

SELF-COMPASSION AND CONSTRUAL LEVEL THEORY: THE ROLE OF
SELF-COMPASSION IN DECREASING THE EFFECT OF SOCIAL DISTANCE

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF PSYCHOLOGY

JULY 2018

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ABSTRACT

SELF-COMPASSION AND CONSTRUAL LEVEL THEORY: THE ROLE OF SELF-COMPASSION IN DECREASING THE EFFECT OF SOCIAL DISTANCE

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July, 2018; 147 pages

Construal Level Theory (CLT) suggests that psychological distance determines the level of abstraction of mental representations used in cognition. It also suggests that this is important in determining how people evaluate, perceive and predict future, and behave. The aim of the present study was to investigate the role of trait and induced self-compassion in CLT. It was hypothesized that individuals who are dispositionally high in self-compassion or who are situationally induced to adopt self-compassion construe socially distant events less abstractly or near events less concretely than those who are dispositionally low in self-compassion or who are not induced to self-compassion. A total of 187 students participated in a 2 (social distance: self, other) X 3 (self-compassion manipulation: self-compassion, self-esteem, control) experimental design. There was a significant effect of social distance in an unexpected direction for the partner selection task although the radio satisfaction task did not reveal a significant main effect of social distance. Hence, this study failed to replicate the tenets of CLT in Turkey in general. Radio

satisfaction task revealed that when participants received self-esteem writing task, the levels of radio satisfaction were higher in other-condition as compared to those in self-rating condition with the radio with positive secondary but negative primary functions. Finally, trait self-compassion moderated the effect of social distance in partner selection task (only for the importance of low-level feature). The results of the present study were discussed in relation to previous literature.

Keywords: construal level, construal level theory (CLT), psychological distance, social distance, self-compassion

ÖZ

ÖZ-ŞEFKAT VE KURGULAMA SEVİYESİ TEORİSİ: ÖZ-ŞEFKATİN SOSYAL UZAKLIĞIN ETKİSİNİ AZALTMADAKİ ROLÜ

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Temmuz 2018, 147 sayfa

Kurgulama Seviyesi Teorisi (KST) psikolojik uzaklığın zihinsel temsillerin soyutlama seviyesini belirlediğini ileri sürmüştür. Ayrıca bunun insanların değerlendirmelerini, algılarını, geleceği yordamaları ve davranışlarını belirlemede oldukça önemli olduğunu belirtmiştir. Bu çalışma, bu teoride kişilik özelliği olarak ve durumsal olarak uyarılmış öz-şefkatin rolünü araştırmayı amaçlamıştır. Kişilik özelliği olarak öz-şefkati yüksek olan veya durumsal olarak öz-şefkati uyarılmış kişilerin, öz-şefkati düşük olan veya öz-şefkati uyarılmamış kişilere kıyasla sosyal olarak uzak olan olayları daha az soyut olarak veya yakın olayları ise daha az somut olarak kurgulamaları beklenmiştir. Toplam 187 öğrenci, 2 (sosyal uzaklık: kendi ve diğer) X 3 (öz-şefkat manipülasyonu: öz-şefkat ve öz-saygı ve kontrol) desende bir deneye katılmıştır. Radyo memnuniyeti görevi sosyal uzaklığın anlamlı bir etkisinin olmadığını gösterse de, partner seçme görevinde sosyal uzaklığın beklenmedik yönde anlamlı bir etkisi bulunmuştur. Dolayısıyla, bu çalışma Türkiye'de genel

olarak KST'nin önermelerini tekrarlamamıştır. Radyo memnuniyeti görevi için bir senaryoda (pozitif temel fakat negatif ikincil özellikli radyo tanımlaması) öz-saygı manipölasyon görevi alan katılımcıların radyo memnuniyetlerinin kendi değerlendirme koşuluna kıyasla diğer kişiyi değerlendirme koşulunda daha yüksek olduğu bulunmuştur. Son olarak, partner seçme göreviyle kişilik özelliği öz-şefkatin sosyal uzaklığın etkisindeki moderatör rolü (sadece düşük seviyeli özelliğin önemi için) ortaya konmuştur. Çalışma sonuçları alanyazınla ilişkilendirilerek detaylı bir şekilde tartışılmıştır.

Anahtar Kelimeler: kurgulama seviyesi, Kurgulama Seviyesi Teorisi (KST), psikolojik uzaklık, sosyal uzaklık, öz-şefkat.

*To my parents Nur & Ibrahim
&
To everyone who believes in me*

ACKNOWLEDGEMENT

First, I would like to thank my supervisor Prof. Dr. Türker Özkan for guidance, encouragement, and supportive attitude from the beginning to the end of my Ph.D life. I feel very lucky that I had the chance to learn a lot of things about both life and academic subjects from him. Besides, I would like to thank him for being a role model by showing how a good academician should be.

I would like to thank my jury members Prof. Dr. Bengi Öner-Özkan, Assoc. Prof. Dr. Derya Hasta, Assist. Prof. Dr. Bahar Öz, and Assist. Prof. Dr. Ayça Özen-Çıplak for their valuable contributions and suggestions. I would also thank Prof. Dr. Müge Ersoy-Kart and Assist. Prof. Dr. Ayça Özen-Çıplak for their help in data collection process.

I would thank my parents, Nur and İbrahim and my brother Berk for their unconditional love, trust and support. Also, I would like to thank them for being with me anytime I need them and for everything they have done. I am very lucky to have such a family.

My friends deserve tremendous thanks. First, I would like to express my deepest thanks to Emine Tuna Ulaşan Özgüle, Özlem Ertan, Hilal Terzi, and Özge Kantaş for their feedback, valuable suggestions, and unconditional support. Second, I am also much grateful to İbrahim Öztürk, Özge Şahin, Yeşim Üzümcüoğlu, Özlem Ersan, and Burcu Tekeş for being there whenever I need them as well as their social, intellectual, and technical support. Finally, I would like to express my special thanks to Hasan Sivri for believing in me and making me happy at tough times with his support. Without their endless support all of you provide, I cannot imagine how I can overcome the difficulties I've experienced in this process. I am so glad I have all of you.

Finally, I would like to thank The Scientific and Technological Research Council of Turkey (TÜBİTAK) for the financial support provided during my doctorate, as this dissertation was financially supported by The Science Fellowships and Grant Programmes Department (BİDEB) at TÜBİTAK.

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CHAPTER 1

INTRODUCTION

1.1. Overview

Direct experience of the social world is unable to exceed “self, here, and now” (Liberman & Trope, 2008). Individuals can go beyond direct experience by using mental representations such as predictions, memories, and speculations (Trope & Liberman, 2010). For example, remembering the wedding experience one had requires the mental representations. Without mental representation, it would not be possible to remember it. Similarly, any kind of experience that is beyond “self, here, and now”, requires mental representations. To transcend direct experiences such as imagining and planning about the future, remembering things happened in the past, thinking about anything that is spatially distant and hypothetical, making suggestions to others, all require mental representations (Liberman & Trope, 2008).

Construal level theory of psychological distance (CLT) proposed by Trope and Liberman (2003; 2010) explains how individuals transcend psychological distance through mental representations. The previous literature consistently suggests that the ability to transcend psychological distance has important consequences for the daily functioning of people. Both the bi-directional association between psychological distance and mental representations and the role of psychological distance on psychological outcomes (i.e., prediction, judgment, decision making) through mental representations have been well established in previous studies (See Trope & Liberman, 2010, for a review).

There is ample empirical evidence suggesting that everybody uses mental abstraction to go beyond direct experience as a general tendency and this has important consequences for cognition and decision making (e.g., Bar-Anan, Liberman, & Trope, 2006; Trope & Liberman, 2003; 2010). However, only limited numbers of studies (e.g., Darwent, 2012; Kogut, Eyal, & Sharaton, 2017; Wong & Wyer, 2016) have focused on the effects of possible moderators in the framework of CLT. These studies (e.g., Darwent, 2012; Kogut et al., 2017; Wong & Wyer, 2016) emphasize the importance of some individual differences or orientations in the association between psychological distance and the construal of events and their potential influences in daily functioning. For example, depressive symptomology, perspective flexibility, and future time orientation weaken the effects of psychological distance on construal level (e.g., Darwent, 2012; Kogut, et al., 2017; Wong & Wyer, 2016). However, although there could be different factors that may determine the construals of psychologically distant events, the literature is mainly mute about the factors that moderate the association between psychological distance, the construal, and its consequences. Determining such factors may provide insight into understanding about limits of CLT and differences in evaluation, judgment, and decision-making.

This study extends previous research on individual differences in CLT by focusing on self-compassion and investigating its potential moderating effect. Based on available scarce research, I propose that the construals of psychologically distant events may differ depending on different levels of self-compassion. Basically, self-compassion is extending concern for others to self by making boundaries ambiguous between the self and the other (Neff, 2003b). In another word, by adopting a self-compassionate perspective the person may treat the other-similar to the self in face of difficulty (Neff, 2003a; 2003b). Since the social dimension of psychological distance is about the distinction between self and others (Berson, Halevy, Shamir, & Erez, 2015), this study focuses on how self-compassion affects the construal of the socially distant event. This study aims to examine the role of self-compassion in the relationship between distance and construal, which is at the center of CLT. Understanding whether self-compassion moderates the effect of psychological distance on construal and its consequences, seems important to explain differences

in evaluation, judgment, and decision-making. Specifically, people with self-compassion might be less sensitive to distance since they might adopt a distanced perspective (e.g., Kross, 2009) and this lower sensitivity might affect their judgments or decisions (Darwent, 2012). That is, individual differences in some psychological process such as judgment, decision, or evaluation may stem from the differences in sensitivity to the distance that may be related to self-compassion.

The following sections first present the major tenets of CLT, which provides a theoretical explanation for transcending psychological distance. The discussion on the role of individual differences in CLT follows. After the theoretical information on self-compassion and the role of self-compassion on the association between social distance and the construal of events are provided, the final section presents the current study and research hypotheses.

1.2. Construal Level Theory of Psychological Distance

Trope and Liberman (2003, 2010) propose CLT, which builds on the question of how people perceive objects in terms of psychological distance. Since direct experience is contingent upon “the self, here and now”, everything that goes beyond direct experience is considered as psychologically distant, thus vary in level of abstraction (Liberman & Trope, 2008; Trope & Liberman, 2010). According to the theory, mental representations such as predictions and memories enable individuals to move beyond their immediate experience by constructing psychologically distant objects at varying levels of abstraction (i.e., construal level) in the cognitive system (Trope & Liberman, 2010).

CLT provides a framework for understanding how psychological distance affects mental construals. The mental construals in turn influence psychological outcomes. At the same time, mental construals at varying level of abstraction influence psychological distance (Trope & Liberman, 2010). Hence, the bi-directional association between psychological distance and mental construals is the main tenet of CLT. More specifically, when objects or events pertain to higher levels of

psychological distance as they are moved away from “self, here, and now”, they are constructed at relatively higher levels of abstraction (Trope & Liberman, 2010).

CLT postulates that construals are mental representations that differ depending on the level of abstraction (Trope & Liberman, 2010). Simply, abstraction refers to “a process of identifying a set of invariant central characteristics of a thing” (Burgoon, Henderson, & Markman, 2012, s.502). To illustrate, pressing a lever could be construed at a higher level of abstraction when used for influencing election instead of voting (Burgoon et al., 2013). At this point, it is important to note that abstraction includes more than two levels since it is on a continuum (Burgoon et al., 2013; Trope & Liberman, 2010). High-level construals, which operate to transcend direct experience, encompass mental representations that are relatively “abstract” and “decontextualized”, as well as comprising “superordinate”, “core”, “goal-relevant” characteristics of any stimuli. On the other hand, low-level construals, which enable more solid representation of experiences encompass mental representations that are relatively “concrete” and “contextualized”, as well as comprising “subordinate”, “incidental”, and “goal-irrelevant” characteristics (Trope & Liberman, 2003; 2010). In other words, they help us to represent experiences at more superordinate or subordinate categories. Table 1.1 shows the instances of the distinction between high- and low-level construals.

Table 1. 1. The Summary of Distinction between High- and Low-Level Construal (Liberman & Trope, 2014; p. 366)

High-level, abstract construals	Low-level, concrete construals
Objects construal	
Gestalt, global figure	Details
Wide categories	Exemplars, narrow categories
Words	Pictures
Primary features	Secondary features
Event construal	
Large time segments	Small time segments
Causes	Effects
Person construal	
Trait	Behavior
Dispositions	Situational pressures
Group identity, stereotypes	Individuating information
Action construal	
Abstract action verbs (e.g., help or cheat)	Concrete action verbs (e.g., lift or talk)
Why an action is performed	How an action is performed
Ends, desirability	Means, feasibility
Abstract goals, values, ideologies	Incidental and/or local consideration, situational demands

Psychological distance refers to “a subjective experience that something is close or far away from the self, here and now” (p. 440) and the individual uses the self, here and now as the reference point for determining the level of abstraction (Trope & Liberman, 2010). Liberman and Trope (1998) firstly investigated the role of psychological distance on construal level by using temporal distance as a determinant of psychological distance. Spatial distance (e.g., Fujita, Henderson, Eng, Trope, & Liberman, 2006), social distance (e.g., Liviatan, Trope, & Liberman, 2008), and hypothetical distance (e.g., Wakslak, Trope, Liberman, & Alony, 2006) are additional determinants of psychological distance. In line with this, the theory states that psychological distance is a construct which has four aspects, namely temporal distance (i.e., time), spatial distance (i.e., space), social distance (i.e., the self), and hypothetical distance (i.e., probability) (Trope, Liberman, & Wakslak, 2007).

The core proposition of the theory suggests a bi-directional relationship between psychological distance and construal level. Many previous studies support this tenet of the theory empirically at both implicit and explicit levels. Specifically, a series of studies by Bar-Anan et al. (2006) revealed that, the reaction times of participants were shorter when words (distal vs. proximal objects) matched words that reflected similar construal levels (high; category & abstract vs. low; exemplary & concrete) in an Implicit Association Test (IAT). Additionally, individuals were more likely to adopt abstract construals when any four dimensions (i.e., temporal, spatial, hypothetical, social distance) of psychological distance increased (e.g., Fujita et al., 2006; Liberman & Trope, 1998; Liviatan, et al., 2008; Wakslak et al., 2006). More specifically, with increasing psychological distance, the construals become abstract more, and the tendency to widen the breadth of categories, the tendency to describe behaviors in terms of their purposes (vs. means, measured by BIF), abstractness of language, and the tendency to process visual information in terms of global terms (vs. detailed terms) also increase (Trope & Liberman, 2010). For example, a study by Smith and Trope (2006, Study 2) found that power, as a form of social distance, increased the abstractness of construals by enhancing the tendency to describe behaviors in terms of their purposes (why the behavior is performed vs how the behavior is performed). Similarly, in the context of temporal distance, Liberman,

Sagrignano, and Trope (2002, Study I) found that distance increased the abstractness of construal of an object by showing that people who imagined the objects in distant future produced fewer and more inclusive categories for objects as compared to people in near future conditions. Similar patterns were observed for spatial and hypothetical distance (e.g., Wakslak et al., 2006). Consistent with aforementioned studies, a meta-analysis by Soderberg, Callahan, Kockersberger, Amit, and Ledgerwood (2015) also showed that the influences of psychological distance on construal level were moderate. Moreover, empirical studies also supported the bi-directional nature of the association. To illustrate, Liberman, Trope, McCrea, and Sherman (2007) showed a bi-directional association between construal level and temporal distance. Specifically, their results showed that adopting higher level construal (primed by different procedures of construal level) led participants to have larger temporal distance about action as compared to adopting lower level construals. Similarly, in the context of spatial distance, the results by Wakslak and Trope (2009) showed that people who induced to higher-level construal mindset by different procedures (i.e., attribute alignment, categorization priming, why vs how priming, global vs local focus, & hierarchical shapes) had reduced probability judgments as compared to people who induced to lower-level construal mindset. Supporting these findings, a study by Liberman and Förster (2009) found that participants who had higher level construals by priming with global processing judged higher distance in the four aspects of psychological distance (temporal, social, spatial, and hypothetical) than the control condition. On the other hand, participants who had lower-level construals by priming with local processing showed the reverse pattern.

The theory posits that different dimensions of psychological distance are associated with each other (Trope & Liberman, 2010). Many studies support these associations (e.g., Bar-Anan, Liberman, Trope, & Algom, 2007; Fiedler, Jung, Wänke, & Alexopoulos, 2015). To illustrate, Bar-Anan et al. (2007) revealed that response times were shorter when the words that were related to one of the three psychological distance dimensions (i.e., temporal, social, and hypothetical) matched its actual distance in the picture (i.e., spatial) by using a picture-word version of the Stroop task. This study implies that different dimensions share a mutual meaning of

psychological distance and this relatedness is activated automatically as discussed Trope and Liberman (2010). Yan (2014) found that construal level mediated this effect of any psychological distance on the perception of another distance. Taken as a whole, this relatedness among psychological distance dimensions does not imply that they are expressed in the same manner but rather implies that they function in exactly the same way by affecting the construal level. That is, the similar functions of psychological distance dimensions on diverse psychological outcomes are due to the mediating role of mental construals in the distance-outcome association (Trope & Liberman, 2010). In line with this, a meta-analysis conducted by Soderberg et al. (2015) found that the influences of different psychological distance dimensions on mental representations were analogous.

CLT suggests that human beings evaluate, prefer, make decisions, and perform based on mental representations or construals of target stimuli (i.e., objects, events, people, actions) determined by the psychological distance of the stimuli (Trope & Liberman, 2010). Put another way, since psychological distance determines the level of construal, it has different implications for evaluation, preference, prediction, and judgment. That is, the psychological distance affects the level of mental representation of target stimulus, which in turn influences the weight of high-level and low-level features of that stimulus. Hence, the person's decision, judgment or evaluation is influenced by their relative weights (Trope & Liberman, 2010). As psychological distance increases, the relative importance of high-level features, which include central characteristics, desirability considerations (i.e., "the valence of an action's end state"), pros of an action, are greater as compared to low-level features, which include peripheral details, feasibility considerations (i.e., "the ease or difficulty of reaching the end state"), and cons of an action (Liberman & Trope, 1998, p.7; Trope & Liberman, 2010). Thus, as the psychological distance increases high-level features influences the individual's behaviors or preferences more strongly and vice versa (Trope & Liberman, 2010).

In a study testing this tenet of CLT in the context of temporal distance, Trope and Liberman (2000, Study 3) investigated the relative impacts of primary (i.e. radio's sound) and secondary features (i.e. radio's clock) on satisfaction among different

radios. Their results revealed that people who imagined buying a radio whose sound quality was good but clock was bad (i.e., goal-relevant; high-level feature is good) in distant future (i.e., a year later) exhibited more satisfaction with it as compared to their counterparts who imagined buying it in the near future (i.e., tomorrow). However, the reverse pattern was observed for people who imagined buying a radio whose sound quality was bad but the clock was good (i.e., goal-irrelevant; low-level feature is good). These results imply that the importance of primary features was less but the importance of secondary features was more in near future preferences than in distant future preferences. With lower temporal distance, people gave more weight to the secondary but less to the primary features in their preferences.

In the context of social distance, Liviatan et al. (2008, Study 4) tested how similarity with the target, as a dimension of social distance, affects the relative importance of primary (i.e. quality of the story) or secondary aspects (the ability in physics) in evaluating short stories ostensibly written by a target. With increasing social distance, the importance of primary aspect was greater as compared to the importance of secondary aspect. Supporting the theory, previous studies including other distance dimensions empirically revealed that with higher distance the relative importance of the high-level features was higher as compared to low-level features of objects or actions (See Trope & Liberman, 2010 for a review). Similarly, previous studies revealed that psychological distance influences a larger number of outcome variables, including persuasion (e.g., Kim, Rao, & Lee, 2009; Zhao & Xie, 2011), self-control (e.g., Fujita, Trope, Liberman, & Levin-Sagi, 2006), and negotiations (e.g., Henderson, Trope, & Carnevale, 2006). Consistent with aforementioned studies, the meta-analysis by Soderberg et al. (2015) also showed that psychological distance had a moderate influence on some psychological outcomes.

Some studies examined whether the tenets of CLT are culture-specific or universal. Messervey (2008) investigated culture differences within CLT framework and in three studies she showed that there was a main effect of temporal distance for Canadian participants but not for Chinese participants. Similarly, Wong and Wyer (2016, Study 6) found that there was a significant effect of temporal distance on construal level for North American participants, but not for Indian participants.

However, other studies in Eastern cultures documented psychological distance had a significant influence on construal levels (Kim, Zhang, & Li, 2008; Yan, 2014). Consistent with this, Soderberg et al. (2015) meta-analytically revealed that individualism/collectivism scores of the country investigated did not affect the associations between psychological distance and construal level as well as the associations between psychological distance and some psychological outcomes. Taken together, despite some controversial evidence, the effects of psychological distance on construal level and psychological outcomes seem to be universal.

To sum up, one of the central constructs in CLT is the construal level, which has a bi-directional relationship with psychological distance with four distinct aspects related to each other (Trope & Liberman, 2010). Previous literature supports major premises that as any one of these four different distance measures increased, the levels of mental construals people adopt became more abstract, which in turn made people focus more on high-level features and less on low-level features. These focus on high- or low-level features are the factors that determine how people evaluate, perceive, predict future, and behave (Trope & Liberman, 2010). These effects seem to be universal since they are independent of culture (Soderberg et al, 2015).

1.2.1. Individual Differences of Construal Level Theory

The meta-analysis by Soderberg et al. (2015) supports the associations between psychological distance and both abstractions and psychological outcomes across different times and samples. However, these meta-analytic results point out that the established associations could change depending on some variables. In other words, there may be some variables that may moderate this association. Some individual difference variables may influence the process of abstraction or construal level in transcending psychological distance by acting as moderators. In that sense, they may affect some psychological outcomes including prediction, evaluation, and decision. However, only limited number of studies (e.g., Darwent, 2012; Kogut et al., 2017; Wong & Wyer, 2016) has focused on these moderating variables.

Wong and Wyer (2016) opposed the assumption that individuals construe any stimuli based on their psychological distance of themselves, here and now from the stimuli. Specifically, they object the argument that the individual uses the self as the reference point in evaluating psychological distance of any stimuli. According to Wong and Wyer (2016), this requires an egocentric perspective. They assert that people might construe any stimulus without reference to “self, here, and now”. Hence, individuals may adopt an allocentric point of view to construe mental representations and by using this perspective may “mentally ‘travel’ to another time, place, or person” (Wong & Wyer, 2016, p. 17). To illustrate, in assessing temporal and/or social distance by adopting an allocentric perspective, individuals imagine temporally or social distant events as less distant as compared to the assessments made by adopting an egocentric perspective. That is, adopting allocentric perspective for distant events includes assessments of the events in more immediate manner. In addition to the ability to assess any event from the allocentric perspective, people have “the disposition to construe events from different reference points” that is called as perspective flexibility (Wong & Wyer, 2016, p. 17). Specifically, they tested the role of perspective flexibility which is expected to be predicted by collectivism and long-term orientation on the construal of the events within CLT framework. Consistent with their expectations, they found that higher perspective flexibility led to higher construal concreteness of temporally distant events. Additionally, people who were situationally induced to collectivistic or long-term orientations construed events that were in distant future or relevant to others as more concrete and events that were immediate or relevant to themselves as more abstract as compared to people induced to individualistic or short-term orientations. Finally, their results showed that perspective flexibility mediated the effects of collectivism and long-term orientation on construal of events.

Darwent (2012) also tried to elucidate the role of individual differences on the predictive power of CLT. Specifically, she examined whether people who displayed depressive symptomatology used lower levels of abstract construals to construct psychological distant events. By using IAT, she found that the relationship between level of abstraction and two types of psychological distance (i.e., social and temporal) were lower for people who displayed higher levels of depressive

symptomatology. However, whether the strength of association between psychological distance and abstraction predicted any differences in judgments were not clear. In another study, Kogut et al. (2017) investigated the moderating role of trait and situationally induced future time orientation in the association between temporal distance and decision in the framework of CLT. They revealed a greater tendency toward idealistic over pragmatic concerns in the future decision as compared to the near decision. They also found that this association was moderated by future time orientation. Specifically, both trait and situationally induced temporal time orientation weakened the differences between the future and near decisions.

In sum, there may be some individual difference variables that may moderate the effects of psychological distance on the level of abstraction, which in turn affect psychological outcomes including decision making and prediction outcomes. Discovering these variables could be noteworthy in terms of better understanding the decision-making and evaluation processes. By doing so, it may also contribute to the line of research in determining the limits of the applicability of this theory. In that sense, self-compassion which requires the integration of concerns for “self” and “others” into a harmonious whole (Neff, 2003b) presents itself as another variable that may moderate the effects of distance on construals and its consequences.

1.3. Self-Compassion

Compassion represents “the concern for the well-being of others” (Cosleya, McCoya, Saslowb, & Epel, 2010, p.816). In a more comprehensive manner, compassion is defined as “being open to and moved by the suffering of others, so that one desires to ease their suffering” (Neff, 2003a, p. 224). Neff (2003b) extends the concept of compassion for others to “self” by introducing self-compassion that is simply a feeling of compassion directed to the self like one does for others. In other words, this concept consists of the concern for others, which extends to the concern for the self.

Self-compassion is operationalized as “being open to and moved by one’s own suffering, experiencing feelings of caring and kindness toward oneself, taking an

understanding, non-judgmental attitude toward one's inadequacies and failures, and recognizing that one's own is part of the common human experience" (Neff, 2003a, p. 224). In experiencing suffering or personal failure, self-compassionate perspective includes three basic features, namely self-kindness versus self-judgment, common humanity versus isolation, and mindfulness versus over-identification. (Neff, 2003a; 2003b). A self-compassionate perspective is built by integration and interaction of these dimensions (Neff, 2009). Self-kindness versus self-judgment includes approaching toward the self in a kind and understanding manner instead of cruel judgments and criticism towards the self. Common humanity versus isolation refers to considering their negative experience as being part of the common experience that any individual may encounter because of human nature instead of perceiving this experience in an isolated manner. Finally, mindfulness versus over-identification represents approaching painful emotions and thoughts with a balanced mental perspective that enables enough mental space between oneself and those emotions and thoughts for evaluating them in a healthy manner instead of engaging in over-identification process with those emotions and thoughts through some potentially harmful cognitive strategies such as rumination (Neff, 2003a; Neff, 2003b; Neff, 2016a).

Taken as a whole, the concept of self-compassion reflects certain varied aspects. Self-compassion is not dependent on the sources of suffering. That is, the beneficial effects of self-compassion are obvious even if the source of suffering is one's own fault or personal inadequacies (Neff, 2009). Self-compassion may also seem to be a concept that is active in response to aversive situations. However, Neff (2003a) proposes that self-compassion should also be relevant in less negative situations because it motivates the person to engage in proactive behaviors thus inhibit the occurrence of negative events. That is, the beneficial effects of self-compassion could be observed under both negative and neutral situations. Supporting this, based on their studies, Terry, Leary, Mehta, and Henderson (2013) conclude that the beneficial effects of self-compassion may not be limited to the context characterized as being difficult or challenging. In situations in which health is not an issue, the beneficial effects of self-compassion may also be observed.

Self-compassion can be mixed-up with concepts such as self-pity and self-esteem (See Barnard & Curry, 2011, for a review). In that sense, it requires some clarification. Self-pity requires ignoring other people who suffer from similar problems in addition to the dramatization of their own problems. Unlike people with self-pity, self-compassionate people acknowledge that life will bring difficulties for everyone from time to time and they do not dramatize the pain they experience (Neff, 2011). Self-esteem requires considering self as a disconnected and isolated individual whereas self-compassion enables people to be kind to themselves because they are able to consider their own experiences as part of humanity (Neff, 2011). In that sense, self-compassion does not require self-enhancement and engaging in downward social comparisons (Neff, 2011). With high levels of self-compassion, the boundaries between self and others become ambiguous, whereas self-esteem emphasizes clear boundaries (Neff, 2011). Although both are self-related positive attitudes and found to be related, after statistically controlling for one another both have predictive power independent of each other on different well-being indicators (Neff & Vonk, 2009). The origins that link these concepts to well-being are also different for these concepts. Specifically, the link between self-compassion and well-being indicators stems from the feelings of safety and security, but the link for self-esteem originates from the feelings of superiority and self-confidence (Neff, 2011). Finally, drawing on available research Neff (2011) concludes that, self-compassion seems to be more related to emotional resilience and self-worth stability as compared to self-esteem. Taken together, self-compassion is a different concept from self-esteem although they have some commonalities.

Previous literature reports that self-compassion is related to numerous well-being variables, both negative (i.e., self-criticism, depression, anxiety, rumination, thought suppression, neurotic perfectionism) and positive (i.e., life satisfaction and social connectedness) (Neff, 2003b). A study by Neff, Rude, and Kirkpatrick (2007) revealed that self-compassion was positively related to happiness, optimism, positive affect, reflective and affective wisdom, personal initiative, curiosity, exploration, agreeableness, extroversion, and conscientiousness, but negatively to negative affect and neuroticism. In a recent meta-analysis by Zessin, Dickhäuser, and Garbade (2015), self-compassion was found to be related to different aspects of

well-being (i.e., psychological, cognitive, negative affective, and positive affective). Their results also indicated that, overall, the association between self-compassion and well-being was as high as .47. Finally, their meta-analytic results documented a causal link between self-compassion and well-being by revealing that induced self-compassion manipulations and trait self-compassion interventions led participants to have higher levels of well-being (i.e., negative affective well-being for induced self-compassion and overall well-being for interventions). Similarly, in another meta-analytic study, MacBeth and Gumley (2012) found that the link between self-compassion and psychopathology was as -.54. In addition to intrapersonal context, the beneficial effect of self-compassion is also observed in interpersonal context (e.g., Neff & Beretvas, 2012; Yarnell & Neff, 2013).

Self-compassion includes showing compassion also towards others. It requires that the individual accepts the negative experience (e.g., suffering, failure, and inadequacies) as being part of human nature thus all individuals, including the self, deserve compassion just because they are humans. Being part of humanity ensures connectedness and equality (Neff, 2003b). In that sense, self-compassion is devoid of social comparison between self and others, thus treating the self in a less judgmental manner enables treating others in the same manner (Neff, 2003b). It enables oneself to accept his or her negative features by providing a “safe and nonjudgmental” field and does not necessitate people to view themselves unrealistically (Breines & Chen, 2012). Regardless of the conceptual link between self-compassion and compassion directed to others, they are still distinct constructs. A study by Pommier (2010) showed that people with and without self-compassion have relatively similar levels of the feelings of compassion for others. Specifically, their results showed that people who had self-compassion had compassion toward both themselves and others, whereas those who had low levels of self-compassion had more compassion for others (Pommier, 2010). Hence, their results did not support the correlation between self-compassion and compassion for others. In another study, Neff and Pommier (2013) reported a weak correlation between self-compassion and compassion for others in the samples of community adults and practicing meditators but non-significant correlation for the stated relationship in a sample of undergraduates. Recently, López, Sanderman, Ranchor, and Schroevers

(2018) supported a poor but non-significant association between these variables. Taken as a whole, it seems plausible that while people with self-compassion extend compassion for others to “self” and thus self-compassion include the compassion directed to others; people without self-compassion have only the feelings of compassion for others which may potential to make boundaries between self and others clear (see Neff & Dahm, 2015 for similar discussion).

Regarding the effect of culture on self-compassion and its association with well-being variables, there are limited available studies in the literature. The study by Neff, Pisitsungkagarn, and Hsieh (2008) examined the association between self-compassion and self-construals as well as some well-being indicators in three different countries, Thailand, Taiwan, and United States (former two are collectivist, the latter is individualistic). Their findings indicated that the association patterns between self-compassion and self-construal were different in these countries. Specifically, interdependence was shown to be related to self-compassion in Thailand, while independence was related to self-compassion in Taiwan and United States. Their results also showed that there were significant associations between self-compassion and well-being indicators (i.e., depression and life satisfaction) in these three counties, implying that the beneficial effect of self-compassion was culture-independent. Taken together, self-compassion seems to be a construct that integrates “concerns with self and others in a manner that transcends individualistic and collectivistic orientations” (Neff et al., 2008, p. 281).

Self-compassion is generally conceptualized as a trait, which could be developed to some extent with intervention and training (Neff & Germer, 2013). Hence, the majority of studies use Self-Compassion Scale (Neff, 2003a), which is designed to measure the trait self-compassion. However, self-compassion can also be situationally induced and different mood induction methods are used to see the effects of induced self-compassion (e.g., Breines & Chen, 2012; Diedrich, Grant, Hofmann, Hiller, & Berking, 2014; Johnson & O’Brien, 2013; Leary, Tate, Adams, Allen, & Hancock, 2007; Odou & Brinker, 2014). For example, such a mood can be induced by asking individuals to write about the event in a self-compassionate manner after describing a negative event they had experienced (Johnson & O’Brien,

2013, Leary et al., 2007; Odou & Brinker, 2014) or by asking them to write about their weaknesses in a self-compassionate manner after describing their own shortcoming or weaknesses (Breines & Chen 2012). Therefore, in the current study, self-compassion is considered both as a relatively stable disposition and a psychological variable that may be situationally induced.

Taken together, self-compassion, which is an attitude toward the self is characterized by different dimensions; self-kindness, common humanity perception, mindfulness, self-judgment, isolation, and over-identification (Neff, 2003b). The available literature suggests that it is associated with well-being indicators as well as many other psychological variables (e.g., Zessin et al., 2015). However, the literature review is mute about its role on CLT of psychological distance. In that sense, since self-compassion disturbs categories between self and others (Neff, 2011), it may also have effects on determining the level of abstraction in the psychological distance. In the following section, I discuss how it may affect the relationship between psychological distance and construal and its consequences.

1.3.1. Role of Self-Compassion in Construal Level Theory

In CLT framework, psychological distance determines the level of abstraction of mental representations used in cognition (Trope & Liberman, 2010). Although four functionally related aspects, namely temporal, spatial, hypothetical, and social experiences determine psychological distance (Trope & Liberman, 2010), in the current study, the focus will be on the social dimension of distance. Self-compassion is an attitude toward the self (Neff, 2003b) which are expected to affect the self-other distinction. In that sense, self-compassion may be expected to moderate the association between the social experiences and the abstraction level of mental representations.

