

EFFECTS OF NEGATIVE FEEDBACK FOCUS AND MORAL
EMOTION PRONENESS ON SELF-EFFICACY BELIEFS,
PERFORMANCE OUTCOMES AND PREDICTIONS

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Thesis Abstract

Sibel Kançal, “Effects of Negative Feedback Focus and Moral Emotion Proneness on Self-Efficacy Beliefs, Performance Outcomes, and Predictions”

The aim of this study is to investigate the combined effects of feedback receiver's moral emotion proneness characteristic and negative feedback content, namely self-focused and process-focused feedback on the receiver's level of self-efficacy beliefs, performance outcomes and predictions in a sample of 120 Bogazici University students. Participants performed in two different tasks and those in the self-focused feedback and process-focused feedback manipulation groups received a bogus negative feedback on their first performance in between the two tasks. All participants reported their level of self-efficacy related to each task and they made pre-task and global performance predictions. TOSCA scale was used to assess participants' moral emotion proneness characteristics, namely their level of shame-proneness and guilt-proneness.

The results of the study did not reveal any combined effect of feedback receiver's moral emotion proneness characteristic and negative feedback content, and therefore none of the hypotheses of the study were supported. Participants' self-efficacy beliefs did not change following negative feedback. A main effect of feedback type on performance outcomes demonstrating the benefits of process-focused feedback in improving feedback receiver's performance was found. The results of the analyses also pointed out to a main effect of feedback type on participants' global predictions. Those who received either self-focused or process-focused feedback lowered their global estimates of their performances significantly more than those who did not receive any feedback.

Tez Özeti

Sibel Kançal, “Olumsuz Geribildirim ve Utanç veya Suçluluk Duyma Eğiliminin Kişinin Benlik Yeterlilik Duygusu, Performans Sonuçları ve Tahminlerine Etkileri”

Bu çalışmanın amacı geri bildirim alan kişinin utanç veya suçluluk duyma eğilimi ile kişi odaklı veya süreç odaklı olumsuz geribildirim maruz kalmasının kişinin benlik yeterlilik duygusu, performans sonuçları ve performans tahminlerine etkilerinin araştırılmasıdır. Araştırma 120 Boğaziçi Üniversitesi öğrencisi ile yürütülmüştür.

İki ayrı performans çalışması gerçekleştiren katılımcılardan kişi odaklı ve süreç odaklı geribildirim gruplarında olanlara iki çalışma arası gerçek olmayan olumsuz bir performans geribildirimi verilmiştir. Tüm katılımcılar her iki performans çalışması ile ilgili benlik yeterlilik duygularını değerlendirmişler ve performans tahmininde bulunmuşlardır. Katılımcıların suçluluk ve utanç duyma eğilimleri TOSCA ölçeği ile ölçülmüştür.

Araştırmanın sonuçları olumsuz geribildirim tipinin geri bildirim alan kişinin suçluluk veya utanç duyma eğilimi ile birlikte kişinin benlik yeterlilik duygusu, performans sonuçları ve performans tahminleri üzerinde etkisi olduğu önerimini desteklememiştir. Süreç odaklı olumsuz geribildirim, kişi odaklı olumsuz geribildirim göre kişinin performans sonuçları üzerinde çok daha olumlu etkisi olduğu belirlenmiştir. Analiz sonuçları ayrıca geribildirim alan grupların, geribildirim almayan kontrol grubu katılımcılarına göre ikinci performans çalışmasındaki genel performans tahminlerini önemli ölçüde düşürdüklerini göstermiştir.

CONTENTS

CHAPTER 1. INTRODUCTION.....	8
CHAPTER 2. LITERATURE REVIEW.....	10
Relationship of Self-Efficacy Beliefs between Performance Outcomes and Predictions.....	10
Feedback Intervention as an Instrument to Improve Performance Outcomes.....	14
Moral Emotion Proneness as Determinant of Performance Outcomes.....	18
Purpose of the Study.....	20
CHAPTER 3. METHOD.....	22
Participants.....	22
Design.....	22
Materials.....	23
CHAPTER 4. RESULTS.....	32
Data Preparation.....	32
Analysis of Negative Feedback Focus and Moral Emotion Proneness Effect on Self-efficacy Beliefs, Performance Outcomes, and Predictions.....	35
Correlation between Shame and Guilt Scores, Shame-free Guilt and Guilt-free Shame.....	37
Effect of Feedback Manipulation on Participants' Attribution Style.....	38
Analysis of Mood Change After Feedback Manipulation.....	39
CHAPTER 5. DISCUSSION.....	40
Feedback Manipulation Effects.....	41
Moral Emotion Proneness: Dispositional Shame and Guilt.....	52
Limitations and Future Research Suggestions.....	55
APPENDICES.....	58
APPENDIX A: SELF-EFFICACY SCALES.....	59
APPENDIX B: TOSCA TEST OF SELF-CONSCIOUS AFFECT.....	65
APPENDIX C: TORRANCE CIRCLE TEST AND PARALLEL LINES TEST.....	75
APPENDIX D: FEEDBACK CONDITION CONTENTS.....	80
APPENDIX E: DEMOGRAPHICS AND MANIPULATION CHECK QUESTIONNAIRE.....	86
APPENDIX F: PANAS POSITIVE AND NEGATIVE AFFECT SCALE.....	90
APPENDIX G: TABLES.....	92

REFERENCES..... 94

TABLES

1. Descriptive Statistics for Feedback Groups.....	92
2. Descriptive Statistics for Feedback Groups by Moral Emotion Characteristic.....	93

CHAPTER 1

INTRODUCTION

Throughout their life span, people often encounter challenging situations and tasks that they have to go through. They are expected to move forward by making use of their abilities and skills, and sometimes by developing new ones to meet the requirements of the encountered challenge. A toddler, in the first days of kindergarten, experiences for the first time the challenge to share toys with others and needs to figure out how to behave in order to attain the desired outcomes. A high-school student who is introduced to high level algebra must devise ways to practice for better performance in exams. In the dynamic, ever-changing business life, professionals need to adjust to new situations and to equip themselves with new qualities that are necessary for high level performance that they are expected to show. Unquestionably not everyone is able to achieve the desired outcomes. Some individuals, sometimes, perform below the expected or satisfactory level. How an individual will perform in a certain situation or task has multiple determinants such as general mental abilities, domain experiences, personality traits, and motivation (Judge, Jackson, Shaw, Scott, & Rich, 2007). These person related factors interact with several other external sources of influence to shape individual's both performance outcomes and performance predictions. For example, Kluger and DeNisi (1996) state that performance feedback is one such external factor that has differential effects on performance outcomes depending on the individual's tendency to blame the self for the outcome, or on the ability to focus on the task in hand.

Considering the value of a better understanding of how performance outcomes can be improved, it is worthwhile to investigate the interplay of internal and external sources of influence that shape these outcomes. In this study the effect of negative feedback as an external factor, combined with feedback receiver's tendency to experience shame or guilt on receiver's self-efficacy beliefs is investigated. A focus on self-efficacy beliefs is especially provided since these beliefs are not only affected by feedback intervention, but they shape performance outcomes and predictions as well (Dunning, Johnson, Ehrlinger, & Kruger, 2003; Ehrlinger & Dunning 2003). According to Bandura (1989) the belief in ones abilities, namely, "self-efficacy belief" leads to better performance outcomes and it is one of the most widely investigated and empirically supported determinants of performance outcomes.

CHAPTER 2

LITERATURE REVIEW

Albert Bandura defined (1989) “self-efficacy belief” as an individual’s beliefs in his or her own abilities to succeed in a specific task or situation. In their meta-analysis Multon, Brown and Lent (1996) reported a range of correlations from .49 to .70 between task specific self-efficacy and corresponding academic performance. Pajares (2003) in his review of literature on self-efficacy beliefs and achievement in writing reported a significant positive relationship between writing self-efficacy and writing outcomes. In their meta-analysis of 114 studies, Stajkovic and Luthans (1998) found a significant correlation between self-efficacy and work performance. Thus, a large mass of studies support the view that self-efficacy beliefs and performance outcomes are significantly related.

Relationship between Self-Efficacy Beliefs and Performance Outcomes and Predictions

Bandura (1986) in his Social Cognitive Theory defined four processes that underlie the nature of the relationship between self-efficacy beliefs and performance outcomes. An individual’s judgments of self-efficacy for a specific task may improve or impair actual performance through cognitive, motivational, affective, and selection processes. Through cognitive processing, self-efficacy beliefs affect people’s anticipation of future outcomes and shape the goals that they set for

themselves. Through motivational processes, they encourage or discourage people when they decide on how much effort they should put on or how long they should persevere on a task. Efficacy beliefs may also initiate emotional responses that give rise to stress and depression through affective processes. When they decide on which activities to engage in and which ones to avoid, people also rely on their efficacy beliefs. They usually avoid those activities that require capabilities that they believe they do not possess. In sum, an individual who has a low self-efficacy belief concerning a specific activity cannot easily anticipate a related positive future outcome and accordingly, either decides not to take part in this activity, or sets attainable, less ambitious goals to avoid failure. When the activity cannot be escaped, even an initially low set goal is targeted, the individual is still reluctant to do all that can be done to meet the goal and in the face of difficulties, can readily give up. High self-efficacy beliefs, on the contrary, lead individuals to set challenging goals and fuel them with the motivation to invest all of their resources to what they are engaged in. They do not give up easily when they encounter obstacles and they do not easily get stressed since they believe in their abilities to deal with those obstacles. Therefore, they are more likely to exhibit higher performance attainments than those with low self-efficacy beliefs, even at the same level of acquired skills and abilities. One should have both the “will” and the “skill” to succeed (Pintrich & De Groot, 1990). Partly, this “will” comes from individual’s predictions of their future performance, which is also strongly influenced by their level of efficacy-beliefs. According to Dunning, Johnson, Ehrlinger and Kruger

(2003) future performance estimations come from individuals' previously formed beliefs about their abilities in the performance area, i.e., their efficacy beliefs.

In a series of studies, Ehrlinger and Dunning (2003) found that women who have lower expectations about their future successes in science activities, compared to men with higher science performance expectations, are less willing to take part in science activities. In sum, there is strong evidence showing a positive correlation of perceived self-efficacy and performance outcomes and predictions. These findings point out to the benefits of possible interventions that aim to increase performance outcomes through heightened self-efficacy beliefs.

Sources of Self-Efficacy Beliefs

A good understanding of how efficacy beliefs are formed is necessary for the construction of efficient interventions that manipulate the perceived level of self-efficacy. Bandura (1977) specified four different sources of information, namely, personal experiences of success, vicarious experiences, verbal persuasions, and physiological arousal. Personal mastery attainments and physiological arousal channels provide information related to individual's own experiences, whereas vicarious experiences and verbal persuasion channels involve information from external sources. The information that flows through all four of these sources is evaluated and integrated by the individual to form self-efficacy beliefs (Bandura, 1982).

Gist and Mitchell (1992) suggested that people go through several different assessment processes when they evaluate this information. They first analyze task requirements to figure out the necessary skills, abilities, experiences, and resources to carry out the task. They then make an attribution analysis based on their similar experiences to make judgments about the causes of their previous performances. According to Bernard Weiner (1974), they either attribute their previous performances to internal causes such as the skills they have or the effort they put into the task, or they attribute the performance outcomes to external causes that are outside their control. Bad luck or task difficulty are some of the possible external causes that the outcome is attributed to. Another attribution dimension is related to cause stability. If the cause is stable, it has enduring effects on performance outcomes. If it is unstable, its effects on performance are temporary. Both stable and unstable causes can be either internal or external. Gist and Mitchell (1992) emphasized that these two steps are necessary in the formation of efficacy beliefs, but they are not sufficient. People must also assess the situational factors such as distractions or other duties, and the factors related to self such as the level of anxiety, capabilities and desire to perform.

The implications of the attribution style for self-efficacy is enormous. In a series of studies investigating the relation between perceived efficacy, performance outcomes and attribution style, Silver, Mitchell and Gist (1995) found that when individuals attribute their high performances to internal and stable causes, they experience a boost of self-efficacy, whereas when the same style of attribution is made for unsuccessful performances, they face a decrease in their level of perceived

self-efficacy. Anderson (1983), in an interpersonal setting, also found that those who make “character-style attributions”, i.e., internal and stable attributions for their inability to persuade a student on the phone to donate blood exhibited lower performance expectancies than those who made “behavior style” attributions. Behavior style attributions, although internal, are unstable. Therefore they carry with them an implicit belief in the ability to perform better in case of behavioral changes. These findings suggest that any external intervention that aims to improve negative performance outcomes through an increase in efficacy beliefs should not lead the individual to a situation where only internal and stable attributions can be made.

Feedback Intervention as an Instrument to Improve Performance Outcomes

Hattie and Timperley (2007) defined feedback as “information provided by an agent regarding aspects of one’s performance or understanding” (p. 81). This agent can be a person (parent, supervisor, friend), an information source (book, computer application), or the person’s own experiences. Although the purpose of the feedback is to improve the receiver’s performance, not all feedback can attain this goal. Especially in cases of negative feedback, where the performance outcome is below the expected or acceptable level, instead of being constructive, feedback intervention can undermine receiver’s perceived efficacy beliefs. Even when the person possesses the ability to perform better, feedback intervention can impair performance through eroding self-efficacy beliefs. Ilgen and Davis (2000) suggested that in order

to enhance performance through feedback on negative outcomes, one must consider and understand the conditions that keep the receiver back from lowering self-views after receiving feedback. Accordingly, feedback should lead the receiver to attribute the causes of unsatisfactory performance to causes that are perceived to be controllable. These causes can be internal or external. However, they definitely have to be unstable so that, by fulfilling the controllable conditions, the person can attain improved outcomes. Evidently, feedback content should be carefully put together to avoid internal and stable attributions. But is this protective approach sufficient to improve performance? Feedback can attain the desired improvements in performance outcomes first, when its content does not attack receiver's efficacy beliefs, and secondly, when it conveys valuable information that enables the receiver to perform better. Provided that the first condition is fulfilled, any feedback that brings about insight on alternative strategies, new methods, new information that are helpful in the process of task execution, will significantly increase performance attainments (Ilgen & Davis, 2000).

