hamachek, 1990). In the direction of findings arised from participants' expressions, there are two main discussion points.

The first striking point was that while participants in disconnection-rejection and impaired autonomy-other directedness domains expressed four sub-categories (i.e., loss of a precious period, positive mood, positive self-concept, the significant other; loss of comfort zone, social network, sense of safety/security, the significant other) regarding their perceived losses, participants in impaired limits-exaggerated standards domain pointed out only one sub-category (i.e., loss of the significant other) concerning their perceived losses. Why the individuals in the impaired limits-exaggerated standards domain do not appraise losses other than loss of a significant other? A possible explanation for this finding might be that they fail

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to grieve or to express the grief due to some relational factors including high ambivalence and high narcissism and some personality factors (Worden, 2018).

Firstly, according to Worden (2018), if a relationship comprises a 'high ambivalence with unvoiced hostility', this prevents people from grieving or perceiving loss. For example, in one participants' expressions, it was observed that while she sometimes located her ex-boyfriend as the inferior due to the belief that 'He and his family aren't appropriate for me and my family', she sometimes located him as the superior due to the thought that 'He is the one who I love and whom share my everything with'. It might be thought that this ambivalence created a discomfort on this participant. As is known, while the tolerance level for discomfort is low, the level of discomfort avoidance is high in the structure of this domain (Young et al., 2003). Also, inability to cope with this ambivalence can inhibit grief and decrease perceiving loss.

Secondly, if the relationship is highly narcissistic, the lost person refers an extension of the losing person (Worden, 2018). Therefore, to accept the loss requires to confront the loss of part of one's self, so this situation may cause the denial of loss. This finding seems to be consistent with the grief literature suggesting that denial is a grief component based on Bowbly and Parkes', Kübler-Ross', and Jacobs' theories (Maciejewski, Zhang, Block, & Prigerson, 2007).

Thirdly, every people have ideas about who they are, and they try to stay stable within their definition of themselves. If people' self-concept dictates that they must be the strong, they can pretend to be the strong one. In this context, our findings might also be related with the cultural context of Turkey. Turkish society has a structure which attributes importance to the 'strong' and to being strong. Since most of the young population in Turkey grows by being distant from own emotions and ignoring emotions for the sake of staying strong, it is

possible that they also ignore their losses. In short, when schemas which are also in relation with the upbringing get involved, perceiving or reporting less loss is more possible for some youth.

The second striking point related to the study findings was that the loss of a significant other was disclosed by participants from every three domains. While some of participants stated that they lost their lover or partner, most of them reported that they lost their best friends. The sharpest and common characteristic of young participants from all three domains is the developmental stage which they are in. When considering this stage, it is mostly seen that lovers are more important than everything else for young individuals. They attribute many roles to the lovers. The study findings might also be related to the fact that lovers have many roles for young people and many needs are met by lovers. This finding is also consistent with Bowlby's attachment theory stating that focusing on romantic relationships increases in adolescence period, and the attachment shifts to romantic partners (Connolly & Johnson, 1996). Whatever their domains of the participants, independently of the dominant schema domain, it can be suggested that mostly a developmental characteristic may have an effect on perceiving 'the significant other' as a loss.

4.2.3. Findings about 'Grief Process Following the Breakup'

Many components of the grief process which participants experienced after their breakup are important to dwell on and discuss. As parallel to the grief literature related to other types of losses, similar concepts were also identified in the context of romantic dissolution grief. One of these is the 'loss-orientation' which is a concept suggested by the Dual Process Model. Loss-orientation defies a process in which the individual concentrates on and deals with the experience of loss itself (Stroebe & Schut, 2010) There were expressions indicating continuing bonds, denial, feelings of longing, sadness, anger, guilt,

regret, and loneliness which can be considered in relation to loss-orientation for the participants in the current study. Unsurprisingly, when examining common emotions, it was seen that longing, sadness, and depressive mood were common among participants. There are many other studies demonstrating that romantic dissolution leads to depression (Field, et al., 2010; Kaczmarek & Backlund, 1991; Monroe et al., 1999). Nevertheless, what is surprising was that sense of relief accompanying some negative feelings were reported by participants from all schema domains. While some of the participants stated the relief was accompanied by fear and sense of loneliness; some others indicated a relief accompanying sadness. Every individual can strive to maintain their romantic relationships. However, it is possible for the individuals in maladaptive schema domains to struggle for a longer time to maintain a so to say failing relationship. For example, one participant stated that she maintained her relationship for 1.5 years, although she noticed things that did not go well since the very beginning. In the context of schema, this may also be due to schema chemistry which means the tendency to be attracted to people who reinforce a person's schemas (Young et al., 2003). It can be thought that the ex-partner of this participant might have schemas which can reinforce her schemas. People who tired because of the long-term struggle can sense relief even though they also simultaneously felt negative emotions. This finding is also consistent with another study indicating that half of the sample expressed relief after experiencing a romantic relationship loss (Carter et al., 2018).

Some of the participants provided explanations regarding that their sadness or grief process were not acknowledged and supported by their families or friends. Starting from this point of view, the concept of 'disenfranchised grief' can provide another framework to discuss the grief responses of our participants. In case of disenfranchised grief, the grief was not recognized, publicly grieved, or socially supported (Doka, 1999). While some participants narrated a disenfranchisement from their friends who underestimated their

difficult experiences, some reported a disenfranchisement from their families who felt angry at their emotions including sadness. To illustrate, one participant pointed out that she withdrew into herself more because of her family' ignorance of her emotions. One possible explanation of this finding might be that some situations giving rise to early maladaptive schemas might contribute to the disenfranchised grief. For instance, if a person expresses himself/herself and his/her concerns in an insistent and overwhelming way due to his or her schemas, support provided by people might decrease. Furthermore, if a person does not know how to ask for support or get support due to his or her schemas, he or she might not be able to receive support. The second possible explanation may be related to cultural perspective in Turkey. In Turkish family culture, possibly, the right of grieving for a relationship loss is given only to formal relationships such as divorce. This may also be a factor contributing to the disenfranchised grief of young individuals.

