

PSYCHOLOGICAL WELL-BEING IN ADOLESCENTS WITH
LOWER SOCIO-ECONOMIC STATUS: THE ROLES OF EMOTIONS AND
SYSTEM JUSTIFICATION

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF
TED UNIVERSITY

BY
ECEM ALTOP

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF PSYCHOLOGY

AUGUST 2018

Approval of the Institute of Graduate School


Prof. Dr. Kezban Çelik
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.


Assoc. Prof. Dr. Ilgin Gökler-Danışman
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.


Assist. Prof. Dr. Nevin Solak
Advisor

Examining Committee Members

Assist. Prof. Dr. Nevin Solak (TEDU, PSY)



Assoc. Prof. Dr. Müjgan İnözü (Hacettepe University, PSY)



Assist. Prof. Dr. Yağmur Ar (TEDU, PSY)



I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Ecem Altop

Signature: 

ABSTRACT

PSYCHOLOGICAL WELL-BEING IN ADOLESCENTS WITH LOWER SOCIO-ECONOMIC STATUS: THE ROLES OF EMOTIONS AND SYSTEM JUSTIFICATION

Ecem Altop

M.A., Department of Psychology

Supervisor: Assist. Prof. Dr Nevin Solak

August 2018, 81 pages

Previous studies have demonstrated that poverty is negatively related to psychological well-being among adolescents. Although there is an increasing interest in understanding psychological predictors behind well-being of adolescents from poor family backgrounds, most studies have largely focused on the role of family structure, such as parental support and parental cohabitation. However, since poverty occurs in a context of social relations embedded in power inequalities in society, it is also important to understand whether well-being of adolescents coming from lower socioeconomic status (SES) is related with how adolescents with low SES perceive inequality and what emotions they feel toward the affluent. Therefore, in the current thesis, it was focused on the well-being of the adolescents coming from lower SES family background, with a particular emphasis on the roles of emotions and system justification, which taps individuals' tendency to legitimize inequality. Specifically, in terms of emotions, the attention was narrowed to anger and admiration which are two important and prevalent emotions in the context of poverty. Moreover, it was attempted to examine not only admiration and anger as discrete emotions but also as a mixed emotional experience, which refers to affective experiences characterized by the co-activation of two emotions, usually opposite in valence. Combining knowledge from the domains of poverty among adolescents, system justification, admiration, anger, and mixed emotions, the goal of the thesis was to understand whether both system justification and emotions in relation with the affluent peers predicted well-being of adolescents coming from lower SES family. It was argued that justifying economic inequalities would positively predict well-being of adolescents coming from lower SES family. It was also claimed that both anger and admiration as discrete emotions and as a mixed emotional experience would negatively predict well-being. However, it was argued that the link between system justification and well-being would be mediated by both discrete emotions and mixed emotions. To do this, in one correlational study, data was collected from high school adolescents ($N=219$). As expected, results demonstrated that system justification predicted well-being through anger. However, although admiration and mixed emotion of admiration and anger were negatively associated with well-being, they were not related to system justification. Implications, future directions, and limitations of the study were discussed.

Keywords: Poverty, Psychological Well-being, System Justification, Emotion, Mixed Emotion, Anger, Admiration, Adolescents

ÖZ

DÜŞÜK SOSYOEKONOMİK DURUMLU ERGENLERDE PSİKOLOJİK İYİ OLUŞ: SİSTEMİ MEŞRULAŞTIRMA VE DUYGULARIN ROLÜ

Ecem Altop

Yüksek Lisans, Psikoloji Bölümü
Tez Yöneticisi: Dr. Öğr. Üyesi. Nevin Solak

Ağustos 2018, 81 sayfa

Önceki araştırmalar, yoksulluğun ergenlerde psikolojik iyi oluş ile negatif ilişkili olduğunu göstermiştir. Her ne kadar yoksul ailelerden gelen ergenlerin iyi oluşlarının ardında yatan psikolojik belirleyicileri anlama konusunda çalışma sayısı artmış olsa da, çoğu çalışma, ebeveyn desteği ve ebeveynlerin birlikte yaşaması gibi aile yapısının rolüne odaklanmıştır. Bununla beraber yoksulluk, toplumdaki güç eşitsizliklerine gömülü bir sosyal ilişkiler bağlamında ortaya çıktığından, düşük sosyoekonomik statüden (SES) gelen ergenlerin iyi oluşlarının, yoksul ergenlerin eşitsizliği nasıl algıladığını ve varlıklı kişilere karşı hissettikleri duygulara bağlı olup olmadığını anlamak da önemlidir. Bu nedenle, bu çalışmada, düşük SES'lü aileye sahip ergenlerin iyi oluşlarına, duygulara ve bireylerin eşitsizliği meşrulaştırma eğilimini konu alan sistemi meşrulaştırmaya odaklanılmıştır. Duygulardan özellikle yoksulluk bağlamında iki önemli ve yaygın hissedilen duygu olan öfke ve hayranlık ele alınmıştır. Ayrıca, hayranlık ve öfke sadece ayrı ayrı duygular olarak değil, aynı zamanda, genellikle iki zıt yükteki duyguların aynı anda deneyimlenmesi ile bilinen karışık duygusal deneyim olarak da ele alınmıştır. Bu tezin amacı, düşük SES'lü ailelerden gelen ergenlerin ekonomik sistemi meşrulaştırmalarının ve varlıklı akranlarına karşı hissettiği duyguların psikolojik iyi oluşlarını yordayıp yordamadığını anlamaktır. Bu nedenle, bu çalışmada, düşük SES'lü aileye sahip ergenlerin iyi oluşlarına, duygulara ve bireylerin eşitsizliği meşrulaştırma eğilimini konu alan sistemi meşrulaştırmaya odaklanılmıştır. Duygulardan özellikle yoksulluk bağlamında iki önemli ve yaygın hissedilen duygu olan öfke ve hayranlık ele alınmıştır. Ekonomik eşitsizlikleri adil algılamının, düşük SES'lü ailelerden gelen ergenlerin iyi oluşlarını pozitif yönde yordayacağı ileri sürülmüştür. Ayrıca, hem ayrı duygular olarak hem de karışık duygusal deneyim olarak öfke ve hayranlığın iyi oluşu negatif yönde yordayacağı iddia edilmiştir. Bununla birlikte, sistemi meşrulaştırma ve iyi oluş arasındaki ilişkinin, hem ayrı duygular hem de karışık duygular tarafından aracılık edileceği hipotez edilmiştir. Çalışma için bir korelasyonel çalışmada ergen lise öğrencilerinden veri toplanmıştır ($N = 219$). Beklendiği gibi, sonuçlar sistemi meşrulaştırmanın öfke yoluyla iyi oluşu öngördüğünü ortaya koymuştur. Ancak, hayranlık ve karışık duygu, iyi oluş ile negatif ilişkili olsa da sistemi meşrulaştırma ile ilişkili bulunmamıştır. Çalışmanın doğurguları, gelecek çalışmalara yönelik öneriler ve sınırlılıkları tartışılmıştır.

Anahtar Kelimeler: Yoksulluk, Sistemi Meşrulaştırma, Karışık Duygular, Öfke, Hayranlık, Psikolojik İyi-oluş

ACKNOWLEDGMENTS

First, I would like to express my gratitude to my supervisor, Assist. Prof. Dr. Nevin Solak for her guidance, knowledge and patience. I have learned so much from her during the thesis process. I consider myself lucky to work with her. Also, I would like to thanks to Assoc. Prof. Dr. Mjgan Inz and Assist. Prof. Dr. Yağmur Ar for their enlightening contributions during my Thesis Examining Committee. I was proud to present my study in their presence.

I would like to express my thanks to my dear friends Bşra Sel, Grkem Gven, Glfem Tanrikulu, Hazal Akođlu and Zeynep Yıldızhan for their support throughout the processes of the thesis and master.

I would like to express my thanks to Aras Azizoglu, Buket Koçak, Mahir Boydak and zge Kalkan for their great friendship and support they have given me during my master years. You accept me whenever I complain about something despite the long distance between us.

I would like to deeply thank İlateriř zdemir for his endless support and love. You believe in me unconditional.

To my mom, dad, and sister: Thank you very much for your amazing parenting and support. I could not do anything without you!

TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	v
ACKNOWLEDGMENTS.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
CHAPTERS	
1. INTRODUCTION.....	1
1.1. Poverty.....	3
1.1.1. Adolescents poverty.....	4
1.1.2. Poverty and psychological well-being in adolescents.....	5
1.2 System Justification Theory, Well-Being, and Emotions.....	6
1.2.1. Anger.....	8
1.2.2. Admiration.....	9
1.2.3. Mixed Emotion of Anger and Admiration.....	11
1.3. The Current Study.....	13
2. METHOD.....	15
2.1 Participants.....	15
2.2 Procedure.....	16

2.3 Measures	17
2.3.1. Demographic Information Form	17
2.3.2. Economic system justification scale.....	17
2.3.3. Anger.....	21
2.3.4. Admiration	23
2.3.5. Mixed emotion	25
2.3.6. Psychological well-being	25
3. RESULTS	26
3.1. Descriptive Statistics.....	26
3.2. Bivariate Correlations.....	27
3.3. Independent Samples T-Test.....	29
3.4. Hierarchical Regression.....	30
3.4.1. The hierarchic regression between economic system justification, anger and psychological well-being.....	31
3.4.2. The hierarchic regression between economic system justification, admiration and psychological well-being.....	33
3.4.3. The hierarchic regression between economic system justification, mixed emotion and psychological well-being.....	34
3.4. Mediation Analysis.....	36
4. DISCUSSION.....	38
4.1 Implications for Psychological Well-being in Adolescents	39
4.2 Implications for Economic System Justification.....	39
4.3. Implications for Emotions.....	41

4.3.1. Implications for anger.....	42
4.3.2. Implications for admiration.....	43
4.3.3. Implications for mixed emotion.....	44
4.4. Clinical Implications.....	46
4.5. Limitations and Future Directions	47
4.6. Conclusion.....	49
REFERENCES.....	50
APPENDICES	
A. Parental Inform Consent Form.....	67
B. Inform Consent Form	69
C. Demographic Information Form.....	70
D. Economic System Justification Scale.....	71
E. Anger Scale	73
F. Admiration Scale	75
G. Psychological Wel-being Scale.....	77
H. Ethical Commite Approval.....	78
G. Petition for the Tile Change	80
G. Tez Fotokopisi İzin Formu.....	81

LIST OF TABLES

TABLES

Table 1: Factor Analysis of Economic System Justification Scale.....	20
Table 2: Factor Analysis of Anger Scale.....	22
Table 3: Factor Analysis of Admiration Scale.....	24
Table 4: Descriptive Statistics of All Variables.....	26
Table 5: Bivariate Correlations of All Variables.....	28
Table 6: Hierarchic Regression of Economic System Justification (ESJ) and Anger toward Affluent Peers for Psychological Well-being	32
Table 7: Hierarchic Regression of Economic System Justification (ESJ) and Admiration toward Affluent Peers for Psychological Well-being.....	34
Table 8: Hierarchic Regression of Economic System Justification (ESJ) and Mixed Emotion toward Affluent Peers for Psychological Well-being.....	35
Table 9: Mediation Effect of Anger toward affluent peers (A) on the Relationship between Economic system justification (ESJ) and Psychological well-being (PWB).....	37

LIST OF FIGURES

FIGURES

Figure 1. Mediation Model Using mixed emotion, admiration and anger as Mediator.....	14
Figure 2. Mediation Model Using anger as Mediator.....	37



Chapter 1

Introduction

Poverty has become one of the most serious social and political problems that the world faces. Poverty affects more than one dimension, such as the difficulty in meeting basic needs, inefficient education, inability to access resources, and health problems (Murali, & Oyebode, 2004). Poverty influences the behavior, thoughts, and emotions of those who are from the lower part of the socio-economic status. Poverty also can be distressing and have effects on the development and maintenance of psychological problems (Murali & Oyebode, 2004). Particularly, poverty reveals a quite negative consequences on well-being (Amato & Zuo, 1992; Brooks-Gunn & Duncan, 1997).

Millions of adolescents around the world have been forced to live with the stress factors induced by poverty (Wadsworth & Berger 2006). Such stress factors are detrimental to adolescents' well-being and psychological health (Resnick, 2000; Brown, 2004). Understanding what psychological factors predict the well-being of adolescents coming from lower socio-economic status (SES), therefore, is of importance to make contributions to the clinical settings.

Studies on the relationship between poverty and well-being in adolescents have drawn attention to the roles of various factors, such as family or neighborhood structure of poor child and adolescent (e.g., Harris & Marmer, 1996; Ross, Reynolds, & Geis, 2000), but they did not consider the roles of how adolescents perceive economic inequality (but see, Furnham, 1982) and what emotions they experience towards their affluent peers. However, poverty and inequality are closely related to each other (Murali & Oyebode, 2004). Even though poverty can be defined in individualistic-absolute terms, it can occur in a context of social relations embedded

in power inequalities (Lemieux & Pratto, 2003). Poverty, therefore, is not only an individual phenomenon, but also a group-based and system-based phenomenon in which the poor are members of an economically disadvantaged social group relative to the more affluent group in a society (Akfirat, Polat, & Yetim, 2016; Malovicki-Yaffe, Solak, Halperin, & Saguy, 2018). Psychological processes associated with perceptions of inequality, such as system justification, and emotional processes, such as emotions derived from the relations with the affluent peers, therefore, can be applied to the understanding well-being of adolescents coming from lower socio-economic status groups. In this thesis, well-being of the adolescents coming from a lower socio-economic status was focused on with a specific emphasis on the roles of emotions and inequality perceptions. The goal of the thesis was to explore whether both emotions in relation with the affluent peers and inequality perceptions predicted well-being of adolescents coming from lower SES family.

In terms of emotions, specifically, admiration and anger towards the affluent peers were examined. Although studies have demonstrated that anger and admiration toward the affluent are prevalent emotions among the poor (Becker & Luthar, 2007; Sen, 2008), this studies have focused on discrete emotional experiences, rather than mixed emotion, which refers to as affective experiences characterized by the co-activation of two emotions, usually opposite in valence (Larsen, McGraw, & Cacioppo, 2001). In this thesis, it was attempted to examine not only admiration and anger as discrete emotional experiences, but also as a mixed emotional experience (mixed emotions of admiration and anger). It was claimed that anger and admiration as discrete emotions would negatively predict well-being of adolescents. It was also proposed that the mixed emotion of admiration and anger would negatively predict well-being.

Regarding the inequality perceptions, System Justification Theory (Jost & Banaji, 1994) was considered, which attempts to explain why disadvantaged group members, such as poor, are sometimes satisfied with the distribution of wealth and justify economic and social inequality in society (e.g., Kluegel & Smith, 1986). System justification is relevant to the research context of the thesis because it deals with psychological deterioration per which inequality is perceived as just and fair. According to the theory, system justification has emotional consequences (O'Brien & Major, 2005) and justifying the current social and economic arrangements serves as a coping mechanism against the stressful situations (Jost & Hunyady, 2003). Hence, in the current thesis, it was proposed that justifying economic system would positively related well-being among adolescents with lower SES, but this association would mediated by emotions, namely anger, admiration, and mixed emotion of anger and admiration.

By combining knowledge from the domains of poverty among adolescents, economic system justification, admiration, anger, and mixed emotions, in the following section of the introduction, first poverty, and poverty among adolescents were described, and then the system justification was explained. Afterwards, anger and admiration were mentioned respectively. The latest, mixed emotion was focused on.

