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Psychometrics of The Regulatory Emotional Self-efficacy Scale among Young from the Turkey

Abstract

The purpose of this study is to carry out the validity and reliability studies and the adaptation of The Regulatory Emotional Self-efficacy Scale to Turkish language which was developed to measure the characteristics of managing negative and expressing positive affect in emotional lives. The participants of the study are composed of 180 women (59.40%) and 123 men (40.60%) and 303 university students in total. The result of the study indicates that The Regulatory Emotional Self-efficacy Scale is a reliable and valid measure tool that keeps its original form in Turkish language. Besides, the constructive model is invariance shows that there was no gender differences on confirmatory model. Also, satisfactory internal consistency coefficients and significant correlations with similar scales proved that this scale demonstrated determination for the young from Turkey who were included in the scope of the study. So, the examination of the scale with its regulatory emotional self-efficacy factors are sufficient in Turkish language as is in other cultures.

Keywords

Emotional self-efficacy, self-efficacy beliefs, emotional regulation, validity, reliability

Introduction

An individual who is a part of the society in which s/he belongs is sensitive to the goings-on within the environment in every step of life. Especially, social environment that leads many learning of the individual is in interaction with the environment in emotional learning since from the first moment of the life. Effective communication established with the environment also affects the personality structure of the individual (Fossum & Barrett, 2000; Stemmler & Wacker, 2010). In this context, Bandura (1977) in his Social Learning Theory states that self-efficacy beliefs are dynamic structures that the individual learns via experiences to the extent of his/her capacity. According to this, individual who can arrange and change the environmental situations is agent due to being able to shape his/her life. However, self-efficacy does not qualify the behaviors the individual demonstrates but qualifies the perception of the individual on his/her belief in demonstrating these behaviors in a certain area depending on the experiences (Bandura, 1994-1997; Zimmerman, 2000; Ajzen, 2002). So, self-efficacy beliefs of the individual affect his/her emotional functioning.

The theory of social learning forms the base of social-cognitive theory. Another important elements of this theory is the concept of self-efficacy that is related to the variables of the beliefs that affect the results of the behaviors appearing in the individual and his/her behaviors (Bandura, 1997; Bandura & Locke, 2003), outcome expectations, self-concept, and perceived control (Zimmerman, 2000). According to Bandura (1997), self-efficacy which is described as the beliefs of individuals in being successful in certain fields, significantly determine the individual's heading for a job. The understanding of a certain field in question has caused the occurrence of several measurement scales. Bandura (2006) argued that rather than the holistic and unique measurement scales oriented to evaluate self-efficacy, it is necessary to produce measurement scales that separately evaluate each self-efficacy field. The main reason of this is the difficulty of analyzing self-efficacy with all its dimensions and also the inconsistencies of these measurement scales in gaining the sufficient information in situational evaluations. For this reason, the measurement scales related to self-efficacy should be arranged according to the scope of the related field.

Self-efficacy's evaluation in specific fields via distinctive measurement scales helped self-efficacy to prove its statistical existence in many self-efficacy fields. Emotional self-efficacy which is discussed as interrelated but not hierarchical processes in which the individual perceive, understand, describe emotions and use them as the regulator of the thoughts (Kirk, Shutte, & Hine, 2008), is described in another study as the perceived capacity oriented to deal with the negative affect (Muris, 2001). Petrides, Furnham, and Mavroli (2007) describe trait emotional self-efficacy as self-perceptions in which the individual reports himself/herself oriented to the emotional wishes of the individual in the context of emotional intelligence. In another point of view, Choi, Kluemper, and Sauley (2013) who discuss the emotional self-efficacy in a dynamic integral rather than the stability of the emotional intelligence describe the concept of emotional self-efficacy as the individual's perception of his/her success of controlling or transforming emotional life and they also structured the measurement questions under the roof of "can do". Managing the negative affect and expressing the positive ones form the perception on the regulatory factors of emotional self-efficacy in the affective field (Caprara & Gerbino, 2001, cite in Caprara et. al., 2008). The reason why there are so many explanations that evaluate the emotional functioning in the theory of self-efficacy can be the researchers' different point of views on the transformation of emotional intelligence to self-efficacy.