When examining our findings specific to different schema domains, strikingly both feeling themselves as toxicant and being proud of themselves or were common among participants from the impaired autonomy-other directedness domain. These finding may be due to a lack of autonomy or impaired autonomy. To illustrate, participants may have had a toxic relationship because of their impaired autonomy, and this relationship may have caused participants to feel themselves as toxicant. On the other hand, participants may be proud of themselves by thinking that they took a step towards developing their autonomy by breaking up.

Another noteworthy point was that 'continuing bonds' were not reported by participants from the impaired limits-exaggerated standards domain in contrast to all participants from other two domains. Continuing bonds are defined as attachments to the lost person which are preserved rather than given up (Worden, 2018). In the literature, there are

contradictory results. While some researchers indicated that certain types of continuing bonds are helpful to adapt to loss (Field & Filanosky, 2009), some others stated that continuing bonds may cause chronic grief in some attachment styles (Field, Gao, & Paderna, 2005). In the current study, participants did not report any positive or negative attributions regarding their continuing bonds. Participants from the impaired limits-exaggerated standards domain did not mention anything indicating continuing bonds, possibly because it might be associated with inferiority, contrast with their sense of superiority and pose a threat to their self-concept. Hence, they might avoid it.

4.2.4. Findings about 'Coping Strategies'

Participants described their coping strategies as acceptance, self-care, letting oneself go, seeking consolation in an affair, religious coping, substance misuse, avoidance/distraction, seeking social support, focusing on future, and professional support. These findings might show that participants who experienced a romantic relationship dissolution undergo a process similar to other grieving people in terms of coping efforts. In other words, although the reasons of the loss are different, processes experienced or coping strategies used are parallel to each other when compared with death-related and romantic dissolution related grief. A possible explanation for this finding might be the nature of loss and the universality of grief. As proposed by the Dual Process Model, restoration orientation refers to the individual's struggle to adapt himself/herself to a new life in the absence of the loved one and the consequent stressors of the bereavement. In terms of the coping theme, it can be said that our findings were consistent with this proposal (Stroebe & Schut, 2010). The study participants notified coping strategies including focusing on future, denial of loss, self-care, avoidance/distraction, and trying a new relationship style with the ex-partner which may be considered as a struggle reorientation and restoration.

Some coping strategies were expressed by participants from only one domain while some of them were indicated by participants from every two or three domains. For example, while acceptance and focusing on future were seen only in disconnection-rejection domain, getting professional support were seen only in impaired autonomy-other directedness domain. Also, religious coping and substance misuse were seen only in impaired limits-exaggerated standards. In relation to this, some possible explanations can be presented based upon the characteristics of schema domains. Schema domains correspond to different types of unmet and frustrated basic needs regarding childhood (Young et al., 2003). Firstly, since participants from disconnection-rejection domain do not have any expectations regarding acceptance, nurturance, and stability, it might be thought that they develop more functional strategies by saying 'ok'. They might choose to accept and look ahead because they believe that they have no control over satisfaction of these needs. Secondly, since participants from impaired autonomy-other directedness domain do not believe that they have ability to function and survive independently, it might be thought that they appealed professional support. Thirdly, participants from impaired limits-exaggerated standards domain may have referred a process over which they have no control, to a more 'superior' power (i.e., 'God') than themselves. Similarly, they might want to ignore their 'inferiority' by numbing themselves. Furthermore, in addition some functional ones, dysfunctional coping strategies were more common in participants' expressions. This can also be attributed to the disruptive characteristic of the schemas.

Another remarkable point is that almost every participant preferred their friends rather than families as the primary source of social support. This finding is also consistent with the literature which pointed out the developmental transition of emphasis from parents to friends. Besides, it might be said that the cultural structure of Turkey was also influential on these findings. In relation to social support, the general conservative family structure and strict

hierarchy among the parental and child subsystems may have contributed to youth's sharing with their friends, not with their families.

Researchers argued that coping and emotion regulation refer to similar concepts (Pascual, Conejero, & Etxebarria, 2016). While coping is conceptualized as "thoughts and actions that enable people to handle difficult situations" (Stone, 1988), emotion regulation is defined as "a person's ability to effectively manage and respond to an emotional experience" (Rolston & Lloyd-Richardson, 2017). Therefore, the coping strategies reported by the participants can be used to infer the emotion regulation strategies they engaged in.

4.2.5. Findings about 'Positive Changes and Personal Growth'

The fifth and last finding which emerged from the present study was about the positive changes which participants expressed following their coping efforts to overcome the breakup. As stated by Riley, LaMontagne, Hepworth and Murphy (2007), grief is a process including both positive and negative effects, reactions, or changes. In addition to negative effects, our results were consistent with this literature in terms of positive changes. Participants narrated that they developed new strengths and perspectives and noticed positive changes in their self-concept and social relationships. Also, they added that this experience helps them get their life in order. It might be possible to gather all of these under the concept of 'growth model' which defines grief as an adjustment and transition process including intense feelings (Hogan & Schmidt, 2002). This finding was also consistent with the literature indicating that this adjustment and transition process resulted in 'personal growth' for some individuals (Riley et al., 2007). In this context, self-concept was one of the areas where there were positive changes as personal growth. In terms of transitions, for instance, one of the participants made a cognitive shift from 'I am the unwanted and unlovable one" to "Everyone doesn't have to love me, just as I don't love everyone". Besides, in terms of the adjustment, according to the literature, this phase includes changes regarding lifestyle, life

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plans, and expectations (Anderegg, Vergason, & Smith, 1992). Consistently, in our study, realistic planning as an outcome of acceptance and some altered expectations (i.e., future romantic relationship, future partner) were notified by participants.