1.1. Poverty

The first definition of poverty was made by Seebohm Rowntree in 1901(as cited in Arpacioğlu & Yıldırım, 2011, p.60). According to this definition, poverty is a situation that total income is not enough to meet the minimum physical needs, such as food and clothing that are needed for the continuation of biological existence.

Also, the lexical meaning of the poor is "a person, a society, or a country that can't afford life needs" (Turkish Language Society, 2018).

Although there are many definitions of poverty, it generally refers to the situation that there is inadequate or low quality sheltering, nutrition, and/or clothing (Chambers, 2006). While it is relatively easy to define poverty, it is not so easy to draw a poverty line, so there is an ongoing debate on this issue (Ozmen, Ozmen, Dündar, Çetinkaya, & Taşkın 2008). Several concepts such as "absolute poverty" and "subjective poverty" have been proposed to draw the poverty line (Colasanto, Kapteyn, & van der Gaag, 1984). Absolute poverty shares the similar explanation with the general definition of poverty (Uzun, 2001). So, absolute poverty refers to an inability to satisfy basic and compulsory needs to survive (Ensari, 2010).

Although the inability to satisfy basic needs is an important indicator, this is not the only indicator of poverty. Above and beyond the objective indicators of poverty, people's perceptions of whether their needs are met adequately or inadequately are of an importance. Under the light of this perception of one's economic situation, people can consider themselves as poor or not poor, in subjective poverty (Drewnowski, 1977). In other words, poverty is more than simply how much one (he/she) needs, rather, it is also closely related to how much one believes in satisfying his/her needs. While absolute poverty bases poverty on quantitative evaluation, such as income, subjective poverty takes to self-assessment into consideration (Arpacıoğlu & Yıldırım, 2011).

1.1.1. Adolescents poverty

It is defended that poverty affects mostly children and adolescents in a society and poverty affects not only their physical development and health, but also psychosocial problems and adversely affects mental development (Hatun, Etiler, & Gönüllü, 2003). Children and adolescents with lower SES have shown more

prevalence of emotional and behavioral symptoms than their affluent peers (Gortmaker, Walker, Weitzman, & Sobol, 1990).

1.1.2. Poverty and psychological well-being in adolescents

According to the announcement made by the Turk-Is Trade Union in April 2017, the absolute poverty line of a four-person family is 4,944,63 TL in Turkey (Confederation of Turkish Trade Unions, 2017). In addition to this information, while the population aged 15-24 constituted 16.1% of the total population in Turkey, the poverty rate of families formed by this group is found to be 26.3% in 2017 (Turkish Statistical Institute, 2018). It is reckoned to be crucial to research on psychological well-being, especially with adolescents of lower socio-economical background due to the given ratios.

The psychological well-being means to deal with human development and existential challenges of life (Keyes, Shmotkin, & Ryff, 2002). The psychological well-being model was developed by Ryff (1989). The model consists of different dimensions such as self-acceptance, positive relationships with others, autonomy, environmental control, life purpose and personal development. Roothman, Kirsten and Wissing (2003) stated that psychological well-being can be conceptualized in terms of emotional, physical, cognitive, spiritual, personal and social processes.

As mentioned above, poverty negatively affects different developmental areas covered by psychological well-being. In other words, the area where poverty has a direct effect also affects psychological well-being negatively. In this perspective, it can be useful to bring light on the effect of poverty on other areas that are related with psychological well-being.

Adolescents with lower socioeconomic status are exposed to more stressors and have fewer resources to manage them in their life (Gad, & Johnson, 1980; McLoyd, 1998). Poverty, therefore, is a significant risk factor for various psychological problems in adolescents (Due, Lynch, Holstein, & Modving, 2003). Poverty is closely related with attention deficit disorder as well as antisocial behavior in child and adolescents (Counts, Nigg, Sawicki, Rappley, & Alexander, 2005; Tuvblad, Grann, & Lichtenstein, 2006; Demir, Karacetin, Demir, & Uysal, 2013).

Poverty also affects social and emotional development (Moore, Redd, Burhauser, Mbwana, & Collins, 2002). It can be easily said that adolescents, who are obliged to deal with poverty, face with increased risk for emotional problems (McLoyd, 1998). The studies indicated that chronic poverty is correlated with internalizing negative emotions and having a negative mood, such as anxiety, depressive mood, shame, anger and dependency (Moore, Gleib, Driscoll, Zaslow, & Redd, 2002; Abbott, Sharma, & Verma, 2004; Walker, et al., 2013). Also, children and adolescents coming from lower SES families show more social anxiety symptoms in social relations (Demir, Karacetin, Demir, & Uysal, 2013). Studies also have shown that poverty poses a challenge to their psychological well-being (e.g., Taylor, & Roberts, 1995; Call et al., 2002). All these studies demonstrate that poverty is detrimental for the well-being of adolescents.

1.2. System Justification Theory, Well-Being, and Emotions

Alongside poverty, socio-economic inequality has also negative consequences on the psychological health of adolescents (Holstein et al., 2009; Reiss, 2013). In addition to this, inequality can be considered as a stress factor in the high levels of inequality situation, and people with low SES become more stressed (Lantz, House, Mero, & Williams, 2005).

Justification theory, closely linked to socioeconomic inequality, emphasizes that ego-, group-, and system-level motives are distinct phenomena with their distinct implications (Jost & Banaji, 1994). From an alternative perspective to system justification, ego justification serves to defend, develop and maintain a positive self-image and to feel valid and approved as an individual (Jost, Banaji, & Nosek, 2004). Group justification has functions like improving and maintaining both a positive self-image and positive group image (Jost & Banaji, 1994).

System justification theory suggests that people are motivated to defend, justify, accept, rationalize, and maintain the social, political, and economic systems in which they live (Jost & Banaji, 1994; Jost & van der Toorn, 2012).

In fact, people justify the small-scale social systems such as nuclear family or local hierarchies, along with large-scale social systems, such as political or national constitutions (Wakslak, Jost, & Bauer, 2011). Individuals also legitimize the economic system that refers to economic inequalities such as poverty (Jost & Thompson, 2000). More ironically, not only the advantaged group members, but also the disadvantaged group members justify unequal social and economic arrangements (Jost, Burgess, & Mosso, 2001; Ashburn-Nardo, Knowles, & Monteith, 2003; Jost, Pelham, Sheldon, & Ni-Sullivan, 2003; but see Brandt, 2013 for a critique of this idea). The bulk of the research demonstrated that poverty is seen as a "deserved" social status (Bullock, 2008), and even low-income individuals explain poverty by making victim-blaming attributes such lack of responsibility and ambition among the poor (Hunt, 1996; Napier, Mandisodza, Andersen, & Jost, 2006).

In addition to adopting the rationale of cognitive dissonance theory (Festinger, 1962), system justification theory claims that individuals, who are at the most disadvantaged position in the system, experience the highest ideological dissonance derived from the discrepancy between one's beliefs about the system and

pervasive inequalities in society (Jost et al., 2003). Jost and Hunyady (2003) suggested that system justification has a palliative function that alleviates cognitive dissonance and bolsters the perception that the world is a just, controllable, safe, and fair place (O'Brien & Major, 2005). Among disadvantaged group members, system justification functions as a coping strategy by reducing anxiety, anger, dissonance, guilt, uncertainty, discomfort, negative emotions and increasing positive emotions such as satisfaction and happiness, a subjective sense of safety (Jost & Hunyady, 2003; Jost, Wakslak, & Tyler, 2008; Napier & Jost, 2008; Rankin, Jost, & Wakslak, 2009; Harding & Sibley, 2013).

System justifiers seek to preserve the social status quo, therefore in this study, it would be expected that individuals with lower status would be more likely to experience emotions that support the legitimacy of the economic status quo and less likely to experience emotions that challenge the economic status quo, which in turn would predict well-being. In the study context, anger toward the affluent peers can be considered as an emotion that challenges the status quo, whereas, admiration towards the affluent peers can be considered as an emotion that preserves the status quo. However, it was attempted to examine not only the link between anger and admiration as discrete emotions, but also as a mixed emotion. In the following chapter below, first, anger and admiration were described, and then the mixed emotion and their relationship with poverty, well-being, and system justification were explained.

1.2.1. Anger

Anger is one of the most prevalent experienced negative emotions (Averill, 1983). Moreover, anger is one of the most important emotions exhibited by adolescents (Albayrak & Kutlu, 2009). People feel angry when they evaluate the

situation as being unfair and illegitimate (Mikula, Scherer, & Althenstaedth, 1998). When people think that their in-group's situation is unfair, they feel angry towards out-group (van Zomeren, Spears, Fischer, & Leach, 2004). If the inequality is not legitimized, the people become intolerant, and poverty can trigger anger (Sen, 2008). So, anger is a relevant emotion with poverty and inequality (Conway, DiFazlo, & Mayman, 1999; Phillips, Henry, Hosie, & Milne, 2006).

Feeling angry to the target leads to a sense of confrontation or attack, or may lead one to harm the target (Mackie, Smith, & Ray, 2008). In addition, anger towards an out-group promotes a tendency to avoid contact with the out-group (Esses & Dovidio, 2002).

Anger has also some consequences for psychological well-being. It is found that anger has a negative relationship with psychological well-being (Diong, & Bishop, 1999).

Within the structure of this thesis, as mentioned above, the anger felt by poor adolescents as an in-group towards their affluent peers as an out-group was examined. It was claimed that economic system justification would negatively related with anger, which in turn anger would negatively predict the psychological well-being.

1.2.2. Admiration

Contrary to anger, admiration is a positive emotion (Schindler, 2014). Just like anger, admiration is one of the remarkable emotions in adolescents (Crone & Dahl, 2012). Admiration includes valuation to others and appreciation the goodness in others (Schindler, 2014). This emotion is triggered by outstanding role models with certain ideas or values (Schindler, Zink, Windrich, & Menninghaus 2013).

Admiration is observed in the upward social comparison situation (Cohen-Charash, 2009).

Admiration has some consequences in intergroup relations. Admirers want to affiliate with the others (Algoe, & Haidt, 2009; Aquino, McFerran, & Laven 2011). In-group members help and protect an admired out-group, and cooperate with that group (Cuddy, Glick, & Fiske, 2007). Moreover, in-group members desire to receive help from an admired out-group (Onu, Smith, & Kessler, 2015).

In group-based admiration, low SES groups attribute more positive values to high SES group (Jost & Banaji, 1994). Also, when the low-status group perceived status hierarchies as fair, they report more admiration towards the high-status out-group (Onu, Smith, & Kessler, 2015). In other words, admiration is associated with justifying high status (Sweetman, Spears, Livingstone, & Manstead 2013).

Within the structure of this thesis, admiration is classified as a research relevant emotion since research in this area demonstrated that people with low SES admire the affluent people (Elliott & Leonard, 2004; Becker & Luthar, 2007). It was expected that adolescent with low socio-economic status experience admiration towards high-status out-group. Besides, it was suggested that those who more legitimize the economic system feel more admiration to the out-group.

Although admiration is a positive emotion, it could have some consequences for well-being. People perceive themselves as lacking important qualities or skills since they compare themselves with the people that they admire (Schindler, 2014). With this regard, it can be claimed that admiration would negatively predict the psychological well-being.

1.2.3 Mixed Emotion of Anger and Admiration

The term of mixed emotions creates relatively new literature in psychology. Mixed emotions are the co-occurrence of positive and negative affects (Larsen & McGraw, 2014).

There are contradicting views about the existence of mixed emotions (Cacioppo, & Berntson, 1994; Russel, & Barrett, 1999; Cacioppo, Larsen, Smith, & Berntson, 2004). While some contemporary researchers asserted that one of the opposed emotions suppresses the other (Russel & Barrett 1999), others attempted to show that mixed emotions can be felt by people (Cacioppo & Berntson, 1994). To test whether people experience mixed emotions, researchers have carried out studies on different daily experiences (Larsen, McGraw, & Cacioppo, 2001; Andrade & Cohen, 2007; Mukhopadhyay & Johar, 2007). Larsen, McGraw, & Cacioppo (2001) showed that people felt happiness and sadness when they watched a bittersweet movie such as *Life is Beautiful*. Mukhopadhyay and Johar (2007) found that when people bought something that was not a need with their impulsiveness, they felt "happiness" and "guilt" at the same time. People felt "happiness" as they bought something and "guilt" due to their impulsive behavior. Andrade and Cohen (2007) indicated that horror movies created a sense of fear and happiness in the people. Also, other studies showed that meaningful endings, such as graduating from university, some music styles, evocative pictures, and bittersweet advertisements can evoke both happiness and sadness at the same time (Williams & Aaker, 2002; Schimmack, 2001, 2005; Ersner-Hershfield, Mikels, Sullivan, & Carstensen, 2008; Hunter, Schellenberg, & Schimmack, 2008).

The capacity of literature on mixed emotions is still limited. The current study did not only explore the roles of admiration and anger as discrete emotions but also attempted to understand the role of the mixed emotion of admiration and anger.

Particularly, mixed emotion of admiration and anger toward affluent peers and mediating role for the link between system justification and well-being in the context of poverty were investigated in this thesis.

It was argued the possibility that adolescents with lower socioeconomic status can feel the mixed emotion of admiration and anger toward their affluent peers from some point of view. First, two emotions are the emotions that can be felt against the out-group in the concept of poverty. Second, two emotions, however, have different constructions. In the simplest term, whereas anger is a negative emotion, admiration is a positive emotion (Silvia & Brown, 2007; Schindler, 2014). Finally, they have important and conflicting behavioral and relational outcomes towards out-group. While anger can cause physical or verbal assault and avoidance of relationships with out-group, admiration can trigger the desire to become a member of a group (Deffenbacher, Oetting, Lynch, & Morris, 1996; Esses & Dovidio, 2002; Schindler, 2014).

In terms of the relationship between mixed emotion and system justification, to our knowledge, there is no study that investigates these relations. Studies on system justification have drawn attention to the role of ambivalent attitudes (positive and negative attitudes at the same time) (Jost, & Burgess, 2000). For example, Jost and Burges (2000) indicated that because they experience conflict between trying to justify their status quo and maintain positive group images, system justification increases ambivalent attitudes of the people with low status towards their own group (in-group). Also, Jost, Pelham, and Carvallo (2002) showed that while disadvantaged group members have ambivalent attitudes about other memberships in their group, they have favourable attitudes toward members of more advantaged groups. Jost, Banaji, and Nosek (2004) put forward that ambivalent attitudes of low-status members about in-group may increase depending on the increase in system

justification. Although the studies give huge literature about attitudes in low-status group members toward out-group members, there is no study about emotional ambivalent in low-status group members toward high-status group members. In the current research, it was claimed that economic system justification would positively predict mixed emotion of admiration and anger.

In terms of the relationship between mixed emotion and well-being, literature indicated that mixed emotion positively relates to psychological well-being. Researchers defended that individuals experience and learn the difficult and easy aspects of life by experiencing mixed emotion. This awareness enhances psychological well-being (e.g., Larsen, Hemenover, Norris, & Cacioppo, 2003; Adler & Hershfield, 2012). To date, mixed emotions have been studied at the individual level in which personal experiences are more important. This thesis focused on the consequences of mixed emotion on group-based and inequality situation. It was argued that group-based mixed emotion has different consequences on psychological well-being than individual level mixed emotions. So, it was claimed that the mixed emotion of anger and admiration among adolescents with low SES would negatively predict well-being, unlike previous studies. It was also expected that mixed emotion would mediate the relationship between economic system justification and psychological well-being.