1.3.1.1. Social Distance between Self and Other

Social distance represents “the perceived degree of differentiation between oneself and others” (Berson et al., 2015, p.148). In addition to self-other and in-group-out-

group differences, the differences that stem from some factors including similarity and power determine perceived social distance (Trope & Liberman, 2003; Trope et al., 2007). The studies support the major tenets of CLT in the context of social distance. More specifically, a large number of studies revealed that events or actions pertaining to higher levels of social distance were represented at a higher level of abstraction as compared to those pertaining to lower levels of social distance, hence, with varying levels of social distance, people processed actions and events in different ways (e.g., Trope et al., 2007; Trope & Liberman, 2010).

The self-other difference is one of the main determinants of social distance in CLT (e.g., Lu, Xie, & Xu, 2012). According to CLT, when people make recommendations to a stranger or make the decision for others, they adopt a more distant perspective and they construe these decisions at a higher abstraction level in their mind as compared to the situations in which they make the same decision for themselves (e.g., Lu et al., 2012). Hence, people in high psychological distance situations focus more on high-level features but less on low-level features, while the reverse pattern is expected for people in low distance situations. In turn, this shift in the focus affects some outcomes including prediction, judgment, and decision making (Trope & Liberman, 2010). For example, in a series of their studies, Lu et al. (2012) revealed that the weights of high-level construal (i.e., desirability considerations) were greater for advisor condition than those for self-condition in the three different stages of decision making, while the weights of low-level construal (feasibility considerations) were lower for advisor condition than those for self-condition. Similarly, Danziger, Montal, and Barkan (2012) found that people who made decisions for themselves gave more weight to the importance of low-level feature (i.e., pragmatic consideration) as compared to people who made recommendations for other. Furthermore, the reverse pattern was found for the importance of high-level feature (i.e., idealistic consideration). Taken together, in the scope of this study, based on CLT, it seems plausible to consider that the socially distant events in the other condition are constructed at a higher and more abstract level as compared to socially near events in the self-condition.

1.3.1.2. Self-Compassion as a Potential Moderator in the Construal of Socially Distant Events

Regardless of the fact that there is no direct research on the moderating effects of self-compassion on the association between psychological distance and construal level in CLT¹ (to the best of the author's knowledge), there is corroborating evidence on the effects of self-compassion on construal level. CLT suggests that the four dimensions of psychological distance function in the exactly same way. That is, four dimensions of psychological distance affect the construal level, which in turn affects different psychological outcomes (Trope & Liberman, 2010). Although the effect of self-compassion on other types of psychological distance is beyond the scope of this study, as different types of distance dimensions function in the same manner, some evidence about the effect of self-compassion on the construal of distant events from other types of psychological distance is present.

The hypothesis that self-compassion affects the construal of socially distant events is consistent with the evidence from at least three different lines of research. Firstly, theoretical evidence by research on self-compassion theory supports this hypothesis. Specifically, self-compassion reflects “the balanced integration between concerns for themselves and concerns for others” (Neff, 2003b, p.96). The self-compassionate approach includes “taking the stance of an ‘other’ toward oneself” (Neff, Hseih, & Rude, 2005, p.65). Hence, self-compassionate people tend to approach themselves similar as they do to others in a compassionate manner because they do not need to compare themselves with others who are in worse situations than themselves (Neff, 2003b). In support of this, Neff et al. (2007) revealed a positive and significant association between self-compassion and affective wisdom that could be operationalized as favorable emotions towards others. It implies that self-compassionate people tend to feel concern for themselves as they do for others (Neff et al., 2007). Similarly, Neff (2003a) reported a significant correlation between self-compassion and social connectedness. Another study by Neff, Kirkpatrick, and Rude (2007) revealed that self-compassion was related to the more frequent use of first-

¹ At this point, it is important to note that there is some evidence that mindful concrete construal and mindful self-compassionate construal diaries improved self-compassion and mindfulness in weight loss (e.g., Hussein, Egan, & Mantzios, 2017; Mantzios & Wilson, 2014).

personal plural pronouns (e.g., we, our) but the less frequent use of first-personal singular pronouns (e.g., I, me) in responding the question of “greatest weakness”. In a similar vein, Hölzel, Lazar, Gard, Schuman-Olivier, Vago, and Ott (2011) emphasized the role of the change in the perspective on the self in the self-compassion and several studies reported positive and significant correlations between self-compassion and perspective taking (e.g., Fuochi, Veneziani, & Voc, 2018; Neff & Pommier, 2013). Taken together, it seems reasonable to say that self-compassionate people could perceive less socially distant from others and more socially distant from themselves.

Secondly, self-distancing theory (Ayduk & Kross, 2010; Kross, 2009; Kross, Ayduk, Mischel, 2005; Kross & Ayduk, 2017) suggests that people with self-compassion might adopt a more distant perspective in the construal process. This research focuses on how adopting a distant perspective influences “hot” emotional processes. That is, people analyze events involving themselves in here and now from a distant perspective, which in turn can improve their well-being (Ayduk & Kross, 2010; Kross, 2009; Kross, Ayduk, Mischel, 2005). More specifically, analyzing negative experience from a self-distancing perspective was related positively to adaptive outcomes such as lower emotional and cardiovascular reactivity and negatively to rumination (e.g., Ayduk & Kross, 2008; Ayduk & Kross, 2010; Kross, 2009; Kross, Ayduk, Mischel, 2005). The theory implies that self-compassion (especially for mindfulness dimension) may be related to analyzing experiences from a distant perspective and with higher levels of self-compassion the reaction to self-relevant events may be more adaptive (Kross & Ayduk, 2017). In a related study, Grossmann and Kross (2014) found that adopting a self-distanced perspective was related to the disappearance of self-other differences in wise reasoning. Additionally, previous literature on mindfulness which shows some similarity with self-distancing (Kross & Ayduk, 2017) supported the important role of a shift in perspective or decentering in this concept (e.g., Bernstein, Hadash, Lichtash, Tanay, Shepherd, & Fresco, 2015; Keng, Smoski, & Robins, 2011; Lebois et al., 2015).

Consistent with this, previous results revealed that the linguistic intergroup bias² and implicit age and race biases could be decreased by mindfulness intervention (Lueke & Gibson, 2015; Tincher, Lebois, & Barsalou, 2016), which implies that mindfulness, may be related to reduced perceived social distance.³ Finally, in a series of studies, Siedlecka, Capper, and Denson (2015) showed that rumination, which was found to be negatively associated with self-compassion in the former studies (e.g., Neff, 2003b) partially predicted lower temporal distance after controlling for some related variables including the time of the event under investigation actually occurred. Although circumstantial, these findings together may suggest a link between self-compassion and the perception of social distance.

Finally, there is evidence that self-improvement motivation is associated with both more abstract construal of events (e.g., Freitas, Salovey, & Liberman, 2001; Rim & Summerville, 2014) and self-compassion (e.g., Breines & Chen, 2012; Leary et al., 2007). Specifically, the CLT framework suggests that self-improvement motivation may be superordinate to self-enhancement motivation and it may be associated with more abstract construal of events (Freitas, et al., 2001). Based on this, previous researchers (e.g., Freitas et al., 2001; Rim & Summerville, 2014) conceptualize self-enhancement as a concrete goal (i.e., low level), whereas self-improvement as an abstract goal (i.e., high-level). Supporting this conceptualization, Rim and Summerville (2014) found that individuals produced counterfactuals (downward vs. upward) that satisfied self-evaluative goals (self-improvement; high-level vs. self-enhancement; low-level) triggered by temporal and social distance. Hence, people were more likely to produce upward counterfactuals when events pertained to psychological proximity, whereas they were more likely to produce downward

² In a study by Tincher et al. (2016), they investigated the role of mindfulness intervention (vs immersion group) in the linguistic abstraction for expected or unexpected behaviors committed by a friend vs an enemy. Their results showed that for positive behaviors, the linguistic abstraction scores were higher for friends as compared to enemy, while for negative behaviors, the linguistic abstraction scores were higher for enemy as compared to friends, pointing out the linguistic abstraction bias. Their results showed that mindfulness intervention reduced this tendency. In addition, on the contrary to the expectation of this study, they found that mindfulness intervention led participants to have lower linguistic abstraction scores than immersion groups regardless of group (friend vs enemy).

³ At this point, it is important to note that there are some controversial expectations or findings regarding the association between mindfulness and abstraction (e.g., Parkin, Jarman, & Vallacher, 2015; Schellhas, Ostafin, Palfai, & de Jong, 2016; Tincher et al., 2016).

counterfactuals when they pertained to psychological distance. Another study by Yan, Hou, and Unger (2014) revealed that the predictions of people who were primed with abstract mindset were less likely to have distorted cognitions by optimistic bias as compared to people who were primed with concrete mindset. A study by Liberman and Trope (1998, Study 4) indicated that assignment choice was determined by different motivations depending on its period. Specifically, students were more likely to select difficult but interesting assignments when it was a distant future activity and were more likely to select easy but non-interesting assignments when it was a more proximal activity. Finally, Freitas et al. (2001) revealed that mental construals at varying levels of abstraction as determined by temporal distance and action identification also influenced the type of feedback preferred. Specifically, their studies revealed that adopting a distant perspective was related to lower preference for favorable feedback and higher preference for unfavorable feedback. In that sense, self-compassion may be related to self-improvement goals, that may require more abstract construals.

The studies suggest that self-compassion may give people the ability to perceive themselves as more distal and to engage in abstract thinking and this may be the factor that enables endorsement of the motivation for improvement (e.g., Freitas et al., 2001; Rim & Summerville, 2014). There is evidence that pointed out the relationship between self-compassion and self-improvement in different domains. To illustrate, in the education context, self-compassion was found to be related to intrinsic improvement motivation. Self-compassion had both direct and indirect effect on intrinsic motivation to learn through a mastery goal orientation (Neff et al., 2005). Similarly, in the interpersonal context, with higher self-compassion, augmented levels of motivation to correct interpersonal mistakes were observed for women and men with high levels of conscientiousness (Baker & McNulty, 2011). A more relevant study by Leary et al. (2007) showed that self-compassion had a significant relationship with realistic self-appraisals. Since realistic self-appraisals is a precondition for dealing with own inadequacies (Leary et al., 2007), self-compassion is effective in enhancing change motivation (Breines & Chen, 2012). Similarly, Zhang and Chen (2016), in their three studies consistently found that adopting self-compassionate perspective was related to high levels of self-

improvement from their regret experience. Building on this line of research, Breines and Chen (2012) found that overall self-compassionate approach improves self-improvement motivation in the series of experiments. Specifically, one of their experiments (Experiment 4) found that inducing self-compassion led participants have higher the preference for upward social comparison as well as the change motivation relative to two control conditions. Taken as a whole, self-compassion is related to self-improvement motivation, which is also related to abstract construals.

Based on above evidence, in this study, it is expected that self-compassionate people will have lower levels of distinction between self and others. In other words, self-compassionate people as compared to people who are low on self-compassion may feel less socially distant with others and more socially distant with themselves. This situation affects how people process any stimuli since events pertaining to higher levels of social distance are represented at higher levels of abstraction as compared to events pertaining to lower level of social distance (Trope et al., 2007; Trope & Liberman, 2010). Taken together, the present study expects that people who are dispositionally high in self-compassion or who are induced to adopt self-compassion temporarily construe socially distant events less abstractly or near events less concretely than people who are dispositionally low in self-compassion or who are not induced to adopt self-compassion temporarily (self-esteem and control conditions). In turn, the present study expects that these different construal abstraction levels will influence the cognitive decisions people make.

1.4. Present Study and Research Hypotheses

This paper uses Construal Level Theory (CLT) of psychological distance as a framework in investigating the role of self-compassion on the association between psychological distance and construal, which affects psychological outcomes further. Although different types of factors determine psychological distance (Trope & Liberman, 2010), the present study only examines the effects of social distance. Social distance was operationalized as the self-other difference in which participants were asked to decide for themselves and a stranger. In investigating the role of self-compassion on the association between social distance and judgments, two

judgmental tasks, which was borrowed from previous studies on CLT were used. Hence all hypotheses were tested separately for each task. In the first judgmental task, which was borrowed from Danziger et al. (2012), participants were asked to consider a socially distant or near events (i.e., partner choice) by selecting a partner for themselves or advising a partner for a stranger. By doing so, they reported the importance of high-level or low-level features the partners have. In the second judgmental task, which was borrowed from Trope and Liberman (2000) participants were asked to consider a socially distant or near events (i.e., buying a radio) by reporting their satisfaction level or predicting a stranger's satisfaction level. In this task, the valence or favorability of high level (i.e., primary) features and low level (secondary) features were varied. Hence, the relative weights of these high level and low features in these tasks refer to the levels of construals people adopt when they judge these events.

According to CLT, psychological distance determines the level of abstraction of mental representation used in cognition and it further influences psychological outcomes (i.e., prediction, judgment, decision making) (See Trope & Liberman, 2010 for a review). Culture may influence this association although this effect is not clear. Some studies did not support the association between temporal distance and construal levels for Chinese and Indians (Messerver, 2008; Wong & Wyer, 2016). On the other hand, some studies reported the influence of psychological distance on construal levels in such cultures (e.g., Kim et al., 2008; Yan, 2014). Finally, a meta-analysis by Soderberg et al. (2015) found that culture did not moderate the effects of psychological distance on construals and its consequences. Hence, the present study expects that the results would support the significant effect of social distance on construal of events for each task in line with the framework of CLT.

H1: The importance of a high-level feature is augmented along with higher social distance (as replication of the tenet of CLT).

Only limited studies focused on the boundary conditions of CLT and this new line of research investigated how the role of individual differences within CLT framework (e.g., Darwent, 2012; Kogut et al., 2017; Wong & Wyer, 2016). Based on these

results, some individual differences are of importance on the association between psychological distance and abstraction or the construal of events. Taken together, exploring which individual difference variables influence the effects of psychological distance on construals and its consequences (e.g., judgment, evaluation) seems important. In that sense, self-compassion which requires the integration of concerns for “self” and “others” into a harmonious whole (Neff, 2003b) presents itself as another variable that may moderate the effects of distance on construals and its consequences.

Taking a self-compassionate perspective is related to adopting others’ point of view (Neff et al., 2005). Consistent with the conceptual definition of this construct, available literature suggests that self-compassion may be related to adopting a distant perspective from the self when thinking about the self (e.g., Ayduk & Kross, 2010; Kross, 2009; Kross et al., 2005; Siedlecka et al., 2015). In line with these findings, self-compassion is related to self-improvement motivation (e.g., Breines & Chen, 2012; Leary et al., 2007) and there is also evidence that self-improvement motivation is associated with more abstract way of thinking (e.g., Freitas et al., 2001; Rim & Summerville, 2014). Based on the available evidence, it seems plausible to argue that self-compassionate people may have the ability to analyze events involving themselves as more distal and events involving others as more proximal than those who are lower on self-compassion.

The main aim of the present study is to reveal that individual difference variable self-compassion may minimize the differences in the representation of psychologically distant and near events. This implies that this variable lowers the strength of association between the construal of events and psychological distance. In line with the scope of this study, the aim is to investigate whether self-compassion affects the level of representation based on the social distance of the events. In investigating the role of self-compassion on the social distance-judgment association, both trait and induced self-compassion were used. The effects of induced self-compassion will be compared with the effects of self-esteem on these outcome variables due to the high correlation between self-esteem and self-

compassion in addition to control conditions (Neff, 2011). The formulated hypotheses are:

H2: Individuals who are induced to adopt self-compassion construe socially distant events less abstractly or near events less concretely as compared to their counterparts who are induced to higher self-esteem or who are not induced to anything (control condition).

H3: Individuals who are higher on dispositional self-compassion construe socially distant events less abstractly or near events less concretely as compared to their counterparts who are lower on self-compassion.

Hence, the present study expects that self-compassion would have an influence on the construal of events based on social distance. To the best of the author's knowledge, the literature review suggests that the current study is the first to examine the effects of self-compassion on the association between social distance and judgmental outcomes in the framework of CLT. In that sense, this study aims to fill in a gap in the literature by expanding our knowledge about the effects of self-compassion in CLT.

CHAPTER 2

METHOD

2.1. Participants

The present study consists of two phases. One hundred eighty-seven undergraduate and graduate students completed both phases of the study. The participants were from different departments of Middle East Technical University ($N = 101$, 54%), TOBB University of Economics and Technology ($N = 31$, 16.6%), Ankara University ($N = 42$, 22.5%), Hacettepe University ($N = 3$, 1.6%), Muğla Sıtkı Koçman University ($N = 5$, 2.7%), Dokuz Eylül University ($N = 3$, 1.6%), Manisa Celal Bayar University ($N = 1$, .5%), and Ege University ($N = 1$, .5%). Seventy-one (38%) of the participants were students in Social Sciences, 67 (35.8%) in Economics and Administrative Sciences, 35 (18.7%) in Engineering, 5 (2.7%) in Educational Sciences, 4 (2.1%) in Basic Sciences, 2 (1.1%) in Architectural Science, 1(.5%) in Sports Science, 1 (.5%) in journalism, and 1 (.5%) in Arts Conservatory. A large portion of the undergraduate students received course credit for their participation. Among the participants, 107 were women (57.2%) and 80 were men (42.8%). The age of the participants ranged between 17 and 45 with a mean of 22.37 (Median = 22, $SD = 3.10$).

2.2. Measures

In this study, Self-Compassion Scale (SCS), Beck Depression Inventory, Short Form Self-Compassion Scale (SCS- SF), Behavioral Identification Form (BIF), and two judgmental tasks, as well as a counting task (i.e., filler task), were administered. In

addition, participants reported some demographic information such as age, gender, and department.

2.2.1. Self-Compassion Scale

SCS (see Appendix A), developed by Neff (2003a), assesses how often people take on a self-compassionate perspective. This scale has a total of 26 items, which reveals six sub-dimensions. Specifically, self-kindness (e.g., “When I’m going through a very hard time, I give myself the caring and tenderness I need.”) and self-judgment (e.g., “When times are really difficult, I tend to be tough on myself”) both have five items, common humanity (e.g., “When I’m down and out, I remind myself that there are lots of other people in the world feeling like I am.”), isolation (e.g., “When I’m feeling down, I tend to feel like most other people are probably happier than I am.”), mindfulness (e.g., “When something painful happens I try to take a balanced view of the situation.”), and over-identification (e.g., “When I fail at something important to me I become consumed by feelings of inadequacy.”), each has four items. The items were rated on a five-point Likert-type scale ranging between “1 = Almost never” and “5 = Almost always”.

The internal reliability coefficients of subscales of SCS ranged between .75 and .92 in the original study (Neff, 2003a). The scale was tested in four different samples further and the internal reliability of total scale, as well as its six dimensions, were satisfactory within the range from .70 to .95 (Neff et al., 2017). Test-re-test reliabilities of the scale and its sub-scales were also satisfactory and ranged from .80 to .93 (Neff, 2003a). Based on the results of numerous studies, Neff (2016) stated that the construct validity of SCS was good.

Despite the concerns about the factor structure of self-compassion scale, Neff (2016) concluded that the original scale was valid and coherent with the conceptual definition of self-compassion. Furthermore, Neff, Tiffany, Whittaker, and Karl (2017) found out that self-compassion scale could be used both at the sub-scale or whole scale levels. Neff (2016) states that what researchers are interested in most is

making decisions. In that sense, based on the focus of the study the researcher may choose to use the dimensional scores or the whole score.

SCS was translated into Turkish previously by different research groups in Turkey (e.g., Akın, Akın, & Abacı, 2007; Deniz, Kesici, & Sümer, 2008; Kantaş, 2013). These translations differed from each other in terms of phrases, sentences, and factor structures. The results by Akın et al. (2007) supported the six-factor structure, but some other studies (Deniz et al., 2008; Kantaş, 2013) provided a one-factor structure. The current study uses the translation by Kantaş (2013) which has satisfactory internal reliability with a value of .94 since it seems to be the one most equivalent to the original form in terms of meaning as compared to other translations.

2.2.2. Beck Depression Inventory

Beck Depression Inventory (see Appendix B), developed by Beck, Ward, Mendelson, Mock, and Erbaugh (1961), was used to assess depression. This scale consisted of 21-items with four choices. Hisli (1988) adapted to this scale to Turkish. The results of this study supported that based on the correlation of .63 with Minnesota Multiphasic Personality Inventory –D, this scale seemed to be acceptable validity. In addition, 17 is the cutoff point above which points indicate clinical depression (Hisli, 1988).

2.2.3. Self-Compassion Scale-Short Form

SCS-SF (see Appendix C, Raes et al., 2011) with 12 items with a five-point Likert-type scale ranging from “1 = Almost never” to “5 = Almost always” was used as a second measure to assess the level of self-compassion after the manipulation. Similar to its long form, this scale has six dimensions, each with 2 items. SCS-SF was found to have a six-factor structure which replicated the original factor structure of the long-form of SCS (Raes et al., 2011). The internal reliability scores of the total scale and its six dimensions (i.e., self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification) were .86, .54, .63, .62,

.68, .69, and .75 (Raes et al., 2011). The scores in SCS-Dutch version ranged from .55 to .87 (Raes et al., 2011). Based on its psychometric qualities and high correlation with long-form SCS, researchers (e.g., Neff, 2016b; Raes et al., 2011) stated that SCS-SF can be used without any hesitation to measure total score of self-compassion. Yet, they recommend being cautious for sub-dimensional use due to reliability statistics.

2.3.4. Behavioral Identification Form

The original BIF was developed by Vallacher and Wegner (1989) to measure how individuals dispositionally differ in terms of defining actions related to the level of abstraction. Additionally, this scale is frequently used to assess how abstraction levels situationally change (Burgoon et al., 2013)

The form includes a total of 25 actions, with two different descriptions for each action. One of these descriptions is more concrete and at a lower-level, whereas the other is more abstract and at a higher-level. To illustrate, the action of *reading* includes two descriptions, one more concrete, lower-level (i.e. *following lines of print*) and the other more abstract, higher level (i.e. *gaining knowledge*). Participants are expected to choose the description alternative they think best reflects their individual action. Higher scores on this form indicate higher-levels of abstraction since the total score is the total number of abstract (i.e., higher-level) descriptions participants select among 25 actions. In other words, the participant receives 1 for abstract and 0 for the concrete description (Vallacher & Wegner, 1989).

Some studies modified this form for their own research purposes. For example, Burgoon, Henderson, and Wakslak (2013) used a modified version of this form, which includes additional actions and descriptions. They asked people to report their own preference for more concrete- and more abstract actions descriptions which were performed by others (i.e. Obama).

In the present study, 25 actions with two descriptions were translated into Turkish by two different experts who were blind to the hypotheses of the research. Following

this, three different experts discussed the meaning of each translated item and compared them to original items. The judges modified 3 of the translated 25 since they detected some problems with their translated meanings. Table 2.1 indicates the original and modified translations of these items. Additionally, 12 items of the 16 items of the modified BIF by Burgoon et al., (2013), with two descriptions were translated into Turkish with some changes. These items were added to the original BIF. These items are shown in Table 2.2. In sum, to measure the level of abstraction or construal level, a total of 37 items with two descriptions were used. The final version of this modified BIF is shown in Appendix D.

Table 2.1. The Original BIF Items Modified

Original versions of four original BIF items	Modified versions of these BIF items
Paying the rent: Maintaining a place to live vs <i>writing a check</i>	Paying the rent: Maintaining a place to live vs <i>transferring money</i> (Kirayı ödemek: Yaşayacak bir yere sahip olmak veya para transferi yapmak)
Resisting temptation: <i>Showing moral courage</i> vs saying "no"	Resisting temptation: <i>Controlling wishes</i> vs saying "no" (Cezbedici bir şeye karşı koymak: Hayır demek veya isteklerini kontrol etmek)
Traveling by car: <i>Seeing countryside</i> vs <i>following a map</i>	Traveling by car: <i>Seeing places</i> vs <i>following a route</i> (Arabayla seyahat etmek: Bir yerler görmek veya bir rotayı takip etmek)

Note. Italicized words indicate modifications, specifically. The Turkish versions of modified items are given in parentheses.

A total score of preferences for high-level descriptions across all 37 items was calculated in this study. The total score of 37 indicated that the participant selected higher-level descriptions for all 37 actions, while the total score of 0 indicates the participant selected lower-level descriptions for all the actions.

Table 2. 2. The BIF items of Burgoon et al. (2013) and Modified Versions

BIF by Burgoon et al. (2013)	Modified version of these items
Obama paying attention to his family: Spending time with his children versus loving them	Paying attention to the family: Spending time with his or her children versus loving his or her children (Aile ile ilgilenmek: Çocuklarıyla zaman geçirmek veya çocuklarına sevgi göstermek)
Obama making a list: Writing things down versus getting organized	-
Obama reading an article: Following words on a screen versus gaining knowledge	-
Obama spending time with voters: Having beer or coffee with them versus being available	Spending time with voters: Drinking something with voters versus being available (Seçmenlerle vakit geçirmek: Seçmenlerle bir şeyler içmek veya müsait olmak)
Obama volunteering in a soup kitchen: Giving food to homeless versus helping others	Volunteering in a soup kitchen: Giving food to homeless versus helping other people (Aşevinde gönüllü olmak: Esvizlere yemek vermek veya diğer insanlara yardım etmek)
Obama showing up for an appointment: Meeting someone to discuss a particular issue versus being responsible	Showing up for an appointment: Meeting someone to discuss a particular issue versus being responsible (Randevuya gelmek: Belirli bir konuyu görüşmek için biriyle buluşmak veya sorumluluk sahibi olmak)
Obama wearing clothes: Putting on a suit and tie versus appearing respectable	Wearing clothes: Putting on a suit and tie versus appearing respectable (Kıyafet giymek: Takım elbise giymek ve kravat takmak veya saygın görünmek)
Obama comforting someone: Hugging someone versus showing compassion	Comforting someone: Hugging someone versus showing compassion to someone (Birini rahatlatmak: Birine sarılmak veya birine şefkat göstermek)
Obama attending to his sick children: Giving them medicine versus maintaining their health	Attending to his or her sick children: Giving his or her children medicine versus maintaining his or her children's health (Hasta çocuklarıyla ilgilenmek: Çocukların sağlığını korumak veya çocuklara ilaç vermek)
Obama letting his staff get off work early: Assigning less work versus being a nice guy	Letting workers get off work early: Assigning less work to workers versus being a nice guy (Çalışanların işten erken çıkmasına izin vermek: Çalışanlara daha az iş vermek veya iyi biri olmak)
Obama playing basketball: Shooting the ball versus exercising	Playing basketball: Shooting the ball versus exercising (Basketbol oynamak: Egzersiz yapmak veya topu atmak)
Obama making truthful statements to a colleague: Using correct statistics versus demonstrating his intelligence	Making truthful statements to colleagues: Using correct statistics versus demonstrating his intelligence (İş arkadaşlarına gerçekçi beyanlarda bulunmak: Uygun istatistikler kullanmak veya zekasını sergilemek)
Obama noticing someone: Saying "hello" versus showing friendliness	-
Obama compromising: Saying "yes" versus being practical	Compromising: Saying "yes" versus being practical (Uzlaşmaya varmak: iş bitirici olmak veya evet demek)
Obama teaching a child something: Using simple words versus sharing wisdom	-
Obama sharing information with voters: Answering questions versus being open	Sharing information with voters: Answering questions versus being open (Seçmenlerle bilgi paylaşmak: Sorulara cevap vermek veya açık olmak)

Note. – indicates items that were not used in this study since the original BIF includes similar items.

2.3.5. Judgmental Tasks

2.3.5.1. *Partner Selection Task*: This judgmental task was borrowed from Study IA⁴ by Danziger et al. (2012) and modified (See Appendix E for the Turkish version of the task). In this task, participants were presented with the information about two potential partners (Can, who is superior on the low-level feature, and Tolga, who is superior on the high-level feature) for a class assignment as well as background information. The background and partner information was translated into Turkish. The presented information adapted from Danziger et al. (2012, p. 1108) is

Imagine that as part of a course requirement you must prepare an assignment worth 40% of the final grade with another student [Imagine having met a fellow student when visiting your friends. The student told you that as part of a course requirement worth 40% of the final grade he must prepare an assignment with another student]. You [He or she] must choose between two partners:

Can usually completes his assignments on time but does not always create a positive atmosphere in which people feel comfortable expressing their views and opinions.

Tolga usually creates a positive atmosphere in which people feel comfortable expressing their views and opinions but does not always complete assignments on time.

As seen above, the information presented to the participants in this task was the same for all participants except for the subject of the script. In the script, social distance of the events was manipulated by either selecting the person to do the assignment together or advising him for somebody else as a partner for a class assignment. Participants were assigned to each condition randomly. Finally, all participants assessed the importance of both high-level (i.e., positive atmosphere creation) and low-level features (i.e., assignment completion on time).

⁴ At this point, it is important to note that Danziger et al. (2012) adapted partner information section from study by Kivetz and Tyler (2007, p. 203).

2.3.5.2. *Radio Satisfaction Task*: This judgmental task was borrowed from Study 3 by Trope and Liberman (2000) and modified (See Appendix F for the version used in this study). In this task, participants were presented with a scenario in which the subjects of the scenario were manipulated. In addition, the valence of high-level and low-level features varied. The scenario 1 with the positive high-level feature but the negative low-level feature (adapted from Trope & Liberman, 2000, p.882):

Imagine that you [a fellow student] bought a radio set. You need [He or she needs] a simple set in the kitchen to listen to morning programs and music when you get up [He or she gets up]. When you arrive [he or she arrives] home, you discover [he or she discovers] that it fits just great in the place you [he or she] wanted to put it, and the sound is really good. However, the clock that is built into the set turns out to be pretty useless. The digits are too small and can be hardly seen unless you stand [he or she stands] right in front of it.

The scenario 2 with the positive low-level feature but the negative high-level feature (adapted from Trope & Liberman, 2000, p.882):

Imagine that you [a fellow student] bought a radio set. You need [He or she needs] a simple set in the kitchen to listen to morning programs and music when you get up [He or she gets up]. When you arrive [he or she arrives] home, you discover [he or she discovers] that if you put [he puts] the set in the place you wanted, the reception is bad, and to get reasonable reception you have to put it in a rather inconvenient place. However, the clock that is built into the set turns out to be pretty useful. It has large clear digits which can be easily seen from anywhere in the kitchen

As seen above, this task was adapted for social distance, since the original task was used in manipulating temporal distance. That is, participants were asked to imagine the scenario for either themselves or a fellow by replacing “you” with “a fellow student”. Participants were asked to either report own or predict the other person’s level of satisfaction after buying the radio. In other words, some participants were asked to report their satisfaction levels for either buying the radio with good sound but a poor clock quality or the radio with poor sound but a good clock, while others were asked to predict the level of satisfaction of a fellow student.

2.3. Design

The present study was conducted in a laboratory setting. In a 3 (self-compassion manipulation: self-compassion vs. self-esteem vs. control) x 2 (social distance: self vs. other), the study investigated the influence of (a) self-compassion (self-compassion vs. self-esteem vs. control) and (b) the social distance (self vs. others) on two types of judgment tasks: partner selection and radio satisfaction tasks. At this point, it is important to state that the task of the radio satisfaction includes an additional condition. That is, the valence of high-level and low-level features (positive high-level but negative low-level features vs. positive low-level but negative high-level features) varied. Participants were randomly assigned to one of these experimental conditions. The study also examined the effect of trait self-compassion on the social distance-judgment association. Table 2.3 shows the number and percentage of participants within each experimental condition.

Table 2. 3. The Frequency and Percentage of Participants within Each Experimental Condition

				Frequency	Percentage
SCM	Self-compassion (SCM)			64	34.2%
	Self-esteem (SE)			62	33.2%
	Control (C)			61	32.6%
SD	Self-condition (S)			94	50.3%
	Other-condition (O)			93	49.7%
SC*SD	SCM	S		32	17.1%
		O		32	17.1%
	SE	S		32	17.1%
		O		30	16%
	C	S		30	16%
		O		31	16.6%
S1: RDPP	SCM	SCM		32	34.4%
		SE		31	33.3%
		C		30	32.3%
S2: RDPS	SCM	SCM		32	34%
		SE		31	33%
		C		31	33%
S1: RDPP	SD	S		48	51.6%
		O		45	48.4%
S2: RDPS	SD	S		46	48.9%
		O		48	51.1%
S1: RDPP	SCM*SD	SC	S	17	9.1%
			O	15	8%
		SE	S	16	8.6%
			O	15	8%
		C	S	15	8%
			O	15	8%
		SC	S	15	8%
			O	17	9.1%
			S	16	9%
			O	15	8%
			S	15	8%
			O	16	8.6%

Note. SD = Social distance; S1 = Scenario 1; RDPP = Radio description with positive primary but negative secondary function; S2 = Scenario 2; RDPS = Radio description with positive secondary but negative primary function.

2.4. Procedure

The current study was conducted in two phases. Human Research Ethic Committee at Middle East Technical University approved the research beforehand (see Appendix G). After that, participants were recruited by snowball sampling. Most of

the participants were accessed through announcements made in the introductory psychology courses at different universities and some through social media channels.

In the first phase, participants completed the questionnaire package, which included informed consent form (see Appendix H) and relevant surveys. This questionnaire package was administrated via the internet by using Qualtrics. Participants were presented with a cover story which stated that the aim of the study was to understand how people think about challenges. After participants signed the informed consent forms, they completed SCS (Neff, 2003b), Beck Depression Inventory (Beck et al., 1961), and demographics including gender, age, and department. Participants who filled out of questionnaire package in the first phase were invited to the laboratory to participate in the second phase.

In the second phase, the participants first completed the manipulation tasks, SCS-SF (Raes et al., 2011), and counting tasks. The BIF and two judgmental tasks were presented to the participants ostensibly as an unrelated study. On entering the laboratory, participants were asked to identify their biggest weakness or shortcoming briefly (one or two sentences). Following a similar procedure by Breines and Chen (2012), the experimenters emphasized that they should choose a weakness that caused them to feel bad about themselves. After that, participants completed one of the three manipulation tasks; self-compassion, self-esteem, or control. At this point to check whether the manipulation worked, participants were asked to complete the 12-item SCS-SF (Raes et al., 2011). Then, they were asked to count down three by three from three hundred for two minutes as a filler task. Following this, participants were thanked and asked whether they would participate in an ostensibly unrelated study simultaneously conducted by the same researchers.