Hattie and Timperley (2007) stated that in Hattie's (1999) review of 12 meta-analyses conducted by other researchers, those studies with high effect sizes for the feedback intervention are the ones in which feedback content provided task information pointing to the ways of increasing efficiency. Those studies that involved feedback as punishment for negative outcomes exhibited the lowest effect sizes. Hattie and Timperley conceptualized a model of feedback intervention that aims to reduce the gap between current performance and targeted performance. According to this model, the focus of feedback is the most important determinant of

consequential behaviors of the receiver. The model defines four main levels of focus; task level, process level, self-regulation level, and self level. Any given feedback can focus on one or more than one of these levels. Hattie and Timperley's (2007) conceptualization of task level feedback, which is also called corrective feedback, carries a content that mostly provides information on what has been done correctly and incorrectly during the task. Grading exam papers and marking correct and incorrect responses is an example of task focused feedback. Task-focused feedback can be effective when the performer has misinterpreted part of the task requirements and when the feedback provides clarification about the misinterpretation. The second type of feedback that targets the processing of the task is the most effective type of feedback. When feedback is about the processes related to the task, the feedback content conveys information that helps the receiver to close the gap between real and targeted performance. Sharing process specific strategies or additional information that improve the task execution are considered as process-focused feedback. Feedback that focuses on self-regulation is about leading the person to self-monitoring and self-assessment throughout the task to generate internal feedback. Self-regulation level of feedback can be very efficient as long as it does not lead to damages in self-efficacy beliefs and it enhances task performance through internal feedback generated by self-monitoring. The fourth level of feedback focus, i.e. feedback at the self as a person level, produces the worst outcomes related to performance attainments both in negative and positive performance situations. A typical self-focused feedback in the case of success is "praise". "You have done a great job", "you are good at this" or "you are incapable

of doing this”, “you are a bad performer” are examples of self-focused feedback in success and failure situations. That kind of feedback does not carry any information about the task and, hence, does not enable any improvement on top of what has already been achieved. In the case of good performance, self-focused feedback even deteriorates performance by diverting the focus from the task to the self. Hattie and Timperley (2007) stated that attention focused on the self, and not on the task impairs the ability to perform the task. As stated by Hattie and Timperley, in his review of 12 meta-analysis, Hattie (1999) found that studies with self-focused feedback yielded the lowest effect sizes. Even when the self-focused feedback is positive, such as praise, it is still ineffective, since it directs attention away from the task and it does not give any information related to the task.

In sum, to avoid attacks to self-efficacy beliefs through manipulation of causal attributions and to enhance efficacy-beliefs by equipping the person with information that leads to a better understanding of the task, feedback interventions should focus mainly on the processes that underlie the task. Unfortunately, despite the efforts of the external agent that provides the feedback, even the most carefully conceived feedback may not be accepted and processed similarly by every receiver. Individual differences should interact with the nature of feedback to shape people’s behaviors in response to feedback. For example, those who have a bias to blame themselves and their personal dispositions for every negative outcome that they encounter are probably less receptive of the feedback than those who are less ready to make that kind of internal and stable attributions. The readiness to blame oneself, i.e. shame-proneness (Tangney & Dearing, 2002), can be an influential individual

difference that interacts with the effects of feedback focus on self-efficacy beliefs and performance outcomes.

Moral Emotion Proneness as Determinant of Performance Outcomes

Shame and guilt are two distinct moral emotions that are associated with negative evaluations of the person either by the self or others. They are experienced both as emotional states, and as dispositional characteristics (shame-proneness and guilt-proneness) (Tangney & Dearing, 2002). Although they have common features and they are often used interchangeably to express certain negative moral emotions, they have many differentiating aspects too. The most important characteristic that differentiate shame and guilt, is the focus of the person that experiences these emotions. The experience of shame involves a focus on the self when evaluating the cause of a negative event, whereas experiences of guilt comes with a focus on behavior as the cause of the negative event. Although both are internal attributions, shame is more about stable, enduring characteristics of the self and guilt is about behaviors performed by the self for which there is room for change. In sum, feelings of shame are related to internal, stable attributions, whereas feelings of guilt are related to internal, unstable attributions.

Individuals' tendencies to feel shame or guilt are studied mostly in the context of moral behavior (Tangney, Stuewing & Mashek, 2007), interpersonal relations (Covert, Tangney, Maddux, & Heleno, 2003), aggression (Stuewing,

Tangney, Heigel, Harty & McCloskey, 2010), and with an interest on their implications for psychopathology (Tangney & Dearing, 2002). Most of these studies showed that the self-focus that shame-proneness involves may lead to undesired outcomes. Covert et al. (2003) stated that this intense tendency to blame oneself creates difficulty in coming up with effective solutions to interpersonal obstacles. Those who are shame-prone experience a split of the self in the process of evaluation (Tangney & Dearing, 2002). Their “observing self” critically assesses the “performing self” as the object of negative evaluation. So the person acts both as the provider of a negative self-focused feedback and the receiver of this feedback. The role of the self in the process of evaluation in guilt-prone individuals is more like process focused or self-regulation focused feedback. These individuals do not experience a split of the self. They observe their own behavior and therefore, they are more able to come up with effective solutions to change the negative outcomes. According to Tangney and Dearing (2002), shame-proneness is more about self-awareness. A shame-prone individual directs attention to the self whenever the emotion is situationally triggered. A similar attention orientation takes place when individuals, regardless of their emotional proneness, are subject to self-focused feedback. The fact that both conditions lead to similar outcomes underlines the possibility of an augmented level of self-focus when the conditions coexist. Tangney and Dearing also stated that guilt-proneness is about self-monitoring. The guilt prone individual, in an emotion triggering situation, instead of focusing on the self, directs attention to the processing performed by the self. This kind of attentional focus to processes and one’s role in those processes is very similar to that is activated

when the individual is the receiver of a process-focused or a self-regulation level feedback.

Purpose of the Study

There are many studies on how feedback interventions affect performance outcomes which show the differential effect of feedback on performance depending on the feedback type (Hattie & Timperley, 2007; Ilgen & Davis, 2000; Kluger & DeNisi, 1996). None of these studies investigated how individual differences, especially feedback receivers' tendency to experience shame or guilt interact with the focus of feedback. It is possible that shame-prone individuals who are more inclined to make internal and stable attributions for their failures experience decreases in their efficacy beliefs in the face of negative feedback, especially when the feedback is focused on the self. On the contrary, guilt-prone individuals are expected to make unstable, internal attributions for their failure when they receive negative feedback. Their efficacy beliefs will be less affected, or may not even be downwardly affected by the negative feedback, especially when the feedback is process focused. The purpose of this study is to investigate how focus of feedback and the trait shame-proneness vs. guilt-proneness act together to shape individuals' self-efficacy beliefs, performance outcomes, and performance predictions. In this study it is hypothesized that:

1- Process-focused negative feedback will lead to better self-efficacy outcomes, performance outcomes and pre-task and global predictions of performance than self-focused negative feedback.

2- Guilt-prone individuals who receive negative feedback will have better self-efficacy outcomes, performance outcomes and pre-task and global predictions of performance than shame-prone individuals who receive negative feedback.

3- Shame-prone individuals who receive self-focused negative feedback will have the worst self-efficacy outcomes, performance outcomes and pre-task and global predictions of performance compared to shame-prone individuals who receive process-focused negative feedback and guilt-prone.

4- Guilt-prone individuals who receive process-focused feedback will have the most favorable self-efficacy outcomes, performance outcomes and pre-task and global predictions of performance compared to guilt-prone individuals who receive self-focused negative feedback and shame-prone individuals.

CHAPTER 3

METHOD

Participants

One hundred and twenty Boğaziçi University students who were attending one of the two elective psychology courses participated in the study (40 male and 80 female). The number of participants is calculated for an expected effect size of $\eta^2 = 0.10$ at a power of 0.80 and an alpha level of 0.05. Participants signed an informed consent form before the experiment and they received 1 course credit for their participation.

Design

A 3 x 2 design was implemented with two independent variables, IV_1 = feedback manipulation (self-focused vs. process focused), IV_2 = moral emotion proneness (shame-proneness vs. guilt-proneness) and four dependent variables, namely, participants' self-efficacy levels (DV_1) performance outcomes (DV_2), pre-task performance predictions (DV_3), and global predictions of performance (DV_4). Participants were randomly assigned to three between subjects feedback

manipulation conditions, i.e., self-focused feedback group (N = 40), process-focused feedback group (N = 38), and control group (N = 40).

Materials

Self-Efficacy Scales

Two self-efficacy scales, one before and one after feedback manipulation, were used to measure participants' efficacy beliefs related to the performance tasks that were used in the experiment. According to Bandura (2006), since efficacy belief is about individuals' beliefs on their own capabilities to perform a specific task, the scale that measures self-efficacy beliefs must be specifically developed for the task. The two efficacy scales used in this study were constructed according to the principles detailed in Bandura (2006) (See Appendix A). The scales measure participants' belief in their ability to perform the task at the time of performance, not in the future. The items in the scale are about belief in ability, not about intention to perform ("can" vs. "will"). The items lead participants to question their ability to perform in face of challenges or impediments that are characteristic of the specific task. The two scales were tested both for internal consistency and construct validity. Initial tests of inter-item reliability yielded a Cronbach's Alpha of 0.65 for the circles test and a rate of 0.63 for the parallel lines test. After the removal of the 6th

item with 0.14 inter-item correlation rate from both scales, reliability for both efficacy scales increased to 0.82. The circles and parallel lines efficacy scores for each participant were calculated by excluding this 6th item from both scales.

In order to check for construct validity, the correlation between efficacy scores and performance outcomes was tested and they were found to be strongly correlated ($r = 0.28, P < 0.01$).

TOSCA Measure for Shame and Guilt Proneness

Three different versions of TOSCA (Test of Self-Conscious Affect), namely TOSCA-3 for adults, TOSCA-A for adolescents and TOSCA-C for children, were developed to assess individuals' dispositional shame and guilt (Tangney & Dearing, 2002). TOSCA-A consists of 16 items and TOSCA-3 and TOSCA-C consist of 15 items. Each item describes a daily life scenario followed by four or five statements that represent possible behavioral or affective responses to the scenario presented in the item. Participants are asked to rate on a 5-point scale their likelihood of behaving or feeling as described in each of the responses to a scenario. Each response captures the tendency to experience shame, guilt, externalization or detachment without explicitly using these words. Ten of the scale items are negatively valenced and the remaining are positively valenced. The scores of a participant are aggregated across scenarios for shame, guilt, externalization and detachment. A revised version of the TOSCA-A scale was used in this study. The

test-retest reliability of TOSCA-A is reported as 0.85 for shame and 0.74 for guilt by Tangney and Dearing (2002). Some of the TOSCA-A scenarios were not representative of the daily life of a college student. The items that were mostly describing excerpts from a working adult's daily life were revised to represent similar scenarios from a college student's day. The scale was first translated to Turkish and then back translated to English by two graduate students who are fluent in both Turkish and English. The inter-item reliability for revised TOSCA is found as 0.83. TOSCA-3 and the translated version of the revised TOSCA is provided in Appendix B.

Measures of Performance and Performance Prediction

Torrance Tests of Creative Thinking

Activation of an already established efficacy-belief in participants might constitute a risk in terms of feedback manipulation effectiveness. To avoid rejection of feedback interventions, the choice of performance task should minimize the possibility of evoking already established efficacy beliefs. The performance measures that were used in the study, namely Torrance Tests of Creative Thinking (Torrance, 1974; 1988) were selected to meet this requirement. These tests require participants to draw pictures. Appropriate wording of the task content without expressing its title can

help to create the impression of a new task on participants, and therefore do not activate an already established efficacy belief. Torrance tests of creative thinking were first published and used in 1966 by Paul Torrance (Aslan, 2001). In the original version, the battery of tests consists of two domains, verbal and figural. In this study two figural domain tests were used as the performance task. The ambiguity of performance measurement in figural Torrance tests was beneficial in construing feedback manipulations that were less questionable and more acceptable by the participant. Moreover, since Torrance Tests were not widely used in studies conducted with Bogazici University students, using these tests would also help in the establishment of self-efficacy beliefs in the participants that were not under the influence of previous experiences. Mainly for these reasons, Torrance Circles Test and Torrance Test of Parallel Lines were chosen as the two performance tasks. The two versions of the Torrance Test were counterbalanced across the participants. Half of the participants in each feedback manipulation condition performed the circles test first, and the remaining half of each group performed the parallel lines test first. In both versions of the task, participants were asked to create as many pictures as possible, within 5 minutes, by using either circles or a set of parallel lines drawn on a sheet of paper. The circles and the parallel lines could be used either alone or in combination with other shapes. Participants were also asked to name each of their pictures. Both blank drawing sheets and a sample participant drawing sheet for both circles test and parallel lines test are provided in Appendix C.

Pre-task and Global Predictions of Performance

Two different performance predictions were measured in the study. Participants made a pre-task performance prediction before each Torrance test. They were asked to estimate the number of drawings they would produce in the Torrance test that they were about to take. This question was presented at the end of each self-efficacy scale. As a second performance prediction, participants were also asked to make a global estimation of their performance right after they finished each task and before they received the negative feedback in between tasks. They made the estimation in response to the question “In which percentile rank do you think your performance stands among the performances of all other participants’ who were also Bogazici University students? “. The percentile rank could range from 0% (I am at the very bottom) to 50% (I am average) and to 100% (I am at the very top). Both pre-task predictions and global predictions were made for the two Torrance tests (See Appendix A).

Feedback Manipulation

In order to observe the effect of feedback type on self-efficacy, performance and pre-task and global performance predictions, randomly assigned one-third of the participants were subject to self-focused feedback and another one-third were given

process focused feedback. In both conditions, a bogus negative feedback was given verbally. The remaining one-third of the participants constituted the control group and therefore, they did not receive any feedback. After they completed the first performance task and made a global prediction of their percentile ranking, regardless of their actual performance, all participants in the two feedback conditions were told that their performance was among the lowest 20% of all participants' scores. In order to make the scenario more convincing, the experimenter checked for the percentile rank that matched the participant's actual performance from a fake "performance score percentile ranks" table. Before the research study, a pilot was conducted with 15 participants to determine the most effective bogus average performance rate as "the average number of drawings drawn by all students that participated to the study". As part of the negative feedback scenario, participants would be told that their performance in the first Torrance test was significantly below this average performance rate. But this pilot revealed significant individual differences across participants' actual number of drawings and therefore it was not possible to define a bogus fixed average performance rate that would be significantly above all participants' actual performances. For this reason, rather than stating a fixed average rate, all participants who received feedback were told that they were in the bottom 20%.

Following their performance in the first Torrance test, participants in the two manipulation conditions received verbal feedback with different contents. Although in both feedback conditions it was stated that they performed significantly bad compared to other students who participated to the study, how they were given this

negative feedback differed. In the self-focused feedback condition participants were told that it was a matter of ability to perform good or bad in the task they just performed, and this ability could not be improved by practice or in any other way. In other words, it was implied that a good performance required an inborn ability that they did not have. The content of the self-focused feedback did not contain any information about how the task performance could be improved. The feedback was at a personal level and was designed to lead the participant to make internal and stable attributions for the failure. In the process-focused feedback condition, participants were told that, although the performance outcome was significantly below average, this could be improved by knowing and implementing certain strategies on how to perform the task. Some of the strategies that could lead to performance improvements were explained. The content of both feedback conditions are provided in Appendix D. Considering the possibility that a long feedback may have a different effect than a short feedback on participant's evaluation and acceptance, although the contents of two types of feedback were different, they were of equal length. In order to set up similarity among conditions, a non feedback conversation of similar length was held with the control group participants (Appendix D).