1.3. The Current Study

Poverty is one of the main problems which are negatively related to adolescents' psychological well-being. In this study, what factors may play a role in the differentiation of psychological well-being of adolescents with the low socioeconomic status were investigated. The feelings about economic inequality and perceptions were considered as factors that may be related to change in

psychological well-being. The aim of the thesis was to investigate the relationship between economic system justification and psychological well-being and the mediating roles of admiration, anger and mixed emotion in this relationship. This thesis has four hypotheses:

- 1) Economic system justification would not only predict discrete emotions such as anger and admiration, but also a mixed emotion of admiration and anger.
 - a) Economic system justification would negatively relate to anger toward affluent peers.
 - b) Economic system justification would positively relate with admiration toward affluent peers and mixed emotion.
- 2) Economic system justification would positively relate with psychological well-being.
- 3) Anger, admiration and mixed emotion would negatively relate to well-being.
- 4) Both discrete emotions and mixed emotion together would mediate the relationship between economic system justification and psychological well-being.

The proposed model was shown in Figure 1.

Figure 1:

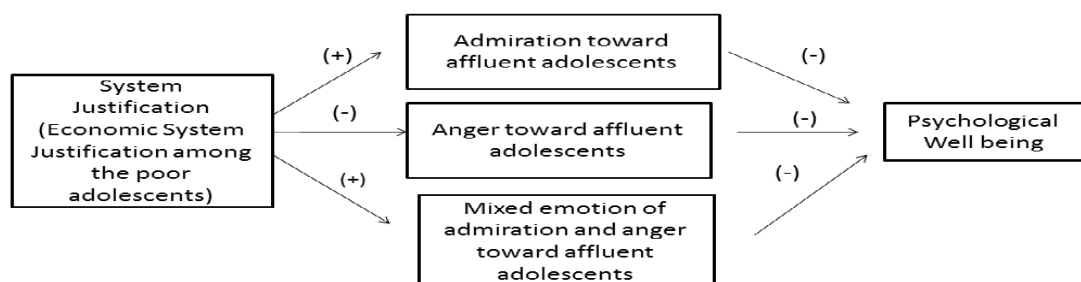


Figure 1.1. Mediation Model Using mixed emotion, admiration and anger as Mediator

Chapter 2

2. Method

2.1. Participants

Participants consisted of 182 students from 6 different high schools in Çorum, Turkey. The schools were chosen from low socioeconomic income regions to reach the sample of low SES adolescents. The participants were the 11th and 12th grades high school students. Although the initial sample contained 219 students, only 182 of them were included in the analyses by taking into account the total monthly incomes of students' families and their perception of socio-economic status.

After controlling the accuracy of data and the assumptions of multivariate statistics (outliers, normality, linearity, and multicollinearity), not any univariate outlier were identified based on ± 3.30 values of standard z- scores.

In order to ensure that the analyzed data reliably reflects the state of poverty, both the absolute poverty line and subjective poverty have been taken into account. It is useful to remind the absolute and subjective poverty at this point. While absolute poverty focuses on whether basic and compulsory needs are satisfied (Ensari, 2010), subjective poverty gives a place a person's perception of own socio-economic situation (Drewnowski, 1977). The absolute poverty line of a four-person family is 4,944,63 TL in Turkey (Confederation of Turkish Trade Unions, 2017). In subjective poverty, people who think that their socio-economic situation is low are considered poor. To serve purpose, the data of the students whose families have total income of less than 5000 TL and the students who saw themselves middle and lower than middle income were included to the analyses.

16 of the 219 participants considered their socioeconomic status above the median level and therefore were not analyzed. 6 participants' data were removed from the analysis because they reported that total income of their family was more than 5,000 TL. 6 of the participants did not specify monthly total income of their family and 5 of rest participants did not report perception of their socio-economic status. 4 participants were not analyzed because they filled the almost half of the questionnaire. Overall, a total of 37 participants' data were not analyzed.

When the sample is analyzed in terms of income level, it was found that 8.8% of the students' families were "less than 1000 TL" 63.7% of them were "10001 TL-3000 TL" and 27.5% of the rest "3001 TL-5000 TL" income level. Also, 1.6% of the participants evaluated their socioeconomic status as lower ($N=3$), 11.5 % of them as lower the middle ($N=21$), and the 86.8% of rest as middle ($N=158$).

86 of the 182 participants were female (%47.3), rest of the participants were male ($N=96$, %52.7). Age ranges from 16 to 20 ($M=17.30$, $SD=.66$). 10 participants were 16 years old (%5.5), 114 of them 17 years old (%62.6), 49 of the rest were 18 years old (%26.9), 4 participants were 19 years old (2.2), and 2 participants were 20 years old (%1.1).

2.2. Procedure

The study was submitted to the approval to the ethical committee of TED University. In addition, permission was obtained from the Turkish National Education of Ministry to implement the study in the high-school setting. After getting the approval for study from both institutions, the high schools in the relatively poor neighborhoods in Çorum were visited two times. In the first visit, the managers of the target schools were interviewed and the classes were selected taking into account the appropriateness of course schedules. Also, parental consent was sent

to each students' parents via students themselves in selected classes. In the second visit, the purpose of the study was briefly explained to the participants. Then participants filled out the paper and pencil questionnaires in a classroom setting. Students, respectively, filled in the demographic information form, economic system justification scale, the anger questionnaire, the admiration questionnaire, and the psychological well-being scale. The anger and admiration questionnaire were randomly ordered so that feelings do not affect each other. 105 of the participants first filled the anger questionnaire and then the admiration questionnaire. The remaining 77 participants first filled out the admiration questionnaire and then the anger questionnaire. They were assured about the confidentiality of the study. Names or IDs of the participants were not asked. Participation was based on volunteerism and participants did not receive any compensation.

2.3. Measures

2.3.1. Demographic information form

In the form of demographic information; participants' gender, age, school, class and total monthly income of their families were asked. Participants also indicated perception of their socioeconomic status on a scale ranging from 1(*Lower class*) to 5(*Upper class*).

2.3.2. Economic system justification scale

Economic system justification was measured via Economic System Justification Scale (ESJS; Jost & Thompson, 2000) and several items written by the author of this thesis and her advisor in service of the current thesis goal. Original scale was developed to assess individuals' tendency to legitimize economic inequality. The original scale is consisted with 17 attitude items, such as "*If people*

work hard, they almost always get what they want”; “*Social class differences reflect differences in the natural order of things*”. The alpha reliability of the scale has been found to be acceptable (.73).

The economic system justification scale was adapted to Turkish by Göregenli and Teközel (2006). In the present thesis, Cronbach alpha coefficient of original 17-items economic system justification scale was found .50. However, the original scale was widely used in the adult sample. Also, some items of original scale necessitate thinking abstractly (e.g. “*Social class differences reflect differences in the natural order of things.*”). However, adolescence is a developmental period that cognitive maturation, such as abstract thinking, is still not complete (Spear, 2000). For this reason, in addition to these 17 items coming from the original scale, additional 7 more concrete items were written by the author and her advisor of this thesis. Some examples items were as follow “*In general, I think that income differences in our society are fair*”, “*There is no any real obstacle to achieving better economic conditions*”. Also, one attention check question was added. Participants filled 25 items on a 5-point Likert type scale (1= *Strongly disagree*, 5=*Strongly agree*). Higher scores reflect higher economic system justification tendency.

Principle Factor Analysis with varimax rotation was performed for the 24 items to the selection of the items to be used for the economic system justification. Although the initial analysis yielded eight factors explaining 16.33% of the total variance, examination of the scree plot and the pattern of factor loadings suggested a one-factor solution. A one-factor solution is also consistent with the original 17-items ESJ scale’s factor structure. Then, the loads of the items were taken into consideration. 10 items with a load less than .30 were excluded in terms of the low measurability. The correlated item total correlation was between .21 and .59.

According to results, Kaiser Mayer Olkin Measure of Sampling Adequacy coefficient was found to be .69 and Barlett's test of the Sphericity was found as a $\chi^2=711.471$ (df = 276, p = .000). It was found that item factor loads were between .31 and .79 (See Table 1). A dimensional structure of the scale explained 16.00 % of the variance and for 14 items, the alpha reliability of the current scale was found to .74 in the current thesis.



Table 1:*Factor Analysis of Economic System Justification Scale*

	% Variance	Cronbach's Alpha	Factor Loading
Factor 1	16.00%	.74	
21. In general, I think that income differences in our society are fair.			.79
19. The economic system in our society is fair.			.73
22. In general, everyone in our society has equal opportunity in wealth and prosperity.			.69
20. The economic situation of the person is a fair outcome of his/her success.			.61
17. There is no point in trying to distribute income more equally.			.58
13. Economic positions are legitimate reflections of people's achievements.			.46
25. If poor people make enough efforts, they can become rich.			.37
10. Social class differences reflect differences in the natural order of things.			.37
3. Laws of nature are responsible for differences in wealth in society.			.36
15. Equal distribution of resources is unnatural.			.35
4. There are many reasons to think that the economic system is unfair.			.34
23. While some people live in poverty, others live in wealth. I think this situation is unfair.			.31
16. It is not fair to have an economic system which produces extreme wealth and extreme poverty at the same time.			.31
14. If people wanted to change the economic system to make things equal, they could.			.30

2.3.4. Anger

Anger was measured via 33 items. One of them was the attention check question. Questions of anger were written by the author of this thesis and her advisor for the present study in order to whether participants feel anger toward the affluent peers. Participants were asked to think of their peers who have better economic condition and to indicate what extent they agree or disagree with scale items (e.g., *I feel anger toward them because their futures are more brilliant*”; “*I feel anger toward them because they have more educational opportunities*”).” Participants indicated their levels of agreement or disagreement on a scale ranging from 1 (*Not at all*) to 5 (*Very much*) for each of the 32 items. Higher scores reflect higher admiration.

Principle Factor Analysis with varimax rotation was performed for the 32 items to the selection of the items to be used for the admiration. Although the initial analysis yielded six factors explaining 70.85% of the total variance, examination of the scree plot and the pattern of factor loadings suggested a one-factor solution. Then, the loads of the items were taken into consideration. All items were found with a load more than .30. The correlated item total correlation was between .40 and .81.

According to results, Kaiser Mayer Olkin Measure of Sampling Adequacy coefficient was found to be .91 and Barlett’s test of the Sphericity was found as a $\chi^2=4984.137$ (df = 496, p = .000). It was found that item factor loads were between .80 and .43 (See Table 3). A dimensional structure of the scale explained 42.72% of the variance ($\alpha=.95$).

Table 3:*Factor Analysis of Anger Scale*

	% Variance	Cronbach's Alpha	Factor Loading
Factor 1	42.72%	.95	
When I think of my peers who better economic condition than me:			
8. I feel anger towards them because they buy what they want.			.80
13. I feel anger towards them because they have more beautiful and comfortable home(s).			.78
10. I feel anger towards them because they can go to more elegant/ nicer cafes, restaurants.			.78
14. I feel anger towards them because they have house(s)/car(s)/holiday house(s)			.77
2. I feel anger towards them because they dress better.			.76
15. I feel anger towards them because they live in better neighborhood.			.75
30. I feel anger towards them because their parents have better opportunities.			.75
7. I feel anger towards them because they spend money more easily.			.74
11. I admire them because they have opportunities to take private lessons for their hobbies.			.72
12. I feel anger towards them because they have easier life.			.70
4. I feel anger towards them because they go to better schools.			.70
1. I feel anger towards them because they have better economic opportunities.			.69
21. I admire them because everyone loves them.			.68
17. I feel anger towards them because their futures are more brilliant.			.67
18. I feel anger towards them because they can come to leadership and management positions more easily in the future.			.66
5. I feel anger towards them because they have more educational opportunities.			.65
28. I feel anger towards them because their families have better jobs.			.65
16. I feel anger towards them because they have better job opportunities.			.65
19. I feel anger towards them because they are more beautiful/handsome.			.64
6. I feel anger towards them because they are more successfull in their lessons.			.62
31. I feel anger towards them because they come important place more easily.			.62
26. I feel anger towards them because their families support them in all matters.			.61
29. I feel anger towards them because their mothers and fathers deveto more attention to them.			.60
3. I feel anger towards them because they are more intelligent.			.58
20. I feel anger towards them because opposite sex more like them.			.56
33. I feel anger towards them because they have more power and prestige in daily life.			.55
23. I feel anger towards them because they have more friends.			.53
9. I feel anger towards them because they don't know anything about poverty.			.53
24. I feel anger towards them because teachers love more them.			.52
27. I feel anger towards them because their mother/fahter/siblings are more beautiful/handsome.			.51
32. I feel anger towards them because their words are taken into consideration.			.51
25. I feel anger towards them because they have better parents.			.43

2.3.3. Admiration

Admiration was measured via 33 items. One of them was the attention check question. Questions of admiration were written by the author of this thesis and her advisor for the present study in order to whether participants feel admiration toward the affluent peers. Participants were asked to think of their peers who have better economic condition and to indicate what extent they agree or disagree with scale items (e.g., “*I admire them because their futures are more brilliant*”; “*I admire them because they have more educational opportunities*”). Participants indicated their levels of agreement or disagreement on a scale ranging from 1 (*Not at all*) to 5 (*Very much*). Higher scores reflect higher admiration.

Principle Factor Analysis with varimax rotation was performed for the 32 items to the selection of the items to be used for the admiration. Although the initial analysis yielded six factors explaining 68.94% of the total variance, examination of the scree plot and the pattern of factor loadings suggested a one-factor solution. Then, the loads of the items were taken into consideration. All items were found with a load more than .30. The correlated item total correlation was between .48 and .75.

According to results, Kaiser Mayer Olkin Measure of Sampling Adequacy coefficient was found to be .91 and Barlett’s test of the Sphericity was found as a $\chi^2 = 4769.361$ ($df = 496$, $p = .000$). It was found that item factor loads were between .77 and .42 (See Table 2). A dimensional structure of the scale explained 41.70% of the variance ($\alpha = .95$).