Carpara et al. (2008) states that individual's managing their emotional experiences in their daily lives notably differ from because the individuals' skills on managing the daily lives and the perception of sufficiency oriented to regulate the emotions differ from each other. In fact, the individual can do anything that s/he doesn't believe to success when s/he faces compelling and upending situations. Within this concept, the researchers described the dimensions of self-efficacy in managing negative affect oriented to the effects of the troubled and tragic experiences and self-efficacy in managing positive affect oriented to the experiences that include pride, enthusiasm and cheer with the view of emotional regulation.

Discussing self-efficacy both in the context of emotional self-efficacy (Muris, 2001; Kirk, Schutte & Hine, 2008) and of self-regulation (Eiseng & Morris, 2003; Eisenberg,

Champion, & Ma, 2004) is not a new understanding. In addition, regulatory self-efficacy which is established by Caprara et al. (2008) takes its foundations from the previous studies (Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003; Caprara, Caprara, & Steca, 2003). However, Caprara et al. (2008) reached the ultimate result of the study via the studies they conducted on Italian, American and Bolivian participants. According to the result they obtained, they determined that the explained variance was above 30% in Italian group, above 29% in American group and above 30% in Bolivian group. It was concluded that the Cronbach alpha coefficients were above .64 in all these groups. Researchers concluded that metric invariance models were significant in which three countries and sexes were compared in the results of multi group confirmatory factor analysis in which the researchers examined gender invariance. When the researchers examined the relationship between the scale and similar and opposite scales, they also stated that there were statistically significant relationships between the scale and the variables oriented to adjustment as self-esteem, positive affect and pro-social behavior in a positive way and also relationship between the scale and the variables oriented to maladjustment as negative affects, shyness, irritability, aggression and anxiety/depression in a negative way.

While Caprara et al. (2008) describe self-efficacy in managing negative affect as regulating emotion occurring in the field of negative affective field due to difficulties and challenges in life and the belief in overcoming such emotions as anger, rage, deformity and discouraging feelings, they describe self-efficacy in managing positive affect as the competence belief in showing or experiencing such affects as amusement, enthusiasm and pride as a result of successful and satisfying events. The examination of the structure of regulatory self-efficacy which proved its validity and reliability in many cultures (Caprara et. al., 2008; Zhao et. al., 2013) is crucial within the Turkish culture. So, the aim of the study is translate The Regulatory Self-Efficacy Scale into Turkish and to conduct validity and reliability studies on Turkish youth in the context of classical test theory.

Method

Participants

The participants of the study included pre-service teachers who have been receiving education in Adnan Menderes University in Faculty of Education in the academic period of 2013-2014 fall semester. The total number of the participants is 303 and 180 (59.4%) of them are women while 123 (40.6%) of them are men. The age range of the participants changes between 18 and 25 (M= 20.88, S.D.= 1.63), 93 (30.9%) of the participants were in the first grade, 87 (28.7%) of them were in the second grade, 66 (21.8%) of them were in the third grade and 57 (18.8%) of them were in the fourth grade. Before the university, 52 (17.2%) of the participants lived in a village, 36 (11.9%) of them in a town, 114 (36.7%) of them in a city, and 101(33.3%) of them lived in a metropolis.

Measures

Regulatory Emotional Self-efficacy Scale (RESE)

RESE, by Caprara et al. (2008), that examine the individual's competence belief oriented to showing or experiencing the affects occurring in the affective field due to positive or negative events is composed of 12 items and in the form of five point Likert scale. This scale is composed of two sub-dimensions as perceived self-efficacy in expressing positive affect and perceived self-efficacy in expressing negative affect. Also, negative affect has got two sub-factors as perceived self-efficacy in managing anger/irritation and perceived self-efficacy in managing despondency. It was determined that the scale which was examined in the scope of the study, maintain its reliable and valid qualification in three different countries (Caprara et. al., 2008).