Procedure

Upon the signing of the consent form, each participant was briefly informed about the duration and the content of the study. In order to avoid the activation of an

already established efficacy belief, the purpose of the study was not explicitly revealed. Participants were told that the study was about assessing the effectiveness of a relatively new task that would be used in a psychology study. The experiment consisted of two parts. In the first part, participants made a self-efficacy judgment, performed on one of the Torrance tests, were asked to make a global prediction of their performance, and then they were given a bogus negative feedback, either self-focused or process-focused. Participants in the control group did not receive any feedback. In the second part of the experiment, after receiving a negative feedback in the first part, manipulation group participants again made an efficacy judgment and performed on the second Torrance test. Participants' performances on Torrance tests were used as performance data. Upon their completion of the task participants made again a global performance prediction. They were asked to fill-in a demographics questionnaire and they were debriefed about the purpose of the study. Participant's familiarity with the Torrance tests, their level of feedback acceptance and the causal attributions they made for their failure in the Torrance test were also questioned in the same form following the demographics questions. The demographics and manipulation check questionnaire is presented in Appendix E. In order to avoid any possible confound that may occur due to an interplay of negative feedback and emotion proneness measurement, shame and guilt proneness characteristics were not measured during the experiment. Participants completed the TOSCA scale as part of a battery of measures that was available to them on the web.

Checking for the Possibility of Mood Change

after Negative Feedback

A separate study was conducted with 15 new participants to investigate the possibility of a mood change after negative feedback. A differential mood change that could result in each of the feedback conditions could affect participants' efficacy-beliefs, performance outcomes and predictions and this effect of mood could obscure or confound with the effect of feedback type or moral emotion proneness characteristic. In order to assess their mood state participants in feedback conditions were asked to fill in the PANAS (Positive and Negative Affect Schedule) scale right after they received the negative feedback (Watson, Clark & Tellegen, 1988). Since control group participants did not receive any feedback, they filled in the PANAS scale after the non feedback conversation they held with the experimenter right after the Torrance test. The translated version of the PANAS scale that was used in the study is provided in Appendix F.

CHAPTER 4

RESULTS

Data Preparation

The analyses of the combined effects of negative feedback focus (self-focus feedback, process-focus feedback, no feedback) and moral emotion proneness (shame-prone, guilt-prone) on self-efficacy beliefs, performance outcomes, pre-task performance predictions and global performance predictions were conducted by comparing the pre-feedback and post-feedback values of all the dependent variables. The data were checked for outliers that scored three standard deviations above or below the mean values in all data sets. Two outliers in the performance outcome data and one outlier in the self-efficacy data were detected. All the analyses were run both with and without outliers but the results yielded no significant differences. Therefore, only the results of the analyses that were conducted with complete data sets are reported. The data of two participants were not included in any of the analyses since their moral emotion proneness scores were outside the required shame/guilt score range. Other than these two exclusions, analyses were run with six missing values for the global performance prediction data ($N = 112$). Self-efficacy data, performance outcome data and pre-task predictions data were analyzed for 118 participants.

In preparing the performance data, separate performance scores for the two Torrance tests were calculated for each participant. In order to calculate the performance score, all drawings of all participants were coded and rated in terms of

originality, abstractness and elaborateness. Each drawing was given one point for each of the criteria such as the abstractness of drawing and its title (smile vs. happiness), elaboration of the drawing (simple line drawing of a house vs. a drawing with details) and the combined use of more than one pair of parallel lines or one circle in one drawing. For each drawing, besides the scores given according to these evaluation criteria, an originality score was also derived through the calculation of item frequencies in terms of the occurrence of each item across all participants' drawings. In calculating the item frequencies broad categories such as "ball", "sun", "flower" were defined and items drawn by the participants were assigned under these categories. The item frequencies for each drawing were calculated by dividing the number of items produced in the category to the total number of drawings produced by all participants. A small number for item frequency represented a higher originality rate. In order to get a meaningful total item score, the summed criterion points (e.g. abstractness point, elaborateness points etc.) were reversed and added to the item frequency score. Again, a smaller total item score represented a higher performance score. The total task performance score for each of the Torrance tests was calculated by dividing the sum of the item scores by the total number of drawings produced in that specific Torrance task. In order to avoid complications in data interpretation in the analyses, the total task performance scores were reversed so that higher scores represented better performance outcomes.

All of the dependent variable scores obtained from self-reports and performance tests were coded both as delta scores (by subtracting the first score from the second for each of the variables), and as percent change scores (by calculating the

amount of percent change from the first score to the second score). Since the analyses conducted with all forms of codings yielded similar results, only those obtained with delta scores were reported.

The data provided by 663 students who filled in the TOSCA scale as part of a battery of tests provided over the web was used in defining the shame-prone and guilt-prone individuals. Almost all of the participants scored higher on the guilt scale than in the shame scale. Another limitation of the sample is in terms of the closeness of shame scores to guilt scores for most of the participants. Due to these reasons, it was not possible to categorize participants into shame-prone and guilt prone groups. Therefore delta scores were calculated by subtracting guilt scores from shame scores (shame score – guilt score) to set up a relative shame/guilt proneness score for each participant. Delta scores ranged from -56 (higher guilt score than shame score) to 3 (higher shame score than guilt score). Those participants who had a delta score that was equal to or below -25 were invited to the study as part of the guilt-prone group and those who scored equal to or above -15 were invited to constitute the shame-prone group. These brackets were selected by defining the upper and lower 30% of the delta score range. It should be noted that most of the shame-prone participants scored high also on the guilt-proneness scale but they were relatively high on shame-proneness compared to those categorized as guilt-prone individuals. As a result, from all the participants that were invited to the study, 57 constituted the shame-prone group and 63 constituted the guilt prone group.

Analysis of Negative Feedback Focus and Moral Emotion Proneness Effect
on Self-Efficacy Beliefs, Performance Outcomes,
and Predictions

In order to test for the first and the second hypotheses univariate ANOVA analyses were conducted for each of the dependent variables, namely, self-efficacy beliefs, performance outcomes, and pre-task and global performance predictions. The first hypothesis that process-focused feedback will lead to better outcomes than self-focused feedback was supported only for performance outcomes. The analysis of data for the effects on performance outcomes revealed a main effect of feedback type $F(2, 112) = 6.33, p < .01, \eta^2 = .10$. Participants who received process-focused feedback had a significantly larger increase in their performance outcomes than those who were in the self-focused feedback group and no feedback group ($M_{PF} = 5.47, SD_{PF} = 1.21; M_{SF} = 0.71, SD_{SF} = 1.17, M_{NF} = -0.09, SD_{NF} = 1.18$). Feedback type also had a main effect on participants' global predictions of performance $F(2, 112) = 10.61, p < .001, \eta^2 = .17$. Both the self-focused feedback group participants and the process-focused feedback group participants decreased their global estimates of their percentile ranking among all those participated in the study to a significantly larger extent than those in the no feedback group ($M_{PF} = -0.15, SD_{PF} = 0.03; M_{SF} = -0.21, SD_{SF} = 0.02, M_{NF} = -0.04, SD_{NF} = 0.02$). No significant differences were found between the two feedback group participants' outcomes in terms of the change they made in their global estimates of performance from the first task to the second task. Descriptive data for feedback groups for each of the dependent variables is provided

in Table 1 (See Appendix G). A univariate ANOVA analysis was conducted to further investigate if the two experimental groups that received the bogus feedback differed in terms of the size of the decrease in their global estimates. Since they were told that they ranked in the bottom 20% among all the participants, the magnitude of percent change difference was calculated by deducting 0.20 from their second global performance estimate in order to see the extent to which they were affected by the feedback. The analysis revealed a significant difference between the two feedback groups' data in terms of the magnitude of difference of their second estimates from the stated percentile rank ($M_{PF} = 0.23, SD_{PF} = .024; M_{SF} = -0.15, SD_{SF} = 0.023$), $F(1, 71) = 5.77, p < .05, \eta^2 = 0.08$. The results showed that self-focused feedback group participants decreased their global estimate to a larger extent than process-focused feedback group participants.

None of the analyses conducted for the dependent variables revealed a main effect of moral emotion proneness. Therefore, the second hypothesis that guilt-prone individuals who receive negative feedback will have better self-efficacy outcomes, performance outcomes and pre-task and global predictions was not supported $F_{EFF}(1, 112) = 1.29, p > 0.1, \eta^2 = 0.01$; $F_{PERF}(1, 112) = 6.32, p > 0.1, \eta^2 = 0.002$; $F_{PRED}(1, 112) = 0.09, p > 0.1, \eta^2 = 0.06$; $F_{GLOBAL}(1, 112) = 0.018, p > 0.1, \eta^2 = 0.01$. Analyses also did not reveal an interaction effect of feedback type and moral emotion proneness on the four dependent variables.

In order to test for the third and the fourth hypotheses that feedback type and feedback receiver's moral emotion proneness characteristic have a combined effect on the four dependent variables univariate ANOVA analyses were conducted. The

effects on performance outcomes yielded an overall significance across groups $F_{PERF}(5, 112) = 2.62, p > 0.05, \eta^2 = 0.10$. The comparison of the six groups (no feedback/shame-prone, no feedback/guilt-prone, self-focused feedback/shame-prone, self-focused feedback/guilt-prone, process-focused feedback shame-prone, process-focused feedback/guilt-prone) by pair wise comparisons yielded no significant results. Descriptive data for the six groups for each of the dependent variables are provided in Table 2 (See Appendix G).

Correlation between Shame and Guilt Scores, Shame-free Guilt and Guilt-free Shame

Part of the research in the moral emotion proneness domain demonstrated a strong correlation between shame and guilt scores and in most of these studies partial correlations were conducted to derive shame-free guilt scores and guilt-free shame scores (Averill, Diefenbach, Stanley, Breckenridge, & Lusby, 2002; Covert et al, 2003; Gilbert, 2000;). In this study too, shame and guilt were found to be positively correlated ($r = 0.26, P < 0.01$). None of the multiple regression analyses conducted to check whether guilt-free shame and shame-free guilt predicted the level of self-efficacy beliefs, performance outcomes, pre-task and global predictions of performance yielded a significant result. Neither guilt-free shame nor shame-free guilt accounted for a significant variance in the four outcome variables after controlling for the effect of the other.

Effect of Feedback Manipulation on Attribution Style

Both self-focused feedback content and process-focused feedback content were designed to induce internal causal attributions for participants' pseudo failure in the first performance task. Those who received self-focused feedback after the task performance were expected to make internal and stable attributions whereas, those in the process-focus feedback group were expected to make internal and unstable attributions. Sixty-two out of 78 participants that were either in the self-focused feedback group or in the process-focused feedback group attributed their failure in the first task mainly to internal causes. Eleven participants made external attributions and 5 participants attributed their failure to both internal and external causes. A univariate ANOVA analysis showed that there were no significant differences in attribution style among two feedback groups. A further univariate ANOVA analysis was conducted among those who made internal attributions, to investigate whether self-focused feedback group participants and process-focused feedback group participants differed in the way they made stable and unstable attributions. The results revealed no significant differences among groups. Participants did not differ also in their propensity to make stable or unstable attributions according to their moral emotion proneness characteristic.

Analysis of Mood Change After Feedback Manipulation

In order to test for the possibility of mood change after negative feedback the data collected in a separate study with 15 new participants that were not part of the main study were analyzed in two separate univariate ANOVA analysis, one for negative affect and one for positive affect. The results showed that there were no significant mood differences across feedback groups both for negative and positive affect, meaning that self-focused feedback did not lead to a significantly higher leap in participants' level of negative affect compared to process-focused feedback or no feedback at all. A closer look to the negative and positive affect scores points out to the fact that, even after receiving a negative feedback, participants had significantly higher positive affect scores than negative affect scores ($M_{PA} = 31, SD_{PA} = 7.08; M_{NA} = 16.5, SD_{NA} = 8, t(15) = 4.85, p < .001$).

CHAPTER 5

DISCUSSION

The purpose of this study was to investigate the combined effects of negative feedback focus and feedback receiver's moral emotion proneness characteristic on the receiver's self-efficacy beliefs, performance outcomes and predictions. Although the results of the data analyses did not provide support for a combined effect, the study confirmed findings of previous studies that demonstrated performance improvements following a process-focused negative feedback. The feedback manipulation that was implemented in this study was effective in establishing the conditions that create differential performance outcomes across feedback groups. The results once again showed that even a negative performance evaluation could lead to significant positive performance changes, if it provided task related information on how to improve performance outcomes. Since the predicted combined effects of feedback type and moral emotion proneness were not found, feedback manipulation effects and possible explanations for the unfound moral emotion proneness effects are separately discussed in the following sections.

Feedback Manipulation Effects

Negative Feedback Focus and Changes in Self-Efficacy Beliefs

According to Ilgen and Davis (2000) effective negative feedback must lead the receivers to take responsibility for their below standard performance outcomes but at the same time it must not attack their self-concept. Feedback content that lead to internal and stable attributions for the unsuccessful performance attacks and lowers performer's self-efficacy beliefs while aforethought negative feedback may produce the desired positive effect on both self-efficacy beliefs and other constructs such as performance and predictions of performance that are tightly related to the level of self-efficacy beliefs. The two feedback manipulation conditions of this study were designed to either attack or preserve the level of efficacy beliefs of participants. However, the differential negative feedback content did not lead to any differences in the self-efficacy beliefs of participants in the two feedback manipulation groups. This finding can be due to two reasons. Either the self-efficacy scales failed to measure participants' level of self-efficacy beliefs or the feedback manipulation was ineffective and did not have any effect on self-efficacy. The two self-efficacy scales that were constructed for this study according to Bandura's (2006) principles were tested for both internal consistency and construct validity and they were found to be reliable and valid measures of participants' self-efficacy levels. Therefore, it can be assumed that the main reason for the lack of significant changes in the self-efficacy

levels after receiving a negative feedback is the ineffectiveness of the manipulation to change participants' level of self-efficacy beliefs.

Considering the fact that feedback manipulation was effective in terms of increasing actual performance outcomes in the process-focused feedback group it would not be correct to say that the manipulation was entirely ineffective. The manipulation in itself carried two main components, one addressed feedback receiver's self-view through manipulating the attributions that participants made for the causes of their failure, and the other addressed feedback receiver's level of task related know-how by manipulating the feedback content. As suggested in several literature reviews and studies, a feedback that provides specific information on how to improve the performance ensures positive results (Hattie & Timperley, 2007; Shute, 2008). Therefore, the differential outcomes in performances across manipulation groups can be explained by the second component of the feedback manipulation and it can be concluded that this part of feedback manipulation was effective. However, the first component of the feedback manipulation that aimed to affect participants' self-efficacy beliefs through changes in their attribution styles was not very effective. The manipulation was designed to lead self-focused feedback group participants to make internal stable attributions and process-focused feedback group participants to make internal but unstable attributions. The fact that there were no significant attribution differences among manipulation groups implies the ineffectiveness of feedback manipulation in terms of the first component of feedback. Although the message that was carried with the self-focused feedback was

designed to attack participants' self-efficacy levels this effect was not observed in participants' attributions.