'Meaning reconstruction' is another concept via which we can discuss the findings of the current study. Meaning construction is considered as a primary process faced by people who experienced a loss of significant other (Worden, 2018). Although it is usually associated with death-related grief in the literature, it is also common in breakup-related grief due to our findings. According to this concept, if a person loses a loved one, he or she needs to learn new ways to live in the world without the loved one by constructing new meanings. In our study, the participants mentioned how they redefined their self and made sense of life without the ex-partner.

In brief, participants who experienced a breakup underwent a process of personal growth including adjustment, transition, and meaning reconstruction. This point might be notable to see the similar process of breakup-related grief to the general grief literature. This also implies that maladaptive schema domains may not necessarily constitute an obstacle against positive changes after relationship loss and that individuals with these schemas may have a potential of transforming these experiences in favour of personal growth.

4.3. Strengths and Limitations of the Study

The main strength of the current study was that the research design was based on mixed method. Quantitative and qualitative analyses were used as complementary. While quantitative part of the study provides a solid ground to analyze the relations between the variables under investigation; the qualitative part provided a deeper understanding of how romantic dissolution grief in experienced by individuals from different maladaptive schema domains.

What is more, although EMSs has become a well-studied subject in the contemporary literature, there are only a few studies examining the relationship between early maladaptive schemas and grief. Besides, this study focuses on 'romantic dissolution grief' which might be considered as a relatively new concept in literature. For this reason, to the best of the researcher's knowledge, the present study is one of the rare studies investigating the relationship between early maladaptive schemas arising from early experiences and romantic dissolution grief. Besides, EMSs have generally been studied as mediator variable, in the current study it was included into the mediation model as an independent variable and become one of the focal points of attention.

Although it was not the primary concern of this study, it provided a crosscheck of the face validity of the schema questionnaire regarding the content of the schema domains. It is argued that participants may sometimes report lower levels of maladaptive schemas than their actual levels. In this study, due to the mixed method design, it could be clearly seen that there was a consistency between the participants' scores in the questionnaire and their personal narratives.

There are also some limitations. Firstly, in terms of the quantitative part, the sample mostly consisted of university students who were between the ages of 18-22. Also, participants were mostly from Ankara. This situation might create a problem regarding generalizability of the findings. Furthermore, EMSs may have not been entirely developed or fully settled because of the participants' developmental stage and individual differences. Secondly, although small sample is a recommendation for qualitative studies (Creswell, 2007), at the same time generalizability can be difficult because of small sample size. In addition to this, only one of the participants was male. In the study, it was not possible to recruit more male participants whose both schema domain and grief level are in conformity with the study criteria. This can create a problem in terms of evaluating gender differences.

Lastly, the lack of a larger team of coders was another limitation. Themes and codes were determined by the two researchers. Having a larger team could be better to add more richness to the qualitative analysis and to minimize the effect of the researcher on the study.

4.4. Clinical Implications and Future Directions

Some clinical implications in terms of clients' high benefit, therapists' competency, therapeutic alliance, and therapy implementation can be presented based on the findings of the current study. First of all, since Young and his colleagues (2003) believed that there were some limitations of previous therapy approaches, they developed the schema therapy approach and stated that understanding of early childhood experiences had a great importance in this approach. When examining especially the interview data from this point of view, it was observed that some participants needed professional support and got this support, some of them needed but did not get it, and some had thoughts related to self-harm during their grief process. It is not uncommon that relationship problems and romantic dissolution are not considered a serious stressor by the social environment of the young individuals and are underestimated as a presenting problem even by the mental health professionals. Our results underlie the importance of conceptualizing romantic dissolution as a significant loss with possible severe mental health consequences which requires professional support. Along the study results also showed that, along with some commonalities, there are also some individual differences even though participants had shared schemas or schema domains. For example, it was seen that they could have different needs, rely on different sources of social support, use different coping strategies, or attribute different meanings to similar experiences. These findings draw attention to individual differences which should be considered in clinical applications. As argued by several authors (e.g. Volkan & Zintl, 1993), grief is a highly individualised process. It is essential to notice different needs of each individual and not to act by schema domain specific presuppositions in clinical practices. Understanding late

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adolescents' grief experiences and noticing their similarities and differences can also provide a better therapeutic alliance between the therapist and the young client.

Schema therapy has just started to be applied with children and adolescents. Overall, our results could provide insights into how schema therapy can be applied with grieving young people after a romantic dissolution.

Future studies can include participants from larger age ranges. For example, it can be examined how individuals in middle adolescence or adulthood experience the grief process after the breakup. This can be an opportunity to see how early maladaptive schemas become fully developed and settled in progress of time and interfere with the grief process. In terms of younger individuals, a research which will be done before stability and permanence of EMSs can provide some information related to prevention and early intervention strategies. Secondly, this study was conducted with a homogeneous sample. For the future studies, the research can be replicated with a sample consisting of adolescents who grew in different cultures and was raised by parents from different cultural backgrounds. In addition to heterogeneity and different cultures, it might be suggested to gather more information regarding participants' families and childhood. Also, it can be suggested that the research might be done with different sexual orientations. This can help to understand not only heterosexual individuals and their relationships but also LGBT individuals and their relationships. Finally, it can also be suggested that the study might be conducted with a comparison group including the participants with low scores in the schema domains in order to understand differences among them and to investigate the effects of schemas in depth.

4.5. Conclusion

The main concern of this research was to develop an understanding regarding grief experiences of young individuals after romantic relationship dissolution. To find some answers regarding this main concern, our research was based on a mixed method design, and

included two studies. In this regard, the quantitative study mainly aimed to investigate how emotion regulation mediates the relationship between early maladaptive schemas and the grief processes of young individuals who experienced romantic relationship dissolution. Besides, the qualitative study mainly aimed to understand how grief experiences differentiated for participants from different schema domains based on the data obtained from the quantitative study.