Emotional Self-efficacy Scale (ESES)

ESES was developed by Kirk, Schutte and Hine (2008) and have four dimensions including regulating emotions, using thoughts as supporter, understanding and perceiving the

thoughts. This scale is composed of 32 items and is in the form of five point Likert Scale [not sure, hardly sure, a little sure, mostly sure, exactly sure]. Researchers determined that four dimensions explained the 44% of the total explained variance during the studies to develop the scale. They concluded that the internal inconsistency of the scale was at the level of .96. Totan, İkiz, and Karaca (2011) who adapted to scale to Turkish stated that the scale maintained its four-factored structure in Turkish language also and reported that the Cronbach alpha coefficient was above .90 for the sub-dimensions and the total.

Self-liking/Self-competence Scale

This scale was developed by Tafarodi and Swan (2001) and adapted to Turkish language by Doğan (2011). This scale has two dimensions, 16 items and in the form of five point Likert Scale. The total of the scale in the two dimensions is evaluated as self-esteem. Tafarodi and Swan (2001) concluded that the scale confirmed its two-factored structure as a result of the confirmatory factor analysis (χ^2= 6.56, df= 103, CFI= .92, RMSEA= .006) and also determined that the internal consistency coefficients for both the sub-dimensions and the total was between .82 and .90. Doğan (2011) determined that the scale is reliable and valid in Turkish language. The researcher concluded as a result of the confirmatory factor analysis that the two-dimensioned structure of the scale was confirmed (χ^2= 258.40, df= 98, CFI= .97, RMSEA= .049) and determined the internal consistency coefficients as between .72 and .83 for the sub-dimensions and the total of the scale.

Oxford Happiness Questionnaire (OXQ)

OXQ was developed by Hills and Argyle (2002) and adapted to Turkish by Doğan and Akıncı Çötok (2011). This scale is composed of 7 items and is in the form on a Likert scale. Hills and Argyle (2002) reported that the internal consistency value of the scale was as much as .91 and .92, and the explained variance in the factor analysis in the structure validity was above 60%. Doğan and Akıncı Çötok (2011) obtained a single-factored 7 itemed structure whose eigenvalue was 2.78 as a result of the explanatory factor analysis and that explained 40% of the variance in total. The researchers who as a result of confirmatory factor analysis

reported that there was a model-data proportion at a high level (χ^2/df=2.77, AGFI= .93, GFI= .97, CFI= .95, NFI= .92, IFI= .95, RMSEA= .074) calculated the internal consistency coefficient of the scale as .74 and test re-test reliability coefficient as .85.

Analytic approaches

In the study, first of all permission was taken from Dr. Gian Viattorio Caprara to adapt RESE to Turkish. After taking the necessary permissions and reaching the original form of the scale, this scale was translated into Turkish language. During this translation, the translations of three people who had Ph.D. degree in the department of psychological counseling and guidance were used. The researcher turned these different translations into a form and had a Turkish language expert examine this resulting form in terms of Turkish language and then the researcher applied the resulting form to 30 third grade of psychological counseling and guidance students and so examined the comprehensibility of the items. As a result, the conclusion form of which reliability and validity studies would be conducted was obtained. Turkish form was applied to university students who received education in Adnan Menderes University in Aydın in Aegean Region of Turkey in the spring semester of 2013 academic year. Also, the validity and reliability studies of RESE were conducted. In the structure validity, explanatory and confirmatory factor analyses were used while in the internal consistency calculations Cronbach alpha coefficient was determined. Statistical analyses were conducted via using AMOS and SPSS packages. In the study hypothesis, the significance level was accepted as.05.

Results

In this study, it has been aimed to examine the psychometric characteristics of RESE via Turkish university students. With this aim, first explanatory factor analysis and then confirmatory factor analysis were used. During explanatory factor analysis, it was aimed to reach the existence of positive affects of the three dimensions determined in the original form of RESE as perceived self-efficacy in managing anger/irritation, perceived self-efficacy in

managing despondency and perceived self-efficacy in expressing while during confirmatory factor analysis, it was concluded that the factors of perceived self-efficacy in managing anger/irritation, perceived self-efficacy in managing despondency formed the dimension of perceived self-efficacy in managing negative affect in the second level and the structural pattern of Caprara et. al. on the issue of this dimension's being covariate with the factor of perceived self-efficacy in expressing positive affect (see Table 1).

