International Online Journal of Educational Sciences, 2014, 6 (1), 30-40

iojes
www.iojes.net

International Online Journal of Educational Sciences

ISSN: 1309-2707

Distinctive Characteristics of Flourishing, Self-Esteem, and Emotional Approach Coping to Mood

Tarık Totan[1]

[1]*Program of Guidance and Counseling, Department of Educational Sciences, Adnan Menderes University, Aydın, Turkey*

ARTICLE INFO

Article History:
27.10.2013
Received in revised form
01.03.2014
Accepted 14.03.2014
Available online
21.04.2014

ABSTRACT

The aim of this study firstly, was to determine the validity and the reliability of The Brief Mood Introspection Scale. After this step, whose mood is low and high has been detected, and the sensitivity level of self-esteem, flourishing and emotional approach coping for these participants has been studied via discriminant analysis. In total 316 students who receive education at the Faculty of Education and the Faculty of Science and Literature at Adnan Menderes University in the fall semester of 2012-2013 school year took place in the study, and 172 (54.4%) of them were women and 144 (45.6%) of them were men. In the study The Brief Mood Introspection Scale, Self-Esteem Scale (Self-Liking/Self- Competence Scale), Flourishing Scale, Emotional Approach Coping Scale, and the personal information form were used for collecting data. According to the result that was obtained by the study in which university students were participant, it was found that The Brief Mood Introspection Scale is a valid and reliable scale in Turkish form. It was found that mood which is positive and tends to provide pleasure is positively associated with self-esteem at the highest level and then it is positively associated with emotional approach coping and flourishing. It was detected that in order to make distinction participants of the study who were on positive and negative mood; self-esteem, flourishing and emotional approach coping have necessary adequateness for discriminant analysis. According to the result of discriminant analysis, it was concluded that the most effective factor for making a distinction between participants who are pleasant for their mood and who are not, is self- esteem; and flourishing and emotional approach coping follow it.

© 2014 IOJES. All rights reserved

Keywords:
Mood, Flourishing, Self-Esteem, Emotional Approach Coping, Discriminant Analysis

Introduction

It has been discussed for a long time that our behaviors are affected from our emotions and even most of our behaviors are a reflection of our emotions. Increases in studies which discuss mood (Ekkekakis, 2013) and increase in importance of emotions for understanding subjective well-being (Diener, 2000) necessitate comprehending these concepts. Interchangeable use of emotion and mood terms is made more difficult to understand these concepts (Watson, 2000). This is a result of mental processes in which the mood that is meaningful for individual makes sense the individual's emotions (Forgas, 1995). Therefore, it can be interpreted that the most important factor that causes to confuse mood and emotion is caused by its relationship with cognitions. Mood can emerge as direct experience or as experience of thoughts and

[1] Corresponding author's address: Program of Guidance and Psychological Counseling, Department of Educaitonal Sciences, Faculty of Education, Center Campus, Aydın, TURKEY
Telephone: +90.256.218.20.00/1561
Fax: +90.256.214.10.61
e-mail: tarik.totan@adu.edu.tr
DOI: http://dx.doi.org/10.15345/iojes.2014.01.004

© 2014 International Online Journal of Educational Sciences (IOJES) is a publication of Educational Researches and Publications Association (ERPA)

emotions in the upper step (Mayer & Gaschke, 1988). From this point, mood means processed and refined emotions.

Individual's emotions and moods can emerge as a reaction against positive or negative events that effect them (Diener, 2000). While emotions occur based on needs or aims for surviving, mood which is related to feelings is less intense emotion or feeling, but stable and sustained one (Watson, 2000). Therefore, it can be said as one of the factors, which distinguish mood from emotions, that mood is less severe than emotions but more stable and perpetual. As well as an individual's emotions and moods can be determined for their behaviors, behaviors also can be determined for emotions or moods (Kelly & Barsade, 2001). After behaviors, thoughts and feelings cause to directly feel guilt and shame, and cease to feel empathy with an individual on the other side or not, feel empathy with the individual; and this situation effects following similar behaviors (Cimbora & McIntosh, 2005). In this context, it can be thought that cognitive, emotional and behavioral processes together affect each other and by this way they effect direction or intensity of the mood.

Generally well-being is basically studied as subjective well-being and psychological well-being (Kuzucu, 2006). Subjective well-being more frequent experiences positive and satisfying emotions and less feels negative and dissatisfying emotions. It characterizes individuals who are satisfied from their lives by sustaining activities that they are interested in (Diener, 2000; Diener, Lucas, & Oishi, 2002; Pavot & Diener, 2004). It depends upon that life satisfaction and positive emotions are more dominant than negative emotions (Grenville-Cleave, 2012), It is characterized with an individual's cognitive and emotional evaluation of his/her life (Diener, Oishi, & Lucas, 2009), and especially with hedonic approach, special determinants of being happy in a manner of the individual's desire (Ryan & Deci, 2001; Keyes, Shmotkin, & Ryff, 2002). Psychological well-being, with eudaimonic approach orients in realizing itself, struggle with life, endurance, revealing the potential, and maintaining psychological process (Ryan & Deci, 2001; Keyes, Shmotkin, & Ryff, 2002; Ryff & Singer, 2002-2008; Linley & Joseph, 2004). Individual's well-being is affected from mood because emotional component of subjective well-being, which is constituted of cognitive and emotional main components, contains positive and negative emotions indent (Rask, Astedt-Kurki, & Laippala, 2002; Katja, Päivi, Marja-Terttu, & Pekka, 2002); and because emotions are important in motivational process which is individual's well-being-oriented. Psychological well-being contains developing positive relationships with others, personal development, life purpose, environmental mastery and autonomy concepts (Ryff & Singer, 2008). However, Diener et al. (2009) say that it will be more effective to evaluate psychological well-being with a single dimension rather than with many sub-dimensions. In addition to this, Diener et al. thinks that psychological well-being is not enough represented and they state that scale which they developed for evaluating psychological well-being characterizes with the concept of flourishing which describes positive integration orienting to positive relationship, competence and life purpose.