In the quantitative study, different schema domains' direct effect on grief was found with the exception of the disconnection-rejection domain. Moreover, it was found that emotion regulation difficulties mediated the relationship between all schema domains and romantic dissolution grief. In the qualitative study, the findings gave insight regarding romantic dissolution grief process toward maladaptive schema domains.

The overall study gave the opportunity to see how the schemas, which were evaluated with the schema questionnaire, embodied in real life experiences. In general, findings obtained from this study presented the similarities between the general grief literature and the romantic dissolution grief (i.e. the Dual Process Model, disenfranchisement, personal growth). Nevertheless, in despite of all similarities, it is very important to remember: 'Every grief is as unique as the heartbeat.'

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APPENDICES

APPENDIX A: INFORMED CONSENT FORM

GÖNÜLLÜ KATILIM FORMU

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi, Psikoloji Bölümü Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans programı öğrencilerinden Özlem Kıral tarafından Doç. Dr. Ilgın Gökler Danışman danışmanlığında yürütülmektedir. Araştırmanın katılımcılarını 18-22 yaşında, son romantik ilişkisi sonlanmış ve şu anda yeni bir ilişki içinde olmayan bireyler oluşturmaktadır. Çalışmanın amacı, erken dönem yaşantılar ile romantik ayrılıklar arasındaki ilişkinin incelenmesidir.

Bu araştırmaya katılımınızı onayladığınız taktirde, çalışmanın katılımcısı olacaksınız. Araştırma kapsamında, çalışmayla ilgili ölçekleri doldurmanız istenecektir. 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 isminiz silinerek, bilgisayarda şifreli bir dosyada tutulacaktır.

Bu çalışmaya katılım gönüllük esasına dayalıdır. Uygulamada yer alan hiçbir aşama kişisel rahatsızlık verecek nitelikte değildir. Ancak 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 Özlem Kıral ile (E-posta: ozlem.kiral@tedu.edu.tr) iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. Araştırma süresince elde edilen bilimsel bilgilerin bilimsel makaleler ve akademik sunumlar dışında kesinlikle kullanılmayacağını biliyorum.

Araştırmaya katılmayı kabul ediyorum. **Evet / Hayır**

Katılımcının İmzası: ....

Tarih: ....

E-mail: …………………………

Çalışmanın devamı için gerekli olduğunda araştırmacının mail adresim üzerinden benimle iletişime geçmesini ☐ kabul ediyorum ☐ kabul etmiyorum (lütfen uygun seçeneği işaretleyiniz)

APPENDIX B: DEMOGRAPHIC AND RELATIONSHIP INFORMATION FORM

DEMOGRAFİK VE İLİŞKİ BİLGİ FORMU

Doğum Tarihiniz (Gün, Ay, Yıl):

Cinsiyetiniz: O Kadın   O Erkek   O Diğer

Cinsel Yöneliminiz:

Bulunduğunuz İl:

Yaşamınızın Büyük Bölümünü Nerede Geçirdiniz?

- O   Köy-Kasaba
- O   İlçe
- O   İl
- O   Büyükşehir

Eğitim Durumunuz (Son Aldığınız Diplomaya Göre):

- O   İlkokul
- O   Ortaokul
- O   Lise
- O   Üniversite
- O   Diğer (Lütfen belirtiniz): _____

Üniversite ve Bölümünüz (Eğer şu anda bir üniversitede okuyorsanız):

Mesleğiniz:

Medeni Durumunuz:

Nerede yaşıyorsunuz?

- O   Aile evinde
- O   Yurtta
- O   Öğrenci Evinde
- O   Kendi evimde
- O   Diğer (Lütfen belirtiniz): _____

Gelir Düzeyiniz: (Ailenizden destek alıyorsanız onların gelir düzeyini düşünerek yanıtlayabilirsiniz.)

- O   Çok Düşük
- O   Düşük
- O   Orta
- O   Yüksek
- O   Çok Yüksek

Psikolojik, psikiyatrik veya nörolojik tanı aldınız mı?   O Evet   O Hayır

Evetse lütfen belirtiniz: _____

Şu anda bir ilişkiniz var mı?

O Hayır   O Evet (Eğer evet şıkkını işaretlediyseniz anketi doldurmayı sonlandırabilirsiniz.)

Biten ilişkinizi düşündüğünüzde aşağıdakilerden hangisi bu ilişkiyi en doğru tanımlar?

O Flört   O Sevgililik   O Sözlülük   O Nişanlılık   O Diğer: _____ (belirtiniz)

İlişkiniz ne kadar sürdü? (Mümkünse gün ay yıl olarak belirtiniz.) __Gün __Ay __Yıl

İlişkiniz ne zaman bitti? (Lütfen gün ay yıl olarak belirtiniz.) __Gün __Ay __Yıl

Ayrılma kararı kime aitti?

O Benim kararımdı

O Birlikte olduğum kişinin kararıydı

O Ortak kararımızdı

O Aile/ailelerin kararıydı

O Diğer: _____ (belirtiniz)

İlişkinizde cinsel bir deneyimi paylaşıyor muydunuz? (Lütfen kendi cinsellik algınıza / tanımınıza göre cevaplayınız.)

O Evet   O Hayır   O Belirtmek istemiyorum

Aileniz tarafından (anne, baba, kardeş vs.den herhangi biri olabilir) ilişkiniz biliniyor muydu?

O Evet   O Hayır

Biliniyorsa, aileniz ilişkinizi ne kadar onaylıyordu?