Table 1.

Exploratory factor analysis with promax rotation for RESE

Items	F^1	F^2	F^3	h^2
Item 3	.77			.60
Item 1	.75			.58
Item 2	.75			.57
Item 4	.63			.46
Item 8		.73		.56
Item 6		.72		.55
Item 7		.60		.43
Item 5		.50		.30
Item 11			,74	.55
Item 10			,65	.52
Item 12			,56	.35
Item 9			,48	.32
Eigenvalue	2.27	2.12	1.29	

F^1= Perceived self-efficacy in expressing positive (POS)

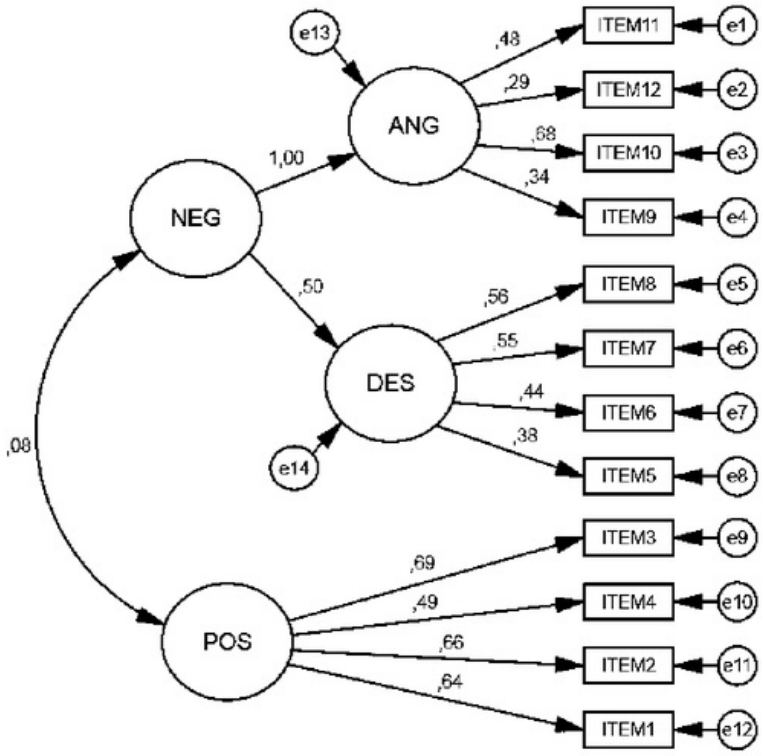
F^2= Perceived self-efficacy in managing despondency (DES)

F^3= Perceived self-efficacy in managing anger/irritation (ANG

As a result of exploratory factor analysis, 3 factors whose promax rotation and eigenvalue was over 1 were obtained. The first factor of them whose eigenvalue is 2.27 explained the 18.93% of the total variance, the second factor whose eigenvalue is 2.12 explained 17.69% of the total variance and the third factor whose eigenvalue is 1.29 explained 10.77% of the total variance and these three factors in total explained 47.39% of the total variance (KMO of sampling adequacy= .72, Barlett's test of spchericity χ_{66}= 483.56, p=< .05). It was determined that RESE maintained its three-factored structure of the original in also Turkish form and then confirmatory analysis was conducted. In the confirmatory factor analysis, as is in the original model, negative second-order factor with two first-order factors and first-order positive factor model were used.

Figure 1.