Participants who approved to participate in the ostensibly unrelated study were presented with a cover story which stated that the aim of the study was to understand how individuals make judgments. Participants completed the extended Behavioral Identification Form (Burgoon et al., 2013; Vallacher & Wegner, 1989) and two

judgmental tasks (Danziger et al., 2012; Trope & Liberman 2000). Upon the completion of BIF and tasks, participants were thanked and then debriefed.

2.5. Task

In order to investigate the effects of self-compassion on CLT, in line with the scenario, the participants were told that they participated in two unrelated studies. In the first study, they were asked to complete a questionnaire package at least one day before getting into the laboratory. When they arrived, the participants were asked first about their biggest shortcomings or weaknesses, and then they completed some materials which consisted the writing task. In the writing task, participants completed one of the three writing tasks (i.e., self-compassion induction task or two control condition tasks; self-esteem induction task or control condition task). After that, participants were asked to count down three by three starting from three hundred for two minutes. In ostensibly the second study, participants were completed one of four of the judgmental task packages. These four packages include different combinations of two judgmental tasks described above.

2.5.1. Filler Task

As mentioned above, participants were told that they participated in two unrelated studies. Hence, a filler task was used in between two phases presented as two unrelated studies. In this study, participants were asked to count down by threes starting from three hundred for two minutes. A pre-prepared countdown list of numbers was used by the researcher. Participants were not intervened when done wrong.

2. 6. Manipulations

Participants were randomly assigned to fill out one of four different judgmental packages after completing one of three manipulation tasks (self-compassion or two

control condition tasks; self-esteem induction tasks or control). Self-compassion and social distance manipulations were described in detail.

2.6.1. Self-Compassion Manipulation

To manipulate self-compassion or self-esteem, the procedure by Breines and Chen (2012) were followed. Specifically, participants were asked to identify their biggest weakness or shortcoming briefly (one or two sentences). It was emphasized that the participants should choose a weakness that made them feel bad about themselves. Following this, participants were randomly assigned to one of the three conditions. In the self-compassion induction condition, participants were asked to reply to the following prompt: “Think that you are talking to yourself about this weakness from a compassionate and understanding perspective. What would you say? Please write about this subject for 3 minutes (Kendinizle bu zayıflık hakkında, anlayışlı ve şefkatli bir perspektiften konuştuğunuzu düşünün. Ne söylersiniz? Lütfen 3 dakika boyunca bu konuyla ilgili yazınız)” (adapted from Breines & Chen, 2012, Study 1). In the self-esteem induction condition, participants were asked to reply to the following prompt: “Despite this weakness or shortcoming, what are your positive characteristics? Please write about this subject for 3 minutes (Bu zayıflık veya eksikliğinize rağmen sahip olduğunuz pozitif özellikler nelerdir? Lütfen 3 dakika boyunca bu konuyla ilgili yazınız).” (adapted from Breines & Chen, 2012, Study 1; Leary et al., 2007, Study 5). In the control condition, participants did not receive any writing task. In order to check whether self-compassion manipulation worked, all of the participants were asked to complete 12-item SCS-SF (Raes et al., 2011).

2.6.2. Social Distance and the Valence of High or Low-Level Feature Manipulations

In partner selection task, the social distance of the events was manipulated by selecting a partner for the self or advising him to somebody else for a class assignment. In radio satisfaction task, the social distance was manipulated by asking either to report own level of satisfaction or to predict satisfaction level of somebody

else after buying a radio. In this task, the valence of high-level and low-level features was also counterbalanced. Taken together, four packages were created:

In the first package, participants were asked to select a partner for themselves in the first judgmental task (low social distance) and report their own satisfaction level (low social distance) after buying a radio set with the good high-level feature but bad low-level feature in the second judgmental task (Scenario 1).

In the second package, participants were asked to select a partner for themselves in the first judgmental task (low social distance) and report their own satisfaction level (low social distance) after buying a radio set with the good low-level feature but bad high-level feature in the second judgmental task (Scenario 2).

In the third package, participants were asked to recommend a partner for a fellow student in the first judgmental task (high social distance) and predict satisfaction level of a fellow student (high social distance) after buying a radio set with good high-level feature but bad low-level features in the second judgmental task (Scenario 1).

In the final package, participants were asked to recommend a partner for a fellow student in the first judgmental task (high social distance) and predict satisfaction level of a fellow student (high social distance) after buying a radio set with good low-level feature but bad high-level feature in the second judgmental task (Scenario 2).

CHAPTER 3

RESULTS

This chapter presents the results of all analyses. The first section includes the description of data screening and cleaning processes. The second section presents the manipulation check analyses. The third section includes analyses on the factorial structure of SCS (Self-Compassion Scale) and SCS-SF (Self-Compassion Scale-Short Form). Forth section contains descriptive statistics and bivariate correlations among study variables. The fifth section presents hypothesis testing. The final section includes exploratory analyses.

3.1. Data Screening and Cleaning

Data screening and cleaning process include the examination of out-of-range values, missing data, and outliers. After checking the data for out-of-range values, the data were examined for missing values. Out of 20196 data points, there were only 7 missing values (0.034%) which were randomly scattered throughout the whole data set. In conditions with less than 5% missing values, any of the available techniques could be used to deal with missing values since the results of these techniques would close to each other (Tabachnick & Fidell, 2001). The present study used the mean replacement technique and the missing values were replaced with the mean of their respective experimental conditions. Based on the results, no case was detected as an outlier and not deleted from dataset. Thus, a total of 187 participants were used for all of the analyses.

3.2. Manipulation Check

In this study, self-compassion and social distance were manipulated. However, only the manipulation of self-compassion was checked to make sure that the writing tasks influenced participants' self-compassion levels.

3.2.1. Self-Compassion Manipulation Check

As described above, participants completed SCS and SCS-SF in two different phases, one at least 1 day before the laboratory and one immediately after the task of self-compassion manipulation. In order to check whether self-compassion manipulation worked, a one-way ANOVA was performed on the difference between total scores of SCS and SCS-SF with writing tasks as the between-subjects factor. Unexpectedly, the results showed that there was no significant main effect of writing tasks on the difference between total scores of SCS and SCS-SF. Specifically, writing tasks did not lead to any increase in SCS-SF scores, implying that the self-compassion manipulation did not operate as intended. Interestingly, the results revealed that self-esteem condition ($M = .15$, $SD = .38$) yielded the highest mean difference between total scores of SCS and SCS-SF as a week trend rather than self-compassion ($M = .10$, $SD = .41$) and control ($M = .05$, $SD = .29$) conditions. Hence, the results pertaining to self-compassion manipulation should be interpreted with some caution since the results showed that this manipulation did not affect self-compassion.

3.3. Factor Analyses

Before forming composite variables from scale items, SCS and SCS-SF were factor analyzed.

3.3.1. Self-Compassion Scale

A Principal Axis Factoring (PAF) with oblique rotation was conducted on the 26-item self-compassion scale. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was satisfactory (.91) and Bartlett's Test of Sphericity was significant (χ^2

(325) = 2347.86, $p < .001$). Unexpectedly, the results revealed an initial five-factor solution with eigenvalues over one. These factors explained 51.75 % of the total variance. Since a six-factor solution was expected theoretically, the current data was forced to yield a six-factor structure. The six factors explained 54.21% of the total variance. However, examination of the factors under which items loaded showed that these six factors did not correspond to any of theoretical dimensions of SCS. Therefore, the current data was forced into a one-factor structure which is consistent with the theoretical background of SCS. The one-factor solution explained 33.27% of the total variance. All items loaded on composite self-compassion, except for item 2 (“When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.”) whose loading was below .30. This item was not omitted from the scale since deleting this item did not make any significant improvement in the reliability coefficient of SCS (from .924 to .926). The factor loadings of all items are shown in Table 3.1. Cronbach’s alpha coefficient of composite self-compassion was .92.

The factor structure of SCS-Turkish seems to be inconsistent with the original SCS. As Neff (2016) points out, some unknown cultural factors could be affecting the factor structure of SCS-Turkish version. The failure of the different translations into Turkish to support the factor structure of SCS seems to indicate such a possibility. Consistent with the results of Kantaş (2013), the present results did not validate a similar factor structure to the original scale in its Turkish version. Yet, in the present study, composite self-compassion score was used only in all of the analyses except for some descriptive analyses. The present analysis showed that reliability coefficients of six dimensions (i.e., self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification) were acceptable with the Cronbach’s alpha scores of .78, .84, .70, .75, .71, and .81, respectively. Despite the acceptable reliability values, the descriptive results using the dimensions of self-compassion should be interpreted with caution.

Table 3. 1. Results of PAF on SCS

		SCS
SK	1. I try to be understanding and patient towards those aspects of my personality I don't like	.424
	8. I try to be loving towards myself when I'm feeling emotional pain.	.541
	12. I'm tolerant of my own flaws and inadequacies.	.647
	14. I'm kind to myself when I'm experiencing suffering	.671
	23. When I'm going through a very hard time, I give myself the caring and tenderness I need.	.648
SJ	6. I can be a bit cold-hearted towards myself when I'm experiencing suffering. (R)	.390
	10. I'm intolerant and impatient towards those aspects of my personality I don't like (R)	.666
	16. I'm disapproving and judgmental about my own flaws and inadequacies. (R)	.650
	17. When I see aspects of myself that I don't like, I get down on myself (R)	.774
	26. When times are really difficult, I tend to be tough on myself. (R)	.728
CH	2. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.	.229
	7. When I'm down and out, I remind myself that there are lots of other people in the world feeling like I am.	.435
	19. When things are going badly for me, I see the difficulties as part of life that everyone goes through.	.446
	24. I try to see my failings as part of the human condition.	.565
I	4. When I'm really struggling, I tend to feel like other people must be having an easier time of it. (R)	.480
	9. When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world. (R)	.588
	15. When I fail at something that's important to me, I tend to feel alone in my failure. (R)	.533
	21. When I'm feeling down, I tend to feel like most other people are probably happier than I am. (R)	.606
M	5. When something painful happens I try to take a balanced view of the situation.	.410
	13. When I fail at something important to me I try to keep things in perspective.	.610
	18. When I'm feeling down I try to approach my feelings with curiosity and openness.	.433
	25. When something upsets me I try to keep my emotions in balance.	.568

Table 3.1. (continued)

	SCS
OI 3. When I'm feeling down I tend to obsess and fixate on everything that's wrong. (R)	.579
11. When I fail at something important to me I become consumed by feelings of inadequacy. (R)	.704
20. When something painful happens I tend to blow the incident out of proportion (R)	.680
22. When something upsets me I get carried away with my feelings. (R)	.641
Eigenvalues:	8.65
Explained Variance %:	33.27
Cronbach's Alpha:	.92
<i>Note.</i> SCS = Composite Self-Compassion, SK = Self-Kindness, SJ = Self-Judgment, CH = Common Humanity, I = Isolation, M = Mindfulness, OI = Over-Identification, R = Reversed Items.	

3.3.2. Short Form Self-Compassion Scale (SCS-SF)

A PAF with oblique rotation was conducted on the 12 items of SCS-SF. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was satisfactory (.86) and Bartlett's Test of Sphericity was significant ($\chi^2 (66) = 951.76, p < .001$).

The results pointed out a three-factor solution whose eigenvalues were over one and these factors explained 52.93% of the total variance. Nonetheless, the items of given factors were not consistent with the theoretical dimensions of the original scale. Therefore, the analysis forced the theoretically expected six-factor solution on the current data. These six factors explained 63.97% of the total variance. Examination of pattern matrix revealed that although some of the given factors correspond to theoretical dimensions of scale, others did not. Based on all these analyses, the current data was forced into one-factor solution since the one-factor structure is also consistent with Self-Compassion Theory. One factor explained 38.60% of the total variance. All items loaded on this factor of composite self-compassion. Table 3.2 shows the factor loadings of the items. Cronbach's alpha coefficients for composite self-compassion as well as six dimensions (self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification) were .88, .71, .84, .77, .72, .72, and .64 respectively.

Table 3. 2. The Results of PAF on SCS-SF.

		SCS-SF
SK	2. I try to be understanding and patient towards those aspects of my personality I don't like.	.648
	6. When I'm going through a very hard time, I give myself the caring and tenderness I need.	.705
SJ	11. I'm disapproving and judgmental about my own flaws and inadequacies (R)	.745
	12. I'm intolerant and impatient towards those aspects of my personality I don't like. (R)	.707
CH	5. I try to see my failings as part of the human condition.	.562
	10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.	.548
I	4. When I'm feeling down, I tend to feel like most other people are probably happier than I am. (R)	.573
	8. When I fail at something that's important to me, I tend to feel alone in my failure (R)	.614
M	3. When something painful happens I try to take a balanced view of the situation.	.464
	7. When something upsets me I try to keep my emotions in balance.	.528
OI	1. When I fail at something important to me I become consumed by feelings of inadequacy. (R)	.702
	9. When I'm feeling down I tend to obsess and fixate on everything that's wrong. (R)	.596
Eigenvalue:		4.63
Explained Variance %:		38.60
Cronbach's Alpha:		.88

Note. SCS-SF = Composite Self-Compassion-Short Form, SK = Self-Kindness, SJ = Self-Judgment, CH = Common Humanity, I = Isolation, M = Mindfulness, OI = Over-Identification, R = Reversed Items.

3.4. Descriptive Statistics and Bivariate Correlations

Table 3.3 shows means, standard deviations, minimum and maximum values of the study variables and Table 3.4 shows the correlation coefficients among the study variables.

As can be seen in Table 3.4, gender correlated with the importance of assignment completion on time, low-level feature ($r = -.24, p < .01$), total score ($r = .20, p < .01$), isolation ($r = -.23$), mindfulness ($r = .16, p < .01$), and over-identification ($r = -$

.29, $p < .01$) of SCS at time 1, and with the total score ($r = .22$, $p < .01$) as well as the isolation ($r = -.23$, $p < .01$), mindfulness ($r = .22$, $p < .01$), and over-identification ($r = -.30$, $p < .01$) of SCS-SF dimensions at time 2. Age was associated with total scores ($r = .15$, $p < .05$) of SCS and its dimensions of isolation ($r = -.20$, $p < .01$) and over-identification ($r = -.16$, $p < .05$) at time 1.

Among the outcome variables, BIF was related to partner choice ($r = .17$, $p < .05$) and the importance of positive atmosphere creation, high-level feature ($r = .16$, $p < .05$). Expectedly, partner choice (Can vs Tolga) was associated positively with the importance of positive atmosphere creation, high-level feature ($r = .72$, $p < .01$), whereas it was associated negatively with the importance of assignment completion on time, low-level feature ($r = -.53$, $p < .01$). In addition, the importance of positive atmosphere creation, the high-level feature was negatively related to the importance of assignment completion on time, low-level feature ($r = -.37$, $p < .01$).

Among the individual difference variables, the total score of SCS at time 1 was correlated highly to its own sub-dimensions ($r = .83$, $p < .01$; $r = -.83$, $p < .01$; $r = .64$, $p < .01$; $r = -.77$, $p < .01$; $r = .74$, $p < .01$; $r = -.83$, $p < .01$; respectively) at time 1. It was also highly correlated with SCS-SF at time 2 ($r = .84$, $p < .01$) and six sub-dimensions of SCS-SF at time 2 ($r = .68$, $p < .01$; $r = -.66$, $p < .01$; $r = .52$, $p < .01$; $r = -.65$, $p < .01$; $r = .51$, $p < .01$; $r = -.69$, $p < .01$; respectively). Time 2 SCS-SF total score was significantly related to its own sub-dimensions ($r = .78$, $p < .01$; $r = -.79$, $p < .01$; $r = .66$, $p < .01$; $r = -.74$, $p < .01$; $r = .65$, $p < .01$; $r = -.82$, $p < .01$; respectively) at time 2. Depression was significantly related to total score ($r = -.55$) and six sub-dimensions ($r = -.44$, $p < .01$; $r = .50$, $p < .01$; $r = -.25$, $p < .01$; $r = .49$, $p < .01$; $r = -.34$, $p < .01$; $r = -.69$, $p < .01$; respectively) of SCS at time 1 and total score ($r = .49$) and six sub-dimensions ($r = -.38$, $p < .01$; $r = .41$, $p < .01$; $r = -.29$, $p < .01$; $r = .38$, $p < .01$; $r = -.23$, $p < .01$; $r = .32$, $p < .01$; respectively) of SCS-SF time 2.

When examining relationships between abstraction measures and self-compassion measures, BIF was related to mindfulness dimensions of SCS ($r = .15$, $p < .05$) at time 1, total score ($r = .16$, $p < .05$), self-kindness ($r = .16$, $p < .05$) and mindfulness

($r = .19, p < .01$) of SCS-SF at time 2. The importance of assignment completion on time, low-level feature was related to total score ($r = -.17, p < .05$), isolation ($r = .22, p < .01$), and over-identification ($r = .23, p < .01$) of SCS at time 1 and total score ($r = -.20, p < .01$), isolation ($r = .18, p < .05$), and over-identification ($r = .29, p < .01$) at time 2.

Table 3. 3. Descriptive Statistics of Study Variables

Variable	Min.	Max.	Mean	SD
1. Importance of completing assignment on time (i.e., low-level feature)	.00	10.00	7.22	2.05
2. Importance of creating a positive atmosphere (i.e., high-level feature)	2.00	10.00	8.01	2.10
3. Radio set satisfaction rating	.00	10.00	6.53	2.41
4. Behavior Identification Form	2.00	36.00	23.74	5.70
5. SCS	1.77	4.73	3.08	.60
6. Self-kindness	1.20	4.80	3.02	.66
7. Self-judgment	1.00	5.00	2.89	.81
8. Common humanity	1.50	5.00	3.20	.68
9. Isolation	1.00	4.75	2.87	.84
10. Mindfulness	1.00	5.00	3.26	.70
11. Over-identification	1.00	5.00	3.22	.91
12. SCS-SF	1.50	4.92	3.18	.66
13. Self-kindness-SF	1.50	5.00	3.17	.77
14. Self-judgment-SF	1.00	5.00	2.76	.95
15. Common humanity-SF	1.00	5.00	3.23	.83
16. Isolation-SF	1.00	5.00	2.60	.99
17. Mindfulness-SF	1.00	5.00	3.31	.87
18. Over-identification-SF	1.00	5.00	3.25	.97
19. Depression	21.00	56.00	33.45	7.71

Note. Importance ratings of low- and high-level feature and radio satisfaction ratings were rated on a 0 to 10 scale. As 37 BIF items were rated on a 0 to 1 scale, the sum of BIF could range from 0 to 37. SCS and SCS-SF were rated on a 5-point scale. As 21 depression items were rated on a 1 to 4 scale, the sum of depression scale could range from 21 to 84.

Table 3. 4. Bivariate Correlations among Study Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1. Gender	-																					
2. Age	.22**	-																				
3. BIF	-.03	.11	-																			
4. PC	-.06	.07	.17*	-																		
5. IAC	-.24**	-.07	-.01	-.53**	-																	
6. IPAC	-.08	-.01	.16*	.72**	-.37**	-																
7. RS	-.04	-.08	.05	.03	.00	.08	-															
8. SCS	.20**	.15*	.13	.10	-.17*	-.01	-.06	(.92)														
9. SK	.13	.09	.09	.08	.08	-.11	-.02	-.08	.83**	(.78)												
10. SJ	-.09	-.06	-.11	-.17*	.10	-.06	.11	-.83**	-.67**	(.84)												
11. CH	.02	.05	.11	.03	-.03	-.02	-.06	.64**	.53**	-.38**	(.70)											
12. I	-.23**	-.20**	-.09	-.10	.22**	-.03	-.08	-.77**	-.47**	.59**	-.35**	(.75)										
13. M	.16*	.12	.15*	.03	-.09	-.03	.00	.74**	.63**	-.42**	.56**	-.45**	(.71)									
14. OI	-.30**	-.16*	-.09	-.05	.23**	.07	.09	-.83**	-.56**	.68**	-.33**	.69**	-.50**	(.81)								
15. DEP	-.12	-.09	-.05	.01	.03	.02	.09	-.55**	-.44**	.50**	-.25**	.49**	-.34**	.49**	-							
16. SCS-SF	.22**	.13	.16*	.08	-.20**	-.01	-.05	.84**	.65**	-.72**	.54**	-.63**	.60**	-.72**	-.45**	(.88)						
17. SK_SF	.09	.14	.16*	.06	-.07	.00	-.03	.67**	.67**	-.60**	.44**	-.43**	.50**	-.47**	-.38**	.78**	(.71)					
18. SJ_SF	-.09	-.02	-.08	-.12	.13	-.04	.08	-.66**	-.55**	.74**	-.39**	.41**	-.37**	.55**	.41**	-.79**	-.62**	(.84)				
19. CH_SF	.02	.10	.11	.02	-.10	.00	-.10	.52**	.41**	-.43**	.58**	-.31**	.36**	-.35**	-.29**	.66**	.56**	-.43**	(.77)			
20. I_SF	-.23**	-.08	-.11	-.10	.18*	-.03	-.11	-.65**	-.42**	.53**	-.32**	.68**	-.42**	.61**	.38**	-.74**	-.41**	.51**	-.29**	(.72)		
21. M_SF	.22**	.11	.19**	-.06	-.10	-.10	-.07	.51**	.42**	-.32**	.32**	-.39**	.56**	-.42**	-.23**	.65**	.44**	-.30**	.33**	-.38**	(.72)	
22. OI_SF	-.30**	-.13	-.08	-.12	.29**	.02	.08	-.69**	-.45**	.57**	-.39**	.54**	-.48**	.75**	.32**	-.82**	-.50**	.61**	-.39**	.61**	-.44**	(.64)

Note. PC = Partner Choice, IAC = Importance of assignment completion on time, low-level feature, IPAC = Importance of positive atmosphere creation, high-level feature; RS = Radio Satisfaction, SCS = Self-Compassion, SK = Self-kindness; SJ = Self-judgment; CH = Common humanity; I = Isolation; M = Mindfulness; OI = Over-identification; DEP = Depression; SF = Short-form; * $p < .05$; ** $p < .01$.

Table 3. 5. BIF, Partner Choice, Importance of Assignment Completion on Time and Positive Atmosphere Creation as a Function of Self-Compassion Manipulation and Social distance for Partner Selection Task

			Dependent Variables							
			BIF		Partner Choice		Importance of Assignment Completion on Time (LLF)		Importance of Positive Atmosphere Creation (HLF)	
			Mean	SD	Can(%)	Tolga(%)	Mean	SD	Mean	SD
SCM										
	SC		23.55	6.27	25(39.1%)	39(60.9%)	7.44	1.90	7.86	2.24
	SE		24.37	5.52	24(38.7%)	38(61.3%)	6.92	2.30	8.16	2.03
	C		23.30	5.28	22(36.1%)	39(63.9%)	7.30	1.92	8.02	2.05
SD										
	S		23.11	5.35	31(33%)	63(67%)	6.72	2.16	8.16	2.06
	O		24.38	6.00	40(43%)	53(57%)	7.72	1.81	7.86	2.14
SCM*SD										
	SC	S	23.38	5.14	10(31.3%)	22(68.8%)	6.81	1.96	8.25	2.08
		O	23.71	7.31	15(46.9%)	17(53.1%)	8.06	1.64	7.47	2.36
	SE	S	23.75	5.98	13(40.6%)	19(59.4%)	6.41	2.60	8.28	1.97
		O	25.03	4.99	11(36.7%)	19(63.3%)	7.47	1.81	8.03	2.11
	C	S	22.13	4.86	8(26.7%)	22(73.3%)	6.97	1.85	7.93	2.20
		O	24.42	5.49	14(45.2%)	17(54.8%)	7.61	1.96	8.10	1.94

Note. LLF = Low-level feature; HLF = High-level feature; SCM = Self-compassion manipulation; SC= Self-compassion condition; SE = Self-esteem condition; C = Control condition; SD = Social distance; S = Self ratings; O = Other ratings.

Table 3. 6. BIF and Radio Satisfaction (RS) as a Function of Self-Compassion Manipulation and Social Distance for Radio Satisfaction Task: Radio with Positive Primary but Negative Secondary Function and Radio with Positive Secondary but Negative Primary Function

				BIF		RS	
				Mean	SD	Mean	SD
S1: RDPP	SCM	Self-compassion (SC)		23.34	6.85	7.91	1.40
		Self-esteem (SE)		24.23	6.22	8.48	1.21
		Control (C)		21.97	4.82	7.87	1.78
S2: RDPS	SCM	Self-compassion (SC)		23.75	5.73	5.11	1.96
		Self-esteem (SE)		24.52	4.82	4.53	2.43
		Control (C)		24.58	5.45	5.32	2.05
S1: RDPP	SD	Self-condition (S)		23.19	5.67	8.10	1.39
		Other condition (O)		23.20	6.50	8.07	1.60
S2: RDPS	SD	Self-condition (S)		23.02	5.05	4.63	2.14
		Other condition (O)		25.48	5.32	5.33	2.14
S1: RDPP							
S2: RDPS	SCM*SD	SC	S	23.65	5.40	7.88	.99
			O	23.00	8.39	7.93	1.79
			S	24.44	7.38	8.50	1.10
			O	24.00	4.94	8.47	1.35
		C	S	21.33	3.22	7.93	1.94
			O	22.60	6.08	7.80	1.66
			S	23.07	5.01	5.43	1.64
			O	24.35	6.39	4.82	2.21
		SE	S	23.06	4.30	3.47	2.25
			O	26.07	4.99	5.67	2.13
			S	22.93	6.10	5.07	2.05
			O	26.13	4.41	5.56	2.10

Note. $N = 93$ for S1; $N = 94$ for S2; S1 = Scenario 1; S2 = Scenario 2; RDPP = Radio description with positive primary but negative secondary function; RDPS = Radio description with positive secondary but negative primary function; SCM = Self-compassion manipulation; SC= Self-compassion; SE = Self-esteem; C= Control; SD = Social Distance; S = Self ratings; O = Other rating; SCM*SD = Interaction between self-compassion manipulation and social distance.

3.5. Hypothesis Testing

All hypotheses were tested separately for two different tasks (partner selection task and radio satisfaction task). In addition, in the radio satisfaction task, just like in the original version, the valence of primary and secondary features of radio descriptions varied. That is, participants were presented similar scenarios with a description of the radio with positive primary but negative secondary features in one scenario and a description of the radio with positive secondary but negative primary features in the other scenario. All of the hypotheses were tested for two different radio descriptions, separately. Hence, in the description of the radio with positive primary but negative secondary features, the expected effects would be the reverse of those in the description of the radio with positive secondary but negative features.

3.5.1. Hypothesis 1: The importance of high-level feature would be augmented along with higher social distance.

3.5.1.1. Partner Selection Task

In this task, Hypothesis 1 proposes that the importance of high-level features (i.e. positive atmosphere creation, idealistic consideration) would be higher in the other person condition (i.e., recommendation) than in the self-condition (i.e., choice condition), while the importance of low-level features (i.e. assignment completion on time, pragmatic consideration) would be higher in the self-condition than in the other condition as a between-subjects effect. As within-subject effects, this hypothesis proposes that in the self-condition, the importance of assignment completion on time, low-level feature would be higher as compared to the importance of positive atmosphere creation, high-level feature while in the other condition, the importance of positive atmosphere creation, high-level feature would be higher as compared the importance of assignment completion on time, low-level feature. In line with Hypothesis 1, the participants are also expected to be more likely to select the partner who is superior on the positive atmosphere creation in the other condition as compared to the self-condition.

To test this hypothesis, a 2 (social distance: self vs. other rating) X 2 (attribute importance rating: assignment completion on time vs. a positive atmosphere creation) mixed analysis of variance (ANOVA) was conducted with social distance as a between-subjects variable and attribute importance rating as a within-subjects variable. Based on Box's M statistics, the homogeneity of variance-covariance matrices satisfy the required criteria. First, the results revealed that there was a significant main effect of attribute importance ratings, $F(1,185) = 10.13, p < .01, \eta_p^2 = .05$. The importance of positive atmosphere creation, high-level feature ($M = 8.01, SD = 2.10$), was higher as compared to the importance of assignment completion on time, low-level feature ($M = 7.22, SD = 2.05$). Expectedly, the results showed that there was a significant interaction effect, $F(1,185) = 6.86, p < .05, \eta_p^2 = .04$. Post Hoc analyses with Bonferroni revealed that the expected effect was in an unexpected direction. As shown in Table 3.5, the importance of positive atmosphere creation, high-level feature ($M = 8.16, SD = 2.06$) was higher as compared to the importance of assignment completion on time, low-level feature ($M = 6.72, SD = 2.16$), in the self-rating condition. However, there was not a significant difference between attribute ratings in other-rating condition. The results also showed a significant main effect of social distance on average of attribute weights as between-subjects effect, $F(1,185) = 4.29, p < .05, \eta_p^2 = .02$. Post Hoc analyses with Bonferroni revealed that the importance of assignment completion on time, low-level feature ($M = 7.72, SD = 2.16$) was higher in the other-rating condition as compared to self-rating condition ($M = 6.72, SD = 1.81$). The importance of positive atmosphere creation (i.e., high-level feature) was not significantly different between self- and other-conditions. Taken together, Hypothesis 1 was not supported in attribute weights for this task.

Sixty-seven % of the participants in the self-condition selected the partner who is superior on the positive atmosphere creation, high-level feature (i.e., Tolga), while 57% of those in other-condition recommended this partner. In order to investigate whether this difference is significant or not, a binary logistic regression analysis on partner choice which was coded as a dummy (the selections of Can and Tolga were recoded as zero and one, respectively) was also conducted with social distance. Results revealed that there was no significant difference between self- and other-

conditions in differentiating partner choice. In summary, Hypothesis 1 was not supported for this task in general.

3.5.1.2. Radio Satisfaction Task

In this task, Hypothesis 1 proposed that participants were more likely to be satisfied in the other condition as compared to self-condition in scenario 1 involving a radio with positive primary but negative secondary functions, whereas participants were more likely to be satisfied in the self-condition as compared to the other-condition in scenario 2 involving a radio with positive secondary but negative primary functions.

To test this hypothesis, two one-way between-subjects ANOVA was conducted on radio satisfaction with social distance as a fixed factor for two scenarios separately. The results revealed there was a non-significant main effect of social distance on radio satisfaction in both descriptions of the radio. Hence, Hypothesis 1 was not supported in this task.

3.5.2. Hypothesis 2: Individuals who are induced to adopt self-compassion construe socially distant events less abstractly or near events less concretely as compared to their counterparts who are induced to have higher self-esteem or who are not induced at all (control condition).

The second hypothesis proposes an interaction between the self-compassion manipulation and social distance. Hence, analyses that were conducted above were repeated with the addition of self-compassion manipulation and the interaction term for self-compassion manipulation and social distance.

3.5.2.1. Partner Selection Task

Hypothesis 2 proposed that self-other differences on attribute importance ratings and partner choice would decrease with the prime of self-compassion.

To test this hypothesis, a 2 (social distance: self- vs. other-rating) X 3 (self-compassion manipulation: self-compassion vs self-esteem vs. control) X 2 (attribute importance rating: assignment completion on time vs. a positive atmosphere

creation) mixed analysis of variance (ANOVA) was conducted with social distance and self-compassion manipulation as a between-subjects variable and attribute importance ratings as within-subjects variables. The results revealed that there was no significant interaction among self-compassion manipulation, social distance, and attribute importance ratings. However, at this point, it is important to note that despite a non-significant interaction effect, when participants received self-compassion and self-esteem manipulations, the importance of positive atmosphere creation, high-level feature ($M_{SE} = 8.28$, $SD_{SE} = 1.97$; $M_{SC} = 8.25$, $SD_{SC} = 2.08$) was higher as compared to the importance of assignment completion on time, low-level feature ($M_{SE} = 6.41$, $SD_{SE} = 2.60$; $M_{SC} = 6.81$, $SD_{SC} = 1.96$) in self-rating condition. These differences were not found in other-rating condition. In addition, the results revealed that there was no significant interaction between self-compassion manipulation and social distance as a between-subjects effect.

Among participants who primed with self-compassion in the self-condition, 68.8% of those selected the partner who is superior on the positive atmosphere creation, high-level feature (i.e., Tolga), but 53.1% recommended this partner to another person. Among participants who primed with self-esteem, 59.4% of those selected partner with positive atmosphere creation, high-level feature in the self-condition while 63.3% recommended this partner to another person. Among participants who were in the control condition, 73.3% of them selected this partner in the self-condition, but 54.8% recommended this partner. In order to examine the interaction between social distance and self-compassion manipulation, a binary logistic regression analysis on partner choice was conducted by using social distance and self-compassion manipulation in the first step and its interaction in the second step. Results showed that there was no significant interaction between social distance and self-compassion manipulation in selecting these two different partners.

3.5.2.2. Radio Satisfaction Task

In this task, Hypothesis 2 suggests that the prime of self-compassion would decrease the tendency to focus more on primary functions in the other-condition and on secondary functions in the self-condition for evaluating the radio. In both of these scenarios, the self-other difference on radio satisfaction is expected to decrease.

To test this hypothesis, two 3 X 2 (self-compassion manipulation X social distance) between-subjects ANOVA were conducted on radio satisfaction with self-compassion manipulation, social distance and their interactions as fixed factors. The results revealed there were no significant main effects of self-compassion manipulation and social distance on radio satisfaction in both descriptions. The interaction effect of self-compassion manipulation and social distance on radio satisfaction was not significant in the description of the radio with positive primary but negative secondary features. However, the results showed that there was a significant interaction effect of self-compassion manipulation and social distance on radio satisfaction, $F(2,88) = 3.63$, $p < .05$, $\eta_p^2 = .08$ in the description of the radio with positive secondary but negative primary features. Post Hoc analyses with Bonferroni revealed that when participants received the self-esteem writing task, the levels of radio satisfaction in other-rating condition ($M = 5.67$, $SD = 2.13$) were higher as compared to those in self-rating condition ($M = 3.47$, $SD = 2.25$) (See Table 3.6). Self-other differences in radio satisfaction were not found in self-compassion and control conditions. Although the interaction effect between self-compassion manipulation and social distance for one radio description, the finding was in an unexpected direction. Hence, Hypothesis 2 was not supported.