(1)   Hiç onaylamıyordu

(2)   Pek onaylamıyordu

(3)   Kısmen onaylıyordu

(4)   Oldukça onaylıyordu

(5)   Çok onaylıyordu

Arkadaşlarınız tarafından ilişkiniz biliniyor muydu?   O Evet   O Hayır

Biliniyorsa, arkadaşlarınız ilişkinizi ne kadar onaylıyordu?

(1)   Hiç onaylamıyordu

(2)   Pek onaylamıyordu

(3)   Kısmen onaylıyordu

(4)   Oldukça onaylıyordu

(5)   Çok onaylıyordu

APPENDIX C: YOUNG SCHEMA QUESTIONNAIRE

YOUNG ŞEMA ÖLÇEĞİ

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.
9. _____Anne babamdan ayrılmayı, bağımsız hareket edebilmeyi, yaşıtlarım kadar, başaramadım.
10. _____Eğer istediğimi yaparsam, başımı derde sokarım diye düşünürüm.
11. _____Genellikle yakınlarıma ilgi gösteren ve bakan ben olurum.
12. _____Olumlu duygularımı diğerlerine göstermekten utanırım (sevdiğimi, önemsediğimi göstermek gibi).
13. _____Yaptığım çoğu şeyde en iyi olmalıyım; ikinci olmayı kabullenemem.
14. _____Diğer insanlardan bir şeyler istediğimde bana "hayır" denilmesini çok zor kabullenirim.
15. _____Kendimi sıradan ve sıkıcı işleri yapmaya zorlayamam.
16. _____Paramın olması ve önemli insanlar tanıyor olmak beni değerli yapar.
17. _____Her şey yolunda gidiyor görünse bile, bunun bozulacağını hissederim.
18. _____Eğer bir yanlış yaparsam, cezalandırılmayı hak ederim.
19. _____Çevremde bana sıcaklık, koruma ve duygusal yakınlık gösteren kimsem yok.
20. _____Diğer insanlara o kadar muhtacım ki onları kaybedeceğim diye çok endişeleniyorum.
21. _____İnsanlara karşı tedbiri elden bırakamam yoksa bana kasıtlı olarak zarar vereceklerini hissederim.

22. _____Temel olarak diğer insanlardan farklıyım.

23. _____Gerçek beni tanırlarsa beğendiğim hiç kimse bana yakın olmak istemez.

24. _____İşleri halletmede son derece yetersizim.

25. _____Gündelik işlerde kendimi başkalarına bağımlı biri olarak görüyorum.

26. _____Her an bir felaket (doğal, adli, mali veya tıbbi) olabilir diye hissediyorum.

27. _____Annem, babam ve ben birbirimizin hayatı ve sorunlarıyla aşırı ilgili olmaya eğilimliyiz.

28. _____Diğer insanların isteklerine uymaktan başka yolum yokmuş gibi hissediyorum; eğer böyle yapmazsam bir şekilde beni reddederler veya intikam alırlar.

29. _____Başkalarını kendimden daha fazla düşündüğüm için ben iyi bir insanım.

30. _____Duygularımı diğerlerine açmayı utanç verici bulurum.

31. _____En iyisini yapmalıyım, "yeterince iyi" ile yetinemem.

32. _____Ben özel biriyim ve diğer insanlar için konulmuş olan kısıtlamaları veya sınırları kabul etmek zorunda değilim.

33. _____Eğer hedefime ulaşamazsam kolaylıkla yılgınlığa düşer ve vazgeçerim.

34. _____Başkalarının da farkında olduğu başarılar benim için en değerlisidir.

35. _____İyi bir şey olursa, bunu kötü bir şeyin izleyeceğinden endişe ederim.

36. _____Eğer yanlış yaparsam, bunun özrü yoktur.

37. _____Birisi için özel olduğumu hiç hissetmedim.

38. _____Yakınlarımın beni terk edeceği ya da ayrılacağından endişe duyarım.

39. _____Herhangi bir anda birileri beni aldatmaya kalkışabilir.

40. _____Bir yere ait değilim, yalnızım.

41. _____Başkalarının sevgisine, ilgisine ve saygısına değer bir insan değilim.

42. _____İş ve başarı alanlarında birçok insan benden daha yeterli.

43. _____Doğru ile yanlışı birbirinden ayırmakta zorlanırım.

44. _____Fiziksel bir saldırıya uğramaktan endişe duyarım.

45. _____Annem, babam ve ben özel hayatımız birbirimizden saklarsak, birbirimizi aldatmış hisseder veya suçluluk duyarız

46. _____İlişkilerimde, diğer kişinin yönlendirici olmasına izin veririm.

47. _____Yakınlarımla o kadar meşgulüm ki kendime çok az zaman kalıyor.

48. _____İnsanlarla beraberken içten ve cana yakın olmak benim için zordur.

49. _____Tüm sorumluluklarımı yerine getirmek zorundayım.

50. _____İstediğimi yapmaktan alıkonulmaktan veya kısıtlanmaktan nefret ederim.

51. _____Uzun vadeli amaçlara ulaşabilmek için şu andaki zevklerimden fedakârlık etmekte zorlanırım.

52. _____Başkalarından yoğun bir ilgi görmezsem kendimi daha az önemli hissederim.

53. _____Yeterince dikkatli olmazsanız, neredeyse her zaman bir şeyler ters gider.

54. _____Eğer işimi doğru yapmazsam sonuçlara katlanmam gerekir.

55. _____Beni gerçekten dinleyen, anlayan veya benim gerçek ihtiyaçlarım ve duygularımı önemseyen kimsem olmadı.

56. _____Önem verdiğim birisinin benden uzaklaştığını sezersem çok kötü hissederim.

57. _____Diğer insanların niyetleriyle ilgili oldukça şüpheciyimdir.

58. _____Kendimi diğer insanlara uzak veya kopmuş hissediyorum.