Table 2:*Factor Analysis of Admiration Scale*

	% Variance	Cronbach's Alpha	Factor Loading
Factor 1	41.70%	.95	
When I think my peers who better economic condition than me:			
13. I admire them because they have more beautiful and more comfortable house(s).			.77
8. I admire them because they buy what they want.			.76
10. I admire them because they can go to more elegant/ nicer cafes, restaurants.			.75
15. I admire them because they live in better neighborhood.			.74
14. I admire them because they have house(s)/car(s)/holiday house(s).			.72
30. I admire them because their parents have better opportunities.			.71
7. I admire them because they spend money more easily.			.71
12. I admire them because they have easier life.			.70
16. I admire them because they have better job opportunities.			.69
31. I admire them because they come important place more easily.			.69
19. I admire them because they are more beautiful/handsome.			.68
17. I admire them because their futures are more brilliant.			.68
18. I admire them because they can come to leadership and management positions more easily in the future.			.67
2. I admire them because they dress better.			.66
22. I admire them because they have more friends.			.65
28. I admire them because their families have better jobs.			.65
4. I admire them because they go to better schools.			.65
11. I admire them because they have opportunities to take private lessons for their hobbies.			.64
21. I admire them because everyone loves them.			.63
29. I admire them because their mothers and fathers deveto more attention to them.			.61
24. I admire them because they have better parents.			.61
20. I admire them because opposite sex more like them.			.61
32. I admire them because their words are taken into consideration.			.60
33. I admire them because they have more power and prestige in daily life.			.60
1. I admire them because they have better economic opportunities.			.59
5. I admire them because they have more educational opportunities.			.58
27. I admire them because their mother/fahter/siblings are more beautiful/handsome.			.57
23. I admire them because teachers love them more.			.57
26. I admire them because their families support them in all matters.			.55
6. I admire them because they are more successfull in their lessons.			.53
9. I admire them because they don't know anything about poverty.			.51
3. I admire them because they are more intelligent.			.42

2.3.5. Mixed emotion

It was not used any specific scale to measure mixed emotion. In the literature, mixed emotion index was used to assess mixed emotions (e.g., Ersner-Hersfield, Mikels, Sullivan, & Carstensen, 2008). In the current research, mixed emotion index was be created by using Kaplan's Mixed Emotion Formula (1972) (see; Wildschut, Arndt, & Routledge, 2006). According to Kaplan's formula, mixed emotion can be measured as following;

$$ME= PA + NA - |PA - NA|$$

In this formula, ME refers to mixed emotion, PA to positive affect, and NA to negative affect. For current study, while 32 items of admiration scale was evaluated as a positive affect, 32 items of anger was evaluated as a negative affect.

2.3.6. Psychological well-being

Psychological well-being was assessed by Diener, et al.'s (2009) Psychological Well-being (PWB) scale. Scale contains eight items, such as "*I lead a purposeful and meaningful life.*", "*My social relationships are supportive and rewarding.*" Items describe important aspects of human functioning like positive relationships, feelings of competence, having meaning and purpose in life. The alpha reliability of the scale has been found to be acceptable (.86).

The Turkish version was adapted by Telef (2013). The alpha reliability of the adaptation scale has been found to .80. In the current thesis, participants reported their agreement on scale ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*) and Cronbach alpha coefficient of psychological well-being scale was found.88.

Chapter 3

Results

First, descriptive statistics of all variables, correlations, and a series of t-tests were presented. Next, results of hierarchical regressions were reported and then a mediation model was tested.

3.1. Descriptive Statistics

Descriptive statistics of the study variables were presented in Table 4. It can be noticed that while psychological well-being (PWB) had the highest mean among all variables ($M = 3.44$, $SD = .79$), anger ($M = 1.7$, $SD = .75$) and admiration ($M = 1.7$, $SD = .73$) had the similar and the lowest means among these variables.

Table 4:

Descriptive Statistics of All Variables

Variables	<i>M</i>	<i>SD</i>
Economic system justification	2.4	0.47
Anger toward affluent peers	1.7	0.75
Admiration toward affluent peers	1.7	0.73
Mixed emotion toward affluent peers	2.99	1.13
Psychological well-being	3.44	0.79

N=182

3.2. Bivariate Correlations

Bivariate correlations were estimated to display the relations among the study. The results of correlations were shown in Table 5. Age was negatively correlated with both admiration and mixed emotion respectively ($r=-.20, p=.009$; $r=-.18, p=.019$). While there was a significantly negative correlation between economic system justification and anger, economic system justification was positively correlated with psychological well-being ($r=-.20, p=.006$; $r=.15, p=.047$). Anger was positively correlated with both admiration and mixed emotion, and negatively correlated with psychological well-being ($r=.53, p<.00$; $r=.77, p<.00$, $r=-.18, p=.014$). Moreover, admiration was positively correlated with mixed emotion whereas negatively correlated with psychological well-being ($r=.81, p<.00$; $r=-.15, p=.041$). Mixed emotion was negatively correlated with psychological well-being ($r=-.19, p=.010$).

Table 5:*Bivariate Correlations of All Variables*

Variables	1	2	3	4	5	6
1. Age	-	-.10	.03	-.20**	-.18*	-.03
2.Economic system justification	-	-	-.20**	-.07	-.13	.15*
3.Anger	-	-	-	.53**	.77**	-.18*
4.Admiration	-	-	-	-	.81**	-.15*
5.Mixed emotion	-	-	-	-	-	-.19*
6.Psychological well-being	-	-	-	-	-	-

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

3.3. Independent Samples T-Test

Although there was no any hypothesis about gender differences in variables, a series of independent sample t-test was used to better understand the data. Results showed that economic system justification (ESJ), showed a significant difference by gender, $t(180)=2.37$, $p=.019$. Males had higher economic system justification than females, ($M_{male}=2.48$, $SD_{male}=.49$; $M_{female}=2.31$, $SD_{female}=.43$). Also, anger ($t(153,80)=2.81$, $p=.006$) and admiration ($t(162,30)=2.88$, $p=.005$) showed a significant difference by gender. Females reported more anger than males, ($M_{male}=1.57$, $SD_{male}=.60$; $M_{female}=1.87$, $SD_{female}=.82$). Also, females reported more admiration than males, ($M_{male}=1.56$, $SD_{male}=.63$; $M_{female}=1.87$, $SD_{female}=.79$). In addition, mixed emotion revealed a significant difference by gender $t(145,51)=3.19$, $p=.002$. Females reported more mixed emotion than males, ($M_{male}=2.74$, $SD_{male}=.87$; $M_{female}=3.27$, $SD_{female}=1.30$). However, psychological well-being did not show a significant difference by gender. Gender variables were not included in the other steps of the analysis ($t(180)=.67$, $p=.505$).

3.4. Hierarchical Regression

A hierarchical regression analysis was carried out to examine the degree to which a) economic system justification, b) anger towards affluent peers, c) admiration towards affluent peers, and d) mixed emotion of anger and admiration predicted psychological well-being. In this analysis, economic system justification was entered in Step 1, followed by, anger towards affluent peers in Step 2, admiration towards affluent peers was added in Step 3, and mixed emotion of anger and admiration was entered in Step 4. When running hierarchic regression analysis, due to the high correlation between admiration and mixed emotion ($r > 0.80$), multicollinearity assumption was checked considering collinearity diagnostics.

There is more than one idea of the value of VIF required to consider the problem of multicollinearity. While Allison (2016) suggests that more than 2.5 VIF point indicates multicollinearity, general opinion is that if VIF is above 10, multicollinearity becomes a problem. When I applied 4-step hierarchical regression, multicollinearity was observed between admiration and mixed emotion. VIF both admiration and mixed emotion have been found respectively (VIF=3.08; VIF=5.57). Despite VIF values are smaller than 10, it is thought that there is multicollinearity between two variables, due to the high correlation and the higher the VIFs than 2.5 point. Three separate hierarchical regression models, in which admiration and mixed emotion are handled in different hierarchical regression models, have been analyzed to reveal their unique contributions.

3.4.1. The hierarchic regression between economic system justification, anger and psychological well-being

A hierarchical regression analysis was carried out to examine the degree to which economic system justification and anger predicted psychological well-being. In this analysis, economic system justification was entered in Step 1, anger towards affluent peers was added in Step 2.

The results of hierarchic regression model were demonstrated in Table 6. The model indicated that economic system justification was a significant predictor of psychological well-being in Step 1, ($F(1,180) = 3.99, p = .047, R^2 = .022$). Specifically, economic system justification positively predicted psychological well-being ($\beta = .15, p = .047$). Anger significantly predicted psychological well-being in Step 2, ($F(2,179) = 4.29, p = .035, R^2 = .046, \Delta R^2 = .024, \Delta F = 4.51, p = .035$). Anger negatively associated with psychological well-being ($\beta = -.16, p = .035$). Economic system justification did not remain a significant predictor in Step 2 ($\beta = .12, p = .124$).

Table 6:

Hierarchic Regression of Economic System Justification (ESJ) and Anger toward Affluent Peers for Psychological Well-being

Variables	β	t	F	R^2	ΔR^2	ΔF
<hr/>						
<i>Step 1</i>			3.99*	.02	.02	3.99*
Constant		9.40				
ESJ	.15*	1.99				
<hr/>						
<i>Step 2</i>			4.29*	.05	.02	4.51*
Constant		9.08				
ESJ	.12	1.55				
Anger	-.16*	-2.13				

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

3.4.2. The hierarchic regression between economic system justification, admiration and psychological well-being

A hierarchical regression analysis was carried out to examine the degree to which economic system justification and admiration predicted psychological well-being. In this analysis, economic system justification was entered in Step 1, admiration towards affluent peers was entered in Step 2.

The results of hierarchic regression model were demonstrated in Table 7. The model showed that economic system justification was a significant predictor of psychological well-being in Step 1, ($F(1,180) = 3.99, p = .047, R^2 = .022$). Specifically, economic system justification positively predicted psychological well-being ($\beta = .15, p = .047$). Admiration did not significantly predict psychological well-being in Step 2, ($F(2,179) = 3.91, p = .054$). Economic system justification did not remain a significant predictor in Step 2 ($\beta = .14, p = .062$).

Table 7:

Hierarchic Regression of Economic System Justification (ESJ) and Admiration toward Affluent Peers for Psychological Well-being

Variables	β	t	F	R^2	ΔR^2	ΔF
<i>Step 1</i>			3.99*	.02	.02	3.99*
Constant		9.40				
ESJ	.15*	1.99				
<i>Step 2</i>			3.91*	.04	.02	3.76
Constant		9.30				
ESJ	.14	1.88				
Admiration	-.14	-1.93				

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

3.4.3. The hierarchic regression between economic system justification, mixed emotion and psychological well-being

The third hierarchical regression analysis was carried out to examine the degree to which economic system justification and mixed emotion predicted psychological well-being. In this analysis, economic system justification was added in Step 1, mixed emotion was entered in Step 2.

The results of hierarchic regression model were demonstrated in Table 8. The model indicated that economic system justification was a significant predictor of psychological well-being in Step 1, ($F(1,180) = 3.99, p = .047, R^2 = .022$). Specifically, economic system justification positively predicted psychological well-being ($\beta = .15, p = .047$). Mixed emotion significantly predicted psychological well-being in Step 2, ($F(2,179) = 4.84, p = .019, R^2 = .051, \Delta R^2 = .030, \Delta F = 5.59, p = .019$). Mixed emotion negatively associated with psychological well-being ($\beta = -.17, p = .019$). Economic system justification did not remain a significant predictor in Step 2 ($\beta = .12, p = .093$).

Table 8:

Hierarchic Regression of Economic System Justification (ESJ) and Mixed Emotion toward Affluent Peers for Psychological Well-being

Variables	β	t	F	R^2	ΔR^2	ΔF
<hr/>						
<i>Step 1</i>			3.99*	.02	.02	3.99*
Constant		9.40				
ESJ	.15*	1.99				
<hr/>						
<i>Step 2</i>			4.84**	.05	.03	5.59*
Constant		9.28				
ESJ	.12	1.69				
Mixed Emotion	-.17*	-2.37				

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

Economic system justification was found to be related only anger from variables thought to be mediator role. In mediation analysis, only anger was put into the model as a mediator.

3.5. Mediation Analysis

To run mediation analysis, it is known that independent variable must significantly predict the mediation variable (Baron, & Kenny, 1986). In current thesis economic system justification was found to be related only anger from variables thought to be mediator role. In mediation analysis, only anger was put into the model as a mediator. Mediation analysis was tested to examine whether anger mediated the relationship between economic system justification and psychological well-being. In the current thesis, it was aimed to test a proposed model which is demonstrated in Figure 2. The indirect effect of bootstrapping command (model 4) was examined.

The total effect of the economic system justification on psychological well-being, ($b = .25$, $SE = .12$, $p = .047$; 95% [.00, .49]) became nonsignificant when anger toward affluent peers was entered in model, ($b = .19$, $SE = .13$, $p = .124$; 95% [-.05, .44]). The indirect effect was statistically different from zero (indirect effect = .05, $SE = .03$, 95 % [.01, .14]). Anger toward affluent peers mediated the association between the economic system justification and psychological well-being (Table 9, Figure 2).

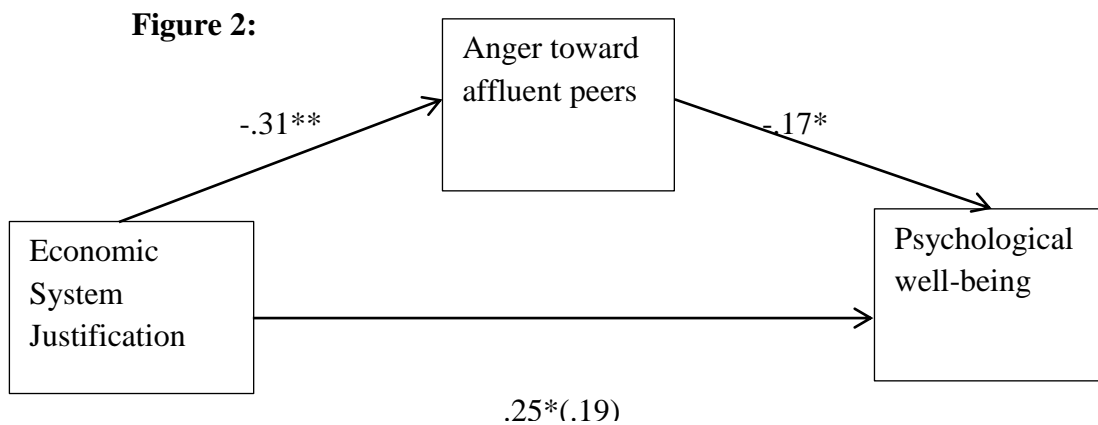
Alternative model in which economic system justification was identified as a mediator in the relationship between anger and well-being was also tested. Results demonstrated that indirect effect of economic system justification was not significant (indirect effect = -.03, $SE = .02$, 95 % [-.08, .01]).

Table 9:

Mediation Effect of Anger toward affluent peers (A) on the Relationship between Economic system justification (ESJ) and Psychological well-being (PWB)

Regression paths	<i>b</i>	<i>t</i>	<i>p</i>
Mediation <i>a</i> path (ESJ on A)	-.31	-2.7	<.05
Mediation <i>b</i> path (A on PWB)	-.17	-2.13	<.05
Total effect, <i>c</i> path (ESJ on PWB; No mediator)	.25	1.99	<.05
Direct effect <i>c</i> ' (ESJ on PWB including A as mediator)	.19	1.55	>.05
Indirect effect bootstrapped (<i>c</i> – <i>c</i> ') with bootstrapped 95% CI ^b	.0539 [.0089, .1387]		

Fit for the model $R^2=.05$, $F(2, 179) = 4.29$, $p<.05$



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

Figure 2.1. Mediation Model Using anger as Mediator

Chapter 4

Discussion

This study aimed to investigate the factors that may underlie the relationship between poverty and psychological well-being. The study focused on feelings and economic inequality perception as predictors. Economic system justification was focused to evaluate economic inequality perception. Also anger, admiration and mixed emotion were considered to investigate emotions. The aim of the thesis was to investigate the relationship between economic system justification and psychological well-being and the mediating roles of admiration, anger and mixed emotion in this relationship.

It was suggested that economic system justification would negatively related to anger whereas positively related with admiration, mixed emotion and psychological well-being. Also, it was proposed that anger, admiration and mixed emotion would negatively related to psychological well-being. Afterwards, it was hypothesized that anger, admiration and mixed emotion of anger and admiration would mediate the relationship between economic system justification and psychological well-being.