The inability to create changes in self-efficacy beliefs by manipulating negative feedback content can be due to several reasons. The feedback may not have been accepted by the receiver as a valid comment. After all, negative feedback is not as easily accepted as positive feedback by the receiver (Anseel & Lievens, 2006). Especially when verbally delivered, it is effective to the extent that the receiver has reasons to believe it (Bandura, 1982). In Bandura's hierarchy of influence on self-efficacy beliefs, personal experiences occupy the highest rank. Nothing is more influential on an individual's level of self-efficacy than an individual's own experiences. Observational experiences follow personal experiences and verbal persuasion attempts come third after the first two types of experiences. In this study, after receiving information on a novel task that they would be performing within a couple of minutes, participants were asked to make an efficacy assessment and a performance prediction. They then actually experienced the task and had the chance to evaluate how well they met their own predictions of performance. Considering Bandura's (1982) influence hierarchy, it is plausible to assume that participants established a level of self-efficacy based on how well they performed compared to their first predictions. Any verbal feedback that was given following this establishment of efficacy belief would be ineffective since it could not override the influence of the recently formed personal experiences. A closer look at the prediction and actual performance data obtained in the study supports this view. Participants' actual performances did not fall behind their predicted performance

outcomes. Therefore, they had no reason to believe that their performances were significantly below the performance of a typical Bogazici University student just based on verbal feedback.

The credibility of the experimenter as feedback provider might also have played a role in the acceptance of feedback. Receivers of negative feedback are inclined to blame the source as well, especially if they had frequent negative experiences or they did not have any previous experiences with the feedback provider (King & Young, 2002). One way to eliminate or diminish the negative effect of questionable experimenter credibility could be to present a computerized feedback. In her review on formative feedback, Shute (2008) states that computer based feedback was found to be more influential than face to face feedback in terms of feedback acceptance and effects on performance. Another factor that must be taken into account is the number and frequency of the feedback interventions. According to Gist and Mitchell (1992) the more frequent the feedback is given on a certain task, the larger its effect on task relevant self-efficacy beliefs. Participants of this study had only one feedback from a source with whom they never had any experience before.

According to Bandura (1989) a change in the level of self-efficacy belief also manifests itself in the form of a change in the person's mood state. One way to assess if the feedback manipulation in this study was successful in creating changes in participants' self-efficacy beliefs is to evaluate and compare participants' after feedback mood state in the self-focused and process-focused feedback group. Self-focused feedback was designed to attack participants' self-views, and therefore, if

accepted by the participant, should lead to a more negative mood state than process-focused feedback. A separate study with 15 new participants was run to test for the changes in mood state. No significant mood state differences were found across the two manipulation groups. In fact, participants of both groups experienced more positive affect than negative affect even after the negative feedback intervention. This finding also implies that feedback manipulation did not have any major effect on participants' self-efficacy beliefs.

In this study the acceptance of the feedback manipulation was evaluated through the feedback manipulation check questions that were filled in by each participant right before the debriefings. Only 7 out of 78 participants who received either self-focused or process-focused feedback stated that they either did not see the feedback as a valid evaluation of their performance or they did not find the feedback persuasive, or both. Most of them believed the bogus feedback. Some even explicitly stated that they were frustrated by the negative evaluation of their performance. However, apparently they did not accept the negative input to the level that it affected their self-efficacy beliefs.

Why did almost all of the participants declare that they believed in the feedback and yet they did not reflect it on to the level of their self-efficacy beliefs? This indication for the existence of a surface level feedback acceptance that is not reflected on to the level of self-efficacy beliefs may be a sign of a lack of cognitive processing of the verbal input about the performance outcome. The message provided through feedback intervention could be either superficially, i.e. automatically, processed or more deeply analyzed through a controlled process (Gist

& Mitchell, 1992). After routine performances, when individuals already have previous experiences with the performance task, they may not need a lot of time to process the information presented within the feedback content. They engage in an automatic processing to either accept or reject the message. Whereas in the case of novel tasks, feedback receivers may need time to process and evaluate the feedback content to reject the feedback or to accept it and reflect its effects on their efficacy beliefs. When they do not have any previous experience with the task in hand, they try to relate the task to other domains in which they have already established self-views. The performance tasks used in this study were novel to the participants, therefore required the time to perform in depth processing. However, since as soon as the feedback was delivered, participants had to fill in the second task's efficacy scale and perform in the second task, they did not have enough time to process the message. The lack of processing time might be the reason for the ineffectiveness of feedback manipulation in creating changes in participants efficacy beliefs.

Another view, which is also in line with the necessity of in-depth processing in novel tasks is related to feedback timing. In their study on the effects of immediate vs. delayed feedback King, Young and Behnke (2009) found that delayed feedback was more effective in tasks that require controlled processing than in automatically processed tasks. In a public speaking performance program, they provided immediate feedback to one group of participants and delayed feedback (one day after the first speech practice) to the second group of participants. Both groups were asked to increase the number of eye contacts they make during the speech, as the feedback that could be more easily processed, and they were also asked to

increase the length of the introduction for the speech, which required a more controlled processing. As a result King et al. (2009) found that immediate feedback was more effective for tasks that can be automatically processed, whereas delayed feedback was more effective for tasks that require controlled processing. In her review, Shute (2008) also pointed out to the benefits of delayed feedback in the sense that it allowed for an active cognitive and metacognitive processing. It should be noted that the in-depth processing that comes with delayed feedback is not about the processing of the feedback content, it is about performers' cognitive and metacognitive processing of the task and their performance in the task. Once they are able to go through this processing, they make a more effective use of the post performance feedback. In this study, both the novelty and the nature of the performance tasks requiring the creation of new pictures with circles and parallel lines necessitated controlled processing. Therefore, a delayed feedback instead of an immediate feedback could have been more effective and more readily accepted by the participants to lead to changes in the efficacy levels.

The short time period in between the filling in of the first and the second efficacy scales could have another negative effect on assessing changes in self-efficacy levels after a feedback intervention. Participants' responses to the second self-efficacy scale significantly mirrored their responses to the first scale, implying that they probably remembered their first ratings and tried to be consistent in the second scale. In his review of articles on the consistency theory, Abelson (1983) stated that individuals, in their current attitudes and behaviors are in a need to be consistent with their past ones either because they are intrinsically disturbed by

inconsistency or because they are concerned about being evaluated as inconsistent by others. This need for consistency might have obscured the real level of efficacy beliefs held by the participants who were subject to negative feedback.

In summary, it can be concluded that the feedback content designed to influence participants' self-efficacy beliefs was not effective in eliciting the expected influence. This ineffectiveness can be tied to several reasons such as feedback source credibility, feedback frequency, task novelty, feedback timing and participants' need for consistency in terms of reported self-efficacy beliefs. Kluger and DeNisi (1996) pointed out to the existence of many other moderators that attenuate or improve the feedback effects but they also state that there are conflicting findings for most of these moderators. It is possible to add a long list of feedback content related, task related or person related moderators as possible causes for the ineffectiveness of the feedback manipulation. Those provided in this section already set up a good basis for increasing feedback effectiveness in similar future studies.

Negative Feedback Focus and Changes in Performance Outcomes

Based on the existing literature on the relation between feedback interventions, self-efficacy beliefs and performance outcomes, it can be assumed that any changes in the performance outcomes following a feedback intervention can be the result of a direct effect of feedback itself or it can also be moderated by changes in feedback receiver's level of efficacy belief. In this study, since feedback manipulations were not influential on self-efficacy beliefs, any change in the after feedback performance

levels is assumed to be the result of the direct effect of feedback manipulation. Therefore, in discussing the significant difference between process-focused feedback group participants' performance outcomes compared to the performance of self-focused feedback or no feedback group participants, the literature on the relation of feedback and performance outcomes will be addressed.

Feedback intervention literature is full of conflicting results about the magnitude and sign of the effects of a long list of feedback characteristics on performance outcomes. But one feedback characteristic, namely feedback content, is mostly found to be positively correlated to performance outcomes. A content that directs feedback receiver's locus of attention to task properties by providing information on how performance can be improved increases performance outcomes. Feedback content must convey details on how to ameliorate the performance rather than making a statement about the level of performance it self (Shute, 2008). One of the main postulates of Kluger and DeNisi's (1996) feedback intervention model is that any performance evaluation attempt that can direct the performer's focus on task characteristics and task requirements increases performer's achievement outcomes. Similarly, Hattie and Timperley (2007) underline the effectiveness of process-focused feedback in diminishing the gap between real and desired performance outcomes by sharing process specific strategies or information that improve the task execution.

Feedback manipulation conditions of this study were designed to match these characteristics of an effective performance evaluation. The content of the verbal input in the process-focused feedback manipulation carried information on both the

receiver's actual level of performance compared to others and the specific ways of improving performance outcomes, whereas the only information related to the task that was provided in the self-focused feedback was feedback receivers relative standing compared to others.

The findings of this study related to the differential effects of self-focused vs. process-focused feedback on performance outcomes are in line with the existing literature. Participants of the process-focused feedback group performed significantly better after the feedback intervention than those who received self-focused feedback and who did not receive any feedback.

Negative Feedback Focus and Changes in Performance Predictions

Self-efficacy beliefs are one of the main sources of performance estimates people make about their past or future performances (Ehrlinger & Dunning, 2003). In this study, participants' pre-task and global performance predictions were expected to be affected by the changes in their level of self-efficacy beliefs. The ineffectiveness of the feedback manipulation to elicit changes in self-efficacy beliefs related to the specific performance tasks used in the study rendered it impossible to investigate this relation between feedback type, self-efficacy beliefs and performance predictions.

In line with this reasoning, the findings of this study revealed that different types of feedback interventions did not lead to any significant differences between the first and the second pre-task predictions made by the participants of the two feedback groups and the control group. This stability in participants' estimates of

number of drawings to be produced can again be partly due to their need to be consistent with their first prediction.

Surprisingly, the analyses of the global predictions data revealed a significant decrease from the first to the second global performance estimations of participants in the feedback manipulation groups. However, this change was not detected for the control group. Although a similar trend in the data for both prediction types should be expected, the trend in the data for global performance predictions differed from that of the pre-task predictions data. Unquestionably, the negative feedback about participants' percentile ranking among all others who participated in the study had an effect on their global estimations after the second performance task. In both feedback groups participants were told that they were in the bottom 20% among all participants. Obviously this specific feedback on their performance level constituted an anchor that drew the second global predictions significantly below the first ones. It is reasonable to assume that, instead of a percentile rank, if participants were provided with an average raw score for the number of drawings as a benchmark performance level, their global performance predictions would stay unchanged but their pre-task predictions would change to approach the benchmark representing the average number of drawings produced by all other participants.

Moral Emotion Proneness:
Dispositional Shame and Guilt

All of the hypotheses of the study anticipated an effect of moral emotion proneness characteristic on self-efficacy beliefs, performance outcomes, and performance predictions but none of the analyses revealed any effect. Although this result may be attributed to the incorrectness of hypotheses, limitations embedded in the nature of the shame and guilt data offer several other good explanations for the lack of moral emotion proneness effects. The shame and guilt data collected with the revised TOSCA scale failed to differentiate between high shame-prone and high guilt-prone individuals and therefore put a constraint on the grouping of participants into shame and guilt categories. Most of the participants in the shame-prone category scored high also on the guilt-proneness scale. They were categorized as shame-prone since they were relatively high on shame-proneness compared to those categorized as guilt-prone individuals. The nature of this data set strongly indicates that the scale used in the study was not successful in measuring what had to be measured. Either shame and guilt are not two distinct constructs as suggested by Tangney (2002) or, even if they are distinct, the scale is not effective in differentiating them. Another possible reason for the ineffectiveness of the scale is its inappropriateness for the tested sample. As Leeming and Boyle (2004) point out, the major drawback of TOSCA is common to all scenario based scales. It is not logical to assume that scenarios in the scale are relevant for all cultures and even for all different social roles such as gender roles, social class roles within a culture.

Although Tangney's (2002) perspective that shame and guilt are two distinct emotions that belong to the same category, namely, self-conscious emotions category, is dominant in the current studies of shame and guilt, there are views that do not accept this perspective. For example, Elison (2005) suggested that shame is an internally experienced affect, whereas guilt is an "affective-cognitive" construction that can even be experienced without affect. One can be guilty without feeling ashamed or sad, or one can be guilty and can experience several joint affects. Therefore, a guilty person may experience feelings of shame and sadness. Guilt may even be attached to positive affect as well. For example, an environmental activist may engage in an illegal act to save the environment and may feel joy and pride about this act. In brief, according to Elison (2005) shame is one of the many affects that can be attached to experiences of guilt and attempts to assess shame and guilt as two distinct constructs at the same horizontal level within the self-conscious emotions category is misleading. Kristjansson (2010) brings a similar, but reversed perspective to the conception of shame and guilt. Accordingly, individuals can feel shame over specific situations and behaviors and each of these may trigger a different type of shame. Guilt is one type of shame that is elicited in the face of the transgressions of moral rules. Therefore, guilt is a "cognitive sharpening" of shame (Kristjansson, 2010). Both of these approaches conceptualize shame and guilt as one embedded in the other and this conceptualization implies the impossibility of assessing distinct shame and guilt scores with scenario based scales.

One other possible explanation for the ineffectiveness of TOSCA scale in assessing shame and guilt concerns the culture specificity of the scenarios described

in the scale. Dominant research on moral emotion proneness provides a Western approach and is based on Western samples. Therefore it mainly reflects the characteristics related to the evaluation of the self in a Western, namely, in an individualistic perspective where an independent self that is separate from others is pronounced and valued (Tracy, Robins & Tangney, 2007). Since the evaluation of the self is central to the feelings of shame and guilt, differences in the independent self construal and the interdependent self construal must be taken into account in attempts to understand and assess shame and guilt. Tracy et al. (2007) in their attempt to establish a cross-cultural perspective on shame and guilt suggested that although dominant models focus on differentiating shame and guilt, there may not be a clear distinction of the two in interdependent cultures. A close look at the data collected in this study provides evidence that supports this view. More than one-third of the participants had close shame and guilt scores, meaning that in most of the scenarios, these participants rated shame and guilt responses similarly. More interestingly, the remaining group of participants scored higher in guilt than in shame. None of the participants had a significantly high shame score than the guilt score. This data reveals that any particular culture, even a subculture may have its own characteristics with regards to their approach to situations triggering shame or guilt. In this particular sample, characteristics of an autonomous relational self-construal, as proposed by Kagitcibasi (2005), distinct from the independent and the interdependent self construals might have played role in participants' evaluation of the scenarios presented in the TOSCA scale.