59. _____Kendimi sevilebilecek biri gibi hissetmiyorum.

60. _____İş (okul) hayatımda diğer insanlar kadar yetenekli değilim.

61. _____Gündelik işler için benim kararlarıma güvenilemez.

62. _____Tüm paramı kaybedip çok fakir veya zavallı duruma düşmekten endişe duyarım.

63. _____Çoğunlukla annem ve babamın benimle iç içe yaşadığını hissediyorum. Benim kendime ait bir hayatım yok.

64. _____ Kendim için ne istediğimi bilmediğim için daima benim adıma diğer insanların karar vermesine izin veririm.

65. _____ Ben hep başkalarının sorunlarını dinleyen kişi oldum.

66. _____ Kendimi o kadar kontrol ederim ki insanlar beni duygusuz veya hissiz bulurlar.

67. _____ Başarmak ve bir şeyler yapmak için sürekli bir baskı altındayım.

68. _____ Diğer insanların uyduğu kurallara ve geleneklere uymak zorunda olmadığımı hissediyorum.

69. _____ Benim yararıma olduğunu bilsem bile hoşuma gitmeyen şeyleri yapmaya kendimi zorlayamam.

70. _____ Bir toplantıda fikrimi söylediğimde veya bir topluluğa tanıtıldığımda onaylanılmayı ve takdir görmeyi isterim.

71. _____ Ne kadar çok çalışırsam çalışayım, maddi olarak iflas edeceğimden ve neredeyse her şeyimi kaybedeceğimden endişe ederim.

72. _____ Neden yanlış yaptığımın önemi yoktur; eğer hata yaptıysam sonucuna da katlanmam gerekir.

73. _____ Hayatımda ne yapacağımı bilmediğim zamanlarda uygun bir öneride bulunacak veya beni yönlendirecek kimsem olmadı.

74. _____ İnsanların beni terk edeceği endişesiyle bazen onları kendimden uzaklaştırırım.

75. _____ Genellikle insanların asıl veya art niyetlerini araştırırım.

76. _____ Kendimi hep grupların dışında hissederim.

77. _____ Kabul edilemeyecek pek çok özelliğim yüzünden insanlara kendimi açamıyorum veya beni tam olarak tanımalarına izin vermiyorum.

78. _____ İş (okul) hayatımda diğer insanlar kadar zeki değilim.

79. _____ Ortaya çıkan gündelik sorunları çözebilme konusunda kendime güvenmiyorum.

80. _____ Bir doktor tarafından herhangi bir ciddi hastalık bulunmamasına rağmen bende ciddi bir hastalığın gelişmekte olduğu endişesine kapılıyorum.

81. _____ Sık sık annemden babamdan ya da eşimden ayrı bir kimliğimin olmadığını hissediyorum.

82. _____ Haklarıma saygı duyulmasını ve duygularımın hesaba katılmasını istemekte çok zorlanıyorum.

83. _____ Başkaları beni, diğerleri için çok, kendim için az şey yapan biri olarak görüyorlar.

84. _____ Diğerleri beni duygusal olarak soğuk bulurlar.

85. _____ Kendimi sorumluluktan kolayca sıyıramıyorum veya hatalarım için gerekçe bulamıyorum.

86. _____ Benim yaptıklarımın, diğer insanların katkılarından daha önemli olduğunu hissediyorum.

87. _____ Kararlarıma nadiren sadık kalabilirim.

88. _____ Bir dolu övgü ve iltifat almam kendimi değerli birisi olarak hissetmemi sağlar.

89. _____ Yanlış bir kararın bir felakete yol açabileceğinden endişe ederim.

90. _____ Ben cezalandırılmayı hak eden kötü bir insanım.

APPENDIX D: DIFFICULTIES IN EMOTION REGULATION SCALE-BRIEF FORM

DUYGU DÜZENLEME GÜÇLÜĞÜ ÖLÇEĞİ-KISA FORM

	Hemen hemen hiç (%0-%10)	Bazen (%11-%35)	Yaklaşık Yarı Yarıya (%36-%65)	Çoğu zaman (%66-%90)	Hemen hemen her zaman (%91-%100)
1. Duygularıma bir anlam vermekte zorlanırım.					
2. Ne hissettiğim konusunda karmaşa yaşarım.					
3. Kendimi kötü hissettiğimde işlerimi bitirmekte zorlanırım.					
4. Kendimi kötü hissettiğimde kontrolden çıkarım.					
5. Kendimi kötü hissettiğimde uzun süre böyle kalacağına inanırım.					
6. Kendimi kötü hissetmenin yoğun depresif duyguyla sonuçlanacağına inanırım.					
7. Kendimi kötü hissederken başka şeylere odaklanmakta zorlanırım.					
8. Kendimi kötü hissederken kontrolden çıktığım korkusu yaşarım.					
9. Kendimi kötü hissettiğimde bu duygumdan dolayı kendimden utanırım.					
10. Kendimi kötü hissettiğimde zayıf biri olduğum duygusuna kapılırım.					
11. Kendimi kötü hissettiğimde davranışlarımı kontrol etmekte zorlanırım.					
12. Kendimi kötü hissettiğimde daha iyi hissetmem için yapabileceğim hiçbir şey olmadığına inanırım.					

13. Kendimi kötü hissettiğimde böyle hissettiğim için kendimden rahatsız olurum.					
14. Kendimi kötü hissettiğimde kendimle ilgili olarak çok fazla endişelenmeye başlarım.					
15. Kendimi kötü hissettiğimde başka bir şey düşünmekte zorlanırım.					
16. Kendimi kötü hissettiğin duygularım dayanılmaz olur					

TEKSAS DÜZELTİLMİŞ YAS ÖLÇEĞİ

Aşağıdaki maddeleri, son romantik ilişkinizin bittiği zamanı düşünerek yanıtlayınız. O zamanki duygu ve eylemlerinizi dikkate almaya çalışınız. Lütfen sizi en iyi tanımlayan seçeneği işaretleyiniz.