As it might be concluded, it was found that anger mediated the relationship between economic system justification and psychological well-being. In addition, it was found that economic system justification was negatively related with anger and positively related with psychological well-being. Moreover, admiration, anger and mixed emotion negatively related to psychological well-being. Economic system justification, however, was not significantly related with admiration and mixed emotion.

Hence, the mediating roles of admiration and mixed emotion in the relationship between economic system justification and psychological well-being were not tested.

4.1. Implications for Psychological Well-being in Adolescents

It is known that adolescence is an unique developmental period in human life (Blos, 2018). McADAM (1986) describes this unique characteristic of adolescence as a process of change in which psychological, emotional, cognitive, and moral development occur. This developmental change may involve adaptation and acceptance of change. Adaptation and acceptance can be challenging and confusing for adolescents. In addition to difficulty and confusion, vulnerability also increases during adolescence (Steinberg, 2005). In adolescence, there is also sensitivity to their social environmental cues (Blakemore, & Mills, 2014; Crone, & Dahl, 2012). Besides all these, stressors become important in this period (Romeo, & McEwen, 2006).

When unique features of adolescence are brought together, poverty, as an environmental stress factor, poses a major threat to adolescents' well-being. This thesis has made an important contribution to understand that some factors can mediate the destructive consequences of poverty on well-being. The findings of the current study demonstrated that emotions towards affluent peers and perceptions about economic inequality are important factors to understand well-being of lower SES adolescents.

4.2. Implications for Economic System Justification

The current study has implications for economic system justification. The results demonstrated that lower SES adolescents who were more likely to justify the economic system had higher well-being scores and reported less anger toward the affluent peers. Although the cognitive development does not complete in the adolescence period

(Spear, 2000), the current findings showed that adolescents tend to justify the economic system in which they live. This tendency can serve as a protective factor from poverty in disadvantaged adolescents. These findings can be supported with palliative function of system justification. Previous studies on system justification theory have suggested that system justification reduces anger and enhances well-being as a palliative function (Harding & Sibley, 2013; Jost & Hunyady, 2003). Alongside of palliative function, system justification, however, reveals negative outcomes in regard to psychological well-being among disadvantaged group in the long-term (Jost & Thompson, 2000).

In this study, it can be argued that the palliative role of system justification serves the need to reduce the cognitive dissonance between economic system perception and their unequal positions in the society. However, this palliative function can turn into a destructive factor in the long run for disadvantaged adolescents. While working with disadvantaged adolescents, professionals should understand and reduce their cognitive dissonance and enhance their personal control and integrity.

To our knowledge, there is no any study that directly examines the relationship between economic system justification and admiration, however, no significant relationship has been found between economic system justification and admiration. The possible explanation is that it might be difficult for adolescents to distinguish admiration from similar emotions such as envy (Onu, Kessler, & Smith, 2016). Another possibility might be related to social desirability. Adolescents may have thought that reporting admiration towards their affluent peers was an undesirable situation. When they expressed their admiration towards their affluent peers, they may feel uncomfortable.

Up to now, the studies have focused on system justification and ambivalent attitudes. Different from previous research, this thesis attempted to reveal the relationship of economic system justification with mixed emotion instead of ambivalent attitudes. Although it was expected that economic system justification would positively related with mixed emotion, the insignificant relationship was found between system justification and mixed emotion. It might be a possibility to study such mixed emotions via implicit measures rather than explicit measures.

Regarding these insignificant relations, it is the possible explanation that emotional regulation strategies may play a role in the relationship between feelings of inequality and emotions. Adolescence is a period in which emotion is felt more often and more intensely than childhood or adulthood (Larson, Csikszentmihalyi, & Graef, 1980; Larson & Lampman-Petratis, 1989) Therefore emotion regulation may have important role especially in adolescence period (Silk, Steinberg, & Morris, 2003). It is another possibility that coping strategies can have a related role between perception and emotion. The therapists should consider the perceptions and emotions of low SES adolescents in the light of emotion regulation strategies when they apply interventions to improve their psychological well-being. They also should focus on coping strategies or cognitive distortions as well as.

4.3. Implications for Emotions

This work also has implications for the study of emotions of social relationship in adolescence period. Social interaction provides an importance in adolescence (Spear, 2000). The interaction between adolescents and their environment influence their health and well-being (Call, et al. 2002). In this interaction, specifically, peer relations and

comparisons are both important (Bayraktar, 2007; Çivitci, 2010). Moreover, the opinions of peers become more important than their family members' (Larson & Richards, 1991; Larson, Richards, Moneta, Holmbeck, & Duckett, 1996). Also, emotions play an important role in the initiation and maintenance of peer relations in adolescence (Aviles, Anderson, & Davila, 2006). Therefore, psychological well-being may especially be influenced by peer- related emotional experiences. From this perspective, it is important to investigate the feelings of adolescents towards the peer out-group. In this study, poverty was investigated as an environmental factor and anger, admiration and mixed emotion were investigated as peer comparison emotions.

4.3.1. Implications for anger

In poverty studies, the emotions like anger have measured mostly at the individual level (e.g., "*I feel angry*"). Since poverty occurs in the social context, it is important to measure emotions, in specific contexts. In the study, anger was measured in the context of the emotions adolescents felt toward their affluent peers.

Anger was found negatively related to psychological well-being. The possible explanation is that anger may be detrimental for social relationships, which is an important factor of well-being (Ryff, 1989). For example, anger has found that positively related to peer rejection in social relationships (Leary, Twenge, & Quinlivan, 2006). In addition, they often have an inadequate ability to empathize with others. Also anger is a predictor for social adjustment difficulties (Feindler & Engel, 2011). Anger can induce cognitive distortion and lead to impulsive and aggressive responses in adolescence (Feindler & Engel, 2011). All of these consequences underlying the anger

can explain the negative relationship between adolescents' psychological well-being and anger, when anger measured in the social setting.

In this study, it was expected that anger mediates the relationship between economic system justification and psychological well-being. In parallel with this hypothesis, it was found that anger has a mediating power.

4.3.2. Implications for admiration

As hypothesized, it was found that admiration was negatively associated with psychological well-being. This finding can be supported with Schindler's claim (2014). Schindler suggested that people who feel admiration can find their own skills are inadequate and feel them worthless. These negative evaluations can directly and negatively be related to the sub-dimensions, such as self-acceptance, positive relationships with others, autonomy, and environmental control, of psychological well-being.

Adolescence is a period in which people often compare themselves with the out-groups (Irons, & Gilbert, 2005). As a consequence of this situation, the emotions that are felt towards the out-group are important. Studies on the emotions that low-income adolescents feel towards their affluent peers are limited. So, these findings may contribute to social relationship emotions in adolescence literature on behalf of better understanding the emotions that they feel. In therapy setting, the therapists can focus on improving the social skills of the adolescent while working with a sense of admiration.

4.3.3. Implications for mixed emotion

Like anger and admiration, the mixed emotional experience negatively related to psychological well-being. Studies related to poverty and well-being in child and adolescent emphasize the discrete emotions, as symptomatologic emotions, such as anxiety and depression until now (e.g., Brooks-Gunn, & Duncann, 1997; Moore, Gleib, Driscoll, Zaslow, & Redd, 2002). Apart from these studies, it was investigated that mixed emotion that does not suggest any symptomatology immediately may have a role in poverty and psychological well-being.

Up to now, previous studies have mostly focused on the roles of ambivalent attitudes and discrete emotions in system justification (e.g., Jost, & Burgess, 2000; Harding, & Sibley, 2013). However, as far as it is known, there is no any study that investigates whether system justification is related to mixed emotions and how such mixed emotional experiences relates to well-being. In the current study, therefore it has been explored the relationships among system justification, mixed emotion, and psychological well-being among low SES adolescents.

The researchers have argued that mixed emotion is positively related to psychological well-being. They suggested that individuals experience and learn the difficult and easy aspects of life by experiencing mixed emotion and this awareness enhances psychological well-being eventually (Adler, & Hershfield, 2012). Larsen, Hemenover, Norris, and Caccioppo (2003) defended that feeling negative emotions simultaneously with positive emotions may create negativity for people. In this negativity, people try to explain to the meaning of negative emotional experience and this process provides stronger psychological well-being. Larsen and colleagues (2003)

carried a step forward and they suggested that co-occurrence of negative and positive emotions prepare the appropriate ground to enhance psychological well-being in difficult times. For instance, in the bereavement process, to experience positive memories concurrently with sadness makes it easier for the mourning process to be overcome more healthily (Folkman, & Moskowitz, 2000).

There are two possible explanations for the finding which are different from previous study findings. First, the studies on mixed emotions have been made by considering the temporary experiences of the person (e.g., college graduation; Ersner-Hershfield, Mikels, Sullivan, & Carstensen, 2008; evocative pictures; Schimmack, 2001). Unlike these, this study has worked with mixed emotion in a chronic situation (poverty and inequality). In temporary situations, mixed emotions can promote psychological well-being by sense-making different aspects of life, while in chronic situations they can create stress and ambivalent emotions and attitudes in the person, which may negatively related to psychological well-being.

Second, mixed emotions were studied at the individual level in which personal experiences are more important. This thesis focused on the consequences of mixed emotion on group-based in the context of inequality. In this case, the consequences of mixed emotions can vary when working on a group-based level and when working on different concepts such as poverty.

For implications of mixed emotion, in order to contribute to the literature of mixed emotion, a chronic situation, such as poverty and system justification, was addressed in this study, distinctively from other studies, and the mixed emotional experiences of the adolescents were investigated.

4.4. Clinical Implications

This study has significant clinical implications for conducting therapy with disadvantaged adolescents. It is well known that poverty is directly related to many psychological problems such as anxiety, depression and somatic problems (Santiago, Wadsworth, & Stump, 2011). These problems can cause serious negative consequences on social and academic functions, also increase the risk for behavioral problems (Bolton-Oetzel, Scherer, 2003). Apparently, poverty can have negative consequences that are needed to be handled in the clinical settings. When these negative consequences are handled in a clinical setting, therapists should carry out evidence-based treatments to facilitate positive therapy prognosis (Dakof, Tejada, & Liddle, 2001; DeCarlo Santiago, Kaltman, & Miranda, 2012).

The findings of the current study revealed that in addition to negative problems of poverty, psychological well-being, also, must also be studied in the poverty context. When evidence-based treatments are conducted with disadvantaged adolescents to enhance their psychological well-being, the perceptions about the detrimental situation and their emotions towards out-group may have the essential role. For example, the current thesis showed that economic system justification has a palliative function on psychological well-being of low SES adolescents. But it is also known that the justification of the economic system is also related to conflict between external facts and the desire to protect one's integrity (Jost, & Hunyady, 2005). This conflict is negatively related to psychological well-being of the person in the long-term. So, the therapists must also evaluate distorted perceptions that may cause maladaptive feelings and behaviors (McAdam, 1986). With regards to emotions, anger and admiration, towards out-group, all were negatively related to psychological well-being. In clinical setting, the therapists should focus on the emotions of adolescents and the consequences of

emotions. For example, when the therapists work on adolescents' anger, anger control strategies should be taught to adolescents. For admiration, social areas in which adolescents find themselves inadequate can be detected and social skills learning should be supported. When emotions are worked in the clinical settings, the emotion regulation strategies should be considered as well.

Also, it was seen that mixed emotions may be related to the well-being, just like discrete emotions. Therefore, mixed emotional experiences should be questioned in addition to discrete emotions, in the clinical setting.

As a treatment model, the therapists may conduct both individual and group therapies. In group therapies, disadvantaged peers can share their perceptions, emotions and experiences more easily. In individual therapies, the therapists can conduct Cognitive-Behavioral therapy and emotion-focused therapies. In therapy process, when the therapists work with disadvantaged adolescent (such as low SES or immigrant), they can ask yourself the following questions: "*How adolescent perceives this situation (fair or unfair)?*", "*Is this perception functional in long term?*", "*What does adolescent feel toward this situation and their environment?*", "*Does adolescent feel mixed emotion?*", and "*What are the consequences of this perception and emotions?*".

4.5. Limitations and Future Directions

This study has some limitations. First, the study was correlational study and inadequate to brighten cause-effect relation. Since it is an explanatory study, anger and admiration could not be evoked in the adolescents sufficiently. Future studies focusing on the relationships between those variables should be supported by experimental studies.

Second, economic system justification scale did not include adequately abstract items for adolescents. This situation reveals an obstacle for validity of the scale. Future studies can study with economic system justification via implicit measures.

Third, there may be some different factors that mediate the relationship between poverty and well-being. In this study, predictors are limited to the inequality perception and emotions. Future work may focus on the emotional stability of adolescents, family characteristics and support, their perceptions or emotional regulation strategies, taking into account the characteristics of adolescence.

Fourth, data were collected from adolescents, in the classroom setting. This made it difficult to achieve the results of the study for the following reason. Adolescents may have refrained from expressing their feelings about their affluent peers due to classroom setting which includes their friends. Future studies should create a more favourable environment in which the adolescents can more easily reflect their feelings. In addition, adolescents should be encouraged to reflect their feelings.

Finally, mixed emotion is a very new term. More studies should be done to understand if different emotional pairs are experienced in poverty and inequality situations. The current study was limited to a pair of anger and admiration. Perhaps the adolescents in the sense of poverty may feel another emotional pairs against their affluent peers. Future studies can also work other pairs of emotions in a similar framework with the current study.

4.6. Conclusion

We cannot ignore the important effects of poverty and economic inequality on the psychological well-being of adolescents. Especially in the adolescence period, a social comparison is important. So, it is important to examine adolescents' perception and emotion about poverty and inequality. Also, it would be best to touch on the perceptions and emotions when working with disadvantaged adolescents' well-being in the clinical settings. The results of the present thesis suggested that adolescents with higher economic system justification scores reported less anger toward the affluent peers. Also, all emotions that were felt by low SES adolescents towards affluent peers were found negatively related to psychological well-being. It was hoped that this thesis has contributed to the literature on the experiences of disadvantaged groups.

References

- Abbott, D. A., Sharma, S., & Verma, S. (2004). The emotional environment of families experiencing chronic poverty in India. *Journal of Family and Economic Issues*, 25(3), 387-409.
- Adler, J. M., & Hershfield, H. E. (2012). Mixed emotional experience is associated with and precedes improvements in psychological well-being. *PloS one*, 7(4), e35633.
- Akfirat, S., Polat, F. Ç., & Yetim, U. (2016). How the poor deal with their own poverty: A social psychological analysis from the social identity perspective. *Social Indicators Research*, 127(1), 413-433.
- Albayrak, B., & Kutlu, Y. (2009). Ergenlerde öfke ifade tarzı ve ilişkili faktörler. *Maltepe Üniversitesi Hemşirelik Bilim ve Sanatı Dergisi*, 2(3), 57-69.
- Algoe, S. B., & Haidt, J. (2009). Witnessing excellence in action: The 'other-praising' emotions of elevation, gratitude, and admiration. *The journal of positive psychology*, 4(2), 105-127.
- Allison, P. (2016). When can you safely ignore multicollinearity? 2012. URL <http://statisticalhorizons.com/multicollinearity>.
- Allison, P. (2016). When can you safely ignore multicollinearity? 2012. URL <http://statisticalhorizons.com/multicollinearity>.
- Amato, P. R., & Zuo, J. (1992). Rural poverty, urban poverty, and psychological well-being. *The Sociological Quarterly*, 33(2), 229-240.