3.5.3. Hypothesis 3: Individuals who are higher on dispositional self-compassion construe socially distant events less abstractly or near events less concretely as compared to their counterparts who are lower on self-compassion.

The third hypothesis proposes that trait self-compassion minimize self- other differences in judgmental tasks, implying that there would be a significant interaction effect between social distance and trait self-compassion. A series of regression were conducted to test whether there were significant interactions between trait self-compassion and social distance on judgmental tasks. Before conducting regressions, social distance was transformed into a dummy variable in which self-rating was coded as zero and other-rating was coded as one. Following this, trait self-compassion was centered as a general rule. Finally, the interaction terms were created by multiplying dummy coded social distance and centered trait self-compassion. For partner selection task, a binary logistic regression with trait

self-compassion, social distance, and its interaction on partner choice was also conducted.

3.5.3.1. Partner Selection Task

Hypothesis 3 proposed that trait self-compassion would minimize self-other differences on partner choice and attribute importance ratings.

Two moderated regression analyses were conducted to test the moderating role of SCS in the effect of social distance on attribute importance ratings (one for each of attribute importance). Centered self-compassion and dummy coded social distance were entered in the first step, while their interaction term was entered in the second step. In the moderated regression analysis on the importance rating of assignment completion on time, low-level feature, model 1 explained 9% of total variance, $R^2 = .09$, adjusted $R^2 = .08$, $F(2, 184) = 8.51$, $p < .001$, and model 2 including interaction term made significant contribution to accounting for the variance in this variable, $R^2 = .11$, adjusted $R^2 = .10$, $R^2 \Delta = .03$, $F(1, 183) = 5.19$, $p < .05$. As can be seen in Table 3.7, slopes between SCS and the importance of assignment completion were different between self- and other-conditions ($B = -1.09$, $\beta = -.23$, $SE = .48$, $p < .05$). In the moderated regression analyses on the importance rating of positive atmosphere creation (i.e., high-level feature), model 1 explained 1% of total variance and model 2 including interaction term did not add any significant variance in accounting for the importance of positive atmosphere creation, high-level feature. SCS and the importance of positive atmosphere creation slopes were not significantly different between self- and other-conditions.

Table 3. 7. Model Summary of Moderated Regression Analyses Examining the Effect of SCS (Trait Self-Compassion) on Association between Social Distance and Attribute Importance Ratings

	Dependent Variables							
	Importance of Assignment Completion on Time (LLF)				Importance of Positive Atmosphere Creation (HLF)			
	<i>B</i>	<i>SE</i>	β	$R^2 \Delta$	<i>B</i>	<i>SE</i>	β	$R^2 \Delta$
Step 1				.09***				.01
SCS	-.54*	.24	-.16*		-.05	.26	-.01	
SD	.96**	.29	.24**		-.30	.31	-.07	
Step 2				.03*				
SCS*SD	-1.09*	.48	-.23*		.61	.52	.12	.01

Note. SD = Social distance, LLF = Low- level feature, HLF = High-level feature; * $p < .05$; ** $p < .01$; *** $p < .001$.

In order to plot the interaction between SCS and social distance, regression equations for self and other conditions were constructed by the use of \pm standard deviation of self-compassion as high and low self-compassion points (See Figure 3.1).

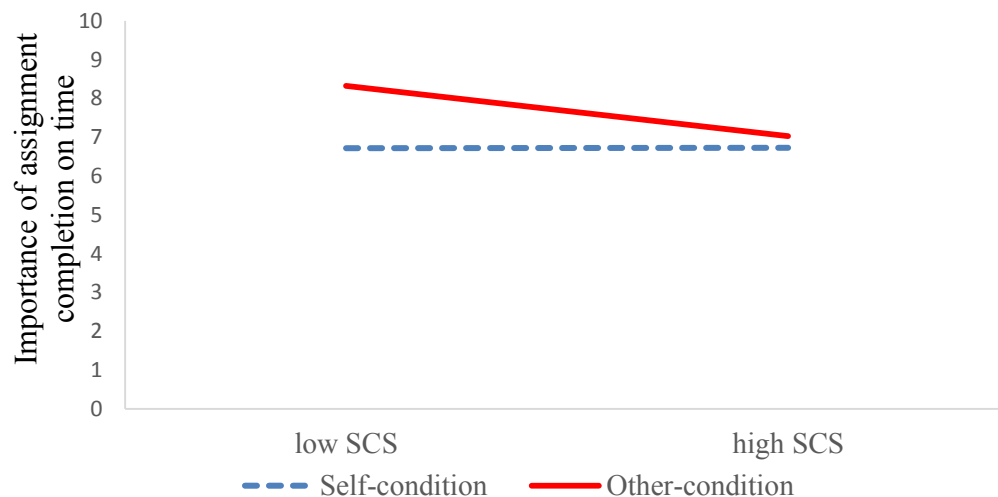


Figure 3. 1. The Interaction between SCS (Trait Self-Compassion) and Social Distance in Predicting the Importance of Assignment Completion on Time, Low-Level Feature.

As a part of simple slope analyses, one more moderated regression analysis was performed by coding the other-rating condition as zero (i.e., reference group) since the value of self-compassion in this equation was equal to the simple slope of

reference group coded as zero (Aiken & West, 1991). In the self-rating condition, self-compassion did not significantly predict the importance of assignment completion on time, low-level feature, while it was a predictor in the other-rating condition ($B = -1.08$, $\beta = -.32$, $SE = .34$, $p < .01$). The simple slope of self-compassion on the importance of assignment completion on time (i.e., low-level feature) was significant for the other-condition, but not for the self-condition. The same analyses were repeated using SCS-SF instead of SCS and the results were consistent (See Appendix I).

A binary logistic regression was conducted on partner choice by entering social distance and SCS in the first step, and their interaction in the second step. The results revealed that the interaction effect was not significant in differentiating partner choice. The same analyses were repeated using SCS-SF instead of SCS and the results were consistent.

3.5.3.2. *Radio Satisfaction Task*

Hypothesis 3 proposed that trait self-compassion would decrease the self- other differences on radio satisfaction.

To test this hypothesis, two moderated regression analyses were conducted for two scenarios, separately (one for each two descriptions of the radio). Centered self-compassion and dummy coded social distance were entered in the first step, while the interaction term for these two variables was entered in the second step. As can be seen in Table 3.8., in the moderated regression with radio Scenario 1 (radio with positive primary but negative secondary features), model 1 explained 0% of the variance in radio satisfaction, but model 2 including interaction terms did not make significant contribution to accounting for variance in radio satisfaction, adjusted $R^2 = .00$, $R^2 \Delta = .04$, $F(1, 89) = 3.24$, $p = .075$. However, there was a trend indicating a possible effect of the interaction between SCS and social distance on radio satisfaction ($B = .97$, $\beta = .25$, $SE = .54$, $p = .075$).

In the moderated regression with radio scenario 2 (radio with positive secondary but negative primary features), model 1 explained 3% of the variance in radio satisfaction, but model 2 including interaction terms did not contribute to the prediction of radio satisfaction. Hence, the slopes between self-compassion and radio satisfaction were not significantly different between self- and other-rating conditions.

Table 3. 8. Model Summary of Moderated Regression Analyses Examining the Effect of SCS (Trait Self-Compassion) on Association between Social Distance and Radio Satisfaction

	Radio Scenario 1: Radio with positive primary but negative secondary feature				Radio Scenario 2: Radio with positive secondary but negative primary feature			
	Radio Satisfaction				Radio Satisfaction			
	<i>B</i>	<i>SE</i>	β	$R^2 \Delta$	<i>B</i>	<i>SE</i>	β	$R^2 \Delta$
Step 1				.00				.03
SCS	.08	.27	.03		.23	.44	.07	
SD	-.03	.31	-.01		.73	.37	.17	
Step 2				.04 ⁺				.01
SCS*SD	.97 ⁺	.54	.25 ⁺		-.52	.75	-.11	

Note. SD = Social distance, ⁺*p* = .08.

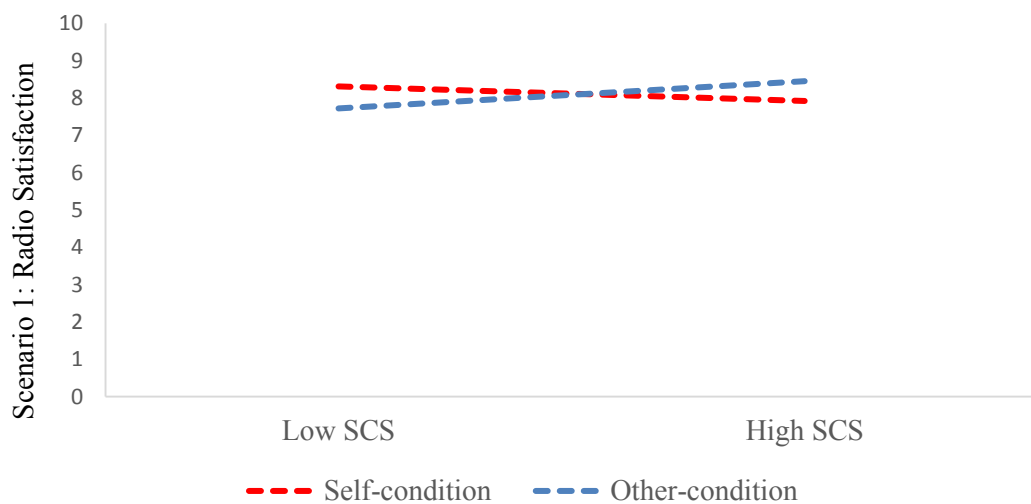


Figure 3. 2. The Interaction between SCS (Trait Self-Compassion) and Social Distance in Predicting Radio Satisfaction in the Scenario 1 including Radio with Positive Primary but Negative Secondary Features.

In order to plot the effect of interaction trend between SCS (trait self-compassion) and social distance, regression equations for self- and other-conditions were constructed by the use of \pm standard deviation of SCS as high and low self-compassion points (See Figure 3.2).

According to simple slope analyses, the simple slopes of SCS on radio satisfaction were not significant for both self- and other-conditions. The same analyses were repeated using SCS-SF instead of SCS and the results with SCS-SF did not replicate the interaction between social distance and trait self-compassion in predicting radio satisfaction in Radio Scenario 1 (see Appendix I). Hence, the results pertaining to this interaction should be interpreted with some caution. Table 3.9 summarizes the results on hypothesis testing.

Table 3. 9. Summary of the Results about Hypotheses Testing

Hypotheses	Partner Selection Task		Radio Satisfaction Task	
	Partner choice	The importance of attribute ratings	S 1: Radio with Positive Primary but Negative Secondary Function	S 2: Radio with Positive Secondary but Negative Primary Function
Hypothesis 1: The importance of high-level feature would be augmented along with higher social distance.	Analysis: A binary logistic regression with social distance No significant effect	Analysis: A 2 (social distance) x 2 (attribute importance ratings) mixed ANOVA Between-subject effect: Importance of low-level feature, assignment completion on time was higher in the other rating condition as compared to the self-rating condition. (Unexpected direction) Within-subject effect: Importance of high-level feature, positive atmosphere creation was higher as compared to the importance of the low-level feature, assignment completion on time in the self-rating condition (Unexpected direction)	Analysis: One-way between-subjects ANOVA with social distance No significant main effect	Analysis: One-way between subjects ANOVA with social distance No significant main effect
Hypothesis 2: Individuals who are induced to adopt self-compassion construe socially distant events less abstractly or near events less concretely as compared to their counterparts who are induced to higher self-esteem or who are not induced to anything (control condition).	Analysis: A binary logistic regression with social distance, self-compassion manipulation and its interactions No significant interaction effect	Analysis: A 2 (social distance) x 3 (self-compassion manipulation x 2 (attribute importance ratings) mixed ANOVA No significant interaction effect	Analysis: A 3 (self-compassion manipulation) x 2 (social distance) ANOVA No significant interaction	Analysis: A 3 (self-compassion manipulation) x 2 (social distance) ANOVA Significant interaction: When participants received self-esteem writing task, the levels of radio satisfaction in other-rating condition were higher as compared to those in self-rating conditions

Table 3.9. (continued)

Hypotheses	Partner Selection Task		Radio Satisfaction Task	
	Partner choice	The importance of attribute ratings	S 1: Radio with Positive Primary but Negative Secondary Function	S 2: Radio with Positive Secondary but Negative Primary Function
Hypothesis 3. Individuals who are higher on dispositional self-compassion construe socially distant events less abstractly or near events less concretely as compared to their counterparts who are lower on self-compassion.	Analysis: A binary logistic regression with SCS, social distance, and its interaction No significant interaction effect	Analysis: Two moderated regressions with centered SCS, dummy coded social distance, and its interactions (one for each attribute importance) Significant interaction for the importance of the low-level feature Slopes between SCS and the importance of assignment completion were different between self and other conditions. <ul style="list-style-type: none"> The simple slope of self-compassion on the importance of low-level feature was significant for other condition, but not self-condition. *SCS-SF replicated this interaction No significant interaction effect for the importance of positive atmosphere creation (i.e., high-level feature)	Analysis: A moderated regression with centered SCS, dummy coded social distance, and its interactions Trend for the interaction There was a trend for interaction SCS and social distance. <ul style="list-style-type: none"> The simple slopes of self-compassion on radio satisfaction were not significant for both self and other conditions. *SCS-SF failed to replicate this interaction	Analysis: A moderated regression with centered SCS, dummy coded social distance, and its interactions No interaction effect

Note. S1 = Scenario 1; S2 = Scenario 2.

3.6. Exploratory Analyses

In addition to testing the main hypotheses, additional analyses were performed for exploratory purposes. First, three-way interactions among SCS, self-compassion manipulation, and social distance were examined in an exploratory manner. Second, the associations between BIF (i.e., abstraction measure), judgmental tasks, and self-compassion were thoroughly examined.

Before conducting these analyses, self-compassion manipulation was dummy coded in which self-compassion writing task was used as the reference group. As self-compassion manipulation includes three categories, two dummy variables which represent the overall effect of self-compassion manipulation were created. One of these dummy variables (coded as self-compassion writing task group = 0, self-esteem writing task group = 1, control group = 0) compares self-compassion writing tasks with self-esteem writing task, while other (coded as self-compassion writing task = 0, self-esteem writing tasks = 0, control group = 1) compares self-compassion writing tasks with control group.

3.6.1. Exploration of Three-way Interactions

Despite the fact that it was not among the hypothesis, three-way interactions among SCS, self-compassion manipulation, and social distance on judgmental tasks were explored by conducting a series of regression analyses. In the first step, centered SCS, dummy coded social distance, and dummy variables of self-compassion manipulation were entered, while in the second step, two-way interactions among these variables were entered. In the final step; three-way interactions among these variables were entered. The following sections provide the results first for partner selection task then for radio satisfaction task. At this point, it is important to note that for partner selection task, a binary logistic regression was also conducted on partner choice variable using the already mentioned variables.

3.6.1.1. Partner Selection Task

The moderated regression analyses were conducted separately for each attribute importance ratings. First, the results pertaining to the importance of assignment completion on time (i.e., low-level feature) and positive atmosphere creation (i.e., high-level feature) were respectively presented. Following this, the results of binary logistic regression were presented.

The regression analyses on the importance of assignment completion on time, low-level feature revealed that model 1 explained 9% of the variance in this variable, adjusted $R^2 = .07$, $F(1, 182) = 4.71$, $p < .01$, while Model 2 including two-way

interaction terms and Model 3 including three-way interaction terms did not contribute to explaining the variance in this variable (See Table 3.10). Three-way interaction of SCS, social distance, and dummy coded writing task comparing self-compassion with self-esteem was significant ($B = 2.28$, $\beta = .28$, $SE = 1.14$, $p < .05$). This finding suggests that slopes between SCS and the importance of assignment completion on time, low-level feature were different depending on social distance between self-compassion and self-esteem conditions.

Table 3. 10. Model Summary of Moderated Regression Analyses Examining the Potential Interaction Effect of SCS, Dummy Coded Self-Compassion Manipulation and Social distance on Attribute Importance.

	Dependent Variables							
	Importance of Assignment Completion on Time, Low- level Feature				Importance of Positive Atmosphere Creation, High-level Feature			
	<i>B</i>	<i>SE</i>	β	ΔR^2	<i>B</i>	<i>SE</i>	β	ΔR^2
Step 1				.09*				.01
SCS	-.53*	.24	-.16*		-.06	.26	-.02	
SCM vs SE	-.44	.35	-.10		.31	.38	.07	
SCM vs C	-.05	.36	-.01		.17	.38	.04	
SD	.96**	.29	.23**		-.30	.31	-.07	
Step 2				.05				.02
SCS*SCM vs SE	-.90	.57	-.15		.03	.63	.01	
SCS*SCM vs C	-1.16 ⁺	.60	-.18 ⁺		.55	.66	.08	
SCS*SD	-.99*	.49	-.21*		.55	.53	.11	
SD*SCM vs SE	.03	.70	-.01		.48	.76	.08	
SD*SCM vs C	-.75	.72	-.14		.94	.78	.17	
Step 3				.02				.05*
SCS*SD*SCM vs SE	2.28*	1.14	.28*		-3.35**	1.23	-.40**	
SCS*SD*SCM vs C	1.00	1.20	.11		-2.77*	1.30	-.29*	

Note. SCM = Self-compassion manipulation, SE = Self-esteem, SD = Social distance, ** $p < .01$, * $p < .05$, ⁺ $p = .06$.

The interactions among SCS, writing task, and social distance were shown in Figure 3.3, Figure 3.4, and Figure 3.5. For the self-compassion condition, the slopes between SCS and the importance of assignment completion on time, low-level feature were positive in self-condition ($B = 1.04$, $\beta = .31$, $SE = .53$, $p = .05$) but negative in the other-condition ($B = -.945$, $\beta = -.28$, $SE = .58$, $p = .08$). For the self-esteem condition, the slopes between SCS and the importance of assignment completion on time, low-level feature were not significant in both conditions. For the control condition, in the self-condition, there was no significant slope differences. In the other-condition, the slope was negative ($B = -1.60$, $\beta = -.47$, $SE =$

.65, $p < .05$). Based on these results, in the self-compassion writing task and control conditions, trait self-compassion seems to minimize the self-other difference although, in the self-esteem condition, trait self-compassion did not have any effect.

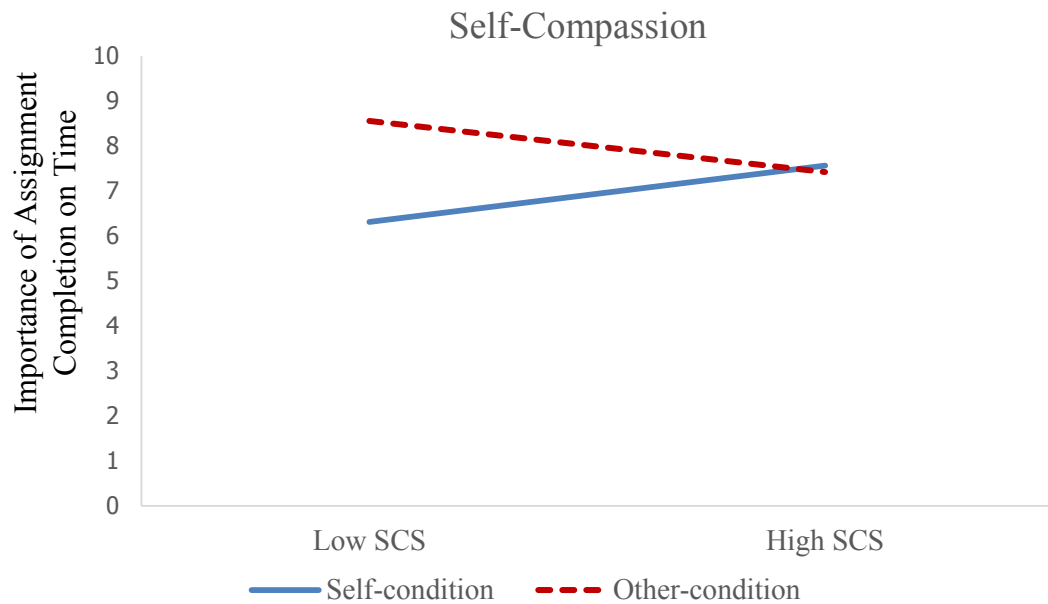


Figure 3. 3. The Interaction between SCS (Trait Self-Compassion) and Social Distance in Predicting the Importance of Assignment Completion on Time, Low-Level Feature for Self-compassion Writing Task Condition.

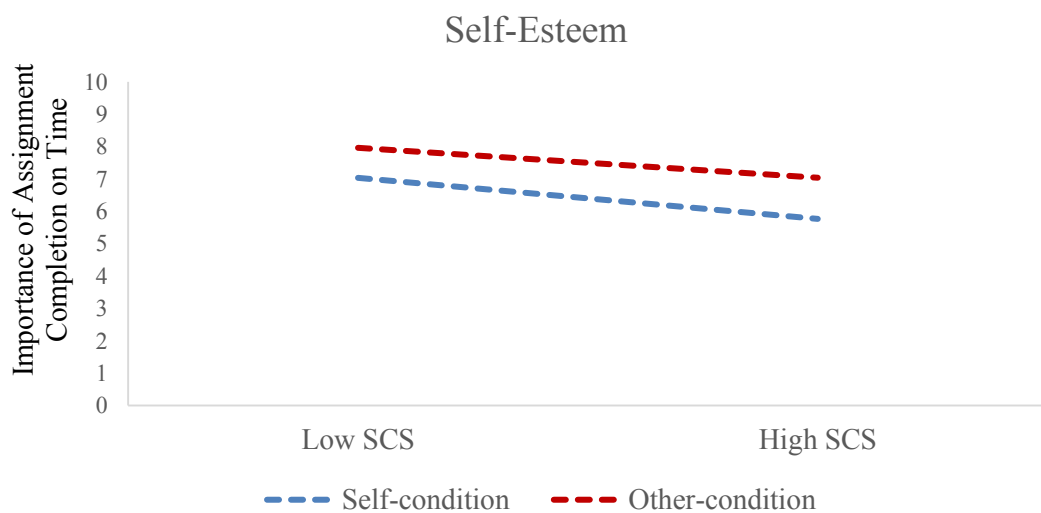


Figure 3. 4. The Interaction between SCS (Trait Self-Compassion) and Social distance in Predicting the Importance of Assignment Completion on Time, Low-Level Feature for Self-esteem Writing Task Condition.

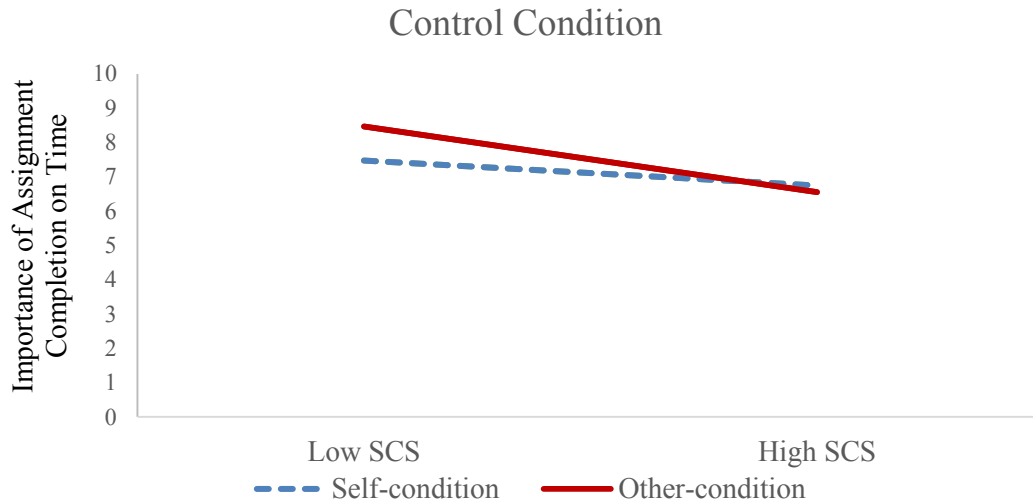


Figure 3. 5. The Interaction between SCS (Trait Self-Compassion) and Social Distance in Predicting the Importance of Assignment Completion on Time, Low-Level Feature for Control Condition.

The regression analyses on the importance of positive atmosphere creation, the high-level feature revealed that model 1 explained 1% of the variance, while model 2 including two-way interaction terms did not contribute to explaining the variance. Model 3 including three-way interaction terms added a significant incremental variance in explaining the importance of positive atmosphere creation, high-level feature, $R^2 = .07$, adjusted $R^2 = .02$, $\Delta R^2 = .05$, $F(2,175) = 4.30$, $p < .05$. Three-way interaction of SCS, social distance, and dummy coded writing task comparing self-compassion with self-esteem was significant ($B = -3.35$, $\beta = -.40$, $SE = 1.23$, $p < .01$). Three-way interaction of SCS, social distance, and dummy coded writing task comparing self-compassion with control condition was also significant ($B = -2.77$, $\beta = -.29$, $SE = 1.30$, $p < .05$). These findings mean that slopes between SCS and the importance of positive atmosphere creation, high-level feature were different depending on social distance between self-compassion and self-esteem conditions, and between self-compassion and control conditions.

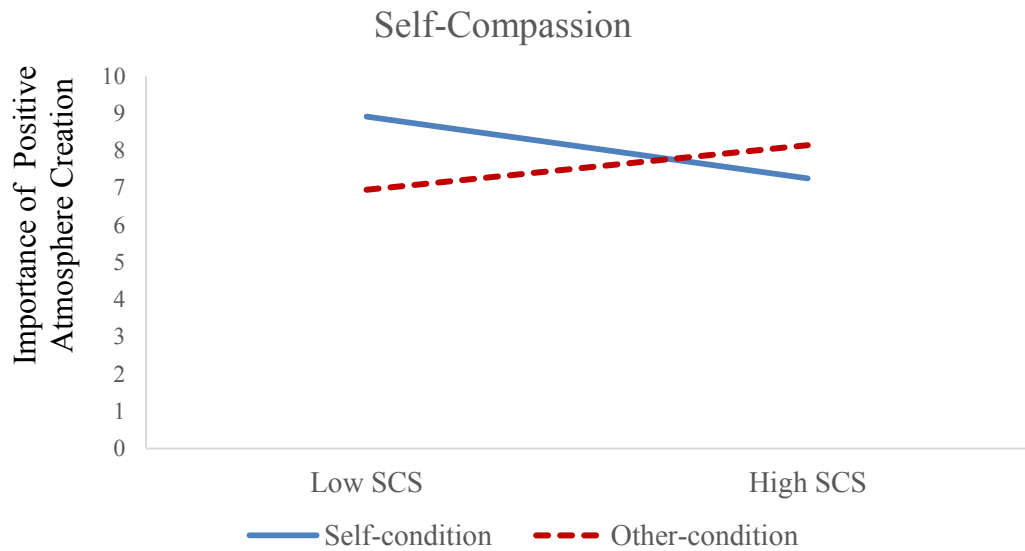


Figure 3. 6. The Interaction between SCS (Trait Self-Compassion) and Social Distance in Predicting the Importance of Positive Atmosphere Creation (i.e., High-Level Feature) for Self-Compassion Writing Task Condition.



Figure 3. 7. The Interaction between SCS (Trait Self-Compassion) and Social Distance in Predicting the Importance of Positive Atmosphere Creation (i.e., High-Level Feature) for Self-Esteem Writing Task Condition.

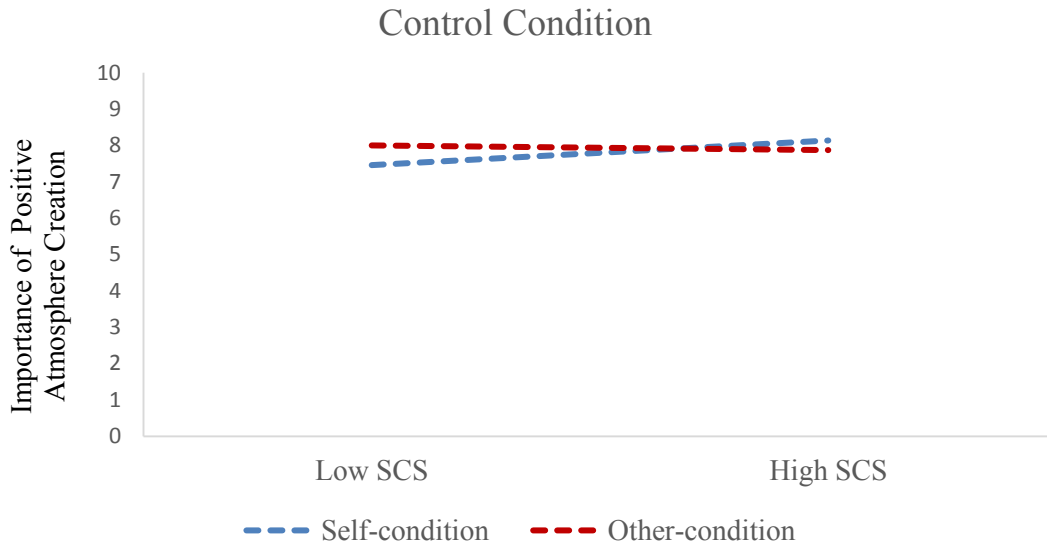


Figure 3. 8. The Interaction between SCS (Trait Self-Compassion) and Social Distance in Predicting the Importance of Positive Atmosphere Creation (i.e., High-Level Feature) for Control Condition.

The interactions among SCS, writing tasks, and social distance were shown in Figure 3.6, Figure 3.7 and Figure 3.8. For self-compassion, the slopes between SCS and the importance of positive atmosphere creation, high-level feature were negative in the self-condition ($B = -1.38$, $\beta = -.39$, $SE = .58$, $p < .05$) but not significant in the other-condition. For self-esteem writing task and control conditions, the slopes between SCS and the importance of positive atmosphere creation (i.e., high-level feature) were not significant in both conditions.

A binary logistic regression was conducted to explore three-way interactions on partner choice. The results revealed that there was no significant three-way interaction effect in differentiating partner selection.

Taken as a whole, based on the interaction figures above, in self-compassion writing task and control conditions (for only assignment completion on time, high-level feature), it seems plausible to assert that SCS minimizes self-other differences in the decision to some extent. Interestingly in the self-esteem condition, the effect of SCS on the attribute importance across social distance seems to be lost.

3.6.1.2. Radio Satisfaction Tasks

Two moderated regression analyses were conducted (one for each two descriptions of the radio). Results revealed that there was no significant interaction between SCS, writing tasks (self-compassion manipulation), and social distance in predicting radio satisfaction in both of the scenarios.

3.6.2. Associations among BIF, Judgmental Tasks, and Trait Self-Compassion

In this study, the general tendency to abstract was measured by using BIF. Although no relationship was hypothesized, it seems important to explore how BIF relates to SCS (trait self-compassion) and outcome measures of judgmental tasks. The association patterns among BIF, self-compassion, and judgmental measures were investigated separately for two judgmental tasks.

3.6.1.1. Partner Selection Task

Partial correlation analysis which provides the associations among variables after controlling for dummy coded social distance and dummy coded self-compassion manipulation was conducted. Table 3.11 shows the associations between outcome measures after controlling for dummy coded writing tasks and dummy coded social distance. Specifically, partner choice was related to BIF ($r = .19, p < .05$). The importance of assignment completion on time, low-level feature was related to SCS ($r = -.16, p < .05$). The importance of positive atmosphere creation (i.e., high-level feature) was only related to BIF ($r = .16, p < .05$). Regarding the association between BIF and self-compassion, BIF was associated with SCS ($r = .14, p = .065$).

Table 3. 11. After Controlling for Dummy Coded Social Distance and Self-Compassion Manipulation; Associations among BIF, Partner Choice and The Importance of Assignment Completion on Time (i.e., Low-Level Feature) and Positive Atmosphere Creation (i.e., High-Level Feature)

	BIF	PartnerChoice	The Importance of Assignment Completion on Time (LLF)	The Importance of Positive Atmosphere Creation (HLF)
BIF	-			
Partner Choice	.19*	-		
The Importance of Assignment Completion on Time (LLF)	-.03	-.52***	-	
The Importance of Positive Atmosphere Creation (HLF)	.16*	.72***	-.36***	-
SCS	.14 ⁺	.10	-.16*	-.02

Note. LLF = Low-level feature, HLF = High-level feature, ⁺ $p = .05$; * $p < .05$; ** $p < .01$; *** $p < .001$.

Taken together, self-compassion seems to have a direct effect on the importance of assignment completion on time (i.e., low-level feature) which was unrelated to BIF in this study. On the other hand, the importance of positive atmosphere creation, the high-level feature which was other outcome measure was only related to BIF which was also related to self-compassion.

In addition to partial correlational analysis, bootstrap analysis was performed by a macro (Preacher & Hayes, 2008) to explore whether trait self-compassion had indirect effect on the importance of positive atmosphere creation, high-level feature via BIF. Self-compassion was entered as independent variables and the importance of positive atmosphere creation, high-level feature as the dependent variable. BIF was added to the equation as an intervening variable and dummy coded social distance and dummy coded self-compassion manipulation as the control variables. The significance of each indirect effect is based on 95% CI of bootstrap results on 5000 samples. When the 95% CI of bootstrap results did not contain zero, the indirect effect of SCS on the importance of positive atmosphere creation, high-level feature via BIF was significant. As can be seen in Figure 3.9, after controlling for dummy coded social distance and self-compassion manipulations, the indirect effect of SCS (indirect effect = .09; 95% CI = .001 to .27) via BIF was significant.