1: Tamamen Doğru
2: Çoğunlukla Doğru
3: Ne Doğru Ne Yanlış
4: Çoğunlukla Yanlış
5: Tamamen Yanlış

Bölüm I: Geçmiş davranışlar

	1	2	3	4	5
1. Bu ilişkinin sonlanmasından sonra belli insanlarla anlaşmakta zorluk çektim.					
2. Bu ilişkinin sonlanmasından sonra yeterince çalışmakta zorlandım.					
3. İlişkim sonlandıktan sonra aileme, arkadaşlarıma ve dışarıdaki etkinliklere olan ilgimi kaybettim.					
4. Ayrıldığım kişinin yapmak istediklerini gerçekleştirme gereksinimi duydum.					
5. Ayrılıktan sonra alışılmadık şekilde huzursuz biri oldum.					
6. İlişkimin bitmesinin ardından normal günlük aktivitelerimi yerine getiremedim.					
7. Beni bıraktığı için ayrıldığım kişiye kızdım.					
8. İlişkimin sonlanmasının ardından uyumakta zorlandım.					

Bölüm II: Şimdiki duygular

Bu bölümdeki maddeleri ŞU ANDAKİ duygularınızı dikkate alarak işaretleyiniz.

	1	2	3	4	5
1. Ayrıldığım kişi aklıma geldiğinde halen ağlıyorum.					
2. Ayrıldığım kişi aklıma geldiğinde halen üzülüyorum.					
3. Bu ayrılığı kabullenemiyorum.					
4. Bazen ayrıldığım kişiyi çok fazla özlüyorum.					
5. Şimdi bile ayrıldığım kişiyle ilgili anıları hatırlamak bana acı veriyor.					
6. Sürekli aklıma ayrıldığım kişiyle ilgili düşünceler geliyor.					
7. Ayrıldığım kişiyi düşündüğümde gözyaşlarımı saklıyorum.					

8. Hayatımda hiç kimse O'nun yerini alamayacak.					
9. Ayrıldığım kişiyi düşünmekten kendimi alamıyorum.					
10. Onunla ayrılığımızı haksızlık olarak görüyorum.					
11. Çevremdeki eşyalar ve insanlar bana halen ayrıldığım kişiyi hatırlatıyor.					
12. Ayrıldığım kişinin hayatımdan çıkmasını kabul edemiyorum.					
13. Halen, ara sıra ayrıldığım kişi için ağlama gereksinimi duyuyorum.					

APPENDIX F: THE DEBRIEFING FORM

KATILIM SONRASI BİLGİ FORMU

Bu araştırma daha önce de belirtildiği gibi TED Üniversitesi Psikoloji Bölümü Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans programı öğrencilerinden Özlem Kıral tarafından Doç. Dr. Ilgın Gökler Danışman danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Çalışmanın amacı, romantik ayrılık sonrası süreçte yaşanabilecek yas döneminde, erken dönem uyum bozucu yaşantılar ile kişinin duygu düzenleme becerisinin rolünün incelenmesidir. Vereceğiniz cevapların etkilenmemesi ve çalışmanın sağlıklı yürütülebilmesi adına, çalışmanın amacı "erken dönem yaşantılar ile romantik ayrılıklar arasındaki ilişkinin incelenmesi" olarak sunulmuş; ayrılık sonrası yas döneminin araştırıldığı bilgisi araştırmanın doğası gereği başlangıçta sizlerle paylaşılmamıştır.

Çalışmanın amacında bahsedilen "uyum bozucu yaşantılar" erken dönem uyumsuz şemalara sebep olmaktadır. Literatürde, bu şemalar, kişinin kendisi, diğerleri ve dünya hakkındaki algısıyla ilgili geniş kapsamlı, kalıcı ve etkili kalıplar olarak tanımlanmaktadır. Çocuklukta şekillenen ve yaşam boyu pekişen şemalar düşünce, duygu ve davranışlar üzerinde etkilidir. Davranış ve düşünceler üzerinde etkili olan bir diğer kavram da duygu düzenlemedir ve bu kavram kişilerin bir şeyleri deneyimleme ve onlara tepki verme şekillerini değiştirmektedir. Daha önce şemaların ve duygu düzenlemenin ilişki tatmini, evlilik ve boşanma gibi alanlarda etkisine bakılmıştır. Bu araştırma kapsamında, erken dönem uyumsuz şemaların ve duygu düzenleme becerilerinin; duygu, düşünce ve davranış açısından pek çok değişimin yaşandığı ayrılık sonrası yas dönemini etkileyip etkilemediği bu çalışmanın temel araştırma sorusunu oluşturmaktadır. Etkiliyorsa ne şekilde etkilediği merak edilmektedir ve detaylıca incelenmesi hedeflenmektedir.

Bu çalışmadan alınacak ilk verilerin Mayıs 2019 sonunda elde edilmesi amaçlanmaktadır. Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Çalışmanın sağlıklı ilerleyebilmesi ve bulguların güvenilir olması için çalışmaya katılacağını bildiğiniz diğer kişilerle çalışma ile ilgili **detaylı bilgi paylaşımında bulunmamanızı** rica ederiz. Bu araştırmaya katıldığınız için tekrar çok teşekkür ederiz.

Araştırmanın sonuçlarını öğrenmek ya da daha fazla bilgi almak için araştırmacıya başvurabilirsiniz.
Özlem Kıral (E-posta: ozlem.kiral@tedu.edu.tr)

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

E-posta: iaek@tedu.edu.tr

APPENDIX G: SEMI-STRUCTURED INTERVIEW QUESTIONS

GÖRÜŞME SORULARI

1. İlişkinizi biraz anlatır mısınız? Nasıl bir ilişkiniz vardı?