Limitations and Future Research Suggestions

There are several methodological limitations of this study that might have led to the ineffectiveness of feedback interventions on self-efficacy beliefs. The main limitation of the design concerning feedback delivery is that it did not foster the circumstances to ensure participants' acceptance and processing the negative feedback. A verbally delivered negative feedback is less likely to be accepted than a computerized negative feedback. Computerizing the feedback minimizes participants' doubts about the subjectiveness of feedback provider. Moreover, it secures feedback uniformity across all trials. In the current design, although the same feedback content in each of the feedback conditions was articulated word by word, any changes in experimenter's body language, tone of voice or even mood might have established a confound in the way of ensuring uniformity. Another limitation regarding the verbal presentation of feedback is that it was not as effective as participants' own experiences or observational experiences. The verbal feedback was the only source of information that carried the negative message. A research design that incorporates Bandura's (1982) hierarchy of influence could be more effective in ensuring feedback acceptance. Future studies that will aim to investigate feedback effects on self-efficacy beliefs will be more fruitful if negative feedbacks of the same content coming from different sources are delivered several times. Other than minimizing concerns about source credibility, implementing the task in a computerized environment and providing a computerized performance evaluation can also help in creating the sense of a personal experience. Another additional

feedback source can be introduced to create a vicarious experience by having the participant observe a feedback given to a confederate who allegedly have a significantly high score on the performance task.

The design of the study that did not allow enough processing time to participants to internalize the feedback is also another limitation. Increasing the amount of time to at least a day in between the two performance tasks will allow for the in-depth processing of negative feedback and will also keep the participants back from reporting efficacy levels and performance predictions that are consistent with the pre-feedback ones.

Another important drawback of the study concerns the conceptualization and assessment of shame and guilt. Limitations of the existing measurement tools, especially TOSCA, in assessing dispositional shame and guilt in this sample prohibited the investigation of the hypothesized combined effects of feedback manipulation and moral emotion proneness characteristics of participants. A fruitful research on dispositional shame and guilt in an autonomous-related culture necessitates a preliminary study to have an understanding of how these two constructs are conceived and experienced in this specific culture. The findings of this exploratory study to reveal the conception of shame and guilt must then be used to develop a tailored scenario based scale to assess individuals' relevant constructs. It is possible that these two dispositional tendencies are not actually distinctively measureable so that individuals can only be dichotomously categorized on a line from high shame/guilt prone to low shame/guilt prone. Any effort to investigate

effects of moral emotions on any outcome will be in vain unless how dispositional shame and guilt are experienced in a specific culture is clearly understood.

APPENDICES

APPENDIX A: SELF-EFFICACY SCALES

Benlik Yeterlilik Ölçeği 1

Torrance Daireler Testi

Size kurallarını anlattığım bu çalışmayı şimdi sizin yapacağınızı varsayalım. Bu çalışmadan iyi bir sonuç almak için aşağıda belirtilenleri yapabilirliğinizi değerlendirin.

Her bir maddede belirtileni yapabileceğinize olan inancınızı değerlendirirken “0” ile “100” arası bir puanlama yapın. Buna göre:

–0 - kesinlikle yapamam”

“50 - %50 yapabilirim”

“100 – kesinlikle yapabilirim” anlamındadır.

Değerlendirmenizi yaparken ara değerleri de kullanabilirsiniz.

0	10	20	30	40	50	60	70	80	90	100
kesinlikle yapamam					%50 yapabilirim					kesinlikle yapabilirim
										yapabileceğinize inancınız

1 - Bu çalışmada çok sayıda şekil çizmek için 5 dakika süreniz var.
Zaman baskısı altında oluşabilecek heyecan ve gerginlikten etkilenmeden çalışmayı gerçekleştirebilirim.

2 - Bu çalışmada çok sayıda bir birinden farklı şekil çizmeniz isteniyor.
Daha önce çizdiğim şekillerin etkisinde kalmadan bir birinden farklı çok sayıda şekil çizebilirim.

3 - Bu çalışmada daireler mutlaka çizdiğiniz şekillerin parçası olmalı.
Dairenin kullanıldığı çok sayıda şekil çizebilirim.

4 - Çizilen her şeklin altına o şeklin ne olduğunu ifade eden, bir veya birden fazla kelimeden oluşan bir açıklama yazmanız isteniyor.
Çizdiğim her şeklin altına o şekli anlatan bir açıklamayı rahatlıkla bulabilirim.

5 - İsterseniz bir şekilde birden fazla daire kullanabilirsiniz.
Kolaylıkla birden fazla daire içeren şekil üretebilirim.

6 - Bu çalışmada mümkün olduğu kadar çok sayıda şekil üretmeniz isteniyor.

En az-1 - 5 adet şekil çizebilirim.

En az 6 – 10 adet şekil çizebilirim.

En az 11 – 15 adet şekil çizebilirim.

En az 16 – 20 adet şekil çizebilirim.

En az 21 – 25 adet şekil çizebilirim.

26 adet veya daha fazla şekil çizebilirim.

7 - En çok kaç adet şekil çizeceğinizi ön görüyorsunuz?

* 6. soruda ağırlıklı ortalama olarak tek bir ortalama değer belirleniyor. Ağırlık çarpanı her madde için, yukarıdan aşağıya doğru 1, 2, 3, 4, 5 ve 6. Katılımcının o madde için verdiği değer ağırlık çarpanı ile çarpılıyor.

** 7. soru test öncesi performans tahmini almak amacıyla kullanılıyor ve efficacy scale içinde yer almıyor.

Benlik Yeterlilik Ölçeği 2

Torrance Paralel Çizgiler Testi

Size kurallarını anlattığım bu çalışmayı şimdi sizin yapacağınızı varsayalım. Bu çalışmadan iyi bir sonuç almak için aşağıda belirtilenleri yapabilirliğinizi değerlendirin.

Her bir maddede belirtileni yapabileceğinize olan inancınızı değerlendirirken “0” ile “100” arası bir puanlama yapın. Buna göre:

–0 - kesinlikle yapamam”

“50 - %50 yapabilirim”

“100 – kesinlikle yapabilirim” anlamındadır.

Değerlendirmenizi yaparken ara değerleri de kullanabilirsiniz.

0	10	20	30	40	50	60	70	80	90	100
kesinlikle yapamam					%50 yapabilirim					kesinlikle yapabilirim
									yapabileceğinize inancınız	

1 - Bu çalışmada çok sayıda şekil çizmek için 5 dakika süreniz var.
Zaman baskısı altında oluşabilecek heyecan ve gerginlikten etkilenmeden çalışmayı gerçekleştirebilirim.

2 - Bu çalışmada çok sayıda bir birinden farklı şekil çizmeniz isteniyor.
Daha önce çizdiğim şekillerin etkisinde kalmadan bir birinden farklı çok sayıda şekil çizebilirim.

3 - Bu çalışmada paralel çizgiler mutlaka çizdiğiniz şekillerin parçası olmalı.
Paralel çizgilerin kullanıldığı çok sayıda şekil çizebilirim.

4 - Çizilen her şeklin altına o şeklin ne olduğunu ifade eden, bir veya birden fazla kelimededen oluşan bir açıklama yazmanız isteniyor.

Çizdiğim her şeklin altına o şekli anlatan bir açıklamayı rahatlıkla bulabilirim.

5 - İsterseniz bir şekilde birden fazla paralel çizgi kullanabilirsiniz.
Kolaylıkla birden fazla paralel çizgi içeren şekil üretebilirim.

6 - Bu çalışmada mümkün olduğu kadar çok sayıda şekil üretmeniz isteniyor.

En az-1 - 5 adet şekil çizebilirim.

En az 6 – 10 adet şekil çizebilirim.

En az 11 – 15 adet şekil çizebilirim.

En az 16 – 20 adet şekil çizebilirim.

En az 21 – 25 adet şekil çizebilirim.

26 adet veya daha fazla şekil çizebilirim.

7 - En çok kaç adet şekil çizeceğinizi ön görüyorsunuz?

* 6. soruda ağırlıklı ortalama olarak tek bir ortalama değer belirleniyor. Ağırlık çarpanı her madde için, yukarıdan aşağıya doğru 1, 2, 3, 4, 5 ve 6. Katılımcının o madde için verdiği değer ağırlık çarpanı ile çarpılıyor.

** 7. soru test öncesi performans tahmini almak amacıyla kullanılıyor ve efficacy scale içinde yer almıyor.

Self – Efficacy Belief Scale

Torrance Circles/Parallel Lines Test

Suppose that you will perform in the task that I have just explained the rules to you. Evaluate your belief in your ability to perform well in this task.

Use the following scale to evaluate your ability by rating the below statements from “0” to “100”. Accordingly:

“0” stands for “I definitely can not perform”

“50” stands for “I can perform with a 50% probability”

“100” stands for “I definitely can perform”.

You can choose any level of score in between while you are evaluating.

0	10	20	30	40	50	60	70	80	90	100
definitely can not perform					can perform with 50% probability					definitely can perform
										<u>your belief in your ability</u>

- In this task, you have 5 minutes to draw as many objects as you can.

I can perform without being stressed out due to time pressure.
due to time pressure .

-This study requires you to draw many different objects.

I can draw many different objects without being influenced by
the objects I have drawn before.

- In this task, the circles/parallel lines must be a part of the object you draw.

I can draw many objects that incorporates the circles/parallel lines.

- The task requires you to write an explanation of what you have drawn in one or more words.

I can easily write an explanation of what I drew for each object that I draw.

- You can use more than one circles/pair of parallel lines in each object.

I can easily draw objects that include more than one circle/pair of parallel lines.

- This task requires you to draw as many objects as you can.

I can draw at least 1 to 5 objects.

I can draw at least 6 to 10 objects.

I can draw at least 11 to 15 objects.

I can draw at least 16 to 20 objects.

I can draw at least 21 to 25 objects.

I can draw 26 or more objects.

- What is the maximum number of objects you think you can draw?

* The score for item 6 is calculated by taking a weighted average of the sub items in the item. The multiplier for each of the sub items is 1, 2, 3, 4, 5 and 6 starting from the first to the last one.

** The 7th item is not part of the self-efficacy scale and is being asked to obtain a pre-task performance prediction.

APPENDIX B: TOSCA TEST OF SELF-CONSCIOUS AFFECT

TOSCA Test of Self-conscious Affect (Revised)

Suçluluk ve Utanç Ölçeği

Aşağıda günlük yaşamda karşılaşılabileceğiniz bazı durumları anlatan senaryolar aktarılıyor. Her bir senaryonun altında kişilerin o durumda sıklıkla sergilediği davranışlar belirtiliyor.

Her senaryoyu okuduğunuzda kendinizi o durumda hayal edin. Bu olayı yaşayan siz olsaydınız her bir davranışı gösterme ihtimaliniz ne olurdu?

Sizden her davranışı ayrı ayrı değerlendirmenizi istiyoruz. Çünkü kişiler aynı durum karşısında farklı duygular hissedebilir, birden fazla şekilde davranabilir veya aynı durum karşısında farklı zamanlarda farklı davranışlar sergileyebilir.

Değerlendirmelerinizde aşağıdaki ölçeği kullanın. Ölçekte “1”i işaretlemeniz, o şıkkın sizin için hiç olası olmadığını gösterir. “5”i işaretlemeniz ise o şıkkın sizin için çok büyük olasılıkla doğru olduğunu gösterir. Aradaki şıklar bu uç değerlendirmeler arasında “1”den “5”e doğru giderek artan olasılıkları göstermektedir.

1 ----- 2 ----- 3 ----- 4 ----- 5
hiç olası değil çok büyük olasılıkla

Örnek:

- Bir Pazar sabahı erken uyanıyorsunuz. Hava soğuk ve yağmurlu.

a-) Son dedikoduları almak için bir arkadaşınızı telefonla ararsınız. 1 --- 2 --- 3 --- 4 --- 5

b-) Erken uyanmanın size kazandırdığı fazladan zamanı gazete okuyarak değerlendirirsiniz.

1 --- 2 --- 3 --- 4 --- 5

c-) Yağmur yağdığı için hayal kırıklığına uğrarsınız.

1 --- 2 --- 3 --- 4 --- 5

d-) Neden bu kadar erken uyandığınızı kendi kendinize sorarsınız.

1 --- 2 --- 3 --- 4 --- 5

Yukarıdaki örnekte bütün cevapların olma olasılığını değerlendirdim.

(a) şıkkı için “1” cevabını işaretledim. Çünkü bir arkadaşımı Pazar sabahı erken saatte uyandırmak istemem. Bu nedenle bunu yapmam hiç olası değil.

(b) şıkkı için “5”i işaretledim. Çünkü hemen her pazar sabahı eğer zamanım olursa gazete okurum.

(c) şıkkı için “3”ü işaretledim. Çünkü zaman zaman yağmurun yağması beni hayal kırıklığına uğrattır.

(d) şıkkı için “4”ü işaretledim. Çünkü muhtemelen neden bu kadar erken uyandığımı kendi kendime sorarım.

Lütfen siz de aşağıdaki 16 durumu, tüm şıkları için değerlendirin.

1-) Arkadaşınızla öğle yemeği yemek için sözleşiyorsunuz. O gün saat 17.00'de arkadaşınızı ekmiş olduğunuzu farkediyorsunuz.

- a-) "Düşüncesiz biriyim" diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- b-) "Arkadaşım anlayış gösterir" diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- c-) Bunu bir an önce telafi etmeniz gerektiğini düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- d-) "Öğle yemeğinden hemen önce partonum dikkatimi dağıttı" diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

2-) Arkadaşınızın evinde bir şeyi bozuyorsunuz ve onu saklıyorsunuz.

- a-) "Bu beni geriyor. Ya tamir etmeliyim ya da başkasına tamir ettirmeliyim." diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- b-) Bir süre bu arkadaşımı görmekten kaçınmalıyım diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- c-) "Bugünlerde pek çok şeyi hiç de sağlam yapmıyorlar" diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- d-) "Sadece bir kazaydı" diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

3-) Bir akşam arkadaşlarınızla dışarı çıkıyorsunuz. O akşam kendinizi esprili ve çekici hissediyorsunuz. En yakın arkadaşınızın kız/erkek arkadaşı sizin varlığınıza özellikle keyif alıyor gibi görünüyor.

- a-) "En yakın arkadaşımın kendini nasıl hissedeceğinin farkında olmalıydım" diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- b-) Dış görünüşünüz ve kişiliğinizle ilgili kendinizi mutlu hissedersiniz. 1 --- 2 --- 3 --- 4 --- 5
- c-) Bu kadar iyi bir etki bıraktığınız için memnun olursunuz. 1 --- 2 --- 3 --- 4 --- 5
- d-) Yakın arkadaşınızın kız/erkek arkadaşından gözünü ayırmaması gerektiğini düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- e-) Uzun bir süre göz temasından kaçınırsınız. 1 --- 2 --- 3 --- 4 --- 5

4-) Okulda bir projeyi planlamak için son dakikaya kadar bekliyorsunuz ve bu yaklaşımınız kötü sonuçlanıyor.