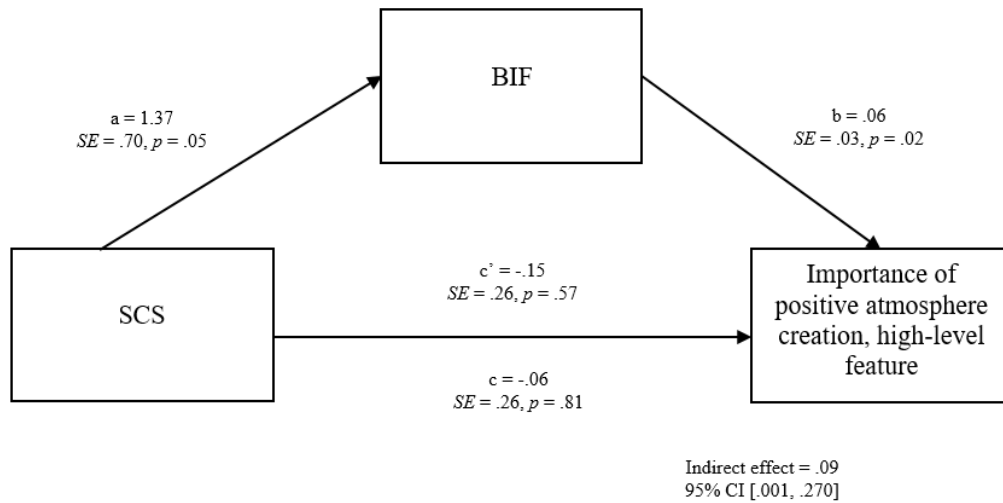


Figure 3. 9. The Indirect Effect of SCS on the Importance of Positive Atmosphere Creation (i.e., High-Level Feature) via BIF.

Same analyses were repeated with the use of SCS-SF (See Appendix J) and abovementioned indirect effect on the importance of positive atmosphere creation, high-level feature via BIF was consistently found.

3.6.1.2. Radio Satisfaction Task

For radio satisfaction task, the partial correlation analyses showed that after controlling for dummy coded writing tasks (i.e., self-compassion manipulation) and dummy coded social distance, radio satisfaction scores in two different scenarios were unrelated to all of the variables.

CHAPTER 4

DISCUSSION

4.1. Overview

The aim of the study was to examine the role of situational and trait self-compassion on the construal of socially distant events. Specifically, it was hypothesized that people who were dispositionally high in self-compassion or who were induced to adopt self-compassion construe socially distant events less abstractly or near events less concretely than people who were dispositionally low in self-compassion or who were not induced to adopt self-compassion (self-esteem and control conditions). In addition to this, this study aimed to test the tenets of CLT in Turkey. In order to reveal these associations, two judgmental tasks were used and thus all hypotheses were tested for each task, separately.

The present chapter discusses the major findings of the present study. After this, limitations and suggestions for future research, contributions and implications, and conclusions are discussed.

4.2. Major Findings

Regarding Hypothesis 1, this study failed to replicate the tenets of CLT in Turkey in general. CLT proposed that psychological distance influences how people evaluate, perceive, predict future, and behave since it determines the abstractness of mental construals (Liberman & Trope, 2008; Trope & Liberman, 2010). Previous studies consistently supported these tenets of CLT (See Trope & Liberman, 2010 for a review). In contrast with this literature, although different tasks revealed the

different patterns of associations, neither of the tasks supported the tenets of CLT. Specifically, the results related to this hypothesis showed that there was a significant effect of social distance in an unexpected direction for the partner selection task, and the radio satisfaction task did not reveal a significant main effect of social distance.

However, the literature review in general had shown that culture was not a moderator in this association. Specifically, meta-analytic results of Soderberg et al. (2005) have shown that clearly individualism/collectivism scores of the countries investigated did not moderate the tenets of CLT. Similarly, some other studies in Asian culture (e.g., Kim et al., 2008; Yan, 2014) documented the effects of psychological distance on the construal levels. There are also studies, which document that culture is a moderator on the association between psychological distance and construal-levels. For example, Messervey (2008) showed that there was no main effect of temporal distance for Chinese people on construal-levels although its effect was significant for Canadian people. Similarly, Wong and Wyer (2016, Study 6) found that there was a significant effect of temporal distance on construal-levels for North American participants, but not for Indian participants. Additionally, Wong and Wyer (2016) found the moderating effect of collectivism on the association between psychological distance and construal levels. Based on these findings, the non-significant association between social distance and construal-levels in Turkey might not be surprising since Turkey is a society that is characterized by medium-sized collectivism (Hofstede, 2001).

Unlike radio satisfaction task, partner selection task revealed the surprising finding that the importance of positive atmosphere creation (i.e., high-level feature) was higher with lower social distance. However, contrary to the expectations, partner choice was not affected by social distance in this task. Consistent with this unexpected finding, Yetişer (2014), which examined the association between construal levels (i.e. BIF scores) and Machiavellianism in USA and Turkey, found that the effects of construal levels on Machiavellianism were different in these two samples. Specifically, the effect of construal levels on Machiavellianism was negative in USA, while this effect was positive for Turks. Based on this study, it could be said that among Turkish people, the effect of construals might be different

from other countries. Taken together, the present findings on the tenets of CLT seem really surprising and it is unclear whether this effect is dependent on partner selection task or the social context of Turkey.

Hypothesis 2 suggests that there would be an interaction between self-compassion manipulation (i.e., writing task) and social distance. However, the results have shown that the manipulation did not work. This finding was surprising since former studies, which used the same task to manipulate self-compassion (e.g., Breines & Chen, 2012; Zhang & Chen, 2016). Specifically, Zhang and Chen (2016) showed that this manipulation increased the feelings of state self-compassion across self-compassion, self-esteem, and control conditions. At this point, it is important to note that in this study, trait self-compassion was used for manipulation check instead of state self-compassion adapted from trait self-compassion scale. This may have obscured the effect of self-compassion manipulation. However, examination of their writings about being self-compassionate pointed out that self-compassion manipulation may not be valid for everyone. The reason that this task did not operate as intended may be that some participants stated that they had hard time performing the self-compassion manipulation task. Pauley and McPherson (2010) found that based on a study which used an interpretative phenomenological analysis, people with depression or anxiety reported the difficulty of adopting self-compassionate perspective. Consistent with this, examination of their writings about being self-compassionate revealed that it included some self-critical talks about their weaknesses as well as some self-compassionate talks, things that needed to be done to overcome these weaknesses and belief that they could overcome these weaknesses. The fact that some of their writings may be beyond the scope of self-compassion, might be cultural. People in this culture may not know how to be understanding and compassionate towards them. In other words, these people may not have a general mindset about they can be understanding and compassionate towards themselves, which is partially supported by the results showing that the level of self-compassion was quite low and the range was restricted ($M = 3.08$, $SD = .60$). This mindset may be cultural since self-criticism, which was negatively associated with self-compassion (Yamaguchi, Kim, & Akutsu, 2014) is more prevalent in collectivistic cultures (Kitayama, Markus, Matsumoto, & Norasakkunkun,

1997). In addition, this may be related that the importance of external pride may be greater than inner pride in Turkey since this country may be characterized by the honor culture (Öner-Özkan & Gençöz, 2006). Neff et al. (2008) discussed that the cultural variation in the levels of self-compassion might be related to the messages that cultures yield about how much value is attributed to self-compassion versus self-criticism. Consistent with this, Neff et al. (2008) revealed the cultural variation in the levels of self-compassion with the highest mean value in Thailand followed by USA and Taiwan, respectively. Taken together, it seems likely that there may be a tendency for self-criticism rather than self-compassion in Turkey. However, as Neff et al. (2008) discussed, there may be individual variations in the levels of self-compassion since some people may ignore the dominant cultural messages. Hence, the task of manipulating self-compassion might activate self-compassionate mindset only for people with trait self-compassion since people without trait self-compassion might lack this knowledge. Taken together, more specific manipulations used by Leary et al. (2007) might have been more useful for manipulating self-compassion levels of Turkish people since they needed more specific instructions to complete this writing task since they might lack the information about how to do this in their mind.

Similar to the previous studies (e.g., Breines & Chen, 2012; Leary et al., 2007), in the present study, the effects of induced self-compassion were compared with the effects of self-esteem on related outcome variables in addition to control conditions (Neff, 2011). Hence, the procedure used in this study (taken from Breines & Chen, 2012) includes self-esteem condition in addition to self-compassion and control conditions. In the original procedure, the prompt “Imagine that you are talking to yourself about this weakness from a perspective of validating your positive (rather than negative qualities)” was used for manipulating the self-esteem. However, the participants did not understand this prompt and hence some modifications had to be made to simplify this prompt. More specifically, the prompts “write down your positive characteristics” used by Leary et al. (2007, Study 5) to induce self-esteem was adapted. This adapted version is similar to the prompt “....write a paragraph to yourself describing aspects of yourself that you consider to be positive qualities, in contrast to aspect you described above” used by Breines and Chen (2012, Study 4).

Despite this, this adaptation might have led to unexpected results. More specifically, after identifying the biggest weakness or shortcoming, asking participants to write down their positive qualities despite this weakness may activate a perspective characterized by mindfulness dimension of self-compassion. Supporting this view, Neff and Dahm (2015) discussed that self-compassion allows for the acceptance of both positive and negative aspects of personality. Consistent with this argument, the results on the difference of SCS at time 1 and SCS-SF at time 2 revealed that self-esteem condition yielded the highest mean scores as a weak trend. Taken together, it seems important to interpret the findings including this writing task cautiously since self-esteem writing task may be mixed-up with mindfulness dimension of self-compassion.

The investigation of self-compassion manipulation in relation to the effects of social distance on judgmental tasks did not yield any support for hypothesis 2 in general. Partner selection task revealed that self-compassion manipulation had no moderating role in the association between social distance and all of the dependent variables (partner choice and attribute importance). It might not be surprising since the writing tasks designed to manipulate self-compassion did not affect self-compassion levels of participants. On the other hand, radio satisfaction task revealed that the effects of self-esteem writing task on radio satisfaction did depend on social distance in a scenario. It was hypothesized that the self-compassion writing task would minimize the effects of social distance on radio satisfaction. Radio satisfaction task revealed that when participants received self-esteem writing task, the levels of radio satisfaction were higher in other-condition as compared to those in self-rating condition with the radio with positive secondary but negative primary functions, implying that self-esteem yielded the discrepancy between self and other in the decision making context. Although self-esteem may be mixed up with self-compassion manipulation as discussed above, since self-esteem emphasizes the clear boundaries between self and other (Neff, 2011), the finding that self-esteem yielded the discrepancy between self and other in the decision making context seems plausible. This moderating effect was not observed for self-compassion writing task, hence Hypothesis 2 was not supported.

Concerning Hypothesis 3, the investigation of trait self-compassion in relation to the effects of social distance on judgmental tasks yielded mixed results. For partner selection task, trait self-compassion did not moderate the association between social distance and two dependent variables (i.e., partner choice and the importance of positive atmosphere creation, high-level features). However, the results pertaining to the importance of assignment completion on time (i.e., low-level feature) showed that the slopes between trait self-compassion and the importance of assignment completion on time (i.e., low-level feature) were different between the self- and the other-conditions. The simple slope of self-compassion on the importance of assignment completion on time (i.e., low-level feature) was significant for the other-condition but not for the self-condition. This finding provides some preliminary evidence that self-compassion would minimize self-other differences in decision making and this effect seems consistent because the analysis with SCS-SF replicates this finding. This finding is congruent with the results by Grossman and Kross (2014, Study 2), which documented the disappearance of self-other asymmetry in wise reasoning with adopting a self-distanced perspective. However, it should be perceived with caution because there may be some alternative explanations. On the other hand, radio satisfaction task revealed that in one of the scenarios, there was a trend for the moderating effect of SCS on the association between social distance and radio satisfaction. However, this trend may not hold consistently because SCS-SF failed to replicate this finding. Similarly, in the other scenario, the data did not support such an interaction. Taken together, the findings pertaining partner selection task suggest that trait self-compassion might have a role in minimizing self-other differences in decision making to some extent consistent with Hypothesis 3.

Exploration of three-way interactions among self-compassion manipulation, trait self-compassion, and social distance revealed certain trends. For partner selection task, there was a three-way interaction on the importance of assignment completion on time, low-level feature among trait self-compassion, social distance, and self-compassion manipulation comparing self-compassion with self-esteem. Similarly, there was a three-way interaction on the importance of positive atmosphere creation (i.e., high-level feature) among trait self-compassion, social distance, and self-compassion manipulation task comparing self-compassion with self-esteem. There

was also a three-way interaction on the importance of positive atmosphere creation (i.e., high-level feature) among trait self-compassion, social distance, and self-compassion manipulation task comparing self-compassion with self-esteem. Specifically, as trait self-compassion increased, self-other difference decreased in the self-compassion (for both the importance of assignment completion on time and positive atmosphere creation) and control (for only the importance of assignment completion on time) conditions, but not self-esteem. Based on these results, it seems plausible to assert that trait self-compassion minimized the self-other differences in decision making to some extent especially for the participants in the self-compassion and control conditions. This finding was consistent with Hypothesis 3. However, the effect of trait self-compassion on attribute importance across social distance seems to be lost in the self-esteem condition. In the self-esteem condition, the finding that trait self-compassion did not affect attribute importance in both self- and other-ratings was not consistent with Hypothesis 3. This may be related to self-esteem writing task activating a perspective similar to the mindfulness dimension of self-compassion. This mindset may alleviate the effect of trait self-compassion on attribute importance.

Exploratory analyses showed that although radio satisfaction task did not point out any relationship, for partner selection task, trait self-compassion had a negative direct effect on the importance of assignment completion on time, low-level feature and a positive indirect effect on the importance of positive atmosphere creation, high-level feature via abstraction measure (i.e., BIF). A similar analysis with SCS-SF at time 2 replicated those abovementioned associations. Taken together, trait self-compassion seems to have a role in the construal process.

There were some clear conclusions about the tasks used in this study. The most important point is that different tasks yield different results in this study. Overall, partner selection task seems more appropriate than radio satisfaction task in terms of examining the relationships among the study variables since partner selection task by Danziger et al. (2012), which was used in the same manner and contained very few modifications. In this task, the analysis revealed more important differences related to attribute importance ratings as compared to partner choice. Specifically,

partner choice falls short in identifying any associations among study variables because it is an outcome variable, which is affected by the attribute importance ratings related to the level of construal people adopt. There are several reasons to explain why radio satisfaction task might be problematic in this study. Firstly, because the valence of high-level and low-level features also varied, there was only a small number of people (ranging from 15 to 17) within each cell, which could partially explain the non-significant results in radio satisfaction task. Hence, in general, radio satisfaction tasks yielded nil associations. Additionally, since the original version of this task was used in the context of temporal distance, the adaptation of this task to social distance might be unsuitable although many previous studies made similar adaptation (e.g., Darwent, 2012) consistent with tenets of CLT. Considering these arguments, the results related to partner selection task might be more reliable.

Taking all these findings into consideration, generally, the effect of social distance on construal levels was not consistent in this study. Different tasks or different variables revealed different results. However, generally, consistent with some previous findings, culture seems to moderate the effects of psychological distance on construal levels. Despite some contradictory findings, previous literature documented that collectivism weakened the effect of psychological distance on judgment (Messerver, 2008; Wong & Wyer, 2016). Interestingly, results of the present study revealed that there was an effect of psychological distance on construal level in an unexpected direction. This surprising finding needs further attention. Additionally, because of unsuccessful self-compassion manipulation, this study failed to document the moderating effects of induced self-compassion in CLT. However, the results including trait self-compassion provide some preliminary evidence that self-compassion could alleviate the self-other differences. Additionally, the effect of self-compassion on abstraction measure and some outcome variables pointed out the role of self-compassion in CLT.

4.4. Limitations and Future Suggestions

The present study contributes to the available literature by examining the moderating role of trait and induced self-compassion in the CLT framework as well as testing the tenets of CLT in Turkey. However, this study has also some limitations that need to be addressed. The most important limitation of the study was that self-compassion manipulation did not operate as intended. Although former verified procedures were adapted to this study, unfortunately, self-compassion and self-esteem writing tasks failed to reveal the expected effects. Instead of state self-compassion for manipulation check, the use of trait self-compassion might have obscured the effect of self-compassion manipulation. However, other evidence suggests that this manipulation may not be valid for everyone. This limitation has the potential to affect the results of the study, especially the effect of induced self-compassion on construal levels. Taken together, future studies should design experiments in which more specific procedures should be followed in order to manipulate self-compassion and should pay more attention to the available mindsets about being able to apply self-compassion adequately. In addition, future studies may use state self-compassion measures for manipulation check.

Second, just as some previous studies (e.g., Wong & Jr, 2016), as a filler task used between two phases of the study, participants were asked to count down three by three from three hundred for two minutes. However, contrary to the expectation, some participants had difficulty in completing this task, while others easily completed this task. Additionally, while completing this task, some participants who made mistakes were also disturbed by some additional cognitions such as coming up with divisibility rule of 3 and being bothered further due to making mistakes. Although this task was chosen to be a filler task, it did not function appropriately. This might also have distorted the results; hence future studies should use different filler tasks.

Third, according to CLT, psychological distance consists of four aspects; temporal distance, social distance, spatial distance, and hypothetical distance. All of these aspects, which are related to each other, should have similar effects on behavior

(Trope & Liberman, 2010). In line with these, in addition to social distance, other dimensions may have similar effects. However, only social distance was used as a determinant of psychological distance whereas other distance dimensions were not used in this study. Although all distance dimensions function in an exactly same way by affecting the construal level (Trope & Liberman, 2010), future studies need to examine the effects of other distance aspects in this context.

Forth, in this study, social distance was manipulated by selecting for themselves or advising a partner to another person for a class assignment and by asking to report their own level of satisfaction or predict the satisfaction level for someone else after buying a radio. However, attention check was not used in this study and hence if there were any participants who carelessly completed the materials of this study, they may have distorted the results of the study. Attention check in which participants were asked to write their conditions (self vs. other) might be useful in identifying participants who carelessly filled out the questionnaire. Future study may use such attention checks especially those using student as participants.

Fifth, sample characteristics may have influenced the results of this study. Students were used as participants in the study. Hence, this study needs to be investigated in the more representative samples. Additionally, the data were collected in Turkey which is characterized by medium-sized collectivism (Hofstede, 2001). Wong and Wyer (2016) found that collectivism weakened the association between psychological distance and construal and hence the role of self-compassion in CLT might be more ambiguous in such cultures. Therefore, future studies should explore the role of self-compassion in CLT framework in countries characterized by individualism.

Finally, the sample size might have influenced the results of study especially those related to radio satisfaction task. Since the valence of high-level and low-level feature varied in this task, there was only a small number of people (ranging from 15 to 17) within each cell. More people may be needed to reveal existing relationships.

4.5. Contributions and Implication of the Study

The current study contributed to available literature by testing tenets of CLT in Turkey. Contrary to the premises of CLT, this study documented the effects of social distance in an unexpected direction. This finding on the tenet of CLT seems really surprising and it is not clear whether this effect is dependent on partner selection task or the social context of Turkey.

To date, only limited number of study focused on the individual differences in CLT. Hence, the current study contributed to the literature on individual differences in the construal process by investigating the moderating role of self-compassion in the association between psychological distance and construal level or psychological outcomes. The results of study revealed that trait self-compassion had a trend for decreasing self-other difference that was in an unexpected direction. Additionally, trait self-compassion was a significant predictor of abstraction (BIF), which in turn affected the importance of positive atmosphere creation (i.e., high-level feature). Furthermore, although abstraction (BIF) was not related to the importance of assignment completion on time, low-level feature, trait self-compassion had a negative direct effect on it. These findings suggest that self-compassion might have a role in construal process.

The differences in the findings related to BIF, partner selection task and radio satisfaction task may have implication for CLT. More specifically, as results of a study by Darwent (2012) pointed out, the context might determine the influence of individual differences in CLT. To illustrate, its results imply that in situations where distance is more apparent, the effects of individual differences may not be obvious (Darwent, 2012). Similarly, the present study also supported the notion that context might influence the effects of individual differences. Based on these findings, it may be important to determine the specific situations that make the effects of individual difference in CLT obvious or ambiguous.

Another contribution of this study is to show that participants' writings about being self-compassionate toward themselves include some critical statements about own

weaknesses as well as things that need to be done to overcome these weaknesses, beliefs that they can overcome these weaknesses and some self-compassionate statements. Additionally, some participants stated that completing this task was difficult. In other words, based on these writings, it could be said that people in this culture may not know how to be understanding and compassionate towards them. This implication can be observed in their writings since some of them may be beyond the scope of self-compassion. It may be a fruitful research avenue for future to explore whether people in this culture may not have a mindset about how to behave in a self-compassionate manner.

4.6. Conclusions

1. The present study failed to replicate the tenets of CLT in Turkey in general: The different patterns of associations for partner selection and radio satisfaction tasks were observed, but none supported the tenets of CLT in Turkey. The finding that the importance of positive atmosphere creation, the high-level feature was augmented with lower social distance in the partner selection task was really surprising and it is not clear whether this effect is dependent on partner selection task or Turkey context. The finding that radio satisfaction task did not reveal the significant main effect of social distance seems consistent with the research showing that culture minimizes the effects of psychological distance on construal level but contradicts another line of research which shows that culture does not moderate this effect.

2. Unsuccessful self-compassion manipulation: Self-compassion writing task did not lead to any increase in self-compassion scores. This may be related that people in Turkey may not have a mindset about how to be understanding and compassionate towards themselves. Additionally, self-esteem writing task may get mixed-up with the mindfulness dimension of self-compassion and hence it may have distorted the results of the study.

3. Taking together, the results related to partner selection task pointed out that trait self-compassion may have a role in the construal process. To illustrate, trait self-compassion showed a trend for decreasing self-other difference that was in the

unexpected direction. Additionally, trait self-compassion was a significant predictor of abstraction (BIF), which in turn affected the importance of positive atmosphere creation, high-level feature. Although abstraction (BIF) was not related to the importance of assignment completion on time (i.e., low-level feature), trait self-compassion had a direct effect on it.

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APPENDICES

Appendix A. Self-Compassion Scale

	Hemen Hemen Hiçbir Zaman	Nadiren	Ara Sıra	Çoğu Zaman	Hemen Hemen Her Zaman
1. Kişiliğimin beğenmediğim yanlarına karşı anlayışlı ve sabırlı olmaya çalışırım. (SK)	1	2	3	4	5
2. Kendimi bir şekilde yetersiz hissettiğimde, çoğu insanın da böylesi yetersizlik duyguları yaşayabileceğini kendime hatırlatmaya çalışırım. (CH)	1	2	3	4	5
3. Kendimi üzgün hissettiğimde, yanlış giden her şeyi kafama takma ve kurma eğilimindeyimdir. (OI)	1	2	3	4	5
4. Ben zorluklarla mücadele ederken, başka insanların yaşam koşullarının benimkinden daha kolay olduğunu hissetme eğilimi gösteririm. (I)	1	2	3	4	5
5. Acı veren bir şey olduğunda, durumu belirli bir zihinsel mesafeden, dengeli bir bakış açısıyla görmeye çalışırım. (M)	1	2	3	4	5
6. Sıkıntı çektiğim dönemlerimde, kendime karşı biraz katı yürekli olabilirim. (SJ)	1	2	3	4	5
7. Kendimi üzgün ve her şeyden kopmuş hissettiğimde, dünyada benim gibi hisseden daha pek çok insan olduğunu kendime hatırlatırım. (CH)	1	2	3	4	5
8. Duygusal olarak acı çektiğim zamanlarda kendime karşı sevecen olmaya çalışırım. (SK)	1	2	3	4	5
9. Yetersizliklerimi düşünmek, kendimi daha yalnız ve dünyadan kopuk gibi hissetmeme neden olur. (I)	1	2	3	4	5
10. Kişiliğimin beğenmediğim yanlarına karşı hoşgörüsüz ve sabırsızımdır. (SJ)	1	2	3	4	5
11. Benim için önemli olan bir şeyde başarısız olduğumda, yetersizlik hisleriyle kendimi tüketirim. (OI)	1	2	3	4	5
12. Kendi hatalarıma ve yetersizliklerime karşı hoşgörölüyümdür. (SK)	1	2	3	4	5
13. Benim için önemli olan bir şeyde başarısız olduğumda, bu konudaki duygularımı bastırmak veya abartmak yerine durumu olduğu gibi açık yüreklilikle anlayıp kabullenmeye çalışırım. (M)	1	2	3	4	5
14. Sıkıntılı dönemlerimde kendime karşı şefkatliyimdir. (SK)	1	2	3	4	5

	Hemen Hemen Hiçbir Zaman	Nadiren	Ara Sıra	Çoğu Zaman	Hemen Hemen Her Zaman
15. Benim için önemli bir şeyde başarısız olduğumda, bu başarısızlığın yalnız benim başıma geldiğini hissetme eğiliminde olurum. (I)	1	2	3	4	5
16. Hatalarıma ve yetersizliklerime karşı kınayıcı ve yargılayıcıyım. (SJ)	1	2	3	4	5
17. Beğenmediğim yanlarımı gördüğümde kendime yüklenir, moralimi bozarım. (SJ)	1	2	3	4	5
18. Kendimi üzgün hissettiğimde, duygularımı merakla ve açık yüreklilikle anlamaya çalışırım. (M)	1	2	3	4	5
19. İşler benim için kötü gittiğinde, bu zorlukların, yaşamın bir parçası olarak, herkesin başına gelebileceğini düşünürüm. (CH)	1	2	3	4	5
20. Acı veren bir şey olduğunda, olayı gereğinden fazla büyütme eğilimi gösteririm. (OI)	1	2	3	4	5
21. Kendimi üzgün hissettiğimde, diğer insanların çoğunun benden daha mutlu olduğunu düşünme eğilimi gösteririm. (I)	1	2	3	4	5
22. Bir şey beni üzdüğünde, kendimi duygularıma kaptırır giderim. (OI)	1	2	3	4	5
23. Çok zor bir dönemden geçerken kendime ihtiyacım olan duyarlılık ve sevecenliği gösteririm. (SK)	1	2	3	4	5
24. Başarısızlıklarımı insanlık halinin bir parçası olarak görmeye çalışırım. (CH)	1	2	3	4	5
25. Herhangi bir şey beni üzdüğünde, duygularımı bir denge içerisinde tutmaya çalışırım. (M)	1	2	3	4	5
26. Gerçekten zor zamanlarda, kendime karşı sert ve acımasız olma eğilimindeyim. (SJ)	1	2	3	4	5

Appendix B. Beck Depression Inventory

Aşağıda, gruplar halinde bazı cümleler verilmiştir. Her madde, bir, çeşit ruh durumunu anlatmaktadır.

Son bir hafta içindeki (şu an dahil) kendi ruh durumunuzu göz önünde bulundurarak, 4 seçenekten size en uygun bulduğunuz ifadeyi daire içine alınız.

1. (a) Kendimi üzgün hissetmiyorum
(b) Kendimi üzgün hissediyorum.
(c) Her zaman için üzgünüm ve kendimi bu duygudan kurtaramıyorum.
(d) Öylesine üzgün ve mutsuzum ki dayanamıyorum.
2. (a) Gelecekte umutsuz değilim.
(b) Geleceğe biraz umutsuz bakıyorum.
(c) Gelecekte beklediğim hiçbir şey yok.
(d) Benim için bir gelecek yok ve bu durum düzelmeyecek.
3. (a) Kendimi başarısız görmüyorum.
(b) Çevremdeki birçok kişiden daha fazla başarısızlıklarım oldu sayılır.
(c) Geriye dönüp baktığımda, çok fazla başarısızlığımın olduğunu görüyorum.
(d) Kendimi tümüyle başarısız bir insan olarak görüyorum.
4. (a) Her şeyden eskisi kadar zevk alabiliyorum.
(b) Her şeyden eskisi kadar zevk alamıyorum.
(c) Artık hiçbir şeyden gerçek bir zevk alamıyorum.
(d) Bana zevk veren hiçbir şey yok. Her şey çok sıkıcı.
5. (a) Kendimi suçlu hissetmiyorum.
(b) Arada bir kendimi suçlu hissettiğim oluyor.
(c) Kendimi çoğunlukla suçlu hissediyorum.
(d) Kendimi her an için suçlu hissediyorum.
6. (a) Cezalandırıldığımı düşünmüyorum.

(b) Bazı şeyler için cezalandırılabilceğimi hissediyorum.

(c) Cezalandırılmayı bekliyorum.

(d) Cezalandırıldığımı hissediyorum.

7. (a) Kendimden hoşnutum.

(b) Kendimden pek hoşnut değilim.

(c) Kendimden hiç hoşlanmıyorum.

(d) Kendimden nefret ediyorum.

8. (a) Kendimi diğer insanlardan daha kötü görmüyorum.

(b) Kendimi zayıflıklarım ve hatalarım için eleştiriyorum.

(c) Kendimi hatalarım için çoğu zaman suçluyorum.

(d) Her kötü olayda kendimi suçluyorum.

9. (a) Kendimi öldürmek gibi düşüncelerim yok.

(b) Bazen kendimi öldürmeyi düşünüyorum, fakat bunu yapmam.

(c) Kendimi öldürebilmeyi isterdim.

(d) Bir fırsatını bulsam kendimi öldürürdüm.

10. (a) Her zamankinden daha fazla ağladığımı sanmıyorum.

(b) Eskisine göre şu sıralarda daha fazla ağlıyorum.

(c) Şu sıralarda her an ağlıyorum.

(d) Eskiden ağlayabilirdim, ama şu sıralarda istesem de ağlayamıyorum.

11. (a) Her zamankinden daha sinirli değilim.

(b) Her zamankinden daha kolayca sinirleniyor ve kızıyorum.

(c) Çoğu zaman sinirliyim.

(d) Eskiden sinirlendiğim şeylere bile artık sinirlenemiyorum.

12. (a) Diğer insanlara karşı ilgimi kaybetmedim.

(b) Eskisine göre insanlarla daha az ilgiliyim.

(c) Diğer insanlara karşı ilgimin çoğunu kaybettim.

(d) Diğer insanlara karşı hiç ilgim kalmadı.

- 13.(a)Kararlarımı eskisi kadar kolay ve rahat verebiliyorum.
- (b)Şu sıralarda kararlarımı vermeyi erteliyorum.
- (c)Kararlarımı vermekte oldukça güçlük çekiyorum.
- (d)Artık hiç karar veremiyorum.
- 14.(a)Dış görünüşümün eskisinden daha kötü olduğunu sanmıyorum.
- (b)Yaşlandığımı ve çekiciliğimi kaybettiğimi düşünüyorum ve üzülüyorum.
- (c)Dış görünüşümde artık değiştirilmesi mümkün olmayan olumsuz değişiklikler olduğunu hissediyorum.
- (d)Çok çirkin olduğumu düşünüyorum.
- 15.(a)Eskisi kadar iyi çalışabiliyorum.
- (b)Bir işe başlayabilmek için eskisine göre kendimi daha fazla zorlamam gerekiyor.
- (c)Hangi iş olursa olsun, yapabilmek için kendimi çok zorluyorum.
- (d)Hiçbir iş yapamıyorum.
- 16.(a)Eskisi kadar rahat uyuyabiliyorum.
- (b)Şu sıralarda eskisi kadar rahat uyuyamıyorum.
- (c)Eskisine göre 1 veya 2 saat erken uyanıyor ve tekrar uyumakta zorluk çekiyorum.
- (d)Eskisine göre çok erken uyanıyor ve tekrar uyuyamıyorum.
- 17.(a)Eskisine kıyasla daha çabuk yorulduğumu sanmıyorum.
- (b)Eskisinden daha çabuk yoruluyorum.
- (c)Şu sıralarda neredeyse her şey beni yoruyor.
- (d)Öyle yorgunum ki hiç bir şey yapamıyorum.
- 18.(a)İştahım eskisinden pek farklı değil.
- (b)İştahım eskisi kadar iyi değil.
- (c)Şu sıralarda iştahım epey kötü.
- (d)Artık hiç iştahım yok.
- 19.(a)Son zamanlarda pek fazla kilo kaybettiğimi sanmıyorum.

- (b) Son zamanlarda istemediğim halde üç kilodan fazla kaybettim.
- (c) Son zamanlarda istemediğim halde beş kilodan fazla kaybettim.
- (d) Son zamanlarda istemediğim halde yedi kilodan fazla kaybettim.

20.(a) Sağlığım beni pek endişelendirmiyor.

- (b) Son zamanlarda ağrı, sızı, mide bozukluğu, kabızlık gibi sorunlarım var.
- (c) Ağrı, sızı gibi bu sıkıntılarım beni epey endişelendirdiği için başka şeyleri düşünmek zor geliyor.
- (d) Bu tür sıkıntılar beni öylesine endişelendiriyor ki, artık başka hiçbir şey düşünemiyorum.

21.(a) Son zamanlarda cinsel yaşantımda dikkatimi çeken bir şey yok.

- (b) Eskisine oranla cinsel konularla daha az ilgileniyorum.
- (c) Şu sıralarda cinsellikle pek ilgili değilim.
- (d) Artık, cinsellikle hiçbir ilgim kalmadı.

Appendix C. Self-Compassion Scale-Short Form (SCS-SF)

	Hemen hemen hiçbir zaman	Nadiren	Ara sıra	Çoğu zaman	Hemen hemen her zaman
1. Benim için önemli olan bir şeyde başarısız olduğumda, yetersizlik hisleriyle kendimi tüketirim.	1	2	3	4	5
2. Kişiliğimin beğenmediğim yanlarına karşı anlayışlı ve sabırlı olmaya çalışırım.	1	2	3	4	5
3. Acı veren bir şey olduğunda, durumu belirli bir zihinsel mesafeden, dengeli bir bakış açısıyla görmeye çalışırım.	1	2	3	4	5
4. Kendimi üzgün hissettiğimde, diğer insanların çoğunun benden daha mutlu olduğunu düşünme eğilimi gösteririm.	1	2	3	4	5
5. Başarısızlıklarımı insanlık halinin bir parçası olarak görmeye çalışırım.	1	2	3	4	5
6. Çok zor bir dönemden geçerken kendime ihtiyacım olan duyarlılık ve sevecenliği gösteririm.	1	2	3	4	5
7. Herhangi bir şey beni üzdüğünde, duygularımı bir denge içerisinde tutmaya çalışırım.	1	2	3	4	5
8. Benim için önemli bir şeyde başarısız olduğumda, bu başarısızlığın yalnız benim başıma geldiğini hissetme eğiliminde olurum.	1	2	3	4	5
9. Kendimi üzgün hissettiğimde, yanlış giden her şeyi kafama takma ve kurma eğilimindeyimdir.	1	2	3	4	5
10. Kendimi bir şekilde yetersiz hissettiğimde, çoğu insanın da böylesi yetersizlik duyguları yaşayabileceğini kendime hatırlatmaya çalışırım.	1	2	3	4	5
11. Hatalarıma ve yetersizliklerime karşı kınayıcı ve yargılayıcıyım.	1	2	3	4	5
12. Kişiliğimin beğenmediğim yanlarına karşı hoşgörüsüz ve sabırsızımdır.	1	2	3	4	5

Appendix D. Behaviour Identification Form

Herhangi bir davranış birçok şekilde tanımlanabilir. Örneğin, bir kişi bir davranışı “yazı yazmak” olarak tanımlayabilirken, diğer bir kişi aynı davranışı “klavyede tuşlara basmak” olarak tanımlayabilir. Fakat diğer bir kişi onu “düşüncelerini ifade etmek” olarak tanımlayabilir. Bu form, bir takım farklı davranışların nasıl tanımlanması gerektiği ile ilgili sizin kişisel tercihlerinize odaklanmaktadır. Aşağıda; listelenmiş birkaç davranış bulacaksınız. Ardından her bir davranışın tanımlanabileceği iki farklı yol yer alacaktır.