Confirmatory factor analysis's diagram for the RESE



As a result of the confirmatory factor analysis, it was determined that the dimension of perceived self-efficacy in managing negative affect (NEG) was second-order factor with two first-order factors as perceived self-efficacy in managing anger/irritation (ANG) and perceived self-efficacy in managing despondency (DES) and was covariate with perceived self-efficacy in expressing positive affect (POS) which is a first-order factor (see Figure 1). In goodness of fit indexes results, it was obtained that there was sufficient compliance between the model and data (χ^2= 79.40, df= 52, χ^2/df= 1.53, CFI= .93, RMR= .08). Standardized parameter estimations all of which determined as statistically significant in a positive way were determined as 39-.68 for perceived self-efficacy in managing anger/irritation, as .38 - .56 for perceived self-efficacy in managing despondency and .49 - .69 for perceived self-efficacy in expressing positive affect. This result, due to determining the confirmation of two dimensions as positive and negative, was examined over two sexes as multi-group factor analysis man and woman that can be evaluated as gender invariance. According to the partial metric invariance model, the difference men and women in terms of regulatory emotional self-efficacy is insignificant in metric invariance model result ($\Delta\chi^2$= 12.93, df= 10, *p*= .23). Internal consistency studies were conducted via Cronbach alpha. According to the obtained results, the internal consistency was determined as .52 for perceived self-efficacy in managing anger/irritation, as .58 for perceived self-efficacy in managing despondency, as .61 for perceived self-efficacy in managing negative affect, as .69 for perceived self-efficacy in expressing positive affect and as .60 for the total.

Table 2.

Descriptive statistics for RESE's items, items total correlations, and item discriminant between lower and upper 27% groups

Items	Mean	s.d.	t_{162}*	*p*
Item 1 (POS)	4.24	.78	12.24	.000**
Item 2 (POS)	4.41	.78	12.30	.000**
Item 3 (POS)	4.11	.94	17.20	.000**
Item 4 (POS)	3.56	1.21	18.98	.000**
Item 5 (NEG)	2.55	1.18	8.67	.000**
Item 6 (NEG)	2.98	1.19	6.86	.000**
Item 7 (NEG)	2.91	1.15	10.59	.000**
Item 8 (NEG)	3.05	1.18	9.23	.000**
Item 9 (NEG)	3.19	1.15	6.94	.000**
Item 10 (NEG)	2.72	1.07	9.95	.000**
Item 11 (NEG)	2.66	1.20	8.69	.000**
Item 12 (NEG)	3.31	1.20	7.96	.000**

* 27% lower-upper groups' *n*= 82, degree of freedom= 162, ** $p < .001$

Descriptive statistic results as shown in Table 2 indicated that item 1, 2, 3, 4, 8, 9, and 12 had higher average scores than 3 which is mid-point of the scale items and other items were a little lower than the mid-point. When the distinctiveness powers of sub and normal groups of 27% were examined, it was concluded that the results of independence of *t*-tests showed sufficiency in separating the individuals who took high and low scores from all the items for self-efficacy in managing negative affect and perceived self-efficacy in expressing positive affect (t_{162}= 6.86 – 17.20, $p< .001$).

Table 3.

Relations between regulatory emotional self-efficacy dimensions and emotional self-efficacy, self-esteem, and happiness

	NEG	POS	Emotional self-efficacy	Self-esteem
Perceived self-efficacy in managing negative affect (NEG)	-			
Perceived self-efficacy in expressing positive affect (POS)	.04			
Emotional self-efficacy	.20*	.46*		
Self-esteem	.14*	.29*	.55*	
Happiness	.15*	.29*	.40*	.38*

*Bonferroni correction was applied $p < .008$ (.05/6)

When the relationships between the two dimensions which are within the regulatory self-efficacy fields and self-efficacy, self-esteem, and happiness were examined, it could be seen that the relationship between perceived self-efficacy in managing negative affect and perceived self-efficacy in expressing positive affect was quite low and insignificant (see Table 3). In addition, it was concluded that perceived self-efficacy in managing negative affect had a correlation with emotional self-efficacy at the level of .20 (r^2= .04), with self-esteem at the level of .14 and with happiness at the level of .15 (r^2= .02); perceived self-efficacy in expressing positive affect had a correlation with emotional self-efficacy at the level of .46 (r^2= .21) in a positive way.