- a-) Kendinizi yetersiz hissedersiniz. 1 --- 2 --- 3 --- 4 --- 5
- b-) "24 saat herşeye yetişmek için yetmiyor" diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- c-) "Kötü notu hakettim" diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

d-) “Olan oldu” diye düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

5-) Ders esnasında konuşuyorsunuz ve arkadaşınız sizin yerinize profesörden azar işitiyor. Dersten sonra profesörünüze giderek asıl konuşanın siz olduğunuzu söylüyorsunuz.

a-) “Profesör arkadaşımı suçlamadan önce gerçekleri dinlemeliydi” diye düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

b-) “Hep başkalarının başına dert açıyorum” diye düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

c-) Doğruyu söylediğiniz için kendinizi iyi hissedersiniz.

1 --- 2 --- 3 --- 4 --- 5

d-) Dürüst bir insan olduğunuz için kendinizle gurur duyarsınız.

1 --- 2 --- 3 --- 4 --- 5

e-) “Azarı işiten ben olmalıydım. Desrte konuşarak zaten en başta hatayı ben yaptım.” diye düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

6-) Bir kaç gündür yapmanız gereken zor bir telefon konuşmasını erteliyorsunuz. Son dakikada aramayı yapıyorsunuz ve konuşmayı yönlendirerek herşeyin iyi gitmesini sağlıyorsunuz.

a-) “Düşündüğümde daha ikna ediciyim” diye düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

b-) Konuşmayı ertelediğinize pişman olursunuz.

1 --- 2 --- 3 --- 4 --- 5

c-) Kendinizi bir korkak gibi hissedersiniz.

1 --- 2 --- 3 --- 4 --- 5

d-) “Sizi baskı altında bırakan telefon konuşmaları yapmak zorunda olmamalıym” diye düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

7-) Top oynarken topa vuruyorsunuz ve arkadaşınızın yüzüne geliyor.

a-) Bir topa bile vuramadığınız için kendinizi beceriksiz (yetersiz) hissedersiniz.

1 --- 2 --- 3 --- 4 --- 5

b-) Arkadaşınızın top yakalama konusunda daha çok çalışması gerektiği düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

c-) “Sadece bir kazaydı” diye düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

d-) Özür dilersiniz ve arkadaşınızın kendini daha iyi hissettiğinden emin olmak istersiniz.

1 --- 2 --- 3 --- 4 --- 5

8-) Kısa bir süre önce ailenizle oturduğunuz evden ayrılarak kendi evinize taşındınız. Bu süreçte herkes size çok yardımcı oldu. Bir kaç kere borç almanız gerekti. Fakat borçlarınızı en kısa zamanda geri ödediniz.

a-) Borç aldığınız için yeterince olgun olmadığınızı düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

b-) “Şanssız bir dönem geçirdim” diye düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

c-) ”Bu iyiliğin karşılığını en kısa zamanda vermeye çalışırım” diye düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

d-) “Ben güvenilir bir insanım” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

e-) Borçlarınızı geri ödediğiniz için kendinizle guru duyarsınız. 1 --- 2 --- 3 --- 4 --- 5

9-) Araba kullanırken küçük bir hayvana çarptınız.

a-) “Hayvan yolda olmamalıydı” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

b-) “Çok kötü birisiyim” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

c-) “Bu bir kazaydı” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

d-) Daha dikkatli kullanmadığınız için kendinizi kötü hissedersiniz. 1 --- 2 --- 3 --- 4 --- 5

10-) Bir sınavdan çıktınız ve sınavınızın çok iyi geçtiğini düşünüyorsunuz. Fakat daha sonra sınavda başarısız olduğunuzu öğreniyorsunuz.

a-) “Bu sadece bir sınavdı” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

b-) “Eğitmen benden hoşlanmıyor” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

c-) “Daha çok çalışmam gerekirdi” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

d-) Kendinizi aptal hissedersiniz. 1 --- 2 --- 3 --- 4 --- 5

11-) Siz ve bir kaç sınıf arkadaşınız bir proje için çok çalıştınız. Proje çok başarılı oldu. Profesörünüz bu başarıdan dolayı sadece size yüksek not veriyor.

a-) Profesörün sevdiği öğrenciyi kayırdığını düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

b-) Kendinizi yalnız ve arkadaşlarınızdan dışlanmış hissedersiniz. 1 --- 2 --- 3 --- 4 --- 5

c-) Emeğinizin karşılığını aldığınızı düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

d-) Kendinizi başarılı hisseder ve kendinizle gurur duyarsınız. 1 --- 2 --- 3 --- 4 --- 5

e-) Profesörünüze sizinle çalışan herkesin aynı notu alması gerektiğini söylersiniz.

1 --- 2 --- 3 --- 4 --- 5

12-) Bir grup arkadaşınızla dışarı çıktığınızda yanınızda olmayan bir arkadaşınızla dalga geçiyorsunuz.

a-) “Sadece eğleniyoruz, ne zararı var ki” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

b-) Kendinizi küçülmüş hissedersiniz. 1 --- 2 --- 3 --- 4 --- 5

c-) Arkadaşınızın kendini savunmak için orada olması gerektiğini düşünürsünüz.

1 --- 2 --- 3 --- 4 --- 5

d-) Özür dileyerek arkadaşlarınızın sözünü keser ve yanınızda olmayan kişinin olumlu özelliklerinden bahsetmeye başlarsınız.

1 --- 2 --- 3 --- 4 --- 5

13-) Hetkesin size güvendiği önemli bir projede büyük bir hata yapıyorsunuz. Profesörünüzden eleştiri alıyorsunuz.

a-) Profesörün sizden bu projede beklenenler konusunda daha açık olması gerektiğini düşünürsünüz.

- 1 --- 2 --- 3 --- 4 --- 5
- b-) Gözden kaybolmak istersiniz. 1 --- 2 --- 3 --- 4 --- 5
- c-) “Projedeki sorunun farkına varmalıydım ve daha iyi bir iş çıkarmalıydım” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- d-) “Kimse mükemmel değil” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- 14-) Engelli çocuklar için düzenlenen olimpiyatlarda gönüllü olarak görev almaya karar veridiniz. Çalışmaya başladığınızda bunun tahmininizden daha fazla zamanınızı alan ve sizi hayal kırıklığına uğratan bir görev olduğunun farkına varıyorsunuz. Görevi bırakmayı ciddi olarak düşünüyorsunuz. Fakat diğer yandan çocukların ne kadar mutlu olduklarını da görüyorsunuz.
- a-) Bencil ve tembel olduğunuzu düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- b-) Aslında istemediğiniz bir şeyi yapmaya zorlandığınızı düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- c-) “Daha az şanslı olanlara karşı daha duyarlı olmalıyım” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- d-) Başkalarına yardım ettiğiniz için kendinizi şanslı hissedersiniz. 1 --- 2 --- 3 --- 4 --- 5
- e-) Yaptığınızla ilgili kendinizden memnun olursunuz. 1 --- 2 --- 3 --- 4 --- 5
- 15-) Tatile giden arkadaşınızın köpeğine siz bakıyorsunuz. Fakat köpek kaçıyor.
- a-) Sorumsuz ve beceriksiz biri olduğunuzu düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- b-) Arkadaşınız köpeğine iyi bakıyor olsaydı köpek kaçmazdı diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- c-) Bir daha ki sefer daha dikkatli olacağınıza yemin edersiniz. 1 --- 2 --- 3 --- 4 --- 5
- d-) “Arkadaşım yeni bir köpek alır” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- 16-) Kantine gidiyorsunuz ve kantinde yanlışlıkla arkadaşınızın içeceğini döküyorsunuz.
- a-) “Herkes bana bakıp gülüyor” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- b-) Çok üzülür ve “Gittiğim yere dikkat etmeliydim” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- c-) Önemli bir zarar vermediğinizi düşünerek kendinizi kötü hissetmezsiniz. 1 --- 2 --- 3 --- 4 --- 5
- d-) “Yerler ıslaktı, elimden bir şey gelmezdi” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5

Test of Self-conscious Affect - 3 (TOSCA-3)

Below are situations that people are likely to encounter in day-to-day life, followed by several common reactions to those situations.

As you read each scenario, try to imagine yourself in that situation. Then indicate how likely you would be to react in each of the ways described. We ask you to rate all responses because people may feel or react more than one way to the same situation, or they may react different ways at different times.

For example:

- You wake up early one Saturday morning. It is cold and rainy outside.

a-) You would telephone a friend to catch up on news.

1 --- 2 --- 3 --- 4 --- 5
not likely very
likely

b-) You would take the extra time to read the paper.

1 - - - 2 - - - 3 - - - 4 - - - 5

c-) You would feel dissapointed that it's raining.

1 - - - 2 - - - 3 - - - 4 - - - 5

d-) You would wonder why you woke up so early

1 - - - 2 - - - 3 - - - 4 - - - 5

In the above example, I've rated all of the answers by circling a number. I circled a "1" for answer (a) because I wouldn't want to wake up a friend very early on a Saturday morning – so it's not at all likely that I would do that. I circled a "5" for answer (b) because I almost always read the paper if I have time in the morning (very likely). I circled a "3" for answer (c) because for me it's about half and half. Sometimes I would be disappointed about the rain and sometimes I wouldn't – it would depend on what I had planned. And I circled a "4" for answer (d) because I would probably wonder why I awakened so early.

Please do not skip any items – rate all responses.

1-) You make plans to meet a friend for lunch. At 5 o'clock, you realize you stood your friend up.

a-) You would think: “I’m inconsiderate.”

1 --- 2 --- 3 --- 4 --- 5

b-) You would think: “Well, my friend will understand.”

1 - - - 2 - - - 3 - - - 4 - - - 5

c-) You think you should make it up to your friend as soon as possible.

1 - - - 2 - - - 3 - - - 4 - - - 5

d-) You would think: “My boss distracted me just before lunch.”.

1 - - - 2 - - - 3 - - - 4 - - - 5

2-) You break something at work and then hide it.

a-) You would think: “This is making me anxious. I need to either fix it or get someone else to.”

1 - - - 2 - - - 3 - - - 4 - - - 5

b-) You would think about quitting

1 - - - 2 - - - 3 - - - 4 - - - 5

c-) You would think: “A lot of things aren’t made very well these days..”

1 - - - 2 - - - 3 - - - 4 - - - 5

- d-) “Sadece bir kazaydı” diye düşünürsünüz. 1 --- 2 --- 3 --- 4 --- 5
- 3-) You are out with friends one evening, and you’re feeling especially witty and attractive. Your best friend’s spouse seems to particularly enjoy your company.
- a-) You would think: “I should have been aware of what my best friend was feeling.” 1 --- 2 --- 3 --- 4 --- 5
- b-) You would feel happy with your appearance and personality. 1 --- 2 --- 3 --- 4 --- 5
- c-) You would feel pleased to have made such a good impression. 1 --- 2 --- 3 --- 4 --- 5
- d-) You would think your best friend should pay attention to his/her spouse. 1 --- 2 --- 3 --- 4 --- 5
- e-) You would probably avoid eye contact for a long time. 1 --- 2 --- 3 --- 4 --- 5
- 4-) At work, you wait until the last minute to plan a project, and it turns out badly.
- a-) You would feel incompetent. 1 --- 2 --- 3 --- 4 --- 5
- b-) You would think: “There are never enough hours in the day.” 1 --- 2 --- 3 --- 4 --- 5
- c-) You would feel: “ I deserve to be reprimanded for mismanaging the project.” 1 --- 2 --- 3 --- 4 --- 5
- d-) You would think: “What’s done is done.” 1 --- 2 --- 3 --- 4 --- 5
- 5-) You made a mistake at work and find out a coworker is blamed for the error.
- a-) You would think the company did not like the coworker. 1 --- 2 --- 3 --- 4 --- 5
- b-) You would think: “Life is not fair.” 1 --- 2 --- 3 --- 4 --- 5
- c-) You would keep quiet and avoid the coworker. 1 --- 2 --- 3 --- 4 --- 5
- d-) You would feel unhappy and eager to correct the situation. 1 --- 2 --- 3 --- 4 --- 5
- 6-) For several days you put off making a difficult phone call. At the last minute you make the call and are able to manipulate the conversation so that all goes well.
- a-) You would think: “I guess I’m more persuasive than I thought.” 1 --- 2 --- 3 --- 4 --- 5
- b-) You would regret that you put it off. 1 --- 2 --- 3 --- 4 --- 5
- c-) You would feel like a coward. 1 --- 2 --- 3 --- 4 --- 5
- d-) You would think: “I did a good job.” 1 --- 2 --- 3 --- 4 --- 5
- e-) You would think you shouldn’t have to make calls you feel pressured into. 1 --- 2 --- 3 --- 4 --- 5
- 7-) While playing around, you throw a ball and it hits your friend in the face.
- a-) You would feel inadequate that you can’t even throw a ball. 1 --- 2 --- 3 --- 4 --- 5

- b-) You would think may be your friend needs more practice at catching. 1 --- 2 --- 3 --- 4 --- 5
- c-) You would think: "It was just an accident ." 1 --- 2 --- 3 --- 4 --- 5
- d-) You would apologize and make sure your friend feels better. 1 --- 2 --- 3 --- 4 --- 5
- 8-) You have recently moved away from your family, and everyone has been very helpful. A few times you needed to borrow money, but you paid it back as soon as you could.
- a-) You would feel immature. 1 --- 2 --- 3 --- 4 --- 5
- b-) You would think: "I sure ran into some bad luck." 1 --- 2 --- 3 --- 4 --- 5
- c-) You would return the favor as quickly as you could. 1 --- 2 --- 3 --- 4 --- 5
- d-) You would think: "I am a trustworthy person." 1 --- 2 --- 3 --- 4 --- 5
- e-) You would be proud that you repaid your debts. 1 --- 2 --- 3 --- 4 --- 5
- 9-) You are driving down the road, and you hit a small animal.
- a-) You would think the animal shouldn't have been on the road. 1 --- 2 --- 3 --- 4 --- 5
- b-) You would think: "I'm terrible." 1 --- 2 --- 3 --- 4 --- 5
- c-) You would feel: "Well it was an accident." 1 --- 2 --- 3 --- 4 --- 5
- d-) You'd feel bad you hadn't been more alert driving down the road. 1 --- 2 --- 3 --- 4 --- 5
- 10-) You walk out of an exam thinking you did extremely well. Then you find out you did poorly.
- a-) You would think: "Well, it's just a test." 1 --- 2 --- 3 --- 4 --- 5
- b-) You would think: "The instructor doesn't like me." 1 --- 2 --- 3 --- 4 --- 5
- c-) You would think: " I should have studied harder." 1 --- 2 --- 3 --- 4 --- 5
- d-) You would feel stupid. 1 --- 2 --- 3 --- 4 --- 5
- 11-) You and a group of coworkers worked very hard on a project. Your boss singles you out for a bonus because the project was such a success.
- a-) You would feel the boss is rather short-sighted. 1 --- 2 --- 3 --- 4 --- 5
- b-) You would feel alone and apart from your colleagues. 1 --- 2 --- 3 --- 4 --- 5
- c-) You would feel your hard work had paid off. 1 --- 2 --- 3 --- 4 --- 5
- d-) You would feel competent and proud of yourself. 1 --- 2 --- 3 --- 4 --- 5
- e-) You would feel you should not accept it. 1 --- 2 --- 3 --- 4 --- 5
- 12-) While out with a group of friends, you make fun of a friend who's not there.