- Andrade, E. B., & Cohen, J. B. (2007). On the consumption of negative feelings. *Journal of Consumer Research*, 34(3), 283-300.
- Aquino, K., McFerran, B., & Laven, M. (2011). Moral identity and the experience of moral elevation in response to acts of uncommon goodness. *Journal of Personality and Social Psychology*, 100(4), 703.
- Arpacıođlu, Ö., & Yıldırım, M. (2011). Dünyada ve Türkiye’de yoksulluđun analizi. *Ömer Halisdemir Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 4(2), 60-76.
- Asarnow, J. R., Jaycox, L. H., Duan, N., LaBorde, A. P., Rea, M. M., Murray, P., et al. (2005). Effectiveness of a quality improvement intervention for adolescent depression in primary care clinics: a randomized controlled trial. *Jama*, 293(3), 311-319.
- Ashburn-Nardo, L., Knowles, M. L., & Monteith, M. J. (2003). Black Americans' implicit racial associations and their implications for intergroup judgment. *Social Cognition*, 21, 61-87.
- Averill, J. R. (1983). Studies on anger and aggression: implications for theories of emotion. *American psychologist*, 38(11), 1145.
- Aviles, A. M., Anderson, T. R., & Davila, E. R. (2006). Child and adolescent social-emotional development within the context of school. *Child and Adolescent Mental Health*, 11(1), 32-39.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical

- considerations. *Journal of personality and social psychology*, 51(6), 1173-1182.
- Bayraktar, F. (2007). Olumlu ergen gelişiminde ebeveyn/akran ilişkilerinin önemi. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 14(3).
- Becker, B. E., & Luthar, S. S. (2007). Peer-perceived admiration and social preference: Contextual correlates of positive peer regard among suburban and urban adolescents. *Journal of Research on Adolescence*, 17(1), 117-144.
- Bolton Oetzel, K., & Scherer, D. G. (2003). Therapeutic Engagement With Adolescents in Psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 40(3), 215-225.
- Brandt, M. J. (2013). Do the disadvantaged legitimize the social system? A large-scale test of the status-legitimacy hypothesis. *Journal of personality and social psychology*, 104(5), 765.
- Brooks-Gunn, J., & Duncan, G. J. (1997). The effects of poverty on children. *The future of children*, 55-71.
- Brown, S. L. (2004). Family structure and child well-being: The significance of parental cohabitation. *Journal of Marriage and Family*, 66(2), 351-367.
- Cacioppo, J. T., & Berntson, G. G. (1994). Relationship between attitudes and evaluative space: A critical review, with emphasis on the separability of positive and negative substrates. *Psychological Bulletin*, 115(3), 401-423.

Cacioppo, J., Larsen, J., Smith, N., & Berntson, G. (2004). What Lurks below the Surface of Feelings. In *Feelings and emotions: The Amsterdam symposium* (223-242).

Call, K. T., Riedel, A. A., Hein, K., McLoyd, V., Petersen, A., & Kipke, M. (2002). Adolescent health and well-being in the twenty-first century: a global perspective. *Journal of Research on Adolescence, 12*(1), 69-98.

Chambers, R. (2006). What is poverty? Who asks? Who answers?.

Cohen-Charash, Y. (2009). Episodic envy. *Journal of Applied Social Psychology, 39*(9), 2128-2173.

Colasanto, D., Kapteyn, A., & Van der Gaag, J. (1984). Two subjective definitions of poverty: Results from the Wisconsin Basic Needs Study. *The Journal of Human Resources, 19*(1), 127-138.

Confederation of Turkish Trade Unions. (2017). <http://www.turkis.org.tr/dosya/67Cwuse0yCn9.pdf>

Conway, M., Di Fazio, R., & Mayman, S. (1999). Judging others' emotions as a function of the others' status. *Social Psychology Quarterly, 291-305*.

Crone, E. A., & Dahl, R. E. (2012). Understanding adolescence as a period of social-affective engagement and goal flexibility. *Nature Reviews Neuroscience, 13*(9), 636- 650.

- Cuddy, A. J., Fiske, S. T., & Glick, P. (2007). The BIAS map: behaviors from intergroup affect and stereotypes. *Journal of personality and social psychology*, 92(4), 631-648.
- Çivitci, N. (2010). Social comparison and shyness in adolescents. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 38, 90-107.
- Dakof, G. A., Tejada, M., & Liddle, H. A. (2001). Predictors of engagement in adolescent drug abuse treatment. *Journal of the American Academy of Child & Adolescent Psychiatry*, 40(3), 274-281.
- Deffenbacher, J. L., Oetting, E. R., Lynch, R. S., & Morris, C. D. (1996). The expression of anger and its consequences. *Behaviour Research and Therapy*, 34(7), 575-590.
- Demir, T., Karacetin, G., Demir, D. E., & Uysal, O. (2013). Prevalence and some psychosocial characteristics of social anxiety disorder in an urban population of Turkish children and adolescents. *European Psychiatry*, 28(1), 64-69.
- Diener, E., Wirtz, D., Biswas-Diener, R., Tov, W., Kim-Prieto, C., Choi, D., et al. (2009). New measures of well-being. *Social Indicators Research Series*, 39. Doi: 10.1007/978-90-481-2354-4 12.
- Diong, S. M., & Bishop, G. D. (1999). Anger expression, coping styles, and well-being. *Journal of Health Psychology*, 4, 81-96.
- Drewnowski, J. (1977). Poverty: its meaning and measurement. *Development and Change*, 8(2), 183-208.

- Due, P., Lynch, J., Holstein, B., & Modvig, J. (2003). Socioeconomic health inequalities among a nationally representative sample of Danish adolescents: the role of different types of social relations. *Journal of Epidemiology & Community Health, 57*(9), 692- 698.
- Elliott, R., & Leonard, C. (2004). Peer pressure and poverty: Exploring fashion brands and consumption symbolism among children of the 'British poor'. *Journal of Consumer Behaviour: An International Research Review, 3*(4), 347-359.
- Ensari, S. (2010). TÜİK'in Yoksulluk Analizleri Üzerine. *Maliye Finans Yazıları, 1*(87), 9-15.
- Ersner-Hershfield, H., Mikels, J. A., Sullivan, S. J., & Carstensen, L. L. (2008). Poignancy: Mixed emotional experience in the face of meaningful endings. *Journal of Personality and Social Psychology, 94*, 158-167.
- Esses, V. M., & Dovidio, J. F. (2002). The role of emotions in determining willingness to engage in intergroup contact. *Personality and Social Psychology Bulletin, 28*(9), 1202-1214.
- Esses, V. M., & Dovidio, J. F. (2002). The role of emotions in determining willingness to engage in intergroup contact. *Personality and Social Psychology Bulletin, 28*(9), 1202-1214.
- Esses, V. M., & Dovidio, J. F. (2002). The role of emotions in determining willingness to engage in intergroup contact. *Personality and Social Psychology Bulletin, 28*(9), 1202-1214.

- Feindler, E. L., & Engel, E. C. (2011). Assessment and intervention for adolescents with anger and aggression difficulties in school settings. *Psychology in the Schools, 48*(3), 243-253.
- Festinger, L. (1962). Cognitive dissonance. *Scientific American, 207*(4), 93-106.
- Folkman, S., & Moskowitz, J. T. (2000). Positive affect and the other side of coping. *American psychologist, 55*(6), 647-654.
- Furnham, A. (1982). The perception of poverty among adolescents. *Journal of Adolescence, 5*(2), 135-147.
- Gad, M. T., & Johnson, J. H. (1980). Correlates of adolescent life stress as related to race, SES, and levels of perceived social support. *Journal of Clinical Child & Adolescent Psychology, 9*(1), 13-16.
- Gilbert, P., & Irons, C. (2009). Shame, self-criticism, and self-compassion in adolescence. *Adolescent emotional development and the emergence of depressive disorders, 1*, 195-214.
- Gortmaker, S. L., Walker, D. K., Weitzman, M., & Sobol, A. M. (1990). Chronic conditions, socioeconomic risks, and behavioral problems in children and adolescents. *Pediatrics, 85*(3), 267-276.
- Göregenli, M., & Teközel, M. (2006). *Üniversite öğrencileri ve yetişkin örnekleminde AB'ye giriş konusundaki tutumlar ve değerlerin araştırılması*. Ege Üniversitesi Projesi, İzmir, 2002/EdB/003.
- Harding, J. F., & Sibley, C. G. (2013). The palliative function of system justification: Concurrent benefits versus longer-term costs to wellbeing. *Social Indicators Research, 113*, 401-418.

- Harris, K. M., & Marmer, J. K. (1996). Poverty, paternal involvement, and adolescent well-being. *Journal of Family Issues*, 17(5), 614-640.
- Hatun, Ş., Etiler, N., & Gönüllü, E. (2003). Yoksulluk ve çocuklar üzerine etkileri. *Çocuk Sağlığı ve Hastalıkları Dergisi*, 46(4), 251-260.
- Holstein, B. E., Currie, C., Boyce, W., Damsgaard, M. T., Gobina, I., Kökönyei, G., et al. (2009). Socio-economic inequality in multiple health complaints among adolescents: international comparative study in 37 countries. *International journal of public health*, 54(2), 260-270.
- Hunt, M. O. (1996). The individual, society, or both? A comparison of Black, Latino, and White beliefs about the causes of poverty. *Social forces*, 75(1), 293-322.
- Hunter, P. G., Schellenberg, E. G., & Schimmack, U. (2008). Mixed affective responses to music with conflicting cues. *Cognition & Emotion*, 22(2), 327-352.
- Jost, J. T., & Hunyady, O. (2003). The psychology of system justification and the palliative function of ideology. *European review of Social Psychology*, 13, 111-153.
- Jost, J. T., & Banaji, M. R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology*, 33, 1-27.
- Jost, J. T., & Burgess, D. (2000). Attitudinal ambivalence and the conflict between group and system justification motives in low status groups. *Personality and Social Psychology Bulletin*, 26(3), 293-305.

- Jost, J. T., & Thompson, E. P. (2000). Group-based dominance and opposition to equality as independent predictors of self-esteem, ethnocentrism, and social policy attitudes among African Americans and European Americans. *Journal of Experimental Social Psychology, 36*(3), 209-232.
- Jost, J. T., & van der Toorn, J. (2012). System justification theory. In P. A. M. van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology (313–343)*. London, UK: Sage.
<http://www.sicotests.com/psyarticle.asp?id=322>
- Jost, J. T., Banaji, M. R., & Nosek, B. A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political Psychology, 25*, 881- 919.
- Jost, J. T., Burgess, D., & Mosso, C. O. (2001). 15 Conflicts of Legitimation among Self, Group, and System. *The psychology of legitimacy: Emerging perspectives on ideology, justice, and intergroup relations, 363-88*.
- Jost, J. T., Pelham, B. W., & Carvallo, M. R. (2002). Non-conscious forms of system justification: Implicit and behavioral preferences for higher status groups. *Journal of Experimental Social Psychology, 38*(6), 586-602.
- Jost, J. T., Pelham, B. W., Sheldon, O., & Ni Sullivan, B. (2003). Social inequality and the reduction of ideological dissonance on behalf of the system: Evidence of enhanced system justification among the disadvantaged. *European journal of social psychology, 33*(1), 13-36.

- Jost, J. T., Wakslak, C. J., & Tyler, T. R. (2008). System justification theory and the alleviation of emotional distress: Palliative effects of ideology in an arbitrary social hierarchy and in society. In *Justice* (pp. 181-211). Emerald Group Publishing Limited. doi/abs/10.1016/S0882-6145(08)25012-5
- Kaplan, K. J. (1972). On the ambivalence-indifference problem in attitude theory and measurement: A suggested modification of the semantic differential technique. *Psychological bulletin*, 77(5), 361-372.
- Keyes, C. L., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: the empirical encounter of two traditions. *Journal of Personality and Social Psychology*, 82(6), 1007-1022.
- Lantz, P. M., House, J. S., Mero, R. P., & Williams, D. R. (2005). Stress, life events, and socioeconomic disparities in health: results from the Americans' Changing Lives Study. *Journal of health and social behavior*, 46(3), 274-288.
- Larsen, J. T., & McGraw, A. P. (2014). The case for mixed emotions. *Social and Personality Psychology Compass*, 8(6), 263-274.
- Larsen, J. T., Hemenover, S. H., Norris, C. J., & Cacioppo, J. T. (2003). Turning adversity to advantage: On the virtues of the coactivation of positive and negative emotions. *A psychology of human strengths: Fundamental questions and future directions for a positive psychology*, 211-225.
- Larsen, J. T., McGraw, A. P., & Cacioppo, J. T. (2001). Can people feel happy and sad at the same time?. *Journal of Personality and Social Psychology*, 81(4), 684-696.

- Larson, R., Csikszentmihalyi, M., & Graef, R. (1980). Mood variability and the psychosocial adjustment of adolescents. *Journal of Youth and Adolescence*, 9(6), 469-490.
- Larson, R., & Lampman-Petratis, C. (1989). Daily emotional states as reported by children and adolescents. *Child development*, 1250-1260.
- Larson, R., & Richards, M. H. (1991). Daily companionship in late childhood and early adolescence: Changing developmental contexts. *Child development*, 62(2), 284-300.
- Larson, R. W., Richards, M. H., Moneta, G., Holmbeck, G., & Duckett, E. (1996). Changes in adolescents' daily interactions with their families from ages 10 to 18: Disengagement and transformation. *Developmental psychology*, 32(4), 744-754.
- Leary, M. R., Twenge, J. M., & Quinlivan, E. (2006). Interpersonal rejection as a determinant of anger and aggression. *Personality and Social Psychology Review*, 10(2), 111- 132.
- Lemieux, A. F., & Pratto, F. (2003). Poverty and prejudice. In *Poverty and psychology* (pp.147- 161).Springer,Boston,MA.
[links/0f31752f1266b35730000000.pdf](https://doi.org/10.1007/978-1-4020-0811-1_10)
- Mackie, D. M., Smith, E. R., & Ray, D. G. (2008). Intergroup emotions and intergroup relations. *Social and Personality Psychology Compass*, 2(5), 1866- 1880.
- Malovicki Yaffe, N., Solak, N., Halperin, E., & Saguy, T. (2018). “Poor is pious”:Distinctiveness threat increases glorification of poverty among the poor. *European Journal of Social Psychology*.

- McAdam, E. K. (1986). Cognitive behaviour therapy and its application with adolescents. *Journal of Adolescence*, 9, 1-15.
- McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American psychologist*, 53(2), 185-204.
- Mikula, G., Scherer, K. R., & Athenstaedt, U. (1998). The role of injustice in the elicitation of differential emotional reactions. *Personality and social psychology bulletin*, 24(7), 769-783.
- Moore, K. A., Gleib, D. A., Driscoll, A. K., Zaslow, M. J., & Redd, Z. (2002). Poverty and welfare patterns: Implications for children. *Journal of Social Policy*, 31(2), 207-227.
- Moore, K. A., Redd, Z., Burkhauser, M., Mbwana, K., & Collins, A. (2002). *Children in poverty: Trends, consequences and policy options*. Washington: Child Trends.
- Mukhopadhyay, A., & Johar, G. V. (2007). Tempted or not? The effect of recent purchase history on responses to affective advertising. *Journal of Consumer Research*, 33(4), 445-453.
- Murali, V., & Oyebode, F. (2004). Poverty, social inequality and mental health. *Advances in psychiatric treatment*, 10(3), 216-224.
- Napier, J. L., & Jost, J. T. (2008). Why are conservatives happier than liberals?. *Psychological Science*, 19(6), 565-572.