Discussion and Conclusions

The main purpose of this study is to conduct the reliability and validity studies of RESE via the Turkish university students. The scale was translated into Turkish by psychological counseling and guidance academicians and a Turkish form was obtained over these translations by the researcher. In this study, explanatory factor analysis was used to examine the structural validity of the scale. At the end of the exploratory factor analysis, the three-factored structure of the original scale as perceived self-efficacy in managing anger/irritation, perceived self-efficacy in managing despondency and perceived self-efficacy in expressing positive affect was obtained. It was concluded that the exploratory factor analysis explained nearly half of the variance for scale. Also, as a result of the exploratory factor analysis it was concluded that the scale indicated sufficiency at the levels of Kaiser Mayer Olkin sampling adequacy and Barlett's test of spchericity (Child, 2006; Pett, Lackey, & Sullivan, 2003). In the next stage, the confirmatory factor analysis was conducted and it was concluded that the model of negative second-order factor with two first-order factors and a first-order positive factor in the original form was confirmed as not modified and the model did not indicate difference in group invariance in terms of sex.

Caprara and Gerbino (2001, cite in Caprara et. al., 2008) stated the usability of the scale as the ones who examine the psychometric characteristics of The Regulatory Self-Efficacy Scale. However, Caprara et. al. (2008), with reference to that there can be effects of cultural differences in regulatory emotional self-efficacy, confirmed that regulatory emotional self-efficacy did not demonstrate difference according to the sexes when they conducted the reliability and validity studies of the scale via the young people in USA, Italy and Bolivia. Although, the evidences of strong psychometric characteristics in different structures in the findings of previous studies in Western and non-Westerns societies were found (Caprara, et. al., 2008; Zhao et. al., 2013), it is crucial to examine the structure of the scale in Turkish language. As a result of the confirmatory factor analysis, it was determined that RESE maintained its original structure in Turkey which is determined in Italy, Bolivia, USA (Caprara et. al., 2008) and China (Zhao et. al., 2013). Receiving a similar result in Turkish culture in

which this study was conducted showed inconsistency with the previous study. So, scale model's being confirmed in Turkish culture as in the other previous studies in different cultures is a significant finding in terms of proving that RESE is a global scale. Also, it was concluded that the inconsistency level of the scale in Turkish is satisfactory; the average scores of scale items were around the mid-point as a result of the descriptive statistics and all items were sufficient in distinction of individuals taking place in sub and normal groups in item distinctiveness. Moreover, the two sub-dimensions of RESE had positive correlation with emotional self-efficacy, self-esteem, and happiness.

Zhao et. al. (2013), in their studies that they conducted via the students who receive education in different colleges in the center, east and south of China, reported that emotional self-efficacy had characteristics as perceived self-efficacy in managing inferiority, happiness or contentment, envy, dread and fear, self-confidence, curiosity, and reliance. Dacre Pool and Qualter (2011), in the direction of inferences of Mayer, Salovey, and Caruso (2004), found that RESE which was developed by Kirk, Shutte and Hine (2008) had four dimensions as using and managing your own emotions, identifying and understanding your own emotions, dealing with emotions in others, and perceiving emotion through facial expressions and body language when they examined the data they collected from two universities in North West of England. These findings can be resulted from the researchers' using different tools in measuring the concept of emotional self-efficacy while especially for different factor structures obtained in China (Zhao et. al., 2013), regulatory emotional self-efficacy have different qualifications in Chinese culture.

When especially the studies that concluded the links between ill-being and emotional regulation (Silk, Steinberg, & Morris, 2003; Garnefski, Kraaij, & Spinhoven, 2001; Granefski & Kraaji, 2006) are taken into account, the importance of measurement scales of regulatory emotional self-efficacy increases. So, RESE can be used both in psychotherapy, psychological counseling and other mental hygiene services and also in the studies oriented to the effects of resourcing to the variables in the field of positive psychology. Although the scale proved itself via Turkish youth as a valid and reliable scale, this study has limitations.

The first of these limitations is the scale's psychometric characteristics" being examined via a certain group as the students in the faculty of education. That is the reason why this scale should be examined with the groups of different professions and different periods of life. Also, multiple comparisons can be made such groups experiencing mood disorder in which the effect of negative experiences is clear, post-trauma stress disorder and depression. In addition, multiple group comparisons can be made with the cultures geographically neighboring cultures. In addition to the similar scale validity, incremental and decremental studies of the scale should be developed. With all these suggestions and limitations, it was concluded that The Regulatory Self-Efficacy Scale is a valid and reliable scale and also maintained its original form that is confirmed in Bolivia, Italy, and USA.

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