- a-) You would think: "It was all in fun; it's harmless." 1 --- 2 --- 3 --- 4 --- 5
- b-) You would feel small . . . like a rat. 1 --- 2 --- 3 --- 4 --- 5
- c-) You would think that perhaps that friend should have been there to defend him/herself. 1 --- 2 --- 3 --- 4 --- 5
- d-) You would apologize and talk about that person's good points. 1 --- 2 --- 3 --- 4 --- 5
- 13-) You make a big mistake on an important project at work. People were depending on you, and your boss criticizes you.
- a-) You would think your boss should have been more clear about what was expected of you. 1 --- 2 --- 3 --- 4 --- 5
- b-) You would feel like you wanted to hide. 1 --- 2 --- 3 --- 4 --- 5
- c-) You would think: "I should have recognized the problem and done a better job." 1 --- 2 --- 3 --- 4 --- 5
- d-) You would think: "Well, nobody's perfect." 1 --- 2 --- 3 --- 4 --- 5
- 14-) You volunteer to help with the local Special Olympics for handicapped children. It turns out to be frustrating and time-consuming work. You think seriously about quitting, but then you see how happy the kids are."
- a-) You would feel selfish, and you'd think you are basically lazy. 1 --- 2 --- 3 --- 4 --- 5
- b-) You would feel you were forced into doing something you did not want to do. 1 --- 2 --- 3 --- 4 --- 5
- c-) You would think: "I should be more concerned about people who are less fortunate." 1 --- 2 --- 3 --- 4 --- 5
- d-) You would feel great that you had helped others. 1 --- 2 --- 3 --- 4 --- 5
- e-) You would feel very satisfied with yourself. 1 --- 2 --- 3 --- 4 --- 5
- 15-) You are taking care of your friend's dog while your friend is on vacation, and the dog runs away.
- a-) You would think: "I am irresponsible and incompetent." 1 --- 2 --- 3 --- 4 --- 5
- b-) You would think your friend must not take very good care of the dog or it wouldn't run away. 1 --- 2 --- 3 --- 4 --- 5
- c-) You would vow to be more careful next time. 1 --- 2 --- 3 --- 4 --- 5
- d-) You would think your friend could just get a new dog. 1 --- 2 --- 3 --- 4 --- 5
- 16-) You attend your coworker's housewarming party and you spill red wine on a new cream-colored carpet, but you think no one notices.
- a-) You think your coworker should have expected some accidents at such a big party. 1 --- 2 --- 3 --- 4 --- 5

- b-) You would stay late to help clean up the stain after the party. 1 --- 2 --- 3 --- 4 --- 5
- c-) You would wish you were anywhere but at the party. 1 --- 2 --- 3 --- 4 --- 5
- d-) You would wonder why your coworker chose to serve red wine with the new light carpet. 1 --- 2 --- 3 --- 4 --- 5

APPENDIX C: TORRANCE CIRCLE TEST AND PARALLEL LINES TEST

Torrance Circle Test (blank sheet)

Aşağıdaki daireleri kullanarak 5 dakika içinde mümkün olduğu kadar çok sayıda birbirinden farklı şekil çizin.

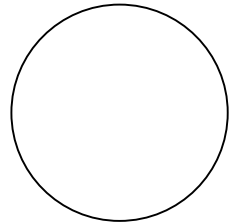
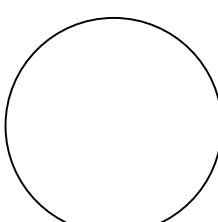
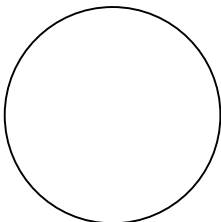
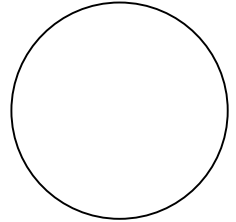
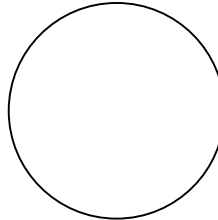
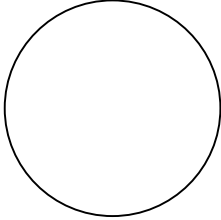
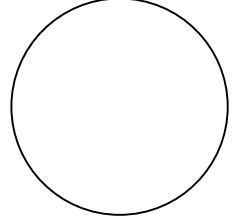
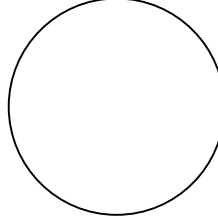
Bu çalışma resim çizme becerinizi ölçmez ve bu alanda beceri gerektirmez.

Şekilleri çizerken aşağıdaki kuralları dikkate alın.

- Daire mutlaka oluşturduğunuz şeklin bir parçası olmalı
- Aynı şekil birden fazla daireyi içerebilir
- Her şeklin altına o şeklin ne olduğunu belirten bir açıklama yazın. Bu açıklama bir veya birden fazla kelimeden oluşabilir.
- Bu sayfayı tamamladığınız istediğiniz kadar yeni sayfa alabilirsiniz.



gülen surat



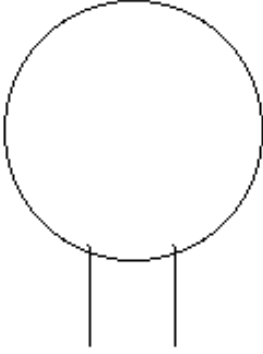
Torrance Parallel Lines Test (blank sheet)

Aşağıdaki paralel çizgileri kullanarak 5 dakika içinde, mümkün olduğu kadar çok sayıda birbirinden farklı şekil çizin.

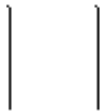
Bu çalışma resim çizme becerinizi ölçmez ve bu alanda beceri gerektirmez.

Şekilleri çizerken aşağıdaki kuralları dikkate alın.

- Paralel çizgiler mutlaka oluşturduğunuz şeklin bir parçası olmalı
- Aynı şekil birden fazla paralel çizgi ikilisini içerebilir.
- Her şeklin altına o şeklin ne olduğunu belirten bir açıklama yazın. Bu açıklama bir veya birden fazla kelimeden oluşabilir.
- Bu sayfayı tamamladığınız istediğiniz kadar yeni sayfa alabilirsiniz



Ağaç



Torrance Circle Test (sample participant drawing)

Aşağıdaki daireleri kullanarak ,5 dakika içinde, mümkün olduğu kadar çok sayıda birbirinden farklı şekil çizin.

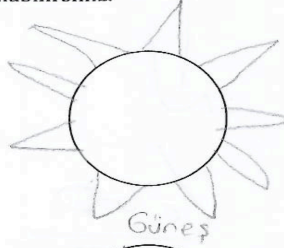
Bu çalışma resim çizme becerinizi ölçmez ve bu alanda beceri gerektirmez.

Şekilleri çizerken aşağıdaki kuralları dikkate alın.

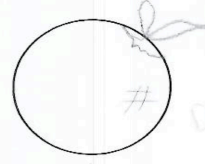
- Daire mutlaka oluşturduğunuz şeklin bir parçası olmalı
- Aynı şekil birden fazla daireyi içerebilir
- Her şeklin altına o şeklin ne olduğunu belirten bir açıklama yazın. Bu açıklama bir veya birden fazla kelimeden oluşabilir.
- Arka sayfayı da kullanabilirsiniz.



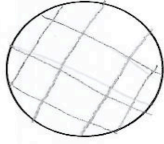
gülen surat



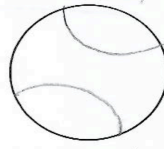
Güneş



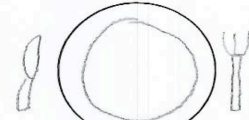
Elma



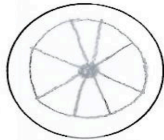
Top



Tennis topu



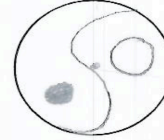
Tabak



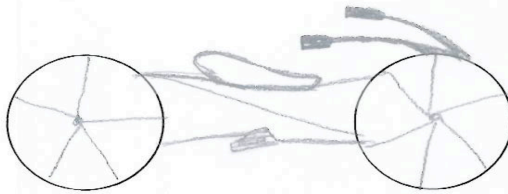
Tekerlek



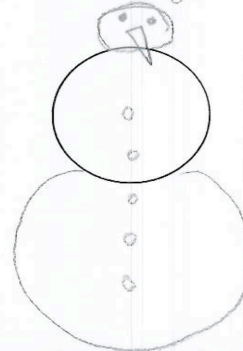
Saat



Ying yang



Motor Bisiklet

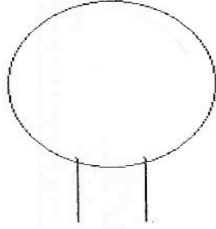


Kardan nalına

Torrance Parallel Lines Test (sample participant drawing)

Aşağıdaki paralel çizgileri kullanarak ,5 dakika içinde, mümkün olduğu kadar çok sayıda birbirinden farklı şekil çizin.
Bu çalışma resim çizme becerinizi ölçmez ve bu alanda beceri gerektirmez.
Şekilleri çizerken aşağıdaki kuralları dikkate alın.

- Paralel çizgile mutlaka oluşturduğunuz şeklin bir parçası olmalı
- Aynı şekil birden fazla paralel çizgi ikilisini içerebilir
- Her şeklin altına o şeklin ne olduğunu belirten bir açıklama yazın. Bu açıklama bir veya birden fazla kelimeden oluşabilir.
- Arka sayfayı da kullanabilirsiniz



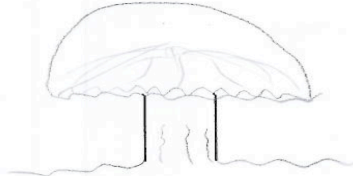
Ağaç



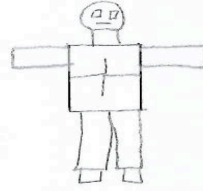
Tren Rayı



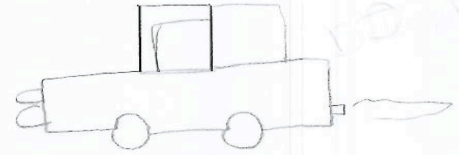
EV



Manter



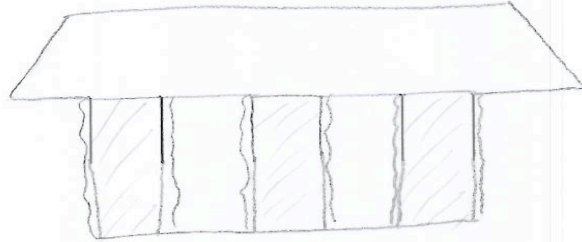
Robot



Araba



Küpe
Rubik Küp



Tapınak

Torrance Circles Test and Torrance Parallel Lines Test

Instructions in English

Using the below circles/parallel lines, draw as many different objects as you can in 5 minutes. This task does not measure your ability to draw well and does not require an ability in this area.

While drawing consider the following rules:

- The circle/parallel lines must be a part of the object you draw.
- A single object may include more than one circle/pair of parallel lines.
- Under each object, write an explanation of what you drew. This statement may consist of more than one word.
- You can use the back side of the page.

APPENDIX D: FEEDBACK CONDITION CONTENTS

Kişi Odaklı Geribildirim, Süreç Odaklı Geribildirim ve Kontrol Koşulları İçerikleri

Kişi Odaklı Geribildirim İçeriği (Self-focused negative feedback)

Biz bu çalışmayı oldukça uzun bir süredir yapıyoruz ve çok sayıda katılımcımız oldu. Katılımcılarımız hep Boğaziçi Üniversitesi 101, 102, 241 veya 242 öğrencileri. Yani hep sizin profilinizde öğrenciler. Bugüne kadar yaptığımız çalışmalara katılan sizin gibi öğrencilerinin ortalama başarılarına göre sizin performansınız en düşük %20'lik dilimde kalıyor. Yani sizin çizdiğiniz adet olan “Y” ortalamanın oldukça altında. Muhtemelen bu çalışmayı ilk defa yapıyorsunuz. Çalışmayı ilk defa yapan katılımcılarımız birden fazla denemeleri mümkün olsa çok daha iyi bir performans gösterebileceklerini düşünüyorlar çoğunlukla. Bunun ne derece mümkün olduğunu anlamak için bundan önceki araştırmalarımızın bazılarında katılımcılarımızdan bu çalışmayı bir defadan fazla tekrarlamalarını istedik. Bunun sonucunda gördük ki kişinin çalışmayı kaç defa yaptığı sonucu pek de değiştirmiyor. Kaç defa yaparsanız yapın ürettiğiniz şekil adetinde pek de bir artış olmuyor. Birinciden sonraki denemelerde en fazla iki veya üç şekil fazladan yapılabilir. Yani size ikinci ve hatta üçüncü bir deneme yaptırsak bile en iyi ihtimalle şu anda yaptığınızdan 2 veya 3 tane fazla çizebilirsiniz. Bu da şunu gösteriyor, bu çalışmanın gerektirdiği beceri kişide yoksa çizebileceği şekil sayısı ortalamanın altında kalıyor. Bu beceriyi çalışarak ya da çalışmayı tekrar tekrar deneyerek geliştirmek pek mümkün olmuyor. Ben yine de size ikinci bir deneme fırsatı vereceğim. Az sonra bu çalışmanın ikinci versiyonunu yapacaksınız.