1. Örneğin,

Derse girmek

- Sandalyede oturmak
- Hocaya bakmak

Sizin göreviniz, sizin için davranışı en iyi tanımlayan a ya da b tanımlamasını seçmektir. Basit bir şekilde, tercih ettiğiniz seçeneği işaretleyiniz. Her soruyu cevapladığınızdan emin olun. Lütfen her bir eşleşme için sadece bir seçeneği işaretleyin. Her eşleşme için kişisel olarak size en uygun olduğuna inandığınız tanımlamayı işaretleyeceğinizi unutmayın.

1. Bir liste yapmak

- a. Düzenlemek
- b. Bir şeyleri not etmek

2. Okumak

- a. Basılı satırları takip etmek
- b. Bilgi edinmek

3. Askere gitmek

- a. Ülke savunmasına yardım etmek
- b. Askere yazılmak

4. Çamaşırları yıkamak

- a. Çamaşırlardan kötü kokuları çıkarmak
- b. Çamaşırları makineye atmak

- 5. Bir elma almak**
 - a. Yiyecek bir şeyler edinmek
 - b. Daldan bir elma koparmak
- 6. Bir ağaç kesmek**
 - a. Bir balta kullanmak
 - b. Yakacak odun elde etmek
- 7. Hahfleks için bir odayı ölçmek**
 - a. Değişiklik için hazırlık yapmak
 - b. Bir ölçüm aleti kullanmak
- 8. Evi temizlemek**
 - a. Kişinin temizliğini göstermesi
 - b. Yeri süpürmek
- 9. Bir odayı boyamak**
 - a. Fırça darbeleri vurmak
 - b. Odayı yepyeni yapmak
- 10. Kira ödemek**
 - a. Yaşayacak bir yere sahip olmak
 - b. Para transferi yapmak
- 11. Çiçek yetiştirmek**
 - a. Çiçekleri sulamak
 - b. Odayı güzelleştirmek
- 12. Bir kapı kitlemek**
 - a. Kilide anahtar sokmak
 - b. Evin güvenliğini sağlamak
- 13. Oy vermek**
 - a. Seçimi etkilemek
 - b. Oy pusulasını işaretlemek
- 14. Bir ağaca tırmanmak**
 - a. Güzel bir manzara yakalamak
 - b. Dallara tutunmak
- 15. Kişilik testi doldurmak**
 - a. Soruları cevaplamak
 - b. Kim olduğunuzu açığa çıkarmak
- 16. Dış fırçalamak**
 - a. Dış çürüğünü önlemek
 - b. Kişinin ağzında fırçayı hareket ettirmesi
- 17. Sınav olmak**
 - a. Soruları cevaplamak

- b. Kişinin bilgisini göstermesi
- 18. Birine selam vermek**
 - a. Merhaba demek
 - b. Sıcakkanlılık göstermek
- 19. Cezbedici bir şeye karşı koymak**
 - a. Hayır demek
 - b. İsteklerini kontrol etmek
- 20. Yemek yemek**
 - a. Besin almak
 - b. Çiğnemek ve yutmak
- 21. Bir bahçe yetiştirmek**
 - a. Tohum dikmek
 - b. Taze sebze elde etmek
- 22. Arabayla seyahat etmek**
 - a. Bir rotayı takip etmek
 - b. Bir yerler görmek
- 23. Dolgu yaptırmak**
 - a. Dişini korumak
 - b. Dişçiye gitmek
- 24. Bir çocukla konuşmak**
 - a. Bir çocuğa bir şeyler öğretmek
 - b. Basit kelimeler kullanmak
- 25. Kapı zilini çalmak**
 - a. Bir parmağı oynatmak
 - b. Birinin evde olup olmadığına bakmak
- 26. Aile ile ilgilenmek**
 - a. Çocuklarıyla zaman geçirmek
 - b. Çocuklarına sevgi göstermek
- 27. Seçmenlerle vakit geçirmek**
 - a. Seçmenlerle bir şeyler içmek
 - b. Müsait olmak
- 28. Aşevinde gönüllü olmak**
 - a. Evsizlere yemek vermek
 - b. Diğer insanlara yardım etmek
- 29. Randevuya gelmek**
 - a. Belirli bir konuyu görüşmek için biriyle buluşmak
 - b. Sorumluluk sahibi olmak
- 30. Kıyafet giymek**

- a. Takım elbise giymek ve kravat takmak
- b. Saygın görünmek
- 31. Birini rahatlatmak**
- a. Birine sarılmak
- b. Birine şefkat göstermek
- 32. Hasta çocuklarıyla ilgilenmek**
- a. Çocukların sağlığını korumak
- b. Çocuklara ilaç vermek
- 33. Çalışanların işten erken çıkmasına izin vermek**
- a. Çalışanlara daha az iş vermek
- b. İyi biri olmak
- 34. Basketbol oynamak**
- a. Egzersiz yapmak
- b. Topu atmak
- 35. İş arkadaşlarına gerçekçi beyanlarda bulunmak**
- a. Uygun istatistikler kullanmak
- b. Zekasını sergilemek
- 36. Uzlaşmaya varmak**
- a. İş bitirici olmak
- b. Evet demek
- 37. Seçmenlerle bilgi paylaşmak**
- a. Açık olmak
- b. Sorulara cevap vermek

Appendix E. Partner Selection Task

Self condition

Bir dersin gerekliliklerinin bir parçası olarak başka bir öğrenciyle birlikte final notunuzun %40'na karşılık gelmekte olan bir ödev hazırlamanız gerektiğini düşünün. Aşağıdaki ders partnerlerinden birini seçmeniz gerekiyor.

- Can, genellikle ödevlerini zamanında tamamlar; fakat insanların fikirlerini ve görüşlerini ifade etmede kendilerini rahat hissedeceği pozitif atmosferi her zaman yaratamaz.
- Tolga, genellikle insanların fikirlerini ve görüşlerini ifade etmede kendilerini rahat hissedeceği pozitif atmosferi yaratır; fakat ödevlerini her zaman zamanında tamamlayamaz.

1. Hangi partneri seçersiniz? _____

2. Partnerin ödevini zamanında yapması ne kadar önemli?

0	1	2	3	4	5	6	7	8	9	10
Tamamen Önemsiz										Çok Önemli

3. Partnerin pozitif atmosfer yaratması ne kadar önemli?

0	1	2	3	4	5	6	7	8	9	10
Tamamen Önemsiz										Çok Önemli

Other Condition

Arkadaşlarınızı ziyaret ettiğiniz sırada hemcinsiniz olan bir öğrenciyle tanıştığınızı düşünün. Bu öğrenci size bir dersinin gerekliliklerinin bir parçası olarak başka bir öğrenciyle birlikte final notunun %40'na karşılık gelmekte olan bir ödev hazırlaması gerektiğini söyledi. Bu kişinin aşağıdaki ders partnerlerinden birini seçmesi gerekiyor.

- Can, genellikle ödevlerini zamanında tamamlar; fakat insanların fikirlerini ve görüşlerini ifade etmede kendilerini rahat hissedeceği pozitif atmosferi her zaman yaratamaz.
- Tolga, genellikle insanların fikirlerini ve görüşlerini ifade etmede kendilerini rahat hissedeceği pozitif atmosferi yaratır; fakat ödevlerini her zaman zamanında tamamlayamaz.

1. Bu kişiye hangi partneri seçmesini önerirsiniz? _____

2. Partnerin ödevini zamanında yapması ne kadar önemli?

0	1	2	3	4	5	6	7	8	9	10
Tamamen Önemsiz										Çok Önemli

3. Partnerin pozitif atmosfer yaratması ne kadar önemli?

0	1	2	3	4	5	6	7	8	9	10
Tamamen Önemsiz										Çok Önemli

Appendix F. Radio Satisfaction Task

Scenario 1, Self-Condition

Bir radyo seti satın aldığınızı hayal edin. Sizin, kalktığınız zaman mutfakta sabah programlarını ve müzik dinlemek için basit bir şeye ihtiyacınız var. Eve vardığınız zaman, sizin onu koymak istediğiniz yere çok iyi bir şekilde uyduğunu ve ses kalitesinin gerçekten çok iyi olduğunu keşfediyorsunuz. Fakat setin içine yerleştirilmiş saatin oldukça yararsız olduğu ortaya çıkıyor. Rakamlar çok küçük ve onun önünde durmadığınız sürece pek görülüyor.

Bu alışverişten tatmin olma derecenizi aşağıdaki ölçeği kullanarak değerlendiriniz.

0	1	2	3	4	5	6	7	8	9	10
Hiç Memnun Değilim										Çok Memnunum

Scenario 1, Other-Condition

Hemcinsiniz olan bir öğrencinin radyo seti satın aldığını hayal edin. Kalktığı zaman mutfakta sabah programlarını ve müzik dinlemek için basit bir şeye ihtiyacı var. Eve vardığı zaman, onu koymak istediği yere çok iyi bir şekilde uyduğunu ve ses kalitesinin gerçekten çok iyi olduğunu keşfediyor. Fakat setin içine yerleştirilmiş saatin oldukça yararsız olduğu ortaya çıkıyor. Rakamlar çok küçük ve onun önünde durmadığı sürece pek görülüyor.

Bu öğrencinin bu alışverişten tatmin olma derecesini aşağıdaki ölçeği kullanarak değerlendiriniz.

0	1	2	3	4	5	6	7	8	9	10
Hiç Memnun Değil										Çok Memnun

Scenario 2, Self-Condition

Bir radyo seti satın aldığınızı hayal edin. Sizin, kalktığınız zaman mutfakta sabah programlarını ve müzik dinlemek için basit bir şeye ihtiyacınız var. Eve vardığınız zaman, onu koymak istediğiniz yere koyduğunuz zaman, radyonun çekim kalitesinin kötü olduğunu fark ediyorsunuz ve makul şekilde çekmesi için onu bayağı uygun olmayan bir yere koymak zorunda kalıyorsunuz. Fakat setin içine yerleştirilmiş saatin oldukça kullanışlı olduğu ortaya çıkıyor. Mutfaktaki herhangi bir yerden kolaylıkla görülebilen büyük rakamlara sahip.

Bu alışverişten tatmin olma derecenizi aşağıdaki ölçeği kullanarak değerlendiriniz.

0	1	2	3	4	5	6	7	8	9	10
Hiç Memnun Değilim										Çok Memnun um

Scenario 2, Other-Condition

Hemcinsiniz olan bir öğrencinin radyo seti satın aldığını hayal edin.

Kalktığı zaman mutfakta sabah programlarını ve müzik dinlemek için basit bir şeye ihtiyacı var. Eve vardığı zaman, onu koymak istediği yere koyduğu zaman, radyonun çekim kalitesinin kötü olduğunu fark ediyor ve makul şekilde çekmesi için onu bayağı uygun olmayan bir yere koymak zorunda kalıyor. Fakat setin içine yerleştirilmiş saatin oldukça kullanışlı olduğu ortaya çıkıyor. Mutfaktaki herhangi bir yerden kolaylıkla görülebilen büyük rakamlara sahip.

Bu öğrencinin bu alışverişten tatmin olma derecesini aşağıdaki ölçeği kullanarak değerlendiriniz.

0	1	2	3	4	5	6	7	8	9	10
Hiç Memnun Değil										Çok Memnun

Appendix G. Approval of Human Research Ethic Committee

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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04 TEMMUZ 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAFK)

İlgil: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. Türker ÖZKAN ;

Danışmanlığını yaptığınız doktora öğrencisi "*Bireysel farklılıklar Psikolojik Mesafenin Kurgulama Seviyesi Teorisini nasıl etkiler? Öz-Şefkat ve Kurgulama Seviyesi*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-SOS-060 protokolü numarası ile 11.07.2017 – 29.03.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Yaşar KONDAKCI

Üye

Doç. Dr. Zana ÇITAK

Üye

Yrd. Doç. Dr. Pinar KAYGAN

Üye

Yrd. Doç. Dr. Emre SELÇUK

Üye

Appendix H. Informed Consent Form

Bu araştırma ODTÜ Sosyal Psikoloji Doktora Programı öğrencisi Araş. Gör. Gaye Solmazer (Danışmanı, Doç. Dr. Türker Özkan) tarafından doktora tez çalışmasının bir parçası olarak yürütülmektedir. Çalışmanın amacı, insanların bazı zorluklar hakkındaki farklı düşünme biçimlerini anlamaktır. Çalışmaya katılım toplamda yaklaşık 25 dakikanızı alacaktır. İlk olarak sizden istenen tamamlaması yaklaşık 10 dakika süren bu anketi doldurmanızdır. Daha sonra çalışmanın ikinci aşamasında ise psikoloji bölüm laboratuvarına gelerek yaklaşık 15 dakika sürecek olan bir laboratuvar seansına katılmanız beklenmektedir. Bu seans sırasında size yöneltilecek bazı soruları cevaplamanız ve kısa bir bilişsel görevi tamamlamanız beklenmektedir. Araştırma ile ilgili ölçeklerin nasıl cevaplanacağı konusunda, ilgili bölümlerin başında bilgi verilmiştir.

Çalışmaya katılım tamamıyla gönüllülük esasına dayanmaktadır. Kimliğiniz ve cevaplarınız kesinlikle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler sadece bilimsel amaçlarla kullanılacaktır.

Çalışmanın içeriği, genel olarak kişisel rahatsızlık verici herhangi bir unsur içermemektedir. Ancak, katılım sırasında herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz uygulamayı bırakma hakkına sahipsiniz. Böyle bir durumda araştırmacıya, devam etmek istemediğinizi söylemeniz yeterli olacaktır. Uygulama bittikten sonra, çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Psikoloji Bölümü araştırma görevlisi Gaye Solmazer (Oda: BZ03; Tel: 210 76 82; E-posta: sgaye@metu.edu.tr) ile iletişim kurabilirsiniz.

Katılımınız için şimdiden teşekkür ederiz.

Sorularınız için
Araş. Gör. Gaye Solmazer
ODTÜ Psikoloji Bölümü
E-posta: sgaye@metu.edu.tr

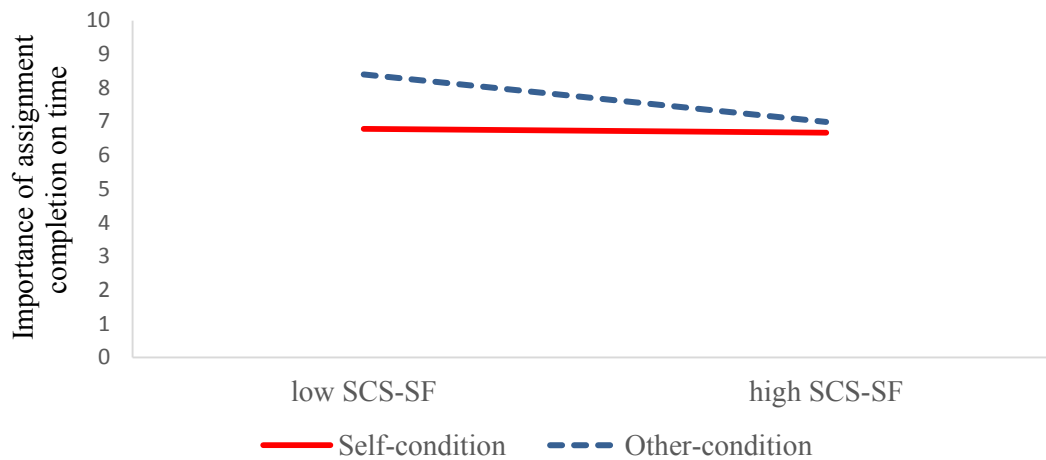
Doç. Dr. Türker Özkan
ODTÜ Psikoloji Bölümü
E-posta: ozturker@metu.edu.tr

Appendix I. The Results of Two-way Interaction between SCS-SF and Social Distance

Model Summary of Moderated Regression Analyses Examining the Effect of SCS-SF on the Association between Social distance and Attribute Importance

	Dependent Variables							
	Importance of Assignment Completion on Time				Importance of Positive Atmosphere Creation			
	<i>B</i>	<i>SE</i>	β	$R^2 \Delta$	<i>B</i>	<i>SE</i>	β	$R^2 \Delta$
Step 1				.10***				.01
SCS-SF	-.60*	.22	-.19**		-.05	.23	-.01	
SD	.96**	.29	.24**		-.30	.31	-.07	
Step 2				.03*				
SCS-SF*SD	-.99*	.43	-.23*		.38	.47	.09	.00

Note. SD = Social Distance, * $p < .05$, ** $p < .01$, *** $p < .001$.



The Interaction between SCS-SF and Social Distance in Predicting Importance of Assignment Completion on Time, Low-Level Feature. Dashed line indicates the non-significant association between SCS-SF and importance of assignment completion on time, low-level feature, while straight line indicates significant association between SCS-SF and importance of assignment completion on time, low-level feature.

Model Summary of Moderated Regression Analyses Examining the effect of SCS-SF on the Association between Social Distance and Radio Satisfaction

	Radio Scenario 1: Radio with positive primary but negative secondary feature				Radio Scenario 2: Radio with positive secondary but negative primary feature			
	Radio Satisfaction				Radio Satisfaction			
	<i>B</i>	<i>SE</i>	β	$R^2 \Delta$	<i>B</i>	<i>SE</i>	β	$R^2 \Delta$
Step 1				.00				.03
SCS-SF	.10	.24	.04		.24	.34	.07	
SD	-.03	.31	-.01		.73	.44	.17	
Step 2				.02				.01
SCS-SF*SD	.70	.47	.21		-.67	.70	-.16	

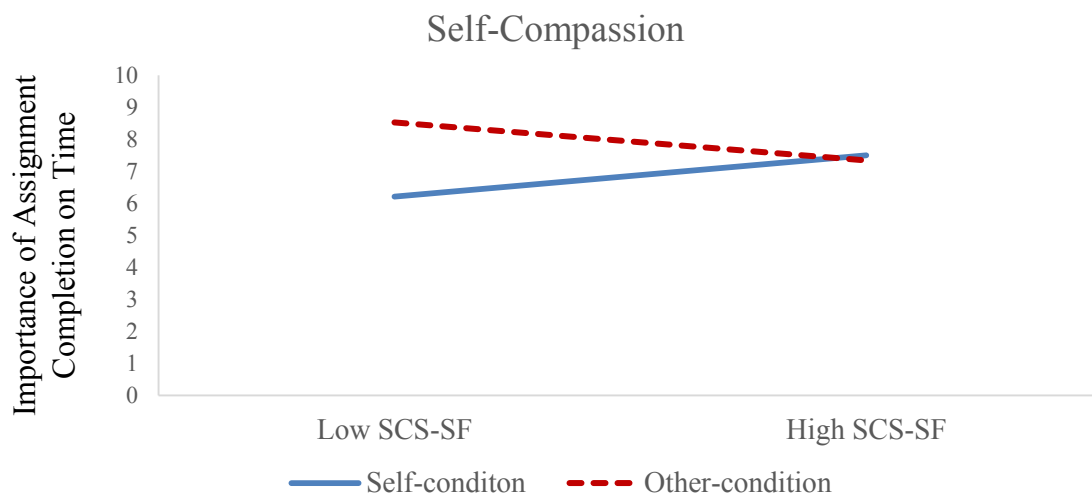
Note. SD = Social distance.

Appendix J. The Results of Three-way Interaction between SCS-SF, Social Distance and Self-Compassion Manipulation

Model Summary of Moderated Regression Analyses Examining the Potential Interaction Effect of SCS-SF, Dummy Coded Self-Compassion Manipulation and Social distance on Attribute Importance.

	Dependent Variables							
	Importance of Assignment Completion on Time, Low-level Feature				Importance of Positive Atmosphere Creation, High-level Feature			
	<i>B</i>	<i>SE</i>	β	ΔR^2	<i>B</i>	<i>SE</i>	β	ΔR^2
Step 1				.10***				.01
SCS-SF	-.58**	.22	-.19**		-.07	.24	-.02	
SCM vs SE	-.41	.35	-.09		.31	.38	.07	
SCM vs C	-.08	.35	-.02		.17	.38	.04	
SD	.96**	.29	.23**		-.30	.31	-.07	
Step 2				.05 ⁺				.02
SCS-SF*SCM vs SE	-.80	.50	-.16		-.02	.55	.00	
SCS-SF*SCM vs C	-1.18*	.56	-.19*		.64	.62	.10	
SCS*SD	-.92*	.43	-.21*		.27	.48	.06	
SD*SCM vs SE	.05	.69	.01		.53	.76	.09	
SD*SCM vs C	-.70	.70	-.13		1.01	.77	.18	
Step 3				.01				.04*
SCS-SF*SD*SCM vs SE	1.68 ⁺	1.00	.23 ⁺		-2.67*	1.09	-.36*	
SCS-SF*SD*SCM vs C	1.29	1.12	.16		-2.69*	1.22	-.32*	

Note. SCM = Self-compassion manipulation, SE = Self-esteem, SD = Social Distance, *** $p < .01$, ** $p < .01$, * $p < .05$, ⁺ $p < .10$.

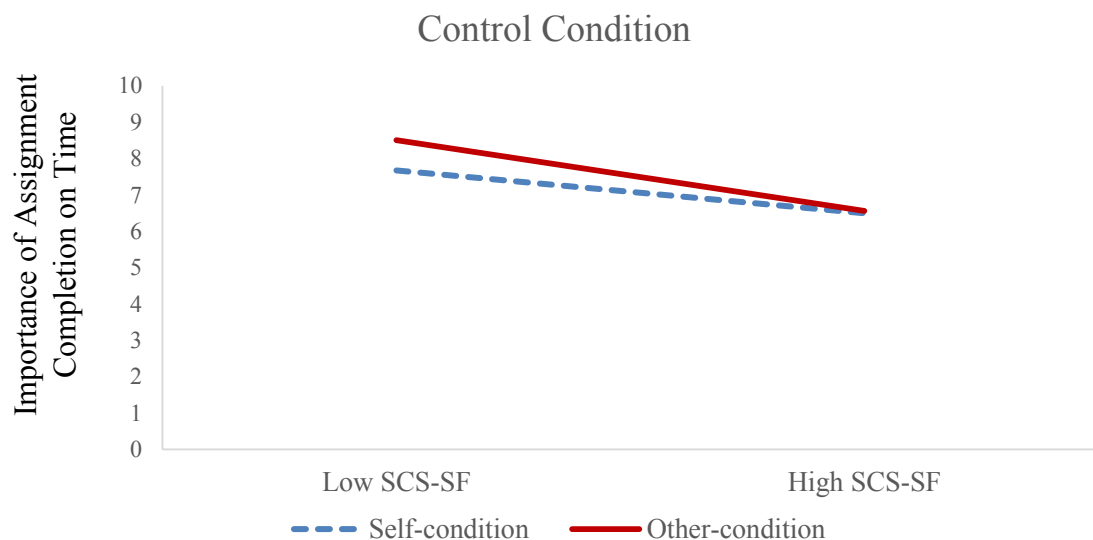


The Interaction between SCS-SF and Social Distance in Predicting Importance of Assignment Completion on Time, Low-Level Feature for Self-Compassion Writing Task Condition. Dashed line indicates the non-significant association between SCS-SF and importance of assignment completion on time, low-level feature, while

straight line indicates significant association between SCS-SF and importance of assignment completion on time, low-level feature ($p = .056$ in the self-condition).

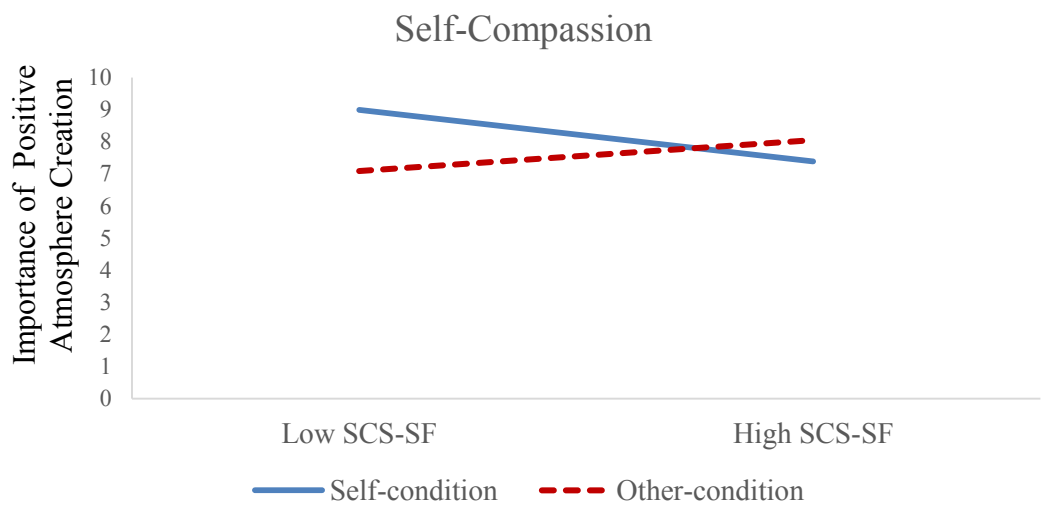


The Interaction between SCS-SF and Social Distance in Predicting Importance of Assignment Completion on Time, Low-Level Feature for Self-esteem Writing Task Condition. Dashed line indicates the non-significant association between SCS-SF and importance of assignment completion on time, low-level feature, while straight line indicates significant association between SCS-SF and importance of assignment completion on time, low-level feature ($p = .08$ for other condition)

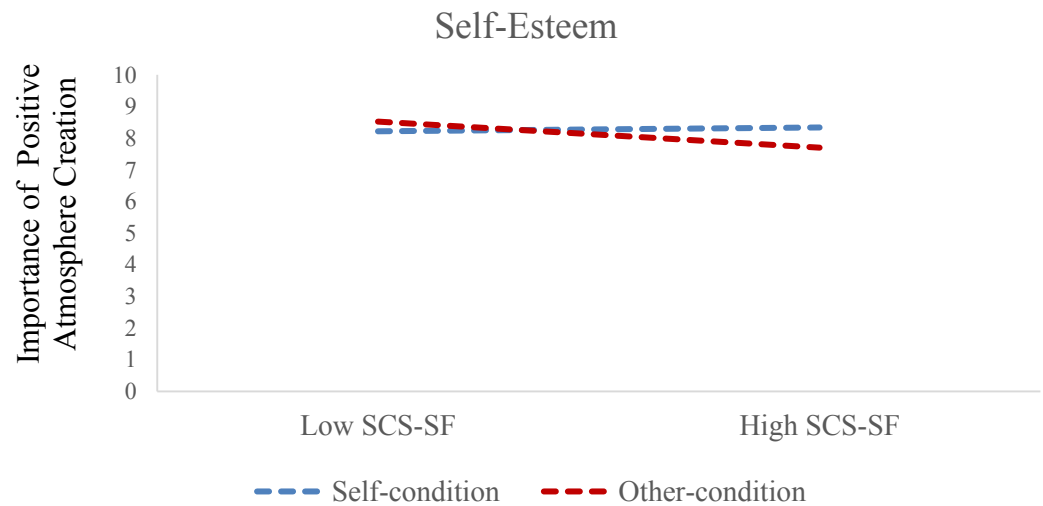


The Interaction between SCS-SF and Social Distance in Predicting Importance of Assignment Completion on Time, Low-Level Feature for Control Condition. Dashed line indicates the non-significant association between SCS-SF and importance of assignment completion on time, low-level feature, while straight line indicates significant association between SCS-SF and importance of assignment completion on time, low-level feature

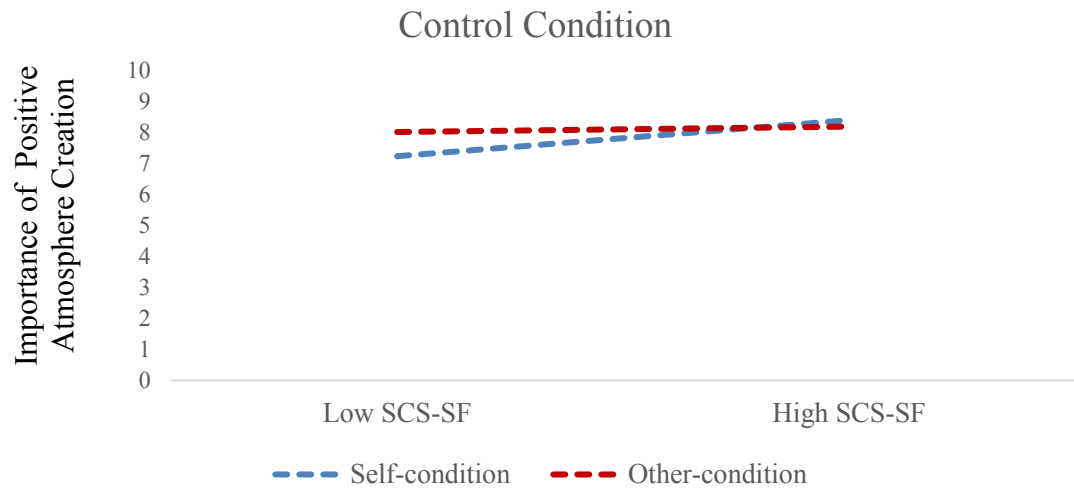
indicates significant association between SCS-SF and importance of assignment completion on time, low-level feature.



The Interaction between SCS-SF and Social Distance in Predicting Importance of Positive Atmosphere Creation, High-Level Feature for Self-Compassion Writing Task Condition. Dashed line indicates the non-significant association between SCS-SF and importance of positive atmosphere creation, high-level feature, while straight line indicates significant association between SCS-SF and importance of positive atmosphere creation, high-level feature.



The Interaction between SCS-SF and Social Distance in Predicting Importance of Positive Atmosphere Creation, High-Level Feature for Self-Esteem Writing Task Condition. Dashed line indicates the non-significant association between SCS-SF and importance of positive atmosphere creation, high-level feature, while straight line indicates significant association between SCS-SF and importance of positive atmosphere creation, high-level feature.



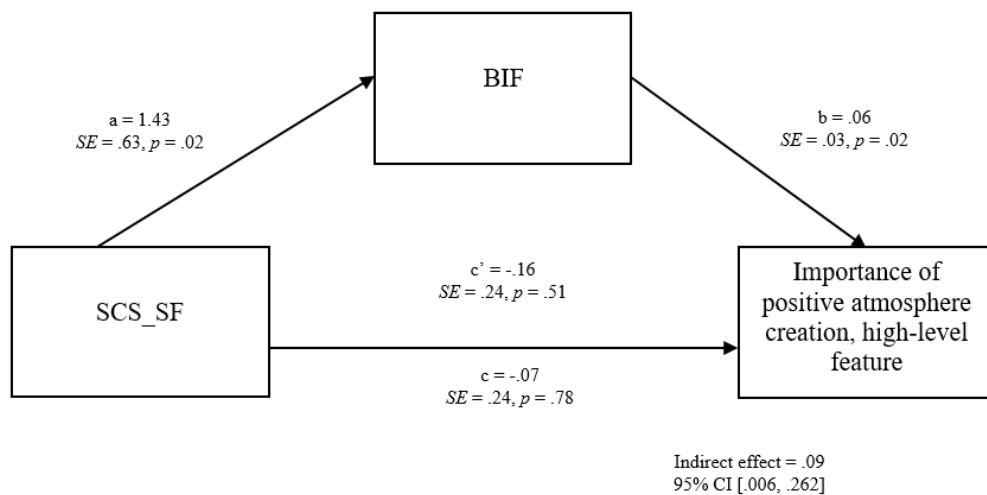
The Interaction between SCS-SF and Social Distance in Predicting Importance of Positive Atmosphere Creation, High-Level Feature for Control Condition. Dashed line indicates the non-significant association between SCS-SF and importance of positive atmosphere creation, high-level feature, while straight line indicates significant association between SCS-SF and importance of positive atmosphere creation, high-level feature.

Appendix K. The Results of Exploratory Analyses with SCS-SF

Partial Correlations After Controlling for Dummy Coded Self-Compassion Manipulation and Social Distance

	BIF	PartnerChoice	The importance of assignment completion on time (LLF)	The importance of positive atmosphere creation (HLF)
BIF	-			
Partner Choice	.19*	-		
The importance of assignment completion on time (LLF)	-.03	-.52***	-	
The importance of positive atmosphere creation (HLF)	.16*	.72***	-.36***	-
SCS_SF	.17*	.08	-.19**	-.02

Note. SF = Short Form * $p < .05$, ** $p < .01$, *** $p < .001$.



The Indirect Effect of SCS-SF on the Importance of Positive Atmosphere Creation (i.e., High-Level Feature) via BIF.

Appendix L: Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Solmazer, Gaye
Nationality: Turkish (TC)
Date and Place of Birth: 12 August 1990, İzmir
Marital Status: Single
email: gayesolmazer@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MS	METU Psychology	2013
BS	Hacettepe University Psychology	2011
High School	Nevvar Salih İşgören High School, İzmir	2007

WORK EXPERIENCE

Year	Place	Enrollment
2011-present	METU Department of Psychology	Research Assistant
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Visiting Scholar, August 2016- October 2016

Funded by European Union Horizon 2020 research and innovation program under the Marie Skłodowska-Curie

FOREIGN LANGUAGES

Advanced English

PUBLICATIONS

Solmazer, G., Öz, B., Lajunen, T., & Özkan, T. (2018). Sürücü eğitimlerindeki iş doyumunu, iş stresi, tükenmişlik ve kazalar: Sürücü davranışlarının aracı rolü. *Trafik ve Ulaşım Araştırmaları Dergisi*, 1, 36-53.