2. Son biten ilişkinizi düşündüğünüzde aklınıza gelen en kötü anıyı paylaşır mısınız?

   2.a. Bu olay yaşanırken ne hissetmiştiniz?

   2.b. Bu olay yaşanırken ne düşünmüştünüz?

   2.c. O sırada ne yapmıştınız?

   2.d. Bugün olsaydı içinizden ne yapmak, nasıl davranmak gelirdi?

3. Siz bana ilişkiden bir anınızı anlattınız. Bu anının sizde uyandırdığı duygu ve düşüncelerden bahsettiniz. Sizde aynı duygu ve düşünceleri uyandıran, çocukluğunuzdan söyleyebileceğiniz bir anı var mı?

   3.a. Çocukluğunuzdaki bu olay esnasında ne hissetmiştiniz?

   3.b. Çocukluğunuzdaki bu olay esnasında ne düşünmüştünüz?

   3.c. Çocukluğunuzdaki bu olay esnasında ne yapmıştınız?

   3.d. Bugün olsaydı içinizden ne yapmak, nasıl davranmak gelirdi?

4. İlişkinizle ilgili yolunda gitmeyen şeyleri fark ettiğiniz ilk zamanları anlatır mısınız?

   4.a. Fark ettikleriniz neydi?

   4.b. Bu fark etme durumu ne zaman olmuştu?

   4.c. Bunları fark ettiğinizde neler hissettiniz?

   4.d. Aklınızdan neler geçti?

   4.e. Nasıl tepkiler verdiniz, neler yaptınız?

5. Ayrılığınızın nasıl gerçekleştiğinden biraz bahseder misiniz?

6. Ayrılık sonrasında;

   6.a. İlişkiniz sonlandığında neler hissettiniz? Ayrılma kararını vermiş olmakla ilgili neler hissediyorsunuz?

   6.b. Geçen zamanda duygularınız değişti mi? Değiştiyse nasıl değişti?

   6.c. İlişkiniz sonlandığında neler düşündünüz?

   6.d. Geçen zamanda düşünceleriniz değişti mi? Değiştiyse nasıl değişti?

   6.e. İlişkiniz sonlandığında neler yaptınız?

   6.f. Onunla içsel bağınızı sürdürmek için yaptığınız şeyler var mı?

   6.g. Geçen zamanda yaptıklarınız değişti mi? Değiştiyse nasıl değişti?

7. Bu ilişkinin bitmesiyle ilgili kayıplarınız var mı? Varsa, neler kaybettiniz siz bu ilişkinin bitmesiyle?

8. Ayrılıkla nasıl başa çıktınız/çıkıyorsunuz?

      8.a. Bu durumla baş etmenizi kolaylaştıran şeyler neler oldu?

      8.b. Bu durumla baş etmenizi zorlaştıran şeyler neler oldu?

      8.c. Yaşadığınız bu durumla baş etmede size kimler destek oldu?

      8.d. Kimlerden nasıl bir destek beklediniz?

9. İlişkinizin sonlanmasına dair hissettiklerinizi kimlerle paylaştınız?

      9.a. Bu paylaşım sizi nasıl etkiledi?

10. İlişkiniz sona erdikten sonra hayatınızda neler değişti?

11. Sizce aranızda bitmemiş işler, halledilmemiş şeyler kaldı mı?

12. Ayrıldıktan sonra hiç iletişime geçtiniz mi veya geçmeyi düşündünüz mü?

13. Bu ayrılık ve sonrasındaki süreçle baş etme çabasının size getirdiği olumlu şeyler var mı?

APPENDIX H: TED UNIVERSITY ETHICAL APPROVAL FORM

TED ÜNİVERSİTESİ ETİK ONAYI

Evrak Tarih ve Sayısı : 15/01/2019-E.136

TED ÜNİVERSİTESİ
Etik Komisyonu

TED ÜNİVERSİTESİ

Sayı   : 61491896-050.06.04/
Konu   : İAEK Kararınız hk.

Sayın Özlem KIRAL
Psikoloji ABD
Gelişim Odaklı Çocuk ve Ergen Psikolojisi Programı Öğrencisi

TED Üniversitesi İnsan Araştırmaları Etik Kurulu'nun **26.12.2018** tarih ve **2018/89** sayılı kararı ekte sunulmuştur.

e-imzalıdır
Prof. Dr.Melike SAYIL
Komisyon Başkanı

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU

ETİK KURUL KARARLARI

Toplantı Tarihi: 26.12.2018   **Toplantı Sayısı: 2018/89**

TED Üniversitesi İnsan Araştırmaları Etik Kurulu **26.12.2018** Çarşamba günü saat 15:00'te toplanarak aşağıdaki kararları almıştır.

Karar:(257) TED Üniversitesi, Lisansüstü Programlar Enstitüsü , Psikoloji Anabilim Dalı, Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Programı öğrencisi **Özlem KIRAL**'ın sahibi olduğu "Erken Dönem Uyumsuz Şemalar ve Gençlerin Deneyimlediği Romantik Ayrılık Sonrası Yas Arasındaki İlişkinin İncelenmesi" başlıklı yüksek lisans tez çalışmasında yapılan zorunlu değişikliklere ilişkin 14.12.2018-3683 tarih ve sayılı etik kurul onay talebiniz görüşülmüş ve araştırma kapsamında uygulanacağı beyan edilen değişikliklerin uygun olduğuna, araştırma etiği açısından sorun yaratmadığına OYBİRLİĞİ ile karar verilmiştir.
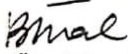
Prof. Dr. Melike SAYIL
Başkan

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

KATILAMADI
Dr. Öğr. Üyesi Mana Ece TUNA
Üye