Süreç Odaklı Geribildirim İçeriği (Process-focused negative feedback)

Biz bu çalışmayı oldukça uzun bir süredir yapıyoruz ve çok sayıda katılımcımız oldu. “Y” adet şekil (katılımcının çizdiği şekil adeti) bugüne kadar yaptığımız çalışmalara katılan Boğazçi Üniversitesi öğrencilerinin ortalama başarılarına en düşük %20’lik dilimde kalıyor. Yani “Y” ortalamanın oldukça altında. İlk denemede üretilen şekil adetini sonraki denemelerde önemli ölçüde arttırmak mümkün. Performansı arttırmak için bazı yöntemleri bilmek ve bunları uygulamak yeterli oluyor. Ben şimdi sizinle bu yöntemlerden bazılarını paylaşacağım. Az sonra bu çalışmanın bir benzerini gerçekleştireceksiniz. Bu yöntemleri uygulayarak ikinci çalışmada daha iyi bir performans gösterebilirsiniz. Örneğin, kısa sürede çizilen şekil adedini arttırabilmek için öncelikle aklınıza gelen temayı küçük farklılıklarla tekrarlayabilirsiniz (gülen yüz, somurtan yüz, şaşkın yüz). Fakat bu çalışmada sadece kaç daire çizdiğiniz değil, resimlerin ne kadar sıradışı olduğu da size puan kazandırır. Sıradışı şekiller çizebilmek için çizimlerinizi detaylandırın, soyut kavramlar çizin (barış işareti), bir şekilde birden fazla daireyi bir arada kullanın. Örneğin altı tane daireyi bir dikdörtgen içine alarak İsviçre peyniri çizebilirsiniz (çizerek gösteriliyor). Şeklin altına yazdığınız açıklamayı da kısaca detaylandırın, duygu veya espri unsuru taşıyan, veya soyut açıklamalar yazın. Örneğin “gülen yüz” yerine “mutluluk” diyebilirsiniz. Bu sayede şekilleriniz daha sıradışı olacaktır. Bütün bu detayları çizimlerinize katarken zamanı da etkin kullanın ve kaç adet şekil çizdiğinizin önemli olduğunu aklınızda bulundurun.

Kontrol Koşulu İçeriği

Biz bu çalışmayı oldukça uzun bir süredir yapıyoruz ve çok sayıda katılımcımız oldu.

Katılımcılarımız hep Boğaziçi Üniversitesi PSY 101, 102, 241 veya 242 öğrencileri.

Bu deneylere katılım sayesinde sizin de bildiğiniz gibi, katılımcı hem kredi

kazanıyor hem de psikoloji deneylerinin nasıl yürütüldüğü hakkında bir fikir sahibi

olabiliyor. Bu dönem 101 ve 242 öğrencileri yeterli sayıda deneye katıldıkları

taktirde 5 krediye kadar kredi alabiliyorlar. Bizler de bu sayede araştırmalarımız için

ihtiyaç duyduğumuz dataları toplamış oluyoruz. Şu anda bölümde yürütülen ondan

fazla deney var. Siz de belki bu deneylerden bazılarına katılmışsınızdır. Şu anda

katıldığınız bu çalışmada başta da söylediğim gibi amacımız az önce bir bölümünü

yaptığınız Torrance testinin performans ölçmedeki etkinliğini araştırmak. Bu ön

çalışmadan alacağımız sonuca göre bu testi daha sonra başlatacağımız başka

araştırmalarda kullanıp kullanmamaya karar vereceğiz. Birazdan Torrance testinin

ikinci bölümünü vereceğim size. Bu testin orjinal halinde daha fazla bölüm var.

Fakat sizin de çözdüğünüz bu iki alt bölümün istediğimiz verileri bize sağlayacağını

düşünüyoruz. Eğer çalışmanın sonucu ile ilgili bilgi almak isterseniz tüm verilerin

toplandıktan ve veri analizlerimizi tamamlandıktan sonra, yani dönem sonunda sizi

bir e-posta ile bilgilendirebiliriz. Şimdi hazırsanız testin ikinci bölümüne geçelim.

Content of Self-Focused Feedback, Process-Focused Feedback and Control Conditions

Self-focused negative feedback

We are conducting this study for a long time and we had a lot of participants. Our participant are always Bogazici Univeristy students who attend Psy 101, 102, 241 and 242 courses. In other words they are of your profile. Your performance is amongst the bottom 20% when compared to the performances of all other participants that we had till now in this study. In other words, the total number of objects you drew, “Y” is well below the comparable average. You probably are performing this task for the first time. Participants who perform this task for their first time mostly think that they can perform much better if they had a chance to try more than once. In some of our previous studies, in order to understand to what extant this is possible we requested our participants to perform the test more than one time. However the results showed that the number of times the participants perform do not really improve their performance. In other words, even if you had a second or a third chance you could only draw 2 or 3 more objects. This shows that if the person does not possess the ability this task requires, the number of objects s/he draws stays below average. It is not really possible to improve this ability by practicing and trying over and over. I will anyway give you a second chance to try. Shortly, you will perform the second version of this task.

Process-focused negative feedback

We are conducting this study for a long time and we had a lot of participants. Our participant are always Bogazici Univeristy students who attend Psy 101, 102, 241 and 242 courses. “Y” number of objects, as a performance outcome, is amongst the bottom 20% when compared to the performances of all other participants that we had till now in this study. In other words, the total number of objects you drew, “Y” is well below the average. In this task, performance can be improved just by knowing and implementing some strategies. Shortly, you will perform a similar task. By implementing these strategies, you may perform better in the second task. For example, in order to increase the number of objects you draw in a short period of time, you can re-iterate the same theme with small differences (smiley face, grumpy face, surprised face). But in this task, not only the number of objects but the originality of them earns you points. In order to draw extraordinary objects, draw in detail, draw abstract concepts (peace symbol), use more than one circle for in drawing a single object. For example, you can draw a Swedish cheese by taking six circles in a single square (shows by drawing). Write a detailed explanation under each object; give emotional, abstract explanations or ones that involve a joke. These strategies can make your drawing more original. While incorporating all these details in your drawing use time efficiently and keep in mind that the number of objects you draw is important.

No feedback control condition

We are conducting this study for a long time and we had a lot of participants. Our participant are always Bogazici Univeristy students who attend Psy 101, Psy 102, Psy 241 and Psy 242 courses. By participating to these experiments, you can earn extra course credits, and you can also have an idea of how psychology experiments are conducted. This semester, Psy 101 and Psy 242 students can earn up to 5 credits by participating to the experiments. This also allows us to collect the data we need in our research studies. Currently there are more than 10 experiments that are being conducted in our department. You might have participated to some of these experiments. As I stated in the beginning of the study, our goal is to evaluate the effectiveness of the Torrance test you just performed in measuring performance. The results that we will obtain from this exploratory study will help us in deciding if to use this test in a future study. Shortly you will be performng in the second version of the Torrance test. In its original form, Torrance test has more than two versions. However, we believe that the two versions that we are using now will help us collect the necessary data that we need to collect. If you are interested in the results of this study, we can inform you about the findings at the end of the semester, after the collection of data is finished and analyses are conducted. If you are ready we can proceed with the second test.

APPENDIX E: DEMOGRAPHICS AND MANIPULATION CHECK

QUESTIONNAIRE

DENEY – 21 - GENEL BİLGİLER

1.Deney tarihi:.....

2.Doğum tarihiniz:.....

3.Cinsiyetiniz: K..... E.....

4.Üniversitedeki bölümünüz:.....

5.Genel not ortalamanız:.....

6.Deneyde yaptığınız daire veya paralel çizgi çalışmasını daha önce duymuş
muydunuz?

Evet ise hangisini?

.....

.....

7. Deneyde yaptığınız daire veya paralel çizgi çalışmasını daha önce yapmış
mıydınız?

Evet ise hangisini?

.....

.....

8. Birinci Torrance testinde çizdiğiniz şekil adedi kaçtı?

9. Birinci Torrance testinde bu çalışmaya katılan tüm Boğaziçi öğrencilerinin
performansına göre sizin performansınız yüzde kaçlık grupta bulunuyor ?

Aşağıdaki soruları bu çalışmada ortalamanın altında performans gösterdiyseniz yanıtlayın.

- Sizce bu çalışmada ortalamanın altında başarı göstermenizin nedeni nedir?

100 puanı aşağıdaki şıkların sizin için önemine göre şıklara paylaştırın.

- a) Bu alanda yetenekli değilim
- b) Yeterince çaba göstermedim
- c) Bugün şans benden yana değil
- d) Bu zor bir çalışmaydı

- Deneyde size verilen geri bildirimi nasıl değerlendirdiniz?

Değerledirmenizde aşağıdaki ölçeği kullanarak aşağıda verilen iki ifadenin sizin için ne kadar doğru olduğunu belirtin. Ölçekte “1” i işaretlemeniz o ifadeye kesinlikle katılmadığınızı gösterir. “5”i işaretlemeniz ise o ifadeye kesinlikle katıldığınızı gösterir. Aradaki şıklar bu uç değerlendirmeler arasında “1”den “5” e doğru giderek artan olasılıkları göstermektedir.

- Aldığım geribildirim performansım ile ilgili doğru bir değerlendirmeydi.

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5
kesinlikle ne katılıyorum kesinlikle
katılmıyorum ne katılmıyorum katılıyorum

- Verilen geribildirim inandırıcı buldum.

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5
kesinlikle ne katılıyorum kesinlikle
katılmıyorum ne katılmıyorum katılıyorum

Demographics and Manipulation Check Questionnaire

1. Date of experiment:.....

2. Date of birth:.....

3. Gender: K..... E.....

4. Department:.....

5. GPA:.....

6. Are the circles and parallel lines tests familiar to you?

If yes which one?

.....

.....

7. Did you do the circles or parallel lines tests before this experiment?

If yes which one?

.....

.....

8. What was the number of drawings you produced in the first Torrance test?

.....

9. What was you percentile ranking in the first Torrance test ?

.....

Answer the following questions if you performed below average in this task.

- Why do you think you performed below average in this task?
- Allocate a total score of 100 points among the below reasons according to their relevance to your below average performance in this task.

- a) I am not talented in this area
- b) I did not put enough effort
- c) Today I was not lucky
- d) This task was difficult

- How can you evaluate the feedback you received in this task?

Indicate to what extent you agree with the below two statements. Marking “1” in the scale shows that you definitely disagree with the statement. Whereas marking “5” shows that you definitely agree with the statement. The numbers in between 1 and 5 show increasing probability of agreement with the statement.

- The feedback I received, was a valid one for my performance.

1 ----- 2 ----- 3 ----- 4 ----- 5
definitely neither agree definitely
disagree nor disagree agree

- I found the feedback convincing.

1 ----- 2 ----- 3 ----- 4 ----- 5
definitely neither agree definitely
disagree nor disagree agree

APPENDIX F: PANAS POSITIVE AND NEGATIVE AFFECT SCALE

PANAS Ruh Hali Ölçeği

Bu ölçek farklı duyguları ifade eden 20 kelimedenden oluşmaktadır. Her kelimenin şu andaki ruh halinizi ne ölçüde yansıttığını değerlendirin. Değerlendirmenizi bu kelimelerin her birinin, yanına 1'den 5'e kadar bir puan yazarak yapın. Değerlendirmenizi yaparken aşağıdaki ölçeği dikkate alın.

1	2	3	4	5
çok az, ya da hiç	biraz	az çok	oldukça	son derece
_____ ilgili/meraklı			_____ sıkıntılı/endişeli	
_____ heyecanlı/coşkulu			_____ üzgün/bozulmuş	
_____ güçlü/sağlam			_____ suçlu	
_____ korkmuş			_____ saldırgan	
_____ istekli/hevesli			_____ gururlu/kıvançlı	
_____ sinirli			_____ tetikte	
_____ utanmış/mahcup			_____ ilham gelmiş	
_____ gergin			_____ kararlı	
_____ dikkatli			_____ gergin	
_____ canlı			_____ ürkmüş	

PANAS Positive and Negative Affect Scale

This scale consists of 20 words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you feel this way right now. Use the following scale to record your answers.

1	2	3	4	5
very slightly or not at all	a little	moderately	quite a bit	extremely
_____	interested		_____	distressed
_____	excited		_____	upset
_____	strong		_____	guilty
_____	scared		_____	hostile
_____	enthusiastic		_____	proud
_____	nervous		_____	alert
_____	ashamed		_____	inspired
_____	jittery		_____	determined
_____	attentive		_____	stressful
_____	active		_____	frightened

APPENDIX G: TABLES

Table 1. Descriptive Statistics for Feedback Groups

DV ₁ : Self-efficacy	1st score	2 nd score	Delta Mean	Standard Deviation	Range	N
No feedback	66.41	70.00	3.59	1.83	-0.04 to 7.24	40
Self-focused feedback	61.70	61.81	0.19	1.82	-3.43 to 3.81	40
Process-focused feedback	64.48	65.46	0.98	1.88	-2.75 to 4.71	38
DV2: Performance						
No feedback	4.37	4.28	-0.09	1.18	-2.42 to 2.24	40
Self-focused feedback	4.33	5.04	0.71	1.17	-1.61 to 3.03	40
Process-focused feedback	3.17	8.64	5.47	1.21	3.08 to 7.86	38
DV3: Pre-task prediction						
No feedback	13.05	13.49	0.44	0.65	-0.84 to 1.73	40
Self-focused feedback	11.72	12.14	0.42	0.65	-0.86 to 1.69	40
Process-focused feedback	13.07	14.87	1.80	0.66	0.49 to 3.12	38
DV4: Global prediction						
No feedback	0.50	0.46	-0.04	0.02	-0.09 to 0.01	38
Self-focused feedback	0.54	0.33	-0.21	0.02	-0.26 to -0.16	38
Process-focused feedback	0.54	0.39	-0.15	0.03	-0.2- to -0.09	36

Table 2. Descriptive Statistics for Feedback Groups by Moral Emotion Characteristic

DV ₁ : Self-Efficacy	Shame-prone				Guilt-prone			
	Mean	Standard Deviation	N	Range	Mean	Standard Deviation	N	Range
No feedback	2.24	8.46	18	-3.15 to 7.63	4.95	12.55	22	0.08 to 9.83
Self-focused feedback	-2.35	10.44	19	-7.59 to 2.90	2.73	9.99	21	-2.26 to 7.72
Process-focused feedback	1.24	15.54	17	-4.31 to 6.78	0.72	11.36	21	-4.27 to 5.71
DV2: Performance								
No feedback	0.10	1.81	18	-3.36 to 5.33	-0.28	2.66	22	-3.41 to 2.84
Self-focused feedback	0.07	3.69	19	-3.29 to 3.43	1.34	3.54	21	-1.85 to 4.54
Process-focused feedback	5.50	9.90	17	1.94 to 9.05	5.44	13.90	21	2.25 to 8.65
DV3: Pre-task prediction								
No feedback	-0.11	2.91	18	-2.02 to 1.79	1.00	4.26	22	-0.72 to 2.72
Self-focused feedback	0.74	2.99	19	-1.12 to 2.59	0.10	3.14	21	-1.67 to 1.86
Process-focused feedback	1.71	6.31	17	-0.25 to 3.67	1.90	4.12	21	0.14 to 3.67
DV4: Global prediction								
No feedback	5.49	23.34	17	-3.94 to 14.93	4.43	21.12	21	-4.11 to 12.97
Self-focused feedback	5.00	22.76	18	-4.19 to 14.19	-0.19	0.17	20	-8.93 to 8.55
Process-focused feedback	-0.13	0.15	17	-9.84 to 9.59	9.28	29.83	19	0.54 to 18.01

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