Solmazer, G., Üzümcüoğlu, Y., & Özkan, T. (2016). The role of traffic law enforcements in the relationship between cultural variables and traffic fatality rates across some countries of the world. *Transportation Research Part F: Traffic Psychology and Behaviour*, 38(1), 137-150; doi: 10.1016/j.trf.2016.01.001.

Appendix M. Turkish Summary / Türkçe Özet

GİRİŞ

Sosyal dünyanın doğrudan deneyimi “şimdi, burada ve ben”i aşamamaktadır (Lieberman ve Trope, 2008). Fakat bireyler hafıza, yordama gibi zihinsel temsilleri kullanarak doğrudan deneyimin ötesine geçebilmektedir (Trope & Liberman, 2010). Kurgulama Seviyesi Teorisi (KST, Trope & Liberman, 2010) insanların zihinsel temsiller aracılığıyla psikolojik uzaklığı nasıl aşabildikleri üzerine temellenmiştir. Önceki çalışmalar teorinin temelinde yatan kurgulama seviyesi ve psikolojik uzaklık arasındaki iki yönlü ilişkiyi ve bu ilişkinin psikolojik çıktılar üzerine olan etkisini tutarlı bir şekilde göstermektedir (Trope ve Liberman, 2010). Ancak bu teori çerçevesinde olası moderatörlerin etkisine odaklanan sınırlı sayıda çalışma vardır. Örneğin; depresyon, perspektif esnekliği ve gelecek zaman yönelimi gibi değişkenlerin psikolojik uzaklığının kurgulama seviyesi üzerindeki etkisini hafiflettiği bulunmuştur (örn., Darwent, 2012; Kogut, Eyal ve Sharon, 2017; Wong ve Wyer, 2016). Psikolojik olarak uzak olan olayların kurgularını etkileyen farklı etmenler olmasına rağmen alanyazın; psikolojik uzaklık, kurgulama seviyesi ve bunların sonuçları arasındaki ilişkileri düzenleyen faktörler hakkında sessiz kalmıştır. Böyle faktörleri belirlemek karar verme ve değerlendirme süreçlerindeki farklılıkları ve KST’nin limitlerini anlamamıza yardımcı olabilir.

Bu çalışma KST’de öz-şefkatin rolüne odaklanarak alanyazını genişletmeyi amaçlamaktadır. Öz-şefkatli bir perspektif benimseyen bireyler zorluklar karşısında kendilerine diğer kişilere davrandıkları gibi davranmaktadır (Neff, 2003b). Psikolojik uzaklığın sosyal boyutu kendi ve diğerleri arasındaki ayrım (Berson, Halevy, Shamir ve Erez, 2015) ile ilişkili olduğu için bu çalışma, öz-şefkatin sosyal olarak uzak veya yakın olayları kurgulamayı nasıl etkilediğine odaklanmıştır. Öz-şefkati yüksek bireyler daha uzak bir perspektif benimseyebilirler (örn., Kross,

2009) ve bu nedenle uzaklığın etkisine daha az duyarlı olabilirler. Bu durum onların değerlendirme ve karar verme süreçlerini etkileyebilir (Darwent, 2012).

1.1. Kurgulama Seviyesi Teorisi

KST, psikolojik uzaklığın zihinsel kurgulamaları nasıl etkileyeceğini anlamamız için bir çerçeve sağlamaktadır (Trope ve Liberman, 2010). Bu zihinsel kurgulamaların seviyesi psikolojik çıktıları da etkilemektedir. Aynı zamanda kurgulama seviyesi de psikolojik uzaklığı etkilemektedir. Kısaca bu teorinin temelinde, psikolojik uzaklık ve kurgulama seviyesi arasındaki karşılıklı ilişki yatmaktadır (Trope ve Liberman, 2003; 2010). Bu teori kurgulama seviyesini soyutluk seviyesi farklılaşan zihinsel temsiller olarak değerlendirmektedir (Trope ve Liberman, 2010). Yüksek seviyedeki kurgulamalar; herhangi bir uyarıcının soyut, bağlamdan arındırılmış, yüksek, temel, amaçla ilişkili özelliklerini içermektedir. Düşük seviyedeki kurgulamalar ise herhangi bir uyarıcının somut, bağlamın içinde yer alan, alçak, ikincil öneme sahip, amaçla ilişkisiz özelliklerini içermektedir (Trope ve Liberman, 2003, 2010). Bu teorinin içinde yer alan diğer bir önemli kavram ise psikolojik uzaklıktır (Trope ve Liberman, 2010). Trope ve Liberman (2010) psikolojik uzaklığı “bir şeyin şimdi, burada ve kendinden yakın ya da uzak olduğuna ilişkin öznel bir deneyim” olarak tanımlamaktadır (sf. 440). Bu teori kapsamında ilk olarak zamansal uzaklık psikolojik uzaklığın belirleyicisi olarak incelenmiştir (Liberman ve Trope, 1998). Uzaysal uzaklık (örn., Fujita, Henderson, Eng, Trope, & Liberman, 2006), sosyal uzaklık (örn., Liviatan, Trope, & Liberman, 2008) ve olasılıksal uzaklık (örn., Wakslak, Trope, Liberman, & Alony, 2006) da psikolojik uzaklığın belirleyicisi olarak ele alınmıştır. Bir bütün olarak değerlendirildiğinde, psikolojik uzaklık dört farklı boyutu (zamansal, uzaysal, sosyal ve olasılıksal) olan bir kavram olarak görülmektedir.

Bir çok çalışma bu teorinin temel önermesi olan psikolojik uzaklık ve kurgulama seviyesi arasındaki karşılıklı ilişkiyi desteklemiştir (örn, Bar-Anan, Liberman ve Trope, 2006; Fujita ve ark., 2006; Liberman ve Trope, 1998; Liviatan ve ark., 2008; Wakslak ve ark., 2006). Daha özel olarak ise; herhangi bir uyarıcının psikolojik uzaklığı arttıkça -insanın benimsediği zihinsel temsiller daha soyutlaştığı için-

kategorileri genişletme eğilimi, davranışları amaçlarına göre tanımlama eğilimi (araçlara karşı, BIF tarafından ölçülen eğilim), dilin soyutluğu ve görsel terimleri bütünleşik işleme eğilimi (detaylı işlemeye karşı) artmaktadır (Trope ve Liberman, 2010). Bunlarla tutarlı olarak, Soderberg, Callahan, Kockhersberger, Amit ve Ledgerwood (2015) tarafından yapılan bir meta analiz çalışması psikolojik uzaklığın kurgulama seviyesi üzerindeki etkisinin anlamlı ve orta düzeyde olduğunu göstermiştir. Ayrıca ampirik çalışmalar psikolojik uzaklık ve kurgulama seviyesi arasındaki ilişkinin iki yönlü doğasını da göstermiştir (örn., Liberman ve Förster, 2009; Wakslak ve Trope, 2009).

Bu teori psikolojik uzaklığın farklı alt boyutlarının birbirleriyle ilişkili olacağını ileri sürmüştür (Trope ve Liberman, 2010). Bir çok çalışma da bu farklı boyutlar arasındaki ilişkileri desteklemiştir (örn., Bar-Anan, Liberman, Trope ve Algom, 2007; Fiedler, Jung, Wänke ve Alexopoulos, 2015). Farklı boyutlar arasındaki ilişkilerin, psikolojik uzaklık ortak temasından kaynaklandığı ve otomatik olarak etkinleştiği ileri sürülmektedir (Bar-Anan ve ark., 2007, Trope ve Liberman, 2010). Bununla da tutarlı olarak, Yan (2014) farklı boyutlar arasındaki ilişkide kurgulama seviyesinin aracı rolünü göstermiştir. Bütün olarak değerlendirildiğinde, farklı psikolojik uzaklık kavramları arasındaki ilişkiler kurgulama seviyesini benzer şekilde etkilediklerinden kaynaklanmaktadır. Soderberg ve ark. (2015) tarafından yapılan bir meta analiz çalışması da farklı boyutların kurgulama seviyesi üzerindeki benzer etkilerini göstererek bu önermeyi desteklemiştir.

Psikolojik uzaklık ile kurgulama seviyesi arasındaki karşılıklı ilişkinin karar verme, değerlendirme ve tercih gibi süreçler üzerinde farklı etkileri bulunmaktadır (Trope ve Liberman, 2010). Daha özel olarak, herhangi bir uyarıcının psikolojik uzaklığı arttıkça insanın benimsediği zihinsel temsillerin seviyesinin daha soyutlaştığı gösterilmiştir (Trope ve Liberman, 2010). Böylece insanların yüksek seviyedeki özelliklere (örn., merkezi özellikler, arzu edilebilirlik hususları ve eylemin artıları) daha çok; düşük seviyedeki özelliklere (örn., çevresel özellikler, olabilirlik hususları ve eylemin eksileri) ise daha az odaklandığı bulunmuştur (örn., Liberman ve Trope, 1998; Trope ve Liberman, 2010). İlaveten, bu odağın insanların nasıl

değerlendireceği, algılayacağı, geleceği yordayacağı ve davranacağını belirlemede oldukça önem teşkil ettiği belirtilmiştir (Trope ve Liberman, 2010).

Bazı çalışmalar bu teoride kültürün rolünü araştırmıştır. Messervey (2008) Kanadalı katılımcılarda zamansal uzaklığın etkisini bulmasına rağmen Çinli katılımcılarda bu etkiyi bulamamıştır. Benzer şekilde; Wong ve Wyer Jr. (2006, çalışma 6) Kuzey Amerikalı katılımcılar için bulduğu etkiyi Hintli katılımcılar için bulamamıştır. Diğer bazı çalışmalarda ise Asya Kültürlerinde psikolojik uzaklığın kurgulama seviyesi üzerindeki etkisi gösterilmiştir (örn., Kim, Zhang ve Li, 2008). Soderberg ve ark. (2015) tarafından yapılan bir meta analiz çalışması da çalışmaların yapıldığı ülkelerin bireycilik/toplulukçuluk puanlarının KST önermeleri üzerine etki etmediğini göstermiştir. Buna dayanarak, bazı aksi bulgulara rağmen KST'nin etkilerinin evrensel olabileceği görülmektedir.

Özet olarak; teorinin en temel kavramlarından biri olan kurgulama seviyesi, birbiriyle ilişkili dört boyuta sahip olan psikolojik uzaklık kavramı ile iki yönlü ilişkiye sahiptir (Trope ve Liberman, 2010). Psikolojik uzaklık arttıkça zihinsel temsiller soyutlaşmaktadır ve bu durum insanların yüksek seviyedeki özelliklere (örn., merkezi özellikler, arzu edilebilirlik hususları ve eylemin artıları) daha çok odaklanırken; düşük seviyedeki özelliklere (örn., çevresel özellikler, olabilirlik hususları ve eylemin eksileri) daha az odaklanmasına yol açmaktadır. Ayrıca bu odağın insanların nasıl değerlendireceği, algılayacağı, geleceği yordayacağı ve davranacağını belirlemede oldukça önemli olduğu da belirtilmiştir (Trope ve Liberman, 2010). Bütün olarak değerlendirildiğinde tüm bu etkilerin kültürden bağımsız olduğu söylenebilir (Soderberg ve ark., 2015).

1.1.1. Kurgulama Seviyesi Teorisi'nde Bireysel Farklılıklar

Soderberg ve ark. (2015) tarafından yapılan bir meta analiz çalışması hem kurgulama seviyesi hem de psikolojik çıktılarının psikolojik uzaklıkla olan ilişkisinde bazı moderatör değişkenlerin olduğunu göstermektedir. Bu nedenle, bazı bireysel farklılık değişkenleri moderatör olarak görev yaparak teorinin önerdiği ilişkileri

zayıflatabilir. Buna odaklanan çalışmalar mevcuttur (örn., Darwent, 2012; Kogut ve ark., 2017; Wong ve Wyer, 2016).

Wong ve Wyer (2016) perspektif esnekliği olarak kavramsallaştırdıkları değişkenin KST’de üzerindeki etkisini göstermişlerdir. Ayrıca, bu kavramın toplulukçuluk ve uzun vade yönelimi tarafından etkilendiği de gösterilmiştir. Başka bir çalışmada ise Darwent (2012), depresyonun bu teorideki rolüne odaklanmıştır. Bulgular, depresyon belirtileri gösteren kişiler arasında kurgulama seviyesi ile psikolojik uzaklığın iki boyutu (zamansal ve sosyal uzaklık) arasındaki ilişkinin zayıfladığını Örgüt Çağrışım Testi kullanarak göstermiştir. Fakat bu zayıflayan ilişkinin değerlendirme üzerindeki etkisinin net olmadığı da gösterilmektedir (Darwent, 2012). Son olarak ise, kişilik özelliği olan ve durumsal olarak uyarılan gelecek zaman yöneliminin zamansal uzaklık ve kurgulama seviyesi üzerindeki ilişkide moderatör olarak görev yaptığı görülmektedir (Kogut ve ark., 2017). Bütün bu çalışmalar temelinde, psikolojik uzaklığın kurgulama seviyesi ve psikolojik çıktılar üzerindeki etkisini zayıflatan birtakım değişkenlerin olabileceği düşünülmektedir. Bu değişkenleri keşfetmek karar verme ve değerlendirme süreçlerini daha iyi anlama açısından değerlidir. Ayrıca bu şekilde KST’deki sınır koşulları hakkında da bilgi sağlanabilir. Bu bağlamda, kendileri ve başkaları için olan endişelerin uyumlu bir bütün halinde entegrasyonunu gerektiren öz-şefkat (Neff, 2003b), psikolojik uzaklığın kurgulama seviyesi üzerindeki etkilerini ve bu ilişkinin sonuçlarını azaltabilecek bir başka değişken olarak düşünülmektedir.

1.1.2. Öz-Şefkat ve Kurgulama Seviyesi Teorisi’ndeki Rolü

Öz-şefkat “kişinin kendi acısına açık olması ve bunun aracılığıyla hareket etmesi, kendisine karşı ilgi ve nezaket duyguları yaşaması, yetersizlik ve başarısızlıklarına karşı yargılayıcı olmayan anlayışlı bir tutum benimsemesi ve kendi sahip olduklarının insanların ortak deneyiminin bir parçası olduğunun farkında olması” olarak tanımlanmaktadır (Neff, 2003a, sf. 224). Öz-şefkatli bir perspektif üç temel özelliği içinde barındırmaktadır (Neff, 2003a, 2003b): 1) öz-sevecenlik ya da öz yargılama, 2) insanlığın ortak deneyimi ya da izolasyon, 3) bilinçli farkındalık ya da aşırı özdeşleşme.

Öz-şefkat ile öz-saygı bazı noktalarda birbirleriyle bazı benzerlikler göstermelerine rağmen birbirinden farklıdır (Neff ve Vonk, 2009). Öz-saygı özü ya da benliği bağlantısız ve ayrı olarak değerlendirmeyi gerektirirken; öz-şefkat kendi deneyimlerini insanlığın ortak deneyimi olarak değerlendirmeyi gerektirmektedir. Başka bir deyişle, artan öz-şefkat ile birlikte benlik ve diğerleri arasındaki sınırlar belirsiz olurken, benlik saygısı net sınırları vurgulamaktadır (Neff, 2011). Her ikisi de öz ile ilişkili olumlu kavramlar olmalarından ötürü birbiriyle ilişkilidir; fakat bir diğeri kontrol edildiğinde iyilik hali değişkenleri üzerindeki etkileri bağımsızdır (Neff ve Vonk, 2009). Kısacası, öz-şefkat ve öz saygı bazı benzerlikler gösterse de farklı kavramlardır.

Yazarın bilgisine göre öz-şefkatin KST'deki rolüne ilişkin doğrudan bir araştırma bulunmamaktadır. Fakat bazı destekleyici bulgular öz-şefkatin kurgulama seviyesi üzerinde etkili olabileceğini göstermektedir. Her ne kadar psikolojik uzaklık kavramının dört alt boyutu bulunsu da (Trope ve Liberman, 2010) bu çalışma sadece kendi ve diğerleri arasındaki ayrıma odaklanan *sosyal uzaklık* kavramı üzerine odaklanmaktadır. Fakat teori bu farklı boyutların hepsinin kurgulama seviyesini etkileyerek benzer şekilde işlev gördüğünü söylemektedir (Trope ve Liberman, 2010). Bu nedenle öz-şefkatin KST üzerine etkisi tartışılırken bazı diğer boyutlara ilişkin kanıtlar da sunulmuştur.

Öz-şefkatin sosyal olarak uzak olayların kurgulamasını etkileyeceği hipotezi en az üç farklı çalışma alanından gelen bulgular ile tutarlı görünmektedir. İlk olarak öz-şefkat teorisi bu hipotezi desteklemektedir (Neff, 2003a; 2003b). Daha özel olarak öz şefkat “benlik için endişeler ve diğerleri için endişeler arasındaki dengeli entegrasyon” olarak tanımlanmıştır (Neff, 2003b, sf. 96). Benzer şekilde “kendine karşı diğerlerinin tutumunu benimsemek” olarak da tanımlanmıştır (Neff, Hseih ve Rude, 2005, sf. 65). Bunu destekleyen şekilde çalışmalar öz-şefkate perspektif almanın önemini vurgulamış ve bu iki değişken arasında anlamlı bir ilişki bulmuştur (örn., Fuochi, Veneziani ve Voc, 2018; Hölzel, Lazar, Gard, Schuman-Olivier, Vago ve Ott, 2011; Neff ve Pommier, 2013). İkinci olarak, öz-uzaklaşma teorisi (örn., Ayduk ve Kross, 2010; Kross, 2009; Kross, Ayduk ve Mischel, 2005; Kross ve

Ayduk, 2017) öz-şefkatin olumsuz olayları uzaktan değerlendirmeyeyle ilişkili olabileceğini ve böylece benlikle ilgili negatif olaylara kişilerin daha uyumsal tepkiler verebileceğini söylemektedir. Benzer şekilde öz-şefkat ile olumsuz yönde ilişkili olan ruminasyonun azalmış zamansal uzaklık ile ilişkili olduğu bulunmuştur (Siedlecka, Capper ve Denson, 2015). Son olarak ise öz gelişim motivasyonunun hem öz şefkat ile hem de soyut kurgulamalar ile ilişkili olduğu bulunmuştur (örn., Breines ve Chen, 2012; Freitas ve ark., 2001; Leary, Tate, Adams, Allen ve Hancock, 2007; Rim ve Summerville, 2014). Yukarıdaki kanıtlara dayanarak, bu çalışmada, öz-şefkatli insanlarda kendileri ile diğerleri arasındaki ayrımın daha belirsiz olması beklenmektedir. Başka bir deyişle, öz-şefkati yüksek olan kişiler, öz-şefkati düşük olan kişilere kıyasla, kendilerine daha çok sosyal uzaklık ve diğerlerine daha az sosyal uzaklık algılıyor olabilirler. Sosyal olarak yakın olaylarla karşılaştırıldığında sosyal olarak uzak olaylar daha yüksek soyutlama seviyelerinde temsil edildiği için bu algı bireylerin uyarınları işleme biçimlerini etkileyebilir (Trope, Liberman ve Wakslak, 2007; Trope ve Liberman, 2010). Birlikte ele alındığında, bu çalışmada, kişilik özelliği olarak öz-şefkati yüksek olan veya durumsal olarak öz-şefkati uyarılmış kişilerin- öz-şefkati düşük olan veya öz-şefkati uyarılmamış kişilere kıyasla- sosyal olarak uzak olan olayları daha az soyut veya sosyal olarak yakın olayları ise daha az somut olarak kurgulamaları beklenmiştir. Ayrıca, bu çalışma, bu farklı soyutlama düzeylerinin insanların bilişsel kararlarını etkileyeceğini beklemektedir.

1.2. Bu Çalışma ve Çalışmanın Hipotezleri

Bu çalışma psikolojik çıktıları da etkileyen sosyal uzaklık ile kurgulama seviyesi arasındaki ilişkide öz-şefkatin rolünü araştırırken KST'yi bir çerçeve olarak kullanmıştır. Bu çalışmada sosyal uzaklık kendi ve diğerleri arasındaki fark olarak kavramsallaştırılmıştır. Bu fark katılımcılara kendileri veya başka biri için karar vermeleri istenerek yaratılmıştır. KST'de öz-şefkatin rolünü araştırırken iki farklı değerlendirme görevi kullanılmıştır. İlk değerlendirme görevinde (Danziger, Montal ve Barkan, 2012), katılımcılardan bir olayı (partner seçme) ya kendileri için bir ders partneri seçerek ya da bir başkası için bir ders partneri önererek değerlendirmeleri istenmiştir. Ders partneri seçme veya önermenin yanında ders partnerlerinin sahip

oldukları yüksek seviye ve düşük seviye özelliklerin önemlerini de değerlendirmeleri istenmiştir. İkinci değerlendirme görevinde (Trope ve Liberman, 2000), katılımcılardan bir olayı (radyo satın alma) ya kendi ya da başka bir kişinin (yabancı) memnuniyet seviyelerini belirterek değerlendirmeleri istenmiştir. Bu görevde, yüksek seviyeli özelliklerin (birincil) ve düşük seviyeli özelliklerin (ikincil) olumluluğu dengelenmiştir. Dolayısıyla, bu yüksek ve düşük seviyedeki özelliklerinin göreceli ağırlıkları, insanların bu olayları değerlendirirken kullanmış oldukları kurgulama seviyelerine karşılık gelmektedir.

Önceden de bahsedildiği gibi, KST herhangi bir uyarıcının psikolojik uzaklık arttıkça insanın benimsediği zihinsel temsillerin seviyesinin daha soyutlaştığını söylemektedir. Böylece insanların yüksek seviyedeki özelliklere daha çok ve düşük seviyedeki özelliklere ise daha az odaklandığını ileri sürmektedir (Trope ve Liberman, 2010). İlaveten, bu odağın insanların nasıl değerlendireceği, algılayacağı, geleceği yordayacağı ve davranacağını belirlemede oldukça önemli olduğu da belirtilmiştir (Trope ve Liberman, 2010). Birçok çalışma bu teorinin önermelerini tutarlı bir şekilde desteklemiştir (Trope ve Liberman, 2010). Bazı çalışmalar kültürel farklılıklara işaret etse de (Messerver, 2008; Wong ve Wyer, 2016), yeni bir meta-analiz çalışması (Soderberg ve ark., 2015), araştırmaların yapıldığı ülkelerin bireycilik/toplulukçuluk puanlarının moderatör etkisinin olmadığını göstermiştir. Bu nedenle, bu çalışmada, KST ile tutarlı olarak, sosyal uzaklığın temel etkisinin anlamlı olması beklenmektedir. Bu konuyla ilgili oluşturulan hipotez aşağıdadır:

H1: Yüksek seviye özelliklerin önemi artan sosyal uzaklık ile birlikte artacaktır.

Çok sınırlı çalışma KST’de bireysel farklılıkların rolüne odaklanmıştır (örn., Darwent, 2012; Kogut ve ark., 2017; Wong ve Wyer, 2016). Bu bağlamda bu çalışmada öz-şefkatin (Neff, 2003b) rolü incelenmiştir. Öz-şefkatin etkisi incelenirken de hem kişilik özelliği olarak öz-şefkat hem de durumsal olarak uyarılan öz-şefkat kullanılmıştır. Öz-saygı ve öz-şefkat arasındaki yüksek korelasyondan ötürü durumsal olarak uyarılan öz-şefkatin etkisi kontrol koşulunun

yanı sıra öz-saygı ile de kıyaslanmıştır. Bu konuyla ilgili oluşturulan hipotezler aşağıdadır:

H2: Durumsal olarak öz-şefkati uyarılmış kişiler, öz-şefkati uyarılmamış kişilere kıyasla, sosyal olarak uzak olan olayları daha az soyut veya yakın olayları daha az somut olarak kurgulayacaktır.

H3: Kişilik özelliği olarak öz-şefkati yüksek olan kişiler, öz-şefkati düşük olan kişilere kıyasla sosyal olarak uzak olan olayları daha az soyut veya yakın olayları daha az somut olarak kurgulayacaktır.

Bu çalışmada öz-şefkatin sosyal uzaklığa dayanan olayların kurgulamalarını etkileyeceği beklenmektedir. Yazarın bilgisine göre bu çalışma KST’de öz-şefkatin rolünü inceleyen ilk çalışmadır. Bu bağlamda öz-şefkatin bu teorideki rolüyle ilgili bilgimizi artırarak alanyazındaki boşluğu doldurmak amaçlanmaktadır.

YÖNTEM

1.1. Katılımcılar ve İşlem

Bu çalışma iki aşamadan oluşmaktadır. 187 lisans ve lisansüstü öğrenci çalışmanın iki aşamasına da katılmıştır. Katılımcıların %57.2’si kadın ($N = 107$), %42.8’si erkektir ($N = 80$).

İlk aşamada, katılımcılardan bilgilendirilmiş onam formu alınmış ve Öz-Şefkat Ölçeği (ÖŞÖ, Neff, 2003b), Beck Depresyon Envanteri (Beck, Ward, Mendelson, Mock ve Erbaugh, 1961) cinsiyet, yaş ve bölümü içeren bazı betimleyici soruları içeren anket paketini Qualtric programı ile internet aracılığıyla tamamlamaları istenmiştir. İlk aşamada bu anket paketini tamamlayan katılımcılar en az bir gün sonra çalışmanın ikinci aşamasına katılmaları için laboratuvara davet edilmiştir. İkinci aşamada katılımcılardan manipülasyon görevlerini, Öz-Şefkat Ölçeği-Kısa Formu’nu (ÖŞÖ-KF, Raes, Pommier, Neff ve Van Gucht, 2011) ve bir sayma görevini tamamlamaları istenmiştir. Ayrıca, çalışmayla ilişkisiz gibi sunulan

genişletilmiş Davranış Tanımlama Formu'nu (DTF, Burgoon, Henderson ve Wakslak, 2013; Vallacher ve Wegner, 1989) ve iki değerlendirme görevini (Danziger ve ark., 2012; Trope ve Liberman, 2000) tamamlamaları istenmiştir. Öz-şefkati manipüle etmek için Breines ve Chen (2012) tarafından kullanılan yöntem kullanılmıştır. Bu doğrultuda, katılımcılardan en büyük zayıflık veya eksiklerini bir iki cümle ile yazmaları istenmiştir. Sonrasında üç koşuldan birine atanmışlardır: öz-şefkat, öz-saygı ve kontrol koşulları. Öz-şefkat koşulunda katılımcılardan kendileriyle bu zayıflık veya eksiklik hakkında anlayışlı ve şefkatli bir perspektiften konuşmaları ve bunları yazmaları istenmiştir. Öz-saygı koşulunda ise katılımcılardan sahip oldukları bu eksikliğe rağmen olumlu özelliklerini yazmaları istenmiştir. Kontrol koşulunda ise herhangi bir yazma görevi verilmemiştir. Bunun ardından ÖŞÖ-KF'yi doldurmaları ve dikkat dağıtıcı görev olarak 300'den geriye doğru üçer üçer saymaları istenmiştir. Sonra katılımcılara teşekkür edilmiş ve aynı araştırmacı tarafından yürütülen bir başka çalışmaya katılıp katılmayacakları sorulmuştur. Görünürde alakasız bir çalışma olarak sunulan bu araştırmanın amacının, insanların nasıl değerlendirme yaptıklarını anlamak olduğu söylenmiştir. Bu bağlamda katılımcılardan genişletilmiş DTF'yi (Burgoon ve ark., 2013; Vallacher ve Wegner, 1989) ve iki değerlendirme görevini (Danziger ve ark., 2012; Trope ve Liberman, 2010) tamamlamaları istenmiştir. Tüm uygulamaların ardından katılımcılara çalışmaya katıldıkları için teşekkür edilmiş ve ardından çalışma hakkında bilgi verilmiştir.

1.2. Veri Toplama Araçları

Bu çalışmada ÖŞÖ, Beck Depresyon Envanteri, ÖŞÖ-KF, genişletilmiş DTF, iki tane değerlendirme görevi ve bir tane sayma görevi uygulanmıştır. Bunlara ek olarak, katılımcılara yaşları, cinsiyetleri ve okudukları bölümler sorulmuştur.

1.2.1. Öz-Şefkat Ölçeği (ÖŞÖ): Çalışmada öz-şefkat düzeylerini ölçmek için altı faktöre sahip ÖŞÖ (Neff, 2003b) kullanılmıştır. Bu ölçeğin Türkçe'ye çevirisi farklı araştırma grupları tarafından yapılmış olsa da bu çalışmada Kantaş'ın (2013) çevirisi kullanılmıştır. Bu çeviri tek faktörlü yapıyı desteklemektedir ve iç tutarlılık katsayısı

.94 olarak verilmiştir. Bu çalışmada da tek faktörlü yapı desteklenmiş ve iç tutarlılık katsayısı .92 olarak bulunmuştur.

1.2.2. Beck Depresyon Envanteri: Back ve ark. (1961) tarafından geliştirilen bu ölçek depresyonu değerlendirmek için kullanılmıştır. Ölçeğin Türkçe'ye uyarlaması Hisli (1988) tarafından yapılmıştır.

1.2.3. Öz-Şefkat Ölçeği- Kısa Form (ÖŞÖ-KF): Bu çalışmada manipülasyondan sonra öz-şefkat düzeyindeki farklılıkları ölçmek için ÖŞÖ-KF (Raes ve ark., 2011) kullanılmıştır. Bu çalışmada yine tek faktörlü yapı desteklenmiş ve iç tutarlılık katsayısı .88 olarak bulunmuştur.

1.2.4. Genişletilmiş Davranış Tanımlama Formu (DTF): Vallacher ve Wegner (1989) tarafından geliştirilen ve 25 eylemden oluşan bu form kişilerin kişilik özelliği olarak davranış tanımlamalarındaki farklılıklarını ölçmektedir. Ayrıca bu form sıklıkla durumsal değişiklikleri değerlendirme için de kullanılmaktadır (Burgoon ve ark., 2013). Bazı çalışmalar (örn., Burgoon ve ark., 2013) bu formun üzerinde bazı değişiklikler yaparak kullanmışlardır. Burgoon ve ark. (2013) tarafından kullanılan maddelerden 12 tanesi de bu formun üzerine eklenmiştir ve toplam 37 eylemi içeren genişletilmiş versiyonu kullanılmıştır.

1.2.5. Değerlendirme Görevleri

1.2.5.1. Partner Seçme Görevi: Danziger ve ark. (2012, sf. 1108) tarafından kullanılan görev kullanılmıştır. Arka plan bilgisi ile birlikte iki farklı potansiyel ödev partneri hakkında bilgiler sunulmuştur. Katılımcılara sunulan bilgiler aşağıda verilmiştir:

Bir dersin gerekliliklerinin bir parçası olarak başka bir öğrenciyle birlikte final notunuzun %40'na karşılık gelmekte olan bir ödev hazırlamanız gerektiğini düşünün [Arkadaşlarınızı ziyaret ettiğiniz sırada hemcinsiniz olan bir öğrenciyle tanıştığınızı düşünün. Bu öğrenci size bir dersin gerekliliklerinin bir parçası olarak başka bir öğrenciyle birlikte final notunuzun %40'na karşılık gelmekte olan bir ödev hazırlaması gerektiğini söyledi.] Aşağıdaki ders partnerlerinden birini seçmeniz gerekiyor. [Bu kişinin aşağıdaki ders partnerlerinden birini seçmesi gerekiyor.]

Can, genellikle ödevlerini zamanında tamamlar; fakat insanların fikirlerini ve görüşlerini ifade etmede kendilerini rahat hissedeceği pozitif atmosferi her zaman yaratamaz. Tolga, genellikle insanların fikirlerini ve görüşlerini ifade etmede kendilerini rahat hissedeceği pozitif atmosferi yaratır; fakat ödevlerini her zaman zamanında tamamlayamaz.

Yukarıda görüldüğü gibi, bu görev için katılımcılara verilen bilgiler senaryonun öznesi hariç aynıdır. Sosyal uzaklık kendileri için partner seçmeleri veya başkası için partner önermeleri aracılığıyla yaratılmıştır. Bütün katılımcılardan yüksek veya düşük seviye özelliklerin önemini değerlendirmeleri istenmiştir.

1.2.5.2. Radyo Memnuniyet Görevi: Trope ve Liberman (2000, Çalışma 3, sf. 882) tarafından kullanılan görev bu çalışma için uyarlanmıştır. Orijinal çalışmada zamansal uzaklık için kullanılan görev, sosyal uzaklık için uyarlanmıştır. Bu görevde katılımcılara sadece metnin öznesi değişen aşağıdaki senaryolardan biri verilmiştir. Aşağıdaki görüldüğü gibi yüksek veya düşük seviye özelliklerin olumluluğu dengelenmiştir.

Bir radyo seti satın aldığınızı hayal edin [Hemcinsiniz olan bir öğrencinin radyo seti satın aldığını hayal edin] Sizin, kalktığınız zaman mutfakta sabah programlarını ve müzik dinlemek için basit bir şeye ihtiyacınız var [Kalktığı zaman mutfakta sabah programlarını ve müzik dinlemek için basit bir şeye ihtiyacı var.] Eve vardığınız zaman, onu koymak istediğiniz yere koyduğunuz zaman, radyonun çekim kalitesinin kötü olduğunu fark ediyorsunuz ve makul şekilde çekmesi için onu bayağı uygun olmayan bir yere koymak zorunda kalıyorsunuz. Fakat setin içine yerleştirilmiş saatin oldukça kullanışlı olduğu ortaya çıkıyor. Mutfaktaki herhangi bir yerden kolaylıkla görülebilen büyük rakamlara sahip. [Eve vardığı zaman, onu koymak istediği yere koyduğu zaman, radyonun çekim kalitesinin kötü olduğunu fark ediyor ve makul şekilde çekmesi için onu bayağı uygun olmayan bir yere koymak zorunda kalıyor. Fakat setin içine yerleştirilmiş saatin oldukça kullanışlı olduğu ortaya çıkıyor. Mutfaktaki herhangi bir yerden kolaylıkla görülebilen büyük rakamlara sahip.]