The empirical study results show that mood is closely associated with many personality traits and psychological well-being or psychological ill-being factors. Brinker, Campisi, Gibbs, and Izzard (2013) have found that relationship between rumination at high level and negative mood is important; and when individual's cognitive responsibilities are much or little, mood is precursor of errors of inhabitation. Another study points out that excessive eating food is a way for coping with negative mood or for arranging negative mood (Christensen, 1993). For clients in major depression; it was reported that making excessive physical exercise increases their psychological well-being while they are not different from the other group who were not diagnosed on their mood (Bartholomew, Morrison, & Ciccolo, 2005). Depending upon these results, it can be thought that positive emotions are associated with psychological well-being while negative emotions are associated with ill- being.

Positive emotions whose contribution to psychological well-being is known have a direct effect on designing mood (Jimenez, Niles, & Park, 2010). In addition to this, there are many situations that characterize mood as satisfaction or dissatisfaction; and this makes difficult to evaluate them in suitable platforms (Mayer & Gaschke, 1988). And this situation makes difficult to evaluate mood in studying psychological functionality. Regarding that self-esteem is associated with emotional processes related to psychological ill-being (Martyn-Nemeth, Penckofer, Gulanick, Velsor-Friedrich, & Bryant, 2008; Dunn, O'Neill, & Feldman, 2011) and with psychological functionality (Neff, 2011); it can be considered that self-

esteem is an indicator of psychological functionality. Also, individuals who have high self-esteem feel more positive emotions comparing to individuals who have low self-esteem (Robinson & Barrett, 2010). Although it is considered that emotion-focused coping, causes of non-functional results, findings about the functionality of emotional process are increasing (Austenfeld & Stenton, 2004). Kandaris (2013) reported positive relationship of emotion-focused coping with flourishing and hope. Similarly, Totan, Doğan, and Sapmaz (2013) found that emotion-focused coping is positively associated with emotional self-efficacy, emotional empathy, and happiness. In this direction, in the study firstly it was analyzed whether The Brief Mood Introspection Scale is a valid and reliable scale or not. Then participants whose mood is satisfying and whose mood is not satisfying were detected; and making distinction between the mood which have positive flourishing, self-esteem and emotion-focused coping and which is satisfying, and the other mood which is dissatisfying was analyzed.

Method

Participant

Students who receive education at the faculty of education and the faculty of science and literature at Adnan Menderes University in the fall semester of 2012-2013 school year participate in the study. In total 316 students participated in the study, and 172 of them were women (54.40%) and 144 of them were men (45.60%). While the study was conducted, 135 of the participants (42.70%) were students from the Faculty of Science and Literature, 181 of them (57.30%) were from the Faculty of Education; and 86 of them (27.20%) were in the first grade, 67 of them (21.20%) were in the second grade, 79 of them (25.0%) were in the third grade and 84 of them (26.60%) were in the fourth grade. The age range of participants is between 17 and 24; and their average of age is 20 age 4 months.

Data Collection Instruments

The Brief Mood Introspection Scale. The Brief Mood Introspection Scale fictionalized by Mayer and Gaschke (1988) as an adjective scale contains in total 16 questions reflecting individual's instantaneous mood. 16 items of the scale are constituted of moods, two at a time. These are categorized with Happiness (Lively, happy), with adjectives like Full of love (Loving, caring), Calm (Calm, content), Energetic (Active, peppy), Frightening/anxious (Jittery, nervous), Angry (Grouchy, fed up), Exhausted (Tired, drowsy) and Unhappy (Gloomy, sad). Two sub-dimensions are achieved from these adjective sets. These sub-dimensions show individual's satisfaction and dissatisfaction about his/her mood. Questions on the scale are at four point scaling level (strongly disagree, disagree, mildly agree, strongly agree).

It was reported that variance which was explained after vertical turning in original form validity of the scale is 37.4%, reliability coefficient for satisfaction of mood is .76 and for dissatisfaction of mood .83, and relationship between two scales is .83 (Mayer & Gaschke, 1988). In another study of the scale which was adapted to Turkish, Kavcıoğlu (2011) stated that it was found that factor loads were over .20 and there was enough factoring after exploratory factor analysis. The researcher reported that in three-factor from 64.35% of variance was explained while in two-factor form sub-dimension of dissatisfaction explained 43.26% (Eigenvalue= 6.92) of variance, while sub-dimension of satisfaction explained 12.86% (Eigenvalue= 2.06) of variance; and in total 56.12% of it was explained; and item total correlation was between .34-.74; and also co-efficiencies of internal consistency were the same in both two forms.

Self-esteem Scale (Self-Liking/Self-Competence Scale-SLSC). Two-dimensional the Self-Esteem Scale developed by Tafarodi and Swan (2001) was adapted to Turkish by Doğan (2011). The scale has in total 16 items and it is in the form of five point scaling (1- Strongly disagree, 5- strongly agree). The scale is discussed as Self-Esteem in total of these two dimensions. Tafarodi and Swan (2001), found that occurred between model and data is enough for the scale in confirmatory factor analysis (χ^2= 6.56, df= 103, CFI= .92, RMSEA= .006). After reliability analysis, researchers reported that internal consistency for Self-competence is .83 in women while .82 in men; and for sub-dimension of Self-liking is .90 in both women and men. During studies of adaptation to Turkish, Doğan (2011) found that forms of the scale which is belong to both two

languages are very similar to each other; and the scale is still preserving its two-dimensional form (χ^2= 258.40, df= 98, CFI= .97, RMSEA= .049). The researcher detected that scale items show adequacy for distinguishing lower and upper subgroups; and value of internal consistency is .83 in Self-liking sub-dimension, is .74 in Self-competence. And also he detected that test-retest reliability value is .72 in Self-liking and Self-competence.

Flourishing Scale. Flourishing Scale was developed by Diener et al. (2009-2010). In order to detect social-psychological well-being level, the scale is in the form of seven point scaling (1- Strongly disagree, 7- Strongly agree) and it contains 8 items. Researchers found that two-factor form as positive and negative explains in total 61% of variance; and factor loads are over .58. They also detected that internal consistency is .87 for positive dimension while is .81 for negative dimension; and it is .89 for dimension of equilibrium obtained by both two dimensions (Diener et al., 2010). Telef (2011) who adapted the scale to Turkish detected that 42% of total variance was explained; and in all scale items' factor loads were over .54 and item total correlation was over .41. After confirmatory factor analysis, the researcher concluded that there is an accord at high level between data and model of scale (CFI= .95, RMSEA= .08, GFI= .96, NFI= .94, RFI= .92, IFI= .95). The researcher reported that the coefficient of internal consistency is .80, and after the practice of test-retest, also Telef (2011) reported that there is a relationship between the two practices and this relationship is at .86 levels.

Emotional Approach Coping Scale. Emotional Approach Coping Scale which was developed by Stanton, Kirk, Cameron, and Danoff-Burg (2000) is in the form of two-dimension five point scaling that analysis emotional processing and emotional expression and it is constituted of 16 items. Researchers found that the coefficient of internal consistency is between .72-.94. An adaptation of the scale to Turkish was completed by Şenol-Durak and Durak (2011). They found that the scale preserves its two-dimensional form as in its original form χ^2= 450.75, df= 103, CFI= .92, RMSEA= .078). They detected that internal consistency values are .85 and .90 in sub- dimensions of the scale, and in total .90, during reliability analysis. They also detected that in distinctive validity studies, sub-dimensions of emotional approach coping are negatively associated with anxiety while they are positively associated with family income and social desirability.

Personal information form. In personal information form which is designated for detecting gender and class level of participants; there is a closed-ended question to detect participants' gender, there is a closed-ended question to detect the class level of participants, and there is a closed-ended question to detect age of participants; in total there are three closed ended questions.

Data collection and Analysis

Necessary permission for use of The Brief Mood Introspection Scale were received by making contact with Dr. John D. Mayer. During the translation of the scale in Turkish, support of three psychological counseling and guidance academicians were received. Obtained three forms were reduced to just one form by the researcher, and it was again translated into English by two different academicians of English Linguistics. Finally, observing that there is a similarity between obtained form and original form; translated form was used for collecting data. In the first step of the study Cronbach alpha and McDonald's omega coefficients were used in internal consistency evaluation as well as exploratory factor analysis (EFA), confirmatory factor analysis (CFA), item total correlation, distinctiveness of 27% lower/upper group item, exploratory statistics and correlations. In the second step in which flourishing, self-esteem and emotional approach coping is independent while the mood is dependent variable, discriminant analysis was used. Discriminant analysis is a multivariate statistic which aims to predict categorically classified group memberships of a set that is constituted of certain dependent variables (Büyüköztürk & Çokluk-Bökeoğlu, 2008). SPSS, SAS and R packaged software was used in statistical analysis, which were used in the study, and significance level was regarded as.05.

Findings

Firstly EFA and CFA were made for the aim of analyzing construct validity of The Brief Mood Introspection Scale. In consequence of EFA, it was found that the scale shows four-factors form which explains 64.69% total variance. For explained total variance, the first variance explains 37.26% of it, the second variance explains 12.70% of it, the third variance explains 8.21% of it, and the fourth variance explains 6.52% of it. However, when the scree plot was analyzed, it was realized that there is a fracture at the end of the first factor. Furthermore, it was found that rotated component most part of scale items obtained in consequence of varimax rotation for these four factors were loaded in the first item, in the rest factors there is a transmission between them. Therefore, it was concluded that the scale is unidimensional.

Table 1. BFA, DFA, item total correlations, item statistics and distinctiveness of 27%- sub-super group

Items English and Turkish	Item factor load in EFA	Parameter estimate in CFA	Item error in CFA	Item total correlation	Item mean	Item s.d.	t_{98}*
Lively - Hayat dolu	.73	.74	.45	.63	3.18	.78	14.08*
Happy - Mutlu	.76	.78	.39	.65	3.23	.72	13.54*
Sad - Üzgün	.64	.45	.79	.57	2.61	.87	12.09*
Tired - Yorgun	.57	.45	.79	.50	1.94	.99	11.39*
Caring - Şefkatli	.37	.44	.80	.30	3.18	.77	5.98*
Content - Hoşnut	.49	.57	.68	.40	3.11	.66	6.90*
Gloomy - Hüzünlü	.65	.53	.72	.57	2.60	.98	14.81*
Jittery - Gergin	.58	.40	.84	.52	2.53	1.06	11.02*
Drowsy - Uyuşuk	.45	.42	.82	.37	2.61	1.07	9.29*
Grouchy - Huysuz	.52	.46	.79	.46	3.03	.93	10.15*
Peppy - Enerjik	.67	.71	.49	.56	3.04	.93	12.63*
Nervous - Sinirli	.57	.48	.80	.51	2.70	1.00	12.79*
Calm - Sakin	.40	.25	.94	.34	2.92	.87	6.61*
Loving - Sevgi dolu	.41	.49	.76	.32	3.37	.69	6.40*
Fed up - Usanmış	.69	.64	.60	.62	2.38	1.04	13.89*
Active - Hareketli	.62	.64	.59	.51	2.97	.86	10.76*

*n= 316, $n_{27\%}$= 98, *p= .000

In following steps, analysis were maintained by limiting uni-factor in EFA. According to obtained results unidimensional form shows adequacy for explaining 34% of total variance. While Kaiser Meyer Olkin coefficient is calculated as .82, the result of Bartlett's test Chi-square significance level was detected less than .05 (χ^2= 1846.76, df= 120, p= .000). Also in the result of EFA, it was found that itemle factor loads were between .37-76. Accord of two-factor theoretical model of the scale (Mayer & Gaschke, 1988) with survey data was analyzed with CFA. CFA was made firstly for analyzing the confirmatory level of form which is belonging to two sub-scale at the second level. In consequence of CFA, it was found that accord belonging to the model can be increased with modification; and the association of a series of item error covariance was made. Consequently, it was concluded that confirmatory level which is in acceptable mood dimensions belonging to satisfaction and dissatisfaction does not exist (χ^2= 587.14, p= .000, df= 103, χ^2/df= 5.70, CFI= .86, RMSEA= .12, SRMR= .11). According to the result obtained from DFA, it was found that parameter estimations in all items of 16-items scale are positively important; and also it was found that accord between survey data and model shows adequacy (χ^2= 472.93, p= .000, df= 99, χ^2/df= 4.78, CFI= .90, RMSEA= .08, SRMR= .08). Results of analysis of scale items show that item total correlations are between .30-.65. Results of distinctiveness of 27% lower/upper subgroup also shows that items distinguish characteristics of mood as adequate and inadequate (t_{154}= 5.98-14.81).

Table 2. Relationships between mood, flourishing, and emotional approach coping with exploratory statistics results

Variables	1	2	3	Mean	s.d.	Cronbach alpha	McDonald omega
Mood [1]	-			47.97	12.07	.87	.90
Self-esteem [2]	.46*	-		57.21	9.08	.89	.91
Flourishing [3]	.26*	.65*	-	43.41	7.25	.87	.90
Emotional approach coping [4]	.39*	.30*	.30*	54.34	12.22	.93	.95

Bonferroni correction for Type I error was applied to p-values .05/06 = .008

Dependent and independent variables were analyzed correlation before discriminant analysis. It was detected that there are relationships which are below .80 levels and which can be accepted as multiple correlation between dependent variable and independent variable set as seen in the table 2 (Grewal, Cote, & Baumgartner, 2004). According to the findings, mood is associated with self-esteem at the level of .46, with psychological well-being at the level of .26, and with emotional approach coping at the level of .30; similarly, flourishing is positively associated with emotional approach coping at the level of .30. For mood; Cronbach alpha coefficient which is calculated for internal consistency was detected as .87, and McDonald's omega coefficient was detected as .90. In other variables of the study values of internal consistency were above .87. In order to make classification mood in two categories as satisfied from the mood and dissatisfied from the mood, or as the positive mood-oriented and the negative mood-oriented, average points were standardized; and students who were on plus or minus half standard deviation were classified. After the classification, it was detected that 77 students were dissatisfied from the general mood while 100 students were satisfied with it; and this was recorded in discriminant analysis.

Table 3. Discriminant function, matrix structure and equality of group averages

Independent variables	Standardized canonical discriminant function coefficients	Structure matrix function	Wilks λ	F	df_1	df_2	*p*
Self-esteem	.65	.90	.74	61.34	1	171	.000*
Emotional approach coping	.25	.44	.92	14.47	1	171	.000*
Flourishing	.39	.79	.79	46.32	1	171	.000*

It was analyzed in discriminant analysis whether self-esteem, flourishing and emotional approach coping are effective in distinguishing positive oriented ones and negative-oriented ones in the mood. Box M test showed that assumption of equation of equal covariance matrix was confirmed (Box $M_{6\text{-}176567}$= 11.323, *p*= .085). According to Canonical correlation value (.55) self-esteem which is sets of independent variable explains 30% of variance ($.55^2$) belonging to dependent variance of emotional approach coping and flourishing. It was detected that eigenvalue is .44, and the function provides enough distinctiveness (Eroğlu, 2008). In the consequence of Wilks's Lambda statistics, it was found that independent variables are significant precursors of dependent variables in a single function (λ_1= .70, χ^2= 61.73, *p*= .000). Wilks's Lambda value shows that 70% of variance was not able to be explained by groups. The effect size of this value was calculated as .12 [Partial η^2= 1- $\lambda^{1/3}$] basing on Smithson (2003) process and in accordance with Tabachnick and Fidell's (2008) suggestion. It was detected that self-esteem ($F_{1\text{-}171}$= 61.34, *p*= .000), emotional approach coping ($F_{1\text{-}171}$= 14.47, *p*= .000), and flourishing ($F_{1\text{-}171}$= 46.32, *p*= .000) measure sufficiently differences between groups. Also it was detected that self-esteem (.74), flourishing (.79) and emotional approach coping (.92) are respectively effective in discriminating groups according to Wilks λ values (Çokluk, Şekerçioğlu, & Büyüköztürk, 2010). According to standardized coefficients of canonical discriminant function, all independent variables entered into discriminant set. It was concluded that self-esteem (.65), flourishing (.39) and emotional approach coping (.25) are respectively important variables for distinguishing individuals who are satisfied from their mood and who are not. According to results of matrix structure self-esteem (.90), flourishing (.79), and emotional approach coping (.44) are associated with mood. The average discriminant function of individuals who were dissatisfied from their mood was -.75, while the average discriminant function of individuals who were satisfied from their mood was .58.

Table 4. Result of classification of individuals who are satisfied and dissatisfied from their mood.

Group	Negative mood			Positive mood		
	f	%	Total	*f*	%	Total
Negative mood	53	70.7	75	22	29.3	100.0
Positive mood	21	21.4	98	77	78.6	100.0
75.10% of original grouped cases correctly classfied						
74.60% cross-validation of grouping						

According to classification result, 53 of negative mood-oriented individuals were classified in the right class while 21 of them were classified in wrong class. 77 of positive mood-oriented individuals classified in the right class while 22 of them were classified in wrong class. It was analyzed by means of partial and maximum chance criteria whether accurateness of classification percentage obtained from discriminant analysis is acceptable or not. The total percentage of the first group was found at .44 (77/177), while the second group's total percentage was found at .56 (100/177). Relative chance criteria calculated based on the number of students taken place in two groups was found at .60 ($.77^2+.100^2$) . Also, 74.60% which is percentage of cross-validation of grouping is above these percentages. It was understood that accurate classification is enough because the percentage of classification obtained from discriminant analysis is above these percentages. When Kappa coefficient was calculated by using variable of estimated groups which were constituted in discriminant analysis for evaluating chance accord belonging to obtained results, and by using variables of mood (Green & Salkind, 2008), it was found that this value was positively loaded and it was at the average level as .55 ($T^b= 7.23$, $p= .000$).

Discussion and Conclusion

Validity and reliability of The Brief Mood Introspection Scale was studied in the scope of the study at the first step. While Mayer and Gaschke (1988) were developing The Brief Mood Introspection Scale, they developed it in the form of a set that can be evaluated in bilateral sets, developed by Watson and Tellegen (1985), such as satisfaction-dissatisfaction, being stimulated-calmness, positive-exhausted, negative-relaxed After exploratory factor analysis made in this direction, it was concluded that the scale is uni-dimensional, and it was sufficient for explaining one-third of total variance. Overloading of KMO coefficient above .70 and detecting globalization as important show that uni-dimensional factoring of the scale is sufficient (Leech, Barett, & Morgan, 2005; Field, 2006, Tabachnick & Fidell, 2007). It was detected that all itemfactor loads were above .30. This situation shows that item factors are at the sufficient level (Costello & Osborne, 2005; Whitley & Kite, 2013). However, change of item factor loads between .36 and .76 shows that test items are congeneric test items. Therefore, McDonald's omega which was suggested to be more suitable for congeneric items (Yurdugül, 2006) was used as well as Cronbach alpha, for analyzing internal consistency. After analysis of The Brief Mood Introspection Scale with both two coefficients of internal consistency, it was concluded that other survey variables; self-esteem, flourishing, and emotional approach coping have satisfying reliability levels. It was concluded in the confirmatory factor analysis that The Brief Mood Introspection Scale should be evaluated in uni-dimensional form which points out general mood, rather than form of dimensions of general mood that is belonging to satisfaction and dissatisfaction. In consequence of studies on uni-dimensional form, it was found that scale items are sufficient for distinguishing individuals whose general mood is low and whose general mood is high.

It was detected that mood was positively associated with survey variables and with self-esteem at the highest level; and emotional approach coping and flourishing variables were following it. In consequence of studies on mood based on empirical evidence and factor analysis, it was found that mood is mathematically separated into two sub- field such as satisfaction and dissatisfaction or stimulation and calmness (Mayer & Gaschke, 1988). After determining survey participants whose mood was positive-oriented and negative-oriented, whether self-esteem, flourishing and emotional approach coping distinguished mood or not was analyzed in discriminant analysis. According to this analysis, necessary assumptions were supplied and self-esteem, flourishing and emotional approach coping as independent variables were sufficient for explaining one-third of variance of dependent variable. It was found that self-esteem is the most effective variable for making distinction on individuals satisfied from their mood and dissatisfied from their mood, flourishing and emotional approach coping follow it.

Positively important association of mood with self-esteem, flourishing and emotional approach coping at moderately acceptable level coincide with findings of Kandaris (2013) about flourishing and emotional approach coping, and coincide with Totan, Doğan, and Sapmaz's (2013) findings on happiness and emotional approach coping. However, Kuzucu (2006) found that while psycho-education program which orients to realizing emotions and expressing them has an effect on emotional process of university students, it does not have an important effect on psychological and subjective well-being levels of them. Assuming

that individuals whose level of emotional awareness and level of expressing emotions are high have moods at the satisfying level, this finding contradicts with the research result.

Self-esteem is a concept that can be discussed with psychological functionality (Neff & Vonk, 2009). Also, taking into consideration that exaggerated self-esteem is a negative and undesired situation, it is pointed out that self-esteem is associated with psychological well-being (Neff, 2011). Doğan, Totan, and Sapmaz (2013) found that self-esteem is positively associated with psychological well-being, emotional empathy, and positive-oriented affect balance. Also, according to path analysis in the same survey, self-esteem has indirect effect on relationships of psychological well-being and affect balance with happiness. The research findings support findings of Doğan, Totan and Sapmaz (2013) and conclusions of Neff (2011) which suggest that self-esteem is associated with psychological well-being. Evaluation of mood as intensified form of emotions (Mayer & Gaschke, 1988; Forgas, 1995) and the fact that individuals who evaluate their emotion in long-term are much more explaining their self-esteem than individuals who evaluate their emotion in short-term (Robinson & Barrett, 2010) show similarity to characteristics of self-esteem to distinguish mood.

Regarding that Horney's growth term and Rogers' fully functioning term can be conceptualized with psychological well-being (Linley & Joseph, 2004), and regarding the importance of positive functionality (Diener et al, 2009), empirical evidences aiming to understand mood and to use facilitating effects have an important role in profession of psychological counseling. However, cultural and social differences in emotional process as well as individual differences limit interpreting of these findings. Diener (2000), reported that Turkish university students' perceptions on the level of happiness is a bit more than life satisfaction, however, they find life satisfaction more important than happiness. Deniz, Arslan, Özyeşil, and İzmirli (2012), found that comparing to Erasmus students, Turkish university students' self-understanding and life satisfaction are positively associated with positive emotion at higher level, and negatively associated with negative emotions. They also found that Turkish schoolgirls have higher positive emotions than other girls coming from their countries. These results show that there are cultural differences as well as individual differences in pattern related to emotional processes. Because of these reasons, it should be paid attention to generalization of results obtained from research. In addition to this, while evaluating well-being, thinking possibility of being reflected of change in individual's emotions in his/her response because of his/her experiences at that moment or in the not too distant past (Diener, 2000), evaluation of psychological well-being, mood or positive and negative emotions can constitute a limitation for generalization of responders' momentary emotions. Therefore, it was concluded that flourishing, self-esteem and emotional approach coping discussed in the study are effective and sufficient in making distinction between participants whose mood is positive and satisfying, and participants whose mood is negative and dissatisfying. Although they provide empirical information for the field of psychological counseling, the study should be supported with longitudinal studies as well as cross-sectional studies.

References

Austenfeld, J. L. & Stanton, A. L. (2004). Coping through emotional approach: A new look at emotion, coping, and health-related outcomes. *Journal of Personality*, *72*(6), 1335-1364. http://dx.doi.org/10.1111/j.1467-6494.2004.00299.x

Bartholomew, J. B., Morrison, D., & Ciccolo, J. T. (2005). Effects of acute exercise on mood and well-being in patients with major depressive disorder. *Medicine and Science in Sports and Exercises, 37*(12), 2032-2037. http://dx.doi.org/10.1249/01.mss.0000178101.78322.dd

Brinker, J. K., Campisi, M., Gibbs, L., & Izzard, R. (2013). Rumination, mood and cognitive performance. *Psychology, 4*(3A), 224-231. http://dx.doi.org/10.4236/psych.2013.43A034

Büyüköztürk, Ş. & Çokluk-Bökeoğlu, Ö. (2008). Discriminant function analysis: Concept and application. *Eğitim Araştırmaları, Eurasion Journal of Educational Research, 33*, 73-92.

Christensen, L. (1993). Effects of eating behaviour on mood: A review of the literature. *International Journal of Eating Disorders, 14*(2), 171-183. http://dx.doi.org/10.1002/1098-108X(199309

Cimbora, D. M. & McIntosh, D. N. (2005). Understanding the link between moral emotions and behavior. In A. V. Clark (Ed.), *Psychology of mood* (p.p. 1-27). New York, NY: Nova Science Publications, Inc.

Costello, A. B. & Osborne, J. W. (2005). Best practices in exploratory factor analysis: Four recommendations for getting the most from your analysis. *Practical Assessment Research & Evaluation, 10*(7), 1-9.

Çokluk, Ö., Şekercioğlu, G., & Büyüköztürk, Ş. (2010). *Sosyal bilimler için çok değişkenli istatistik. SPSS ve Lisrel uygulamaları.* Ankara: PegemA Akademi.

Deniz, M. E., Arslan, C, Özyeşil, Z., & İzmirli, M. (2012). Öz-anlayış, yaşam doyumu, negatif ve pozitif duygu: Türk ve diğer ülke ünversite öğrenciler arasında bir karşılaştırma. *Mehmet Akif Ersoy Üniversitesi, Eğitim Fakültesi Dergisi, 12*(23), 428-446.

Diener, E. (2000). Subjective well-being. The science of happiness and a proposal for a national index. *American Psychologist, 55*(1), 34-53. http://dx.doi.org/10.1037/0003-066X.55.1.34

Diener, E., Lucas, R. E., & Oishi, S. (2002). Subjective well-being: The science of happiness and life satisfaction. In C. R. Synder & S. J. Lopez (Eds.), *Handbook of positive psychology* (p.p. 63-73). New York, NY: Oxford University Press.

Diener, E., Oishi, S., & Lucas, R. E. (2009). Subjective well-being: The science of happiness and life satisfaction. In C. R. Snyder & S. J. Lopez (Eds.), *Oxford handbook of positive psychology* (p.p. 187-194). New York, NY: Oxford University Press.

Diener, E., Wirtz, D., Biswas-Diener, R., Tov, W., Kim-Prieto, C., Choi, D., & Oishi, S. (2009). New measures of well-being. *Social Indicator Research Series, 39*, 247-266. http://dx.doi.org/10.1007/978-90-481-2354-4_12

Diener, E., Wirtz, D., Biswas-Diener, R., Tov, W., Kim-Prieto, C., Choi, D., & Oishi, S. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicator Research, 97*, 143-156. http://dx.doi.org/10.1007/s11205-009-9493-y

Doğan, T. (2011). Two-dimensional self-esteem: Adaptation of the Self-Liking/Self-Competence Scale into Turkish: A validity and reliabilitiy scale. *Education and Science, 36*(162), 126-137.

Doğan, T., Totan, T., & Sapmaz, F. (2013). The role of self-esteem, psychological well-being, emotional self-efficacy, and affect balance on happiness: A path model. *European Scientific Journal, 9*(20), 31-42.

Dunn, L. K., O'Neill, J. L., & Feldman, S. R. (2011). Acne in adolescents: Quality of life, self-esteem, mood, and psychological disorders. *Dermatology Online Journal, 17*(1), 1.

Ekkekakis, P. (2013). *The measurement effect, mood, and emotion. A guide for health-behavioral research*. New York, NY: Cambridge University Press.

Eroğlu, A. (2008). Ayırma (discriminant) analizi. In Ş. Kalaycı (Ed.), *SPSS uygulamalı çok değişkenli istatistik teknikleri* (3th edition). Ankara: Asil Yayın Dağıtım Ltd. Şti.

Field, A. (2006). *Discovering Statistics Using SPSS*. (2nd edition). London: Sage Publications.

Forgas, J. P. (1995). Mood and judgement: The affect infusion model (AIM). *Psychological Bulletin, 117*(1), 36-66. doi: 10.1037/0033-2909.117.1.39

Green, S. B. & Salkind, N. J. (2008). *Using SPSS for Windows, Analyzing and Understanding Data.* (5th edition). New Jersey: Prentice Hall.

Grenville-Cleave, B. (2012). *Positive psychology. A practical guide.* North Road, London: Icon Books Ltd.

Grewal, R., Cote, J. A., & Baumgartner, H. (2004). Multicollinearity and measurement error in structural equation models: Implications for theory testing. *Marketing Science, 23*(4), 519-529. http://dx.doi.org/10.1287/mksc.1040.0070

Jimenez, S., Niles, B. L., & Park, C. L. (2010). A mindfulness model of affect regulation and depressive symptoms: Positive emotions, mood regulation expectancies, and self-acceptance as regulatory

mechanisms. *Personality and Individual Differences, 49*(6), 645-650. http://dx.doi.org/10.1016/j.paid.2010.05.041

Kandaris, K. (2013). *The moderating effect of hope on the relationship between emotional approach coping and flourishing in college students*. Unpublished master thesis. DePaul University, College of Education, Chicago, IL.

Katja, R., Päivi, Å. K., Marja-Terttu, T., & Pekka, L. (2002). Relationships Among adolescent subjective well-being, health behavior, and school satisfaction. *Journal of School Health*, *72*(6), 243-249. http://dx.doi.org/10.1111/j.1746-1561.2002.tb07337.x

Kavcıoğlu, F. C. (2011). *The role of meta-mood experience on the mood-congruency effect in recognizing emotions from facial expressions*. Unpublished doctorate dissertation. Middle East Technical University, School of Social Sciences, Ankara.

Kelly, J. R. & Barsade, S. G. (2001). Mood and emotions in small groups and work teams. *Organizational Behaviour and Human Decision Processes, 86*(1), 99-130. http://dx.doi.org/10.1006/obhd.2001.2974

Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology, 82*(6), 1007-1022. http://dx.doi.org/10.1037/0022-3514.82.6.1007

Kuzucu, Y. (2006). *Duyguları fark etmeye ve ifade etmeye yönelik bir psiko-eğitim programının, üniversite öğrencilerinin duygusal farkındalık düzeylerine, duyguları ifade etme eğilimlerine, psikolojik ve öznel iyi oluşlarına etkisi*. Unpublished doctoral dissertation. Ankara University, Institute *of* Educational Sciences*, Ankara.*

Leech, N. L., Barrett, K. C., & Morgan, G. A. (2005). *SPSS for Intermediate statistics: Use and interpretation* (2nd edition). New Jersey: Lawrence Erlbaum Ass.

Linley, P. A. & Joseph, S. (2004). Toward a theoretical foundation for positive psychology in practice. In P. A. Linley & S. Josephy (Eds.), *Positive psychology in practice* (p.p. 713-731). Hoboken; NJ: Wiley & Sons, Inc.

Martyn-Nemeth, P., Penckofer, S., Gulanick, M., Velsor-Friedrich, B., & Bryant, F. B. (2008). The relationships among self-esteem, stress, coping, eating behavior, and depressive mood in adolescents. *Research in Nursing & Health, 32*(1), 96-109. http://dx.doi.org/10.1002/nur.20304

Mayer, J. D., & Gaschke, Y. N. (1988). The experience and meta-experience of mood. *Journal of Personality and Social Psychology, 55*, 102-111.

Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. *Social and Personality Psychology Compass, 5*(1), 1-12. http://dx.doi.org/10.1111/j.1751-9004.2010.00330.x

Neff, K. D., & Vonk, R. (2009). Self-compassion versus global self-esteem: Two different ways of relating to oneself. *Journal of Personality, 77*, 23–50. http://dx.doi.org/10.1111/j.1467-6494.2008.00537.x

Pavot, W. & Diener, E. (2004). Findings on subjective well-being: Applications to public policy, clinical interventions, and education. In P. A. Linley & S. Joseph (Eds.), *Positive psychology in practice* (p.p. 679-692). Hoboken; New Jersey: Wiley & Sons, Inc.

Rask, K., Åstedt-Kurki, P., & Laippala, P. (2002). Adolescent subjective well-being and realized values. *Journal of Advanced Nursing*, *38*(3), 254-263. http://dx.doi.org/10.1046/j.1365-2648.2002.02175.x

Robinson, M. D. & Barrett, L. F. (2010). Belief and feeling in self-reports of emotion: evidence for semantic infusion based on self-esteem. *Self and Identity, 9*(1), 87-111. http://dx.doi.org/10.1080/15298860902728274

Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology, 52*, 141–166. http://dx.doi.org/10.1146/annurev.psych.52.1.141

Ryff, C. D. & Singer, B. (2002). From social structure to biology. Integrative science in pursuit of human health and well-being. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (p.p. 541-555). New York, N.Y.: Oxford University Press.

Ryff, C. D. & Singer, B. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies, 9*, 13-39. http://dx.doi.org/10.1007/s10902-006-9019-0

Tabachnick, B. G. & Fidell, L. S. (2007). *Using multivariate statistics* (5th edition). Boston: Allyn and Bacon.

Tafarodi, R. W. & Swan, W. B. (2001). Two-dimensional self-esteem: Theory and measurement. *Personality and Individiual Differences, 31*, 653-673.

Telef, B. B. (2011). *Psikolojik İyi Oluş Ölçeği (PİOÖ): Türkçeye uyarlama, geçerlik ve güvenirlik çalışması*. XI. Ulusal psikolojik danışma ve rehberlik kongresi. Psikolojik danışmanlığın rotası yeniden. 3-5.Ekim.2011 Efe Sürmeli Otel Selçuk, İzmir. (p.p. 312-313).

Smithson, M. J. (2003). *Confidence intervals*. Belmont, CA: Sage.

Stanton, A. L., Kirk, S. B., Cameron, C. L., & Danoff-Burg, S. (2000). Coping through emotional approach: Scale construction and validation. *Journal of Personality and Social Psychology, 78*, 1150–1169. http://dx.doi.org/10.1037/0022-3514.78.6.1150

Şenol-Durak, E. & Durak, M. (2011). Factor structure and psychometric properties of the Emotional Approach Coping Scale in Turkish university students and community members. *Journal of Psychopathology and Behavioral Assessment, 33*(2), 264-272. http://dx.doi.org/10.1007/s10862-011-9223-z

Totan, T., Doğan, T., & Sapmaz, F. (2013). Emotional self-efficacy, emotional empathy and emotional approach coping as sources of happiness. *Cypriot Journal Educational Sciences, 8*(2), 247-256.

Watson, D. (2000). *Mood and temperament.* New York, NY: Guilford Press.

Watson, D. & Tellegen, A. (1985). Toward a consensual structure of mood. *Psychological Bulletin, 98*, 219-235. http://dx.doi.org/10.1037/0033-2909.98.2.219

Whitley, B. E. & Kite, M. E. (2013). *Principles of research in behavioral science.* (3th edition). New York, NY: Taylor & Francis Group.

Yurdugül, H. (2006). Paralel, eşdeğer ve konjenerik ölçmelerde güvenirlik katsayılarının karşılaştırılması. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 39*(1), 15-37.