- Napier, J. L., Mandisodza, A. N., Andersen, S. M., & Jost, J. T. (2006). System justification in responding to the poor and displaced in the aftermath of Hurricane Katrina. *Analyses of social issues and public policy*, 6(1), 57-73.
- O'Brien, L. T., & Major, B. (2005). System-justifying beliefs and psychological well-being: The roles of group status and identity. *Personality and Social Psychology Bulletin*, 31(12), 1718-1729.
- Onu, D., Kessler, T., & Smith, J. R. (2016). Admiration: A conceptual review. *Emotion Review*, 8(3), 218-230.
- Onu, D., Smith, J. R., & Kessler, T. (2015). Intergroup emulation: An improvement strategy for lower status groups. *Group Processes & Intergroup Relations*, 18(2), 210-224.
- Özmen, E., Özmen, D., DüNDAR, P. E., Çetinkaya, A. Ç., & Taşkın, E. O. (2008). Yoksulluğun ergenlerin ruh sağlığına etkileri. *Türkiye'de Psikiyatri*, 10(2), 39-46.
- Phillips, L. H., Henry, J. D., Hosie, J. A., & Milne, A. B. (2006). Age, anger regulation and well-being. *Aging and Mental Health*, 10(3), 250-256.
- Rankin, L. E., Jost, J. T., & Wakslak, C. J. (2009). System justification and the meaning of life: Are the existential benefits of ideology distributed unequally across racial groups?. *Social Justice Research*, 22(2), 312-333.
- Reiss, F. (2013). Socioeconomic inequalities and mental health problems in children and adolescents: a systematic review. *Social science & medicine*, 90, 24-31.

- Resnick, M. D. (2000). Protective factors, resiliency, and healthy youth development. *Adolescent medicine: State of the art reviews*, 11(1), 157-164.
- Roothman, B., Kirsten, D. K., & Wissing, M. P. (2003). Gender differences in aspects of psychological well-being. *South African journal of psychology*, 33(4), 212-218.
- Ross, C. E., Reynolds, J. R., & Geis, K. J. (2000). The contingent meaning of neighborhood stability for residents' psychological well-being. *American Sociological Review*, 581- 597.
- Russell, J. A., & Barrett, L. F. (1999). Core affect, prototypical emotional episodes, and other things called emotion: dissecting the elephant. *Journal of Personality and Social Psychology*, 76(5), 805- 819.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081.
- Santiago, C. D., Kaltman, S., & Miranda, J. (2013). Poverty and mental health: how do low-income adults and children fare in psychotherapy?. *Journal of Clinical Psychology*, 69(2), 115-126.
- Santiago, C. D., Wadsworth, M. E., & Stump, J. (2011). Socioeconomic status, neighborhood disadvantage, and poverty-related stress: Prospective effects on psychological syndromes among diverse low-income families. *Journal of Economic Psychology*, 32(2), 218-230.
- Schimmack, U. (2001). Pleasure, displeasure, and mixed feelings: Are semantic opposites mutually exclusive?. *Cognition & Emotion*, 15, 81-97.
- Schimmack, U. (2005). Response latencies of pleasure and displeasure ratings: Further evidence for mixed feelings. *Cognition & Emotion*, 19(5), 671-691.

- Schindler, I. (2014). Relations of admiration and adoration with other emotions and well-being. *Psychology of Well-being*, 4, 1-23.
- Schindler, I., Zink, V., Windrich, J., & Menninghaus, W. (2013). Admiration and adoration: Their different ways of showing and shaping who we are. *Cognition & Emotion*, 27, 85-118.
- Sen, A. (2008). Violence, identity and poverty. *Journal of Peace Research*, 45(1), 5-15.
- Silk, J. S., Steinberg, L., & Morris, A. S. (2003). Adolescents' emotion regulation in daily life: Links to depressive symptoms and problem behavior. *Child development*, 74(6), 1869-1880.
- Silvia, P. J., & Brown, E. M. (2007). Anger, disgust, and the negative aesthetic emotions: Expanding an appraisal model of aesthetic experience. *Psychology of Aesthetics, Creativity, and the Arts*, 1(2), 100-106.
- Smith, R. H. (2000). Assimilative and contrastive emotional reactions to upward and downward social comparisons. In *Handbook of social comparison* (pp.173-200). Springer Boston, MA. Doi:1103/79028fd36931cca0b36068e380d6162bd959.pdf
- Spear, L. P. (2000). The adolescent brain and age-related behavioral manifestations. *Neuroscience & Biobehavioral Reviews*, 24(4), 417-463.
- Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in cognitive sciences*, 9(2), 69-74.

Sweetman, J., Spears, R., Livingstone, A. G., & Manstead, A. S. (2013). Admiration regulates social hierarchy: Antecedents, dispositions, and effects on intergroup behavior. *Journal of experimental social psychology*, 49(3), 534-542.

Telef, B. B. (2013). Psikolojik iyi oluş ölçeği: Türkçeye uyarlama, geçerlik ve güvenilirlik çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28(3), 374-384.

Turkish Language Society. (2018).
http://www.tdk.gov.tr/index.php?option=com_gts&arama=gts&guid=TDK.GTS.5b69d18499c398.88115102

Turkish Statistical Institute.(2018)
<http://www.tuik.gov.tr/PreHaberBultenleri.do?id=27598>

Tuvblad, C., Grann, M., & Lichtenstein, P. (2006). Heritability for adolescent antisocial behavior differs with socioeconomic status: gene–environment interaction. *Journal of Child Psychology and Psychiatry*, 47(7), 734-743,

Uzun, A. M. (2001). Yoksulluk olgusu ve Dünya Bankası. *CÜ İktisadi ve İdari Bilimler Dergisi*, 4(2), 155-174.

Van Zomeren, M., Spears, R., Fischer, A. H., & Leach, C. W. (2004). Put your money where your mouth is! Explaining collective action tendencies through group-based anger and group efficacy. *Journal of personality and social psychology*, 87(5), 649-664.

- Wadsworth, M. E., & Berger, L. E. (2006). Adolescents coping with poverty-related family stress: Prospective predictors of coping and psychological symptoms. *Journal of Youth and Adolescence*, 35(1), 54-67.
- Wakslak, C. J., Jost, J. T., & Bauer, P. (2011). Spreading rationalization: Increased support for large-scale and small-scale social systems following system threat. *Social Cognition*, 29(3), 288-302.
- Walker, R., Kyomuhendo, G. B., Chase, E., Choudhry, S., Gubrium, E. K., Nicola, J. Y., et al. (2013). Poverty in global perspective: is shame a common denominator?. *Journal of Social Policy*, 42(2), 215- 233.
- Wildschut, T., Sedikides, C., Arndt, J., & Routledge, C. (2006). Nostalgia: content, triggers, functions. *Journal of personality and social psychology*, 91(5), 975.
- Williams, P., & Aaker, J. L. (2002). Can mixed emotions peacefully coexist?. *Journal of Consumer Research*, 28(4), 636-649.
- Yıldırım, Ö. A. M. (2011). Dünyada ve Türkiye’de yoksulluğun analizi. *Ömer Halisdemir Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 4(2), 60-76.

Appendix A. PARENTAL INFORM CONSENT FORM

Veli Onam Formu

Sayın Veli,

Bu çalışma, TED Üniversitesi Psikoloji Bölümü Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans Programı öğrencilerinden Ecem Altop tarafından Dr. Öğr. Üyesi. Nevin Solak danışmanlığında yürütülmekte olan tez çalışmasıdır. Çalışma, lise öğrencilerin katılımı ile gerçekleştirilecektir. Veli onam formu, lise öğrencisi olan çocuğunuzun çalışmaya katılması için izin istemek amacıyla tarafınıza gönderilmektedir.

Yapılacak çalışmanın amacı, bazı sosyal ve psikolojik olaylara ilişkin algılar ile duygular arasındaki ilişkilerin incelenmesidir. Çocuğunuzun bu çalışmaya katılımını onayladığınız takdirde, 2017 - 2018 Eğitim Öğretim Yılı'nda çocuğunuz çalışmanın katılımcısı olacak ve Milli Eğitim Bakanlığı'ndan izni ve TED Üniversitesi İnsan Çalışmaları Etik kurulundan onayı alınmış olan bir anket uygulamasına katılacaktır. Anket uygulaması 1 ders saatini aşmayacaktır. Çalışmada yer alan anketler okul idaresince uygun bulunan bir derste, veli onam formu onaylanmış olan sınıf öğrencilerine toplu olarak uygulanacak, öğrencilerden kimlik bilgisi alınmayacaktır. Sizin ve çocuğunuzun izninin alındığı bu formlardaki kimlik bilgileriniz ise sadece çalışmacının erişebileceği şekilde şifreli dosyalarda saklanacaktır. Çalışma psikolojik ve fiziksel zarar içermemektedir. Çalışmaya katılım gönüllülük esasına dayanmaktadır ve çocuğunuz çalışmanın herhangi bir aşamasında çalışmadan yaptırım olamadan ayrılma hakkına sahiptir.

Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece çalışmacılar tarafından yapılan bilimsel yayınlarda ve sunumlarda eğitim amaçlı olarak paylaşılacaktır. Süreç içerisinde çocuğunuzun paylaşımında bulunduğu bilgiler kesinlikle gizli tutulacak ve sadece çalışmacılar tarafından toplu olarak değerlendirilecektir.

Çalışma hakkında ayrıntılı bilgi almak ve soru sormak için ecem.altop@gmail.com adresinden irtibata geçebilirsiniz.

Ecem Altop
TED Üniversitesi
Ziya Gökalp Cad. No:48 Kolej/ Çankaya ANKARA

Bu çalışmaya çocuğumun katılmasına izin veriyorum. Çocuğumun, istediği zaman bu çalışmadan ayrılabilceğini biliyorum. Bu çalışma kapsamında çocuğumun anket uygulamasına katılacağını biliyorum. Çalışma süresince elde edilen bilimsel bilgilerin bilimsel makaleler ve akademik sunumlar dışında kesinlikle kullanılmayacağını biliyorum.

Yukarıda açıklamasını okuduğum çalışmaya, velisi olduğum _____ numaralı öğrencinin katılımına izin veriyorum.

Velinin İmzası:

Tarih:

İmzalanan bu formu lütfen zarfa koyarak ağzını kapatınız ve çocuđunuzla okulun rehber öğretmenine ulařtırılmasını sađlayınız.

Çocuđunuzun katılımı ya da haklarının korunmasına yönelik sorularınız varsa ya da çocuđunuzun herhangi bir şekilde risk altında olabileceđine, strese maruz kalacađına inanıyorsanız TED Üniversitesi İnsan Çalışmaları Etik Kurulu'na (0312 585 00 11)telefon numarasından veya iaek@tedu.edu.trreposta adresinden ulaşabilirsiniz.



Appendix B. INFORM CONSENT FORM

Katılımcı Onam Formu

Sayın Katılımcı,

Bu çalışma, TED Üniversitesi Psikoloji Bölümü Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans Programı öğrencilerinden Ecem Altop tarafından Dr. Öğr. Üyesi. Nevin Solak danışmanlığında yürütülmekte olan tez çalışmasıdır.

Yapılacak çalışmanın amacı, bazı sosyal ve psikolojik olaylara ilişkin algılar ile duygular arasındaki ilişkilerin incelenmesidir. Bu çalışma lise öğrencilerin katılımı ile gerçekleştirilecektir. Sizin de katılımcılardan biri olmanız rica edilmektedir.

Bu çalışmaya katılmayı onayladığınız takdirde, 2017 - 2018 Eğitim Öğretim Yılı'nda çalışmanın katılımcısı olacak ve Milli Eğitim Bakanlığı'ndan izni ve TED Üniversitesi İnsan Çalışmaları Etik kurulundan onayı alınmış olan bir anket uygulamasına katılacaksınız. Anket uygulaması 1 ders saatini aşmayacaktır. Çalışmada yer alan anketler okul idaresince uygun bulunan bir derste, veli onam formu onaylanmış olan sınıf öğrencilerine toplu olarak uygulanacak, öğrencilerden kimlik bilgisi alınmayacaktır. Çalışma süresince ve sonrasında elde edilen bilgileri toplu olarak değerlendirilecektir ve verdiğiniz bireysel bilgiler sadece çalışmacının erişebileceği şekilde şifreli dosyalarda saklanacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece çalışmacılar tarafından yapılan bilimsel yayınlarda ve sunumlarda eğitim amaçlı olarak paylaşılacaktır.

Çalışma psikolojik ve fiziksel zarar içermemektedir. Çalışmaya katılım gönüllülük esasına dayanmaktadır. Çalışmanın herhangi bir aşamasında çalışmadan yaptırım olmaksızın ayrılma hakkına sahipsiniz. Çalışma hakkında ayrıntılı bilgi edinmek ve sorularınız için ecem.altop@gmail.com adresinden veya 05064307808 telefon numarasından irtibata geçebilirsiniz.

Anket uygulamasını içeren çalışmaya gönüllü olarak katılmam istendiğini ve çalışmanın herhangi bir aşamasında çalışmadan yaptırım olmaksızın ayrılabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum.

Çalışmaya katılmak istiyorum

Evet / Hayır

Öğrencinin numarası:

İmzası:

Tarih

Ecem Altop
TED Üniversitesi
Ziya Gökalp Cad. No:48 Kolej/ Çankaya ANKARA.

Çalışmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağını inaniyorsanız TED Üniversitesi İnsan Çalışmaları Etik Kurulu'na(0312 585 00 11)telefon numarasından veya iaek@tedu.edu.trreposta adresinden ulaşabilirsiniz.

Appendix C. DEMOGRAPHIC INFORMATION FORM

Cinsiyet: Kadın () Erkek ()

Yaş:

Okul:

Sınıf:

Lütfen sosyoekonomik durumunuzu (SED) uygun kutucuğa (X) işareti koyarak belirtiniz.

Alt SED Ortanın altı SED Orta SED Ortanın üstü SED Üst SED

Lütfen ailenizin aylık toplam gelirini kutucuğa (X) işareti koyarak belirtiniz.

1.000 TL'den az 7.001- 9.000 TL arası
 1.001 – 3.000 TL arası 9.001 – 10.000 TL arası
 3.001- 5.000 TL arası 10.001-15.000 TL arası
 5.001- 7.000 TL arası 15.001 TL ve fazlası

Appendix D. EKONOMIC SYSTEM JUSTIFICATION SCALE

Aşağıda çeşitli ifadeler yer almaktadır. Lütfen her bir ifadeyi dikkatle okuyunuz. Lütfen her madde için size en uygun olan puanı maddelerin yanına (x) koyarak işaretleyiniz.