Bir radyo seti satın aldığınızı hayal edin [Hemcinsiniz olan bir öğrencinin radyo seti satın aldığını hayal edin.] Sizin, kalktığınız zaman mutfakta sabah programlarını ve müzik dinlemek için basit bir şeye ihtiyacınız var [. Kalktığı zaman mutfakta sabah programlarını ve müzik dinlemek için basit

bir şeye ihtiyacı var.] Eve vardığınız zaman, sizin onu koymak istediğiniz yere çok iyi bir şekilde uyduğunu ve ses kalitesinin gerçekten çok iyi olduğunu keşfediyorsunuz. [Eve vardığı zaman, onu koymak istediği yere çok iyi bir şekilde uyduğunu ve ses kalitesinin gerçekten çok iyi olduğunu keşfediyor]. Fakat setin içine yerleştirilmiş saatin oldukça yararsız olduğu ortaya çıkıyor. Rakamlar çok küçük ve onun önünde durmadığınız sürece pek görülüyor. [Fakat setin içine yerleştirilmiş saatin oldukça yararsız olduğu ortaya çıkıyor. Rakamlar çok küçük ve onun önünde durmadığı sürece pek görülüyor.]

Yukarıda görülen senaryolardan biri verilmiş ve katılımcılardan ya bu alışverişten sonraki kendi memnuniyet seviyelerini rapor etmeleri ya da bu alışverişi yapan kişinin memnuniyet seviyesini tahmin etmeleri istenmiştir.

SONUÇLAR

Hipotezleri test etmeden önce manipülasyonun işe yarayıp yaramadığı kontrol edilmiştir. Daha önce bahsedildiği gibi katılımcılardan çalışmanın iki farklı aşamasında laboratuvara gelmeden en az bir gün önce Öz-Şefkat Ölçeği (ÖSÖ)'ni ve öz-şefkat manipülasyonundan hemen sonra Öz-Şefkat Ölçeği- Kısa Formu (ÖŞÖ-KF) doldurmaları istenmiştir. Öz-şefkat yazma görevinin öz-şefkat puanlarını artırıp attırmadığını test etmek için iki farklı zamandaki öz-şefkat puanları arasındaki fark üzerinden tek yönlü varyans analizi yürütülmüştür. Beklenmeyen şekilde, öz-şefkat yazma görevinin öz-şefkat puanlarını artırmadığı bulunmuştur. Bu sonuç öz-şefkat manipülasyonunun işe yaramadığını göstermektedir. Fakat ilginç şekilde, öz-saygı yazma görevi öz-şefkat ve kontrol koşullarına kıyasla zayıf bir eğilim olarak iki farklı zamandaki öz-şefkat puanları arasında en yüksek artışa sebep olmuştur. Bu nedenle, manipülasyonla ilişkili sonuçlar dikkatli şekilde yorumlanmalıdır.

3.1. Hipotez Test Etme

Bu çalışmada bütün hipotezler her iki görev (partner seçme ve radyo memnuniyet görevleri) için ayrı ayrı test edilmiştir. Radyo memnuniyet görevinde, orijinal görevde olduğu gibi, radyo tanımlamalarının birincil ve ikincil özelliklerin olumluluğu dengelenmiştir. Bu nedenle, radyo memnuniyet görevi için her hipotez ayrı ayrı iki farklı tanımlama için test edilmiştir.

3.1.1. H1: Yüksek seviye özelliklerin önemi artan sosyal uzaklık ile birlikte artacaktır.

3.1.1.1. Partner Seçme Görevi: Bu hipotezi bu görevde test etmek için bir tane 2 (sosyal uzaklık: kendi ya da diğer kişi) x 2 (özellik önemi: zamanında ödevi tamamlama ya da pozitif atmosfer yaratma) karma varyans analizi yapılmıştır. Sonuçlar özellik önemi değerlendirmesinin temel etkisinin anlamlı olduğunu göstermektedir, $F(1,185) = 10.13, p < .01, \eta_p^2 = .05$. Yüksek seviye özelliğin yani pozitif atmosfer yaratmanın öneminin ($ORT = 8.01, SS = 2.10$) düşük seviye özelliğin yani zamanında ödevi tamamlamanın önemine ($ORT = 7.22, SS = 2.05$) kıyasla anlamlı derecede daha yüksek olduğu görülmektedir. Beklenildiği gibi anlamlı bir etkileşim etkisi de vardır, $F(1,185) = 6.86, p < .05, \eta_p^2 = .04$. Fakat Post Hoc testler beklenen etkinin beklenmeyen yönde olduğunu göstermektedir. Başka bir deyişle, kendi için değerlendirme koşulunda, yüksek seviye özelliğin yani pozitif atmosfer yaratmanın öneminin ($ORT = 8.16, SS = 2.06$) düşük seviye özelliğin yani zamanında ödevi tamamlamanın önemine ($ORT = 6.72, SS = 2.16$) kıyasla anlamlı derecede daha yüksek olduğunu göstermektedir. Fakat diğer kişiyi değerlendirme koşulunda anlamlı bir fark bulunmamıştır. Ayrıca denekler arası etki olarak özellik önemi değerlendirmelerinin ortalaması üzerinde sosyal uzaklığın temel etkisinin anlamlı olduğu görülmektedir, $F(1,185) = 4.29, p < .05, \eta_p^2 = .02$. Zamanında ödevi tamamlamanın öneminin (düşük seviye özellik) kendisi için değerlendirme koşuluna ($ORT = 6.72, SS = 1.81$) kıyasla diğer kişi için değerlendirme koşulunda ($ORT = 7.72, SS = 2.16$) daha yüksek olduğu görülmüştür. Pozitif atmosfer yaratmanın önemi (yüksek seviye özellik) için böyle bir etki bulunmamıştır. İkili lojistik regresyon analizi partner seçme açısından kendi ve diğer kişi için olan koşullar arasında fark olmadığını göstermektedir. Tüm bunlar temelinde bu görev için hipotez 1 desteklenmemiştir.

3.1.1.2. Radyo Memnuniyet Görevi: Bu hipotezi test etmek amacıyla iki ayrı grup için yapılan tek yönlü varyans analizi sonuçları, sosyal uzaklığın temel etkisinin her iki senaryo için de anlamlı olmadığını ortaya koymuştur. Bu nedenle hipotez 1 bu görevde de desteklenmemiştir.

3.1.2. H2: Durumsal olarak öz-şefkati uyarılmış kişiler, öz-şefkati uyarılmamış kişilere kıyasla sosyal olarak uzak olan olayları daha az soyut veya yakın olayları daha az somut olarak kurgulayacaktır.

Bu hipotezi test edebilmek için yukarıdaki analizler öz-şefkat manipülasyonu ve onun sosyal uzaklık ile etkileşimi eklenerek tekrarlanmıştır.

3.1.2.1. Partner Seçme Görevi: Bu hipotezi bu görevde test etmek için bir tane 2 (sosyal uzaklık: kendi ya da diğer kişi) x 3 (Öz-şefkat manipülasyonu: öz-şefkat, öz-saygı ya da kontrol koşulu) x 2 (özellik önemi: zamanında ödevi tamamlama ya da pozitif atmosfer yaratma) karma varyans analizi yapılmıştır. Sonuçlar bu değişkenler arasındaki üç yönlü etkileşim etkisinin anlamlı olmadığını göstermektedir. İkili lojistik regresyon analizi partner seçme üzerinde sosyal uzaklık ve öz-şefkat manipülasyonu arasındaki etkileşimin anlamlı olmadığını göstermektedir. Bu nedenle bu görevde Hipotez 2 desteklenmemiştir.

3.1.2.2. Radyo Memnuniyeti Görevi: Bu hipotezi bu görevde test etmek için iki tane 3 (Öz-şefkat manipülasyonu: öz-şefkat, öz-saygı ya da kontrol koşulu) x 2 (sosyal uzaklık: kendi ya da diğer kişi) varyans analizi (gruplar arası) yapılmıştır. Sonuçlar, sosyal uzaklık ile öz-şefkat manipülasyonu arasındaki etkileşim etkisinin senaryo 2 (pozitif temel fakat negatif ikincil özellikli radyo tanımlaması) için anlamlı olduğunu göstermektedir, $F(2,88) = 3.63$, $p < .05$, $\eta_p^2 = .08$. Post Hoc sonuçları; öz-saygı manipülasyon görevi alan katılımcılarda radyo memnuniyetinin kendi değerlendirme koşuluna kıyasla ($ORT = 3.47$, $SS = 2.25$) diğer kişi değerlendirme koşulunda ($ORT = 5.67$, $SS = 2.13$) daha yüksek olduğunu göstermektedir. Bu çalışmada, öz-şefkat manipülasyonu ve sosyal uzaklık arasında etkileşim etkisi beklendiği için hipotez 2 yine desteklenmemiştir.

3.1.3. H3: Kişilik özelliği olarak öz-şefkati yüksek olan kişiler, öz-şefkati düşük olan kişilere kıyasla sosyal olarak uzak olan olayları daha az soyut veya yakın olayları ise daha az somut olarak kurgulayacaktır.

3.1.3.1. Partner Seçme Görevi: Bu hipotezin önerdiği etkileşimi test edebilmek için iki regresyon analizi yapılmıştır. Zamanında ödevi tamamlamanın önemi (düşük seviye özellik) üzerine olan regresyon analizi öz-şefkat ve sosyal uzaklığı içeren Model 1'in toplam varyansın %9'unu açıkladığı ortaya çıkarmıştır, $R^2 = .09$, ayarlanmış $R^2 = .08$, $F(2, 184) = 8.51$, $p < .001$. Ayrıca bu iki değişken arasındaki etkileşimi içeren Model 2 açıklanan varyansa anlamlı düzeyde katkı sağlamıştır, $R^2 = .11$, ayarlanmış $R^2 = .10$, $R^2 \Delta = .03$, $F(1, 183) = 5.19$, $p < .05$. Kişilik özelliği olan öz-şefkat ile zamanında ödevi tamamlamanın (düşük seviye özellik) önemi arasındaki eğimlerin kendi ve diğer kişi koşullarında farklılık gösterdiği bulunmuştur ($B = -1.09$, $\beta = -.23$, $SH = .48$, $p < .05$). Kendi değerlendirmesi koşulunda kişilik özelliği olan öz-şefkat ile zamanında ödevi tamamlamanın (düşük seviye özellik) önemi anlamlı düzeyde ilişkili olmamasına rağmen diğer kişi değerlendirmesi koşulunda bu değişkenler anlamlı düzeyde ilişkili bulunmuştur ($B = -1.08$, $\beta = -.32$, $SH = .34$, $p < .01$). Yüksek seviye özelliğin yani pozitif atmosfer yaratmanın önemi üzerine olan regresyon analizinde, hem model 1 hem de model 2 açıklanan varyansa anlamlı düzeyde katkıda bulunmamıştır. İki yönlü lojistik regresyon analizi ise partner seçiminde anlamlı bir etkileşimin olmadığını göstermektedir. Bir bütün olarak ele alındığında hipotez 3 ile tutarlı olabilecek bazı etkiler olsa da genel olarak bu çalışmada hipotez 1'in önerdiği temel etki bulunmadığı için Hipotez 3 desteklenmemiştir.

3.1.3.2. Radyo Memnuniyeti Görevi: Bu hipotezin önerdiği etkileşimi test edebilmek için her bir senaryo için regresyon analizi yapılmıştır. Senaryo 1 için öz-şefkat ve sosyal uzaklığı içeren Model 1 ve bu değişkenlerin etkileşim etkisini içeren Model 2 anlamlı düzeyde varyansı açıklamamaktadır. Fakat bu etkileşim için bir eğilim olduğu görülmektedir, ayarlanmış $R^2 = .00$, $R^2 \Delta = .04$, $F(1, 89) = 3.24$, $p = .075$. Hem kendi hem de diğer kişi koşulunda kişilik özelliği öz-şefkat ile radyo memnuniyeti arasında anlamlı ilişki bulunamamıştır (ÖŞÖ-KS bu etkiyi tekrarlamadığı için bu etki tutarlı görünmemektedir). Senaryo 2 için hem model 1

hem de model 2 anlamlı düzeyde varyansı açıklamamaktadır. Bunlar temelinde Hipotez 3 desteklenmemiştir.

3.2. Keşifsel Analizler

Bu çalışma kapsamında keşifsel olarak sosyal uzaklık, kişilik özelliği olan öz-şefkat ve öz-şefkat manipülasyonu arasındaki üç yönlü etkileşimler incelenmiştir. Ayrıca genişletilmiş DTF, kişilik özelliği olan öz-şefkat ve iki değerlendirme görevleri arasındaki ilişkiler ayrıntılı olarak ele alınmıştır.

3.2.1. Üç yönlü etkileşimlerin analizi

3.2.1.1. Partner Seçme Görevi: Düşük seviye özelliğin yani zamanında ödevi tamamlamanın önemi üzerine olan regresyon analizine göre kişilik özelliği öz-şefkat, sosyal uzaklık ve öz-şefkat manipülasyonunu içeren Model 3 açıklanan varyansa anlamlı düzeyde katkı sağlamamıştır. Fakat kişilik özelliği öz-şefkat, sosyal uzaklık ve öz-şefkat ile öz-saygı koşulunu kıyaslayan kodlanmış değişken arasındaki üç yönlü etkileşim anlamlı bulunmuştur ($B = 2.28, \beta = .28, SH = 1.14, p < .05$). Bu bulgu kişilik özelliği olan öz-şefkat ile zamanında ödevi tamamlamanın (düşük seviye özellik) önemi arasındaki eğimlerin kendi ve diğer kişi koşullarına bağlı olarak öz-şefkat ve öz-saygı yazma görevleri koşulları arasında farklılık olduğunu göstermektedir. Öz-şefkat yazma görevi koşulunda kendi için değerlendirme alanlarda kişilik özelliği öz-şefkatin düşük seviye özelliğin yani zamanında ödevi tamamlamanın önemini olumlu olarak yordadığı bulunmuştur ($B = 1.04, \beta = .31, SH = .53, p = .05$). Fakat bu ilişki diğer kişi için değerlendirme koşulunda olumsuz fakat anlamlı değildir. Öz-saygı yazma görevi koşulunda ise hem kendi hem de diğer kişi için olan değerlendirme koşullandakiler için kişilik özelliği öz-şefkat anlamlı bir yordayıcı değildir. Son olarak ise, kontrol koşulunda kendi için değerlendirme yapanlarda kişilik özelliği olan öz-şefkat anlamlı bir yordayıcı değildir. Fakat diğer kişi için değerlendirme yapanlarda ise kişilik özelliği öz-şefkat düşük seviye özelliğin yani zamanında ödevi tamamlamanın önemini olumsuz olarak yordamıştır ($B = -1.60, \beta = -.47, SH = .65, p < .05$).

Yüksek seviye özelliğın yani pozitif atmosfer yaratmanın önemi üzerine olan regresyon analizi kişilik özelliğı öz-şefkat, sosyal uzaklık ve öz-şefkat manipölasyonunu içeren Model 3'ün açıklanan varyansa anlamlı düzeyde katkı sağladığını göstermiştir, $R^2 = .07$, ayarlanmış $R^2 = .02$, $R^2 \Delta = .05$, $F(2,175) = 4.30$, $p < .05$. Kişilik özelliğı öz-şefkat, sosyal uzaklık ve öz-şefkat ile öz-saygı koşulunu kıyaslayan kodlanmış değışken arasındaki üç yönlü etkileşim anlamlı bulunmuştur ($B = -3.35$, $\beta = -.40$, $SH = 1.23$, $p < .01$). Ayrıca kişilik özelliğı öz-şefkat, sosyal uzaklık ve öz-şefkat ile kontrol koşulu ile kıyaslayan kodlanmış değışken arasındaki üç yönlü etkileşim anlamlı bulunmuştur ($B = -2.77$, $\beta = -.29$, $SH = 1.30$, $p < .05$). İki yönlü lojistik regresyon analizi ise partner seçiminde anlamlı bir etkileşimin olmadığını göstermektedir. Bir bütün olarak değeriendirildiğinde öz-şefkat (hem yüksek seviye hem de düşük seviye özellikler için) ve kontrol koşullarında (sadece düşük seviye özellik için), kişilik özelliğı öz-şefkatin kendi ve diğeri kişi arasındaki farkı belirli bir derecede azalttığı söylenebilir. Fakat öz-saygı koşulu için böyle bir etki bulunmamıştır.

3.2.1.2. Radyo Memnuniyeti Görevi: Bu görevde her iki senaryo için de üç yönlü bir etkileşim etkisi bulunmamıştır.

3.2.2. Değeriendirme Görevleri, Kişilik Özelliğı Öz-Şefkat ve Davranış Tanımlama Formu arasındaki İlişkiler

3.2.2.1. Partner Seçme Görevi: Kodlanmış öz-şefkat manipölasyon değışkenleri ve sosyal uzaklığı kontrol ettikten sonra kısmi korelasyon analizi yapılmıştır. Öz-şefkat zamanında ödevi tamamlamanın (düşük seviye özellik) önemi ile anlamlı düzeyde ilişkili bulunmuştur ($r = -.16$, $p < .05$). Ayrıca genişletilmiş DTF aracılığıyla ölçölen soyutlama değışkeni pozitif atmosfer yaratmanın (yüksek seviye özellik) önemi ile anlamlı düzeyde ilişkili bulunmuştur ($r = .16$, $p < .05$). İlâveten, kişilik özelliğı olan öz-şefkat ile soyutlama arasında ilişkiye işaret eden bir eğilim bulunmuştur ($r = .14$, $p = .065$). Yapılan bootstrap analizi kişilik özelliğı olan öz-şefkatin pozitif atmosfer yaratmanın (yüksek seviye özellik) önemi üzerinde soyutlama aracılığıyla dolaylı bir etkiye sahip olduğunu göstermektedir (dolaylı etki = .09; %95 GA = [.001 .27]).

3.2.2.2. Radyo Memnuniyeti Görevi: Bu görev için anlamlı bir ilişki bulunmamıştır.

TARTIŞMA

4.1. Temel Bulgular

Bu çalışma Hipotez 1'in aksine genel olarak Kurgulama Seviyesi Teorisi'nin (KST) önermelerini Türkiye'de tekrarlayamamıştır. KST psikolojik uzaklığın zihinsel temsillerin soyutlama seviyesini belirlediğini ileri sürmüştür. Ayrıca bunun insanların değerlendirmelerini, algılarını, geleceği yordamaları ve davranışlarını belirlemede oldukça önemli olduğunu belirtmiştir. (Trope ve Liberman, 2010). Önceki çalışmalar tutarlı şekilde bu önermeleri desteklemiştir (Trope ve Liberman, 2010). Ancak bu çalışmada farklı görevler farklı ilişki örüntüsünü ortaya koysa da her iki görevde bu teoriyi desteklememiştir. Bu hipotez ile ilgili sonuçlar partner seçme görevinde sosyal uzaklığın beklenmeyen yönde anlamlı etkisi olduğunu gösterirken radyo memnuniyet görevinde ise anlamlı bir etkiye işaret etmemiştir. Genel olarak alanyazın incelemesi, bazı aksi delillere rağmen, kültürün etkisi olmadığını göstermektedir (Soderberg ve ark., 2015). Fakat kültürün etkisinin olabileceğini gösteren bazı çalışmalar da mevcuttur (örn., Messervey, 2008; Wong ve Wyer, 2016). Özellikle toplulukçuluk kültürel boyutunun bu teori üzerinde etkili olduğu bulunmuştur (örn., Wong ve Wyer, 2016). Türkiye orta düzeydeki toplulukçuluk ile karakterize olduğundan (Hofstede, 2001) radyo memnuniyet görevinin ortaya çıkardığı anlamsız etkiler şaşırtıcı olmayabilir. Fakat partner seçme görevinin ortaya çıkardığını ters bulgu gerçekten dikkat çekicidir. Benzer şekilde, Yetişer'in (2014) çalışması Türkiye'de ve ABD'de Makyavelizm ile soyutlama arasındaki ilişkinin farklı olduğunu ortaya koymuştur. Soyutlamanın Makyavelizm üzerine olan etkisinin Türkiye'de pozitif fakat ABD'de negatif olduğunu bulmuştur. Fakat bu beklenmeyen sonuçların kullanılan görevlere ya da Türkiye'nin sosyal bağlamına bağlı olup olmadığı açık değildir.

Hipotez 2, öz-şefkat manipülasyonu ile sosyal uzaklık arasında etkileşim etkisi önermektedir. Fakat bu çalışmada öz-şefkat manipülasyonu istenilen etkiyi ortaya

çıkaramamıştır. Daha önce kullanılan yöntemler kullanılmasına rağmen bu çalışmada öz-şefkat puanları artmamıştır. Her ne kadar manipülasyonu kontrol etmek için kullanılan ölçeğin öz-şefkati kişilik özelliği olarak ölçmesi, manipülasyonun etkisini görünmez kılmış olabileceği düşünülse de birçok kişinin bu görevde zorlanması ve bazı yazılanların öz-şefkatin ötesine çıkması bu durumun kültürel bir olgu olduğuna işaret etmektedir. Bu kültürde yaşayan kişiler kendilerine nasıl şefkat gösterebilecekleriyle ilgili bir zihinsel temsile sahip olmayabilirler. Bu çalışmada öz-şefkat seviyesinin düşük olması ve ranjin sınırlı olması bu sonucu destekleyebilir ($ORT = 3.08$, $SS = .60$). Ayrıca toplulukçu kültürlerde öz-şefkat ile negatif yönde ilişkili olan öz-eleştiri seviyesinin yüksek olması da bu bulguyu destekleyebilir (Kitayama, Markus, Matsumoto ve Norasakkunkı, 1997; Yamaguchi, Kim ve Akutsu, 2014). Benzer şekilde Neff, Pisitsungkagarn ve Hsieh (2008) öz-şefkat seviyesindeki kültürel farklılıkların kültürlerin öz-şefkat ya da öz-eleştiriye ne kadar değer verdikleriyle ilişkili olabileceğini tartışmıştır. Bunun temelinde Türkiye’de öz-eleştiriye daha çok önem verildiği tartışılabilir. Neff ve ark.’nin (2008) tartıştığı gibi, bazı kişiler baskın olan kültürel mesajı reddedebileceği için kültürel farklılıkların yanı sıra bazı kültür içi farklılaşmalar da bulunmaktadır. Bunların temelinde bu çalışmada öz-şefkate sahip olmayan kişilerde konuyla ilgili zihinsel bir temsil olmadığı için öz-şefkat yazma görevinin sadece kişilik özelliği olarak öz-şefkate sahip kişilerde öz-şefkatli bir perspektif yaratmış olabileceği tartışılabilir. Daha detaylı manipülasyonlar (örn., Leary ve ark., 2007) bu tarz kültürlerde daha işlevsel olabilir.

Daha önceki çalışmalarla benzer şekilde (örn., Breines ve Chen, 2012; Leary ve ark., 2007) bu çalışmada uyarılan öz-şefkat ile uyarılan öz-saygı kıyaslanmıştır. Fakat bu çalışmada kullanılan manipülasyon görevi katılımcılar tarafından anlaşılamamıştır. Bu nedenle bazı değişiklikler yapmak zorunda kalınmıştır. Her ne kadar bu değiştirilmiş hali de diğer kullanılan öz-saygı manipülasyonlarına benzer olsa da bu değişiklikler beklenmeyen etkilere sebebiyet vermiş olabilir. Başka bir deyişle, kişilerden en büyük zayıflıklarını yazmalarının ardından sahip oldukları pozitif özellikleri yazmalarını istemek öz-şefkat değişkeninin bilinçli farkındalık boyutunu aktive etmiş olabilir. Benzer şekilde Neff ve Dahm (2015) öz-şefkatin kişiliğin hem pozitif hem de negatif taraflarını kabul etmekle ilişkili olduğunu tartışmıştır. Bunları

destekleyen şekilde, bu tez çalışmasının sonuçları öz-saygı manipülasyonunun zayıf bir eğilim olarak öz-şefkat puanlarında en çok artışa yol açtığını göstermiştir. Bunları bir bütün olarak ele aldığımızda öz-saygı manipülasyonu ile ilgili sonuçları dikkatli bir şekilde yorumlamak gerekmektedir.

Öz-şefkat manipülasyonunun sosyal uzaklıkla ilişkili olarak değerlendirme görevleri üzerine etkilerinin araştırılması Hipotez 2'ye destek sağlamamıştır. Partner seçme görevinde öz-şefkat manipülasyonunun moderatör etkisinin olmadığı görülmüştür. Öz-şefkat manipülasyonu işlemediği için bu bulgu şaşırtıcı olmayabilir. Radyo memnuniyeti görevi için ise bir senaryoda (pozitif temel fakat negatif ikincil özellikli radyo tanımlaması) öz-saygı manipülasyon görevi alan katılımcıların radyo memnuniyetlerinin kendi değerlendirme koşuluna kıyasla diğer kişiyi değerlendirme koşulunda daha yüksek olduğu bulunmuştur. Her ne kadar öz-saygı manipülasyonunun öz-şefkat ile karışmış olma olasılığı olsa da bu sonuç kendi ve diğerleri arasındaki net sınırları vurgulayan öz-saygı düşünüldüğünde mantıklı görünmektedir. Öz-şefkat manipülasyonunda anlamlı bir etki görülmediği için hipotez 2 desteklenmemiştir.

Hipotez 3 ile ilişkili olarak kişilik özelliği olan öz-şefkat ile sosyal uzaklığın değerlendirme görevleri üzerine etkilerinin araştırılması karışık sonuçlar ortaya çıkarmıştır. Partner seçme görevinde iki bağımlı değişken için (partner seçme ve yüksek seviye özelliğin önemi) kişilik özelliği olan öz-şefkatin moderatör etkisi bulunmamaktadır. Fakat düşük seviye özelliğin yani zamanında ödevi tamamlamanın önemi için kişilik özelliği olan öz-şefkatin kendi ve diğer kişi koşulları arasındaki farkı azalttığı bulunmuştur. Kişilik özelliği olan öz-şefkat diğer kişi koşulunda anlamlı bir etkiye sahip değildir; fakat kendi değerlendirmesi koşulunda anlamlı bir etkiye sahiptir. Bu bulgu Grossman ve Kross'un (2014) öz-uzaklaşma perspektifini benimsemenin akıl yürütmedeki (wise reasoning) kendi ve diğer kişi arasındaki farkı ortadan kaldırdığını gösteren çalışma bulgularıyla tutarlı görünmektedir. Radyo memnuniyeti görevi de bir senaryoda etkileşim eğilimi ortaya çıkarsa da bu etki tutarlı görünmemektedir (Öz-Şefkat Ölçeği- Kısa Formu [ÖŞÖ-KF] bu etkiyi tekrarlamadığı için). Bütün olarak ele alındığında sonuçlar kişilik

özelliği öz-şefkatın kendi ve diğer kişi için olan farkı belirli bir dereceye kadar azaltabileceğiyle ilgili fikir vermektedir.

Bu çalışma sosyal uzaklık, kişilik özelliği öz-şefkat ve öz-şefkat manipülasyonu arasındaki üç yönlü etkileşim etkilerini keşifsel olarak ortaya çıkarmıştır. Radyo memnuniyeti görevi üç yönlü bir etkileşim etkisi ortaya çıkarmazken; partner seçme görevi bazı üç yönlü etkileşim etkilerine işaret etmektedir. Zamanında ödevi tamamlamanın (düşük seviye özellik) önemi ile ilgili olarak kişilik özelliği öz-şefkat, sosyal uzaklık ve öz-şefkat ile öz-saygı koşulunu kıyaslayan kodlanmış değişken arasındaki üç yönlü etkileşim anlamlı bulunmuştur. Pozitif atmosfer yaratmanın (yüksek seviye özellik) önemi ile ilgili olarak kişilik özelliği öz-şefkat, sosyal uzaklık ve öz-şefkat ile öz-saygı koşulunu kıyaslayan kodlanmış değişken arasındaki üç yönlü etkileşim anlamlı bulunmuştur. Ayrıca kişilik özelliği öz-şefkat, sosyal uzaklık ve öz-şefkat ile kontrol koşulu ile kıyaslayan kodlanmış değişken arasındaki üç yönlü etkileşim de anlamlı bulunmuştur. Genel olarak kişilik özelliği olan öz-şefkat arttıkça, kendi ve diğer koşul arasındaki farkın öz-şefkat (hem yüksek hem de düşük seviye özellikler için) ve kontrol koşullarında (düşük seviye özellik için) belirli bir seviyede azaldığı söylenebilir. Fakat öz-saygı koşulu için böyle bir etki bulunmamıştır. Öz-saygı koşulunda böyle bir etki bulunamamasının sebebi öz-saygı manipülasyonunun öz-şefkat manipülasyonu ile karışmış olabilmemesinden ve bu nedenle de kişilik özelliği olan öz-şefkatın etkisini azaltabilmesinden kaynaklı olabilir. Bu çalışmadaki keşifsel analizler kişilik özelliği olan öz-şefkatın düşük seviye özelliğin yani ödevini zamanında tamamlamanın önemi ile doğrudan bir ilişkiye sahip olduğunu göstermiştir. Ayrıca kişilik özelliği olan öz-şefkatın yüksek seviye özelliğin yani pozitif atmosfer yaratmanın önemi üzerine soyutlama aracılığıyla dolaylı etkiye sahip olduğu ortaya çıkmıştır. Bu bulgular öz-şefkatın kurgulama üzerine etkisinin olabileceğine işaret etmektedir.

Bu çalışmada kullanılan görevler farklı ilişki örüntülerine işaret etmektedir. Genel olarak partner seçme görevine kıyasla radyo memnuniyet görevi anlamlı olmayan ilişki örüntülerine işaret etmektedir. Bunun en temel sebebi bu görevin ek bir koşul daha içermesi ve bu nedenle koşullardaki katılımcı sayısının azlığı olabilir. Ayrıca bu görev orijinal çalışmada zamansal uzaklık bağlamında kullanılmış ve bu

çalışmada sosyal uzaklığa uyarlanmıştır. Böyle uyarlamalar önceki çalışmalarda (örn., Darwent, 2012) da yapılmış olsa da bu durum sonuçları etkilemiş olabilir.

Tüm sonuçlar bir bütün olarak değerlendirildiğinde, sosyal uzaklığın kurgulama seviyesi üzerindeki etkisi bu çalışmada tutarlı değildir. Farklı görevler ve ölçümler farklı ilişki örüntülerine işaret etmektedir. Bu çalışmanın sonuçları psikolojik uzaklığın kurgulama seviyesi üzerindeki etkisinin kültür tarafından etkilendiğini gösteren çalışmalarla tutarlıdır. Özellikle bu çalışmadaki partner seçme görevinin ortaya çıkardığı ters etki oldukça dikkat çekicidir ve daha fazla çalışmaya ihtiyaç duyulmaktadır. Başarısız öz-şefkat manipülasyonu sebebiyle, uyarılan öz-şefkatin etkileri ortaya çıkarılamamıştır. Çalışmanın bazı sonuçları ön bulgu olarak kişilik özelliği olan öz-şefkatin KST’de etkili olabileceğini göstermektedir.

4.2. Çalışmanın Sınırlılıkları ve Gelecek Çalışmalara Öneriler

Bu çalışmanın en önemli sınırlılığı öz-şefkat manipülasyonunun işlememesidir. Daha açık yöntemlerin kullanılması ve manipülasyonunun kontrol edilmesi için durumsal öz-şefkat ölçümlerinin kullanılması yararlı olacaktır. İkinci olarak bu çalışmada kullanılan iki dakika boyunca 300’den geriye doğru üçer üçer sayma dikkat dağıtıcı görevi beklenmeyen etkilere yol açmış olabilir. Katılımcıların bazıları bu görevi kolay bir şekilde tamamlarken bazıları oldukça zorlanmıştır. Ayrıca üçe bölünme kuralını kullanarak bazı katılımcılar hata yaptıklarını farkına varmışlardır. Üçüncü olarak, psikolojik uzaklık dört farklı boyuttan oluşmasına rağmen (Trope ve Liberman, 2010) bu çalışma sadece sosyal uzaklığı kullanmıştır. Diğer boyutların da benzer etkileri ortaya çıkarıp çıkarmayacağının incelenmesi önemlidir. Dördüncü olarak sosyal uzaklığı bu çalışma kendi ya da diğer kişi için karar verme aracılığıyla manipüle etmiştir. Bir dikkat testi kullanmak kendi ve diğer kişi için karar verme görevine dikkatsiz yanıt verenleri belirleyebilir. Beşinci olarak çalışmanın örneklem özellikleri sonuçları etkilemiş olabilir. Bu çalışmada sadece öğrenciler kullanılmıştır ve sonraki çalışmalarda daha temsil edici örneklemeler kullanılabilir. Ayrıca, toplulukçuluk KST’nin etkisini zayıflatabildiği için (örn., Wong & Wyer, 2016) bu çalışma bireycilik ile karakterize olan ülkelerde de tekrarlanabilir. Son olarak

özellikle radyo memnuniyeti görevindeki örneklem sayısı çalışmanın sonuçlarını etkilemiş olabilir. Daha geniş örneklemelerde tekrarlamak yararlı olabilir.

4.3. Çalışmanın Katkıları ve Uygulamaları

Bu çalışma KST’de öz-şefkatin rolünü araştırarak alanyazına katkıda bulunmuştur. Çalışmanın sonuçları partner seçme görevinde, bir ölçüm için, kendi ve diğer kişi için olan farkı azaltmaya yönelik bir eğilimin olduğu ortaya çıkmıştır. Kişilik özelliği olan öz-şefkatin soyutlama aracılığıyla pozitif atmosfer yaratmanın (yüksek seviye özellik) önemini etkilediği bulunmuştur. Ayrıca, soyutlama ile ilişkisiz bulunan ödevini zamanında yapmanın (düşük seviye özellik) önemi üzerinde de öz-şefkatin negatif doğrudan bir etkiye sahip olduğu bulunmuştur. Bunlar öz-şefkatin kurgulama üzerinde etkili olabileceğine işaret etmektedir.

Bu çalışmanın sonuçları farklı ölçümlerin farklı ilişki örüntülerine işaret ettiğini göstermektedir. Darwent (2012) de bağlamın bireysel farklılıkların etkisini belirlemede önemli olabileceğini tartışmaktadır. Benzer şekilde bu çalışma da bağlamın etkili olabileceğini göstermektedir. Bu çalışmanın diğer bir katkısı da bu kültürde öz-şefkate yönelik bir zihinsel temsilin olmayabileceğini göstermesidir. Bu kültürdeki insanların öz-şefkate yönelik zihinsel temsillerin olup olmadığı gelecek çalışmalarda incelenebilir.

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