	Hiç katılmıyorum	Katılmıyorum	Biraz katılmıyorum biraz katılmıyorum	Katılıyorum	Tamamen katılıyorum
Eğer insanlar çok çalışırlarsa neredeyse her istediklerini elde ederler.	1	2	3	4	5
Yaygın ekonomik farklılıkların varlığı onların kaçınılmaz olduğu anlamına gelmez.	1	2	3	4	5
Toplumdaki zenginlik farklarından doğa kanunları sorumludur.	1	2	3	4	5
Ekonomik sistemin adil olmadığını düşünmek için birçok neden vardır.	1	2	3	4	5
Yoksulluğu ortadan kaldırmak nerdeyse imkansızdır.	1	2	3	4	5
Yoksul insanlar temelde zengin insanlardan farklı değillerdir.	1	2	3	4	5
Toplumumuzda yükselmeyen birçok insan sistemi değil kendini suçlamalıdır.	1	2	3	4	5
Lütfen bu ifadede “katılıyorum” seçeneğini işaretleyin.	1	2	3	4	5
Toplumumuzda maddi kaynakların eşit dağılımı mümkündür.	1	2	3	4	5
Toplumda sosyal farklılıkların olması doğaldır. Doğada da durum böyle işler.	1	2	3	4	5
Toplumdaki ekonomik farklılıklar kaynakların adaletsiz dağılımının bir sonucudur.	1	2	3	4	5
Her zaman yoksul insanlar olacaktır, çünkü hiçbir zaman herkese yetecek iş imkanı olmayacaktır.	1	2	3	4	5
Ekonomik pozisyonlar insanların başarılarının adil yansımalarıdır.	1	2	3	4	5
Eğer insanlar eşitliği sağlamak için ekonomik sistemi değiştirmek isteselerdi bunu yapabilirlerdi.	1	2	3	4	5
Kaynakların (örn., para, iş vb.) eşit dağılımı doğaya aykırıdır.	1	2	3	4	5

Aşırı zenginliği ve aşırı yoksulluğu aynı anda üreten bir ekonomik sisteme sahip olmak adil değildir.	1	2	3	4	5
Gelirleri daha eşit dağıtmaya çalışmanın anlamı yoktur.	1	2	3	4	5
Zenginle fakir arasında doğuştan gelen farklılıklar yoktur; bu durum sadece içinde doğduğunuz koşullardan kaynaklanır.	1	2	3	4	5
Toplumumuzdaki ekonomik düzen adildir.	1	2	3	4	5
Kişinin ekonomik durumu onun başarısının adil bir sonucudur.	1	2	3	4	5
Genel olarak, toplumumuzdaki gelir farklılıklarının adil olduğunu düşünüyorum.	1	2	3	4	5
Genel olarak, toplumumuzda herkes zenginlik ve refahta eşit fırsata sahiptir.	1	2	3	4	5
Bazı insanların yoksulluk içinde yaşarken diğerlerinin zenginlik içinde yaşamalarının adil olmadığını düşünüyorum.	1	2	3	4	5
Daha iyi ekonomik koşullara ulaşmanın önünde gerçek bir engel yoktur.	1	2	3	4	5
Yeterli çaba sarf ederlerse, yoksul insanlar zengin olabilirler.	1	2	3	4	5

Appendix E. ANGER SCALE

Bireyler çeşitli duygular hissedebilirler. Bu duygulardan biri de öfkedir. Şu anda **maddi durumu sizden iyi olan yaşitlarınızı** düşünmeniz istenmektedir. **Maddi durumu sizden iyi olan yaşitlarınızı düşündüğünüzde** ne kadar öfke hissettiğinizi lütfen belirtiniz. Lütfen her madde için size en uygun olan puanı maddelerin yanına (x) koyarak işaretleyiniz.

MADDİ DURUMU BENDEN İYİ OLAN YAŞITLARIM,

	Hiçbir zaman	Seyrek	Bazen	Sık sık	Çoğu zaman
Maddi imkanları ve fırsatları daha iyi olduğu için bende öfke uyandırır.	1	2	3	4	5
Daha güzel giyindikleri için bende öfke uyandırır.	1	2	3	4	5
Daha zeki oldukları için bende öfke uyandırır.	1	2	3	4	5
Daha iyi okullara gittikleri için bende öfke uyandırır.	1	2	3	4	5
Daha çok eğitim fırsatlarına sahip oldukları için bende öfke uyandırır.	1	2	3	4	5
Derslerinde daha başarılı oldukları için bende öfke uyandırır.	1	2	3	4	5
Rahat para harcadıkları için bende öfke uyandırır.	1	2	3	4	5
Beğendikleri şeyleri alabildikleri için bende öfke uyandırır.	1	2	3	4	5
Yokluk bilmedikleri için bende öfke uyandırır.	1	2	3	4	5
Daha şık / güzel cafe, restoranlara gidebildikleri için bende öfke uyandırır.	1	2	3	4	5
Hobileri ile ilgili özel ders alabildikleri için bende öfke uyandırır.	1	2	3	4	5
Hayatları kolay olduğu için bende öfke uyandırır.	1	2	3	4	5
Evleri daha güzel/konforlu olduğu için bende öfke uyandırır.	1	2	3	4	5
Ev(leri) / araba(ları) / yazlık(ları) olduğu için bende öfke uyandırır.	1	2	3	4	5

İyi semtlerde oturdukları için bende öfke uyandırır.	1	2	3	4	5
Daha iyi mesleki imkanlara sahip oldukları için bende öfke uyandırır.	1	2	3	4	5
Gelecekleri parlak olduğu için bende öfke uyandırır.	1	2	3	4	5
İleride liderlik ve yöneticilik pozisyonlarına daha kolay gelebilecekleri için bende öfke uyandırır.	1	2	3	4	5
Daha güzel / yakışıklı oldukları için bende öfke uyandırır.	1	2	3	4	5
Karşı cins onlardan daha çok hoşlandığı için bende öfke uyandırır.	1	2	3	4	5
Herkes tarafından sevildikleri için bende öfke uyandırır.	1	2	3	4	5
Lütfen bu ifadede “seyrek” seçeneğini işaretleyin.	1	2	3	4	5
Daha çok arkadaşları olduğu için bende öfke uyandırır.	1	2	3	4	5
Öğretmenler onları daha çok sevdiği için bende öfke uyandırır.	1	2	3	4	5
Daha iyi anne-babaları olduğu için bende öfke uyandırır.	1	2	3	4	5
Anne ve babaları onlara her konuda destek olduğu için bende öfke uyandırır.	1	2	3	4	5
Anne, babası ve kardeşleri daha güzel/yakışıklı olduğu için bende öfke uyandırır.	1	2	3	4	5
Anne-babalarının mesleği daha iyi olduğu için bende öfke uyandırır.	1	2	3	4	5
Anneleri ve babaları onlarla daha çok ilgilendikleri için bende öfke uyandırır.	1	2	3	4	5
Ailelerinin imkanları ve fırsatları daha iyi olduğu için bende öfke uyandırır.	1	2	3	4	5
Daha kolay bir yerlere geldikleri için bende öfke uyandırır.	1	2	3	4	5
Lafi dinlendikleri için bende öfke uyandırır.	1	2	3	4	5
Günlük hayatta daha fazla güce ve prestije sahip oldukları için bende öfke uyandırır.	1	2	3	4	5

Appendix F. ADMIRATION SCALE

Bireyler çeşitli duygular hissedebilirler. Bu duygulardan biri de hayranlıktır. Şu anda **maddi durumu sizden iyi olan yaşitlarınızı** düşünmeniz istenmektedir. **Maddi durumu sizden iyi olan yaşitlarınızı düşündüğünüzde** ne kadar hayranlık hissettiğinizi lütfen belirtiniz. Lütfen her madde için size en uygun olan puanı maddelerin yanına (x) koyarak işaretleyiniz.

MADDİ DURUMU BENDEN İYİ OLAN YAŞITLARIM,

	Hiçbir zaman	Seyrek	Bazen	Sık sık	Çoğu zaman
Maddi imkanları ve fırsatları daha iyi olduğu için bende hayranlık uyandırır.	1	2	3	4	5
Daha güzel giyindikleri için bende hayranlık uyandırır.	1	2	3	4	5
Daha zeki oldukları için bende hayranlık uyandırır.	1	2	3	4	5
Daha iyi okullara gittikleri için bende hayranlık uyandırır.	1	2	3	4	5
Daha çok eğitim fırsatlarına sahip oldukları için bende hayranlık uyandırır.	1	2	3	4	5
Derslerinde daha başarılı oldukları için bende hayranlık uyandırır.	1	2	3	4	5
Rahat para harcadıkları için bende hayranlık uyandırır.	1	2	3	4	5
Beğendikleri şeyleri alabildikleri için bende hayranlık uyandırır.	1	2	3	4	5
Yokluk bilmedikleri için bende hayranlık uyandırır.	1	2	3	4	5
Daha şık / güzel cafe, restoranlara gidebildikleri için bende hayranlık uyandırır.	1	2	3	4	5
Hobileri ile ilgili özel ders alabildikleri için bende hayranlık uyandırır.	1	2	3	4	5
Hayatları kolay olduğu için bende hayranlık uyandırır.	1	2	3	4	5
Evleri daha güzel/konforlu olduğu için bende hayranlık uyandırır.	1	2	3	4	5
Ev(leri), araba(ları) yada yazlık(ları) olduğu için bende hayranlık uyandırır.	1	2	3	4	5
İyi semtlerde oturdukları için bende hayranlık uyandırır.	1	2	3	4	5

Daha iyi mesleki imkanlara sahip oldukları için bende hayranlık uyandırır.	1	2	3	4	5
Gelecekleri parlak olduğu için bende hayranlık uyandırır.	1	2	3	4	5

İleride liderlik ve yöneticilik pozisyonlarına daha kolay gelebilecekleri için bende hayranlık uyandırır.	1	2	3	4	5
Daha güzel / yakışıklı oldukları için bende hayranlık uyandırır.	1	2	3	4	5
Karşı cins onlardan daha çok hoşlandığı için bende hayranlık uyandırır.	1	2	3	4	5
Herkes tarafından sevildikleri için bende hayranlık uyandırır.	1	2	3	4	5
Daha çok arkadaşları olduğu için bende hayranlık uyandırır.	1	2	3	4	5
Öğretmenler onları daha çok sevdiği için bende hayranlık uyandırır.	1	2	3	4	5
Daha iyi anne-babaları olduğu için bende hayranlık uyandırır.	1	2	3	4	5
Lütfen bu ifadede “çoğu zaman” seçeneğini işaretleyin.	1	2	3	4	5
Anne ve babaları onlara her konuda destek olduğu için bende hayranlık uyandırır.	1	2	3	4	5
Anne, babası ve kardeşleri daha güzel/yakışıklı olduğu için bende hayranlık uyandırır.	1	2	3	4	5
Anne-babalarının mesleği daha iyi olduğu için bende hayranlık uyandırır.	1	2	3	4	5
Anneleri ve babaları onlarla daha çok ilgilendikleri için bende hayranlık uyandırır.	1	2	3	4	5
Ailelerinin imkanları ve fırsatları daha iyi olduğu için bende hayranlık uyandırır.	1	2	3	4	5
Daha kolay bir yerlere geldikleri için bende hayranlık uyandırır.	1	2	3	4	5
Lafı dinlendikleri için bende hayranlık uyandırır.	1	2	3	4	5
Günlük hayatta daha fazla güce ve prestije sahip oldukları için bende hayranlık uyandırır.	1	2	3	4	5

Appendix G. PSYCHOLOGICAL WELL-BEING SCALE

Lütfen her madde için size en uygun olan puanı maddelerin yanına (x) koyarak işaretleyiniz.

	Hiç katılmıyorum	Katılmıyorum	Biraz katılıyorum biraz katılmıyorum	Katılıyorum	Tamamen katılıyorum
Amaçlı ve anlamlı bir yaşam sürdürüyorum.	1	2	3	4	5
Sosyal ilişkilerim destekleyici ve tatmin edicidir.	1	2	3	4	5
Günlük aktivitelereime bağlı ve ilgiliyim.	1	2	3	4	5
Başkalarının mutlu ve iyi olmasına aktif olarak katkıda bulunurum.	1	2	3	4	5
Benim için önemli olan etkinliklerde yetenekli ve yeterliyim.	1	2	3	4	5
Ben iyi bir insanım ve iyi bir hayat yaşıyorum.	1	2	3	4	5
Geleceğim hakkında iyimserim.	1	2	3	4	5
İnsanlar bana saygı duyar.	1	2	3	4	5

Appendix H. ETHICAL COMMITTEE APPROVAL

TED ÜNİVERSİTESİ İNSAN ARAŞTIRMALARI ETİK KURULU

11.09.2017

Sayı:68

Konu: Etik Kurul Kararı

Sayın

Ecem Altop
Sosyal Bilimler Enstitüsü,
Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans Programı
Öğrencisi

TED Üniversitesi İnsan Araştırmaları Etik Kurulunun 07.09.2017 tarih ve 2017/77 sayılı kararı ekte sunulmuştur.



Prof. Dr. Melike SAYIL
TED Üniversitesi
İnsan Araştırmaları Etik Kurul Başkanı

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU

ETİK KURUL KARARLARI

Toplantı Tarihi: 07.09.2017

Toplantı Sayısı: 2017/68

TED Üniversitesi İnsan Araştırmaları Etik Kurulu 07.09.2017 Perşembe günü saat 11.00'de toplanarak aşağıdaki kararları almıştır.

Karar:(77) TED Üniversitesi, Sosyal Bilimler Enstitüsü, Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans Programı öğrencisi Ecem Altop'un sahibi olduğu "Düşük Sosyoekonomik Durumdaki Ergenlerde Sistemi Meşrulaştırma, Karışık Duygular ve Psikolojik İyi Oluş Arasındaki İlişkinin İncelenmesi" başlıklı yüksek lisans tez çalışmasına ilişkin 25.08.2017-1242 tarih ve sayılı etik kurul onay talebi görüşülmüş ve araştırma kapsamında uygulanacağı beyan edilen veri toplama yöntemlerinin araştırma etiğine uygun olduğuna OYBİRLİĞİ ile karar verilmiştir.



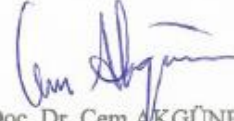
Prof. Dr. Melike SAYIL
Başkan




Prof. Dr. Ali CENGİZKAN
Üye



Prof. Dr. Berin GÜR
Üye



Doç. Dr. Cem AKGÜNER
Üye



Yrd. Doç. Dr. Mana Ece Tuna ÖZCİVANOĞLU
Üye



Yrd. Doç. Dr. Tekin KÖSE
Üye



Yrd. Doç. Dr. Elif KARSLI
Üye



Yrd. Doç. Dr. Aylin Çakıroğlu ÇEVİK
Üye

Appendix I. PETITION FOR TITLE CHANGE

16.08.18

Lisansüstü Programlar Enstitüsü Müdürlüğüne,

Üniversitemiz Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans Programı öğrencisi, 41164015844 numaralı Ecem Altop'un, tez başlığı "Psychological Well-being in Adolescents with Lower Socio-economic Status: the Roles of Emotions and System Justification(Düşük Sosyo-ekonomik Durumlu Ergenlerde Psikolojik İyi Oluş: Sistemi Meşrulaştırma ve Duyguların Rolü)" olarak değiştirilmiştir.

Gereğinin yapılmasını arz ederim.



Dr. Öğr. Üyesi Nevin Solak

APPENDIX J: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Lisansüstü Programlar Enstitüsü

YAZARIN

Soyadı :Ecem

Adı : Altop

Bölümü : Psikoloji

TEZİN ADI (İngilizce): Psychological Well-being in Adolescents with Lower Socio-economic Status: the Roles of Emotions and System Justification

TEZİN TÜRÜ: Yüksek Lisans

Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: