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## The Relationship Between Grudge Mood and Life Satisfaction in University Students\* \*\* \*\*\*

*Üniversite Öğrencilerinde Kindarlık Duygudurumu ile Yaşam Doyumu Arasındaki İlişki*

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### Abstract

The aim of this study is to investigate the relationship between grudge mood in university students and their satisfaction with life. The study group consisted of a total of 520 university students, 320 of whom were female and 200 of whom were male. The study was carried out in two steps. In the first step, a development study was carried out to measure the grudge mood in individuals using the 'Grudge Mood Scale.' For this purpose, a item pool was created with the views of relevant literature and field workers. The created items were applied to 335 university students and analyzed with Exploratory Factor Analysis. According to the Exploratory Factor Analysis, the scale consists of four sub-dimensions. This four-dimensional structure it was applied to 350 students and analyzed by Confirmatory Factor Analysis. The results of confirmatory factor analysis have shown that the fit indices of the scale indicate a good fit with a four-factor structure. To test the validity and reliability of the developed scale, internal consistency coefficient, split-half reliability, content validity, test-retest reliability, and scale-related validity analyses were conducted. As a result of the analyses, it was concluded that the developed 'Grudge Mood Scale' is a valid and reliable scale.

In the second step of the research, the relationship between grudge mood and life satisfaction was examined. Grudge Mood Scale, Life Satisfaction Scale and Personal Information Form were used as data collection tools. After the normality examination of the data, the Pearson Moment Product Correlation and Multivariate Variance Analysis techniques were used. According to the results of the analysis, there is a negative and significant relationship between university students' grudge mood and life satisfaction. Furthermore, the relationship between grudge mood and life satisfaction varies significantly according to the students' genders. The findings obtained from this study were interpreted in the context of the literature and recommendations were made.

**Keywords:** Grudge, Grudge Mood, Life Satisfaction

### Öz

Bu çalışma üniversite öğrencilerinin kindarlık duygudurumları ile yaşam doyumları arasındaki ilişkiyi arařtırmak amacıyla yapılmıştır. Arařtırmanın çalışma grubunu 320'si kadın ve 200'ü erkek olmak üzere toplam 520 üniversite öğrencisi oluşturmaktadır. Çalışma iki adımda gerçekleştirilmiştir. İlk adımda bireylerdeki kindarlık duygudurumunu ölçmek amaçlı 'Kindarlık Duygudurumu Ölçeği'nin geliştirme çalışması düzenlenmiştir. Bu amaçla ilgili literatürü ve alan çalışanların görüşlerini kapsayan bir madde havuzu oluşturulmuştur. Oluşturulan maddeler 335 üniversite öğrencisine uygulanmış ve Açımlayıcı Faktör Analizi (AFA) ile analiz edilmiştir. AFA sonucunda dört alt boyuttan oluşan bir yapı elde edilmiştir. Bu dört boyutlu yapı daha sonra 350 öğrenciye uygulanmış ve Doğrulayıcı Faktör Analizi (DFA) ile analiz edilmiştir. DFA sonucunda elde edilen uyum iyiliği değerlerinin beklenen aralıkta olduğu sonucuna varılmıştır. Geliştirilen ölçeğin geçerlik ve güvenilirliğini test etmek için, iç tutarlılık katsayısı, testi yarılama güvenilirliği, kapsam geçerliği, test tekrar test geçerliği, ölçek bağıntılı geçerlik analizleri yapılmıştır. Yapılan analizler sonucunda geliştirilen 'Kindarlık Duygudurumu Ölçeği'nin geçerli ve güvenilir bir ölçek olduğu sonucuna varılmıştır.

Arařtırmanın ikinci adımında kindarlık duygudurumu ve yaşam doyumları arasındaki ilişki incelenmiştir. Veri toplama araçları olarak Kindarlık Duygudurumu Ölçeği, Yaşam Doyumu Ölçeği ve Kişisel Bilgi Formu kullanılmıştır. Verilerin normallik incelemesi sonrasında Pearson Momentler Çarpımı Korelasyonu, Çok Yönlü Varyans Analizi teknikleri kullanılmıştır. Yapılan analiz sonuçlarına göre üniversite öğrencilerinin kindarlık duygudurumları ve yaşam doyumları arasında negatif yönde anlamlı bir ilişki bulunmaktadır. Bununla birlikte kindarlık duygudurumu ve yaşam doyumları arasındaki ilişki öğrencilerin cinsiyetlerine göre anlamlı olarak değişmektedir. Bu arařtırmadan elde edilen bulgular alan yazın doğrultusunda yorumlanmış ve önerilerde bulunulmuştur.

**Anahtar Kelimeler:** Kindarlık, Kindarlık Duygudurumu, Yaşam Doyumu

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## INTRODUCTION

Human beings are constantly in communication and interaction due to their social structure. The interactions and interpersonal relationships that individuals have are influenced by the feelings, thoughts, and behaviors that they have experienced. A significant portion of our interpersonal relationships consists of close relationships. In our close relationships with others, we experience positive feelings and states such as satisfaction, sharing, and happiness, while also experiencing negative feelings and states such as embarrassment, hurt, and breakdown (Ergüner and Terzi 2012). Among the emotions that negatively affect human relationships, anger, grudge and hostility are at the top. When looking at the emotional spiral in which these emotions are present, it can be seen that the emotion of resentment triggers anger and hostility and leads to aggression (Ersanlı, 2012). According to the Turkish Language Association Dictionary (2018), holding a grudge is defined as the desire for revenge against someone. Ayverdi (2006) defines resentment as a continuous and hidden hostility that arises from being unable to accept a behavior towards oneself.

In recent years, as the field of positive psychology has begun to develop, concepts such as forgiveness and life satisfaction have emerged as new areas of study. Many studies on forgiveness seek to answer the question of why some people find it easier to forgive while others find it more difficult. According to Baumeister, Exline and Sommer (1998), refusal to forgive and insistence on this issue is a form of holding a grudge. The emotion of grudge, characterized as a negative emotion, has been dealt with in this field of study in conjunction with the concepts of not forgiving and not approaching forgiveness. According to Berry et al., (2005), refusal to be forgiving is a mixture of feelings experienced after a negative event has been done to oneself, and includes anger, pain, resentment, hostility, remaining anger, and fear. Refusal to forgive and insistence on this issue is a form of holding a grudge (Baumeister, Exline and Sommer, 1998).

Forgiveness is seen as a combination of the reduction of unforgiving and grudge-holding behaviors, as well as the development of positive thoughts, feelings, and behaviors such as hope, empathy, and sensitivity towards the person who made the mistake (Harris, et. al, 2006). Psychopathological conditions such as grudge-holding, anger, narcissism, and depression, which are considered as characteristics that hinder forgiveness, are frequently discussed in this field of study (Enright, Gassin and Wu, 1992; Maltby, Day and Barber, 2005). While forgiving behavior is observed in individuals with positive personality traits, it has been observed that individuals who accompany forgiveness with resentment and revenge and who cannot fully adopt forgiveness display pathological dimensions from a psychological perspective (Alpay, 2009). Our refusal to forgive and the resulting feelings of anger and resentment are caused by the non-fulfillment of one or more of our basic needs. When an individual's needs are not met, life satisfaction decreases, while life satisfaction increases with the satisfaction obtained from fulfilling needs (Çivitçi, 2012).

Positive psychology plays a preventive role against the development of psychopathological processes (Veenhoven, 1988). Life satisfaction is an important concept in positive psychology (Gilman and Huebner, 2003). Life satisfaction refers to feeling good from various perspectives, such as morale and happiness and is formed by positive feelings overcoming negative feelings in daily relationships (Vara, 1999).

Life satisfaction is the result or outcome that an individual obtains by comparing their expectations, which are formed by evaluating their entire life, with what they have. It includes all aspects and dimensions of an individual's life (Şahin, 2008). When evaluating their life, an individual makes an assessment based on the criteria they have set and reaches a conclusion about their life (Dost, 2005).

Life satisfaction is the cognitive aspect of subjective well-being in positive psychology. Subjective well-being is considered to be the evaluation of an individual's life emotionally and cognitively. This evaluation includes the emotional reactions and cognitive evaluations that individuals give to the events they experience (Diener, 1984). When individuals experience mostly positive and very few negative emotions, when they engage in activities they love, and when they are satisfied with their lives, they experience a very high level of subjective well-being. The area of subjective well-being focuses on the individual's personal evaluation and assessment of their life (Diener, 2000).

Research has shown that individuals who have positive emotions and circumstances have higher life satisfaction, and that the increase in positive experiences leads to more positive thoughts about their lives (Cohn, et al., 2009; Bastian, et al., 2014). There are many studies that have found that individuals who experience satisfaction with their lives have higher psychological and physical health, are more resilient and resistant, (Martin, et al., 2015). In contrast, research on grudges has found that individuals who hold

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grudges and are prone to them have significant differences in chronic illnesses compared to those who do not hold grudges (Messias, et al., 2010).

In the relevant literature, the variables of grudge and life satisfaction have not been studied together. The aim of this research is to examine the effect of the grudge, which is considered a negative emotion, on the life satisfaction of university students.

In this study, considering all of this information, the grudge, which is thought to negatively affect the psychological state and life satisfaction of individuals, was analyzed. A scale was developed to measure grudges, and the following questions were addressed:

1. Is there a significant relationship between the grudges of university students and their life satisfaction?
2. Does the relationship between the grudges of university students and their life satisfaction differ according to the students' genders?

## **METHOD**

### **Research Model**

This study examines the relationship between university students' levels of life satisfaction and their grudge mood in a descriptive and correlational survey. A correlational survey model's objective is to determine and quantify the relationship between various variables (Karasar, 2009). This study examines the connection between students' resentment feelings and life satisfaction.

### **Study Group**

This research aims to describe and examine the correlation between grudges and life satisfaction among university students. The sample for the study includes 520 students from Giresun University, with 320 females and 200 males, who were randomly selected during the 2016-2017 academic year.

### **Data Collection Tools**

The necessary data for the study were collected using the "Grudge Mood Scale", "Life Satisfaction Scale", and "Personal Information Form".

### **The Grudge Mood Scale**

The Grudge Mood Scale was created by the study's researchers to assess people's grudges. The scale has 21 items and 4 factors, according to the findings of the explanatory factor analysis. The factors are named as the 'Desire for Revenge', 'Desire to demean', 'Unforgiveness' and 'Refusal to Forget the Harm Done'. Six items in the scale are defined as reverse items. This four-factor structure is further supported by the findings of the confirmatory factor analysis. The scale explains 63% of the total variance. Detailed information on the development, validity, and reliability of the scale is shared in the results section.

### **The Life Satisfaction Scale**

The Life Satisfaction Scale was developed by Diener et al. in 1985 to measure general satisfaction with life. It has five items with response choices ranging from "absolutely disagree" to "certainly agree," each of which is graded on a seven-point likert scale. Statements like "my life is near to my ideal in many respects" and "my living conditions are great" are only a few of examples of items on the scale. Diener et al. (1985) state that the scale has a reliability coefficient of.87. There are no statements in the scale that are reverse-coded (Yetim, 1991)

With a coefficient of.82, the Life Satisfaction Scale has proven criterion-related validity (Pavot, Diener, and Fujita, 1991). It satisfies the requirements for validity and dependability (Yetim, 1991). Using a sample of 200 participants, Yetim (1991) translated the scale into Turkish. This study indicated that the adapted scale's overall reliability coefficient was.75 (Yetim, 1991). The adapted scale's reliability coefficient was.86 and test-retest reliability was.73 in a separate study by Yetim (1993). With a reliability coefficient of.87, the Turkish adaption of the Life Satisfaction Scale has shown acceptable levels of validity and reliability (Yetim, 1991).

### **Data Collection**

The data used in the study were collected between April-May 2017. The scales were applied to participants by the researcher in the classroom setting. The application took an average of 15 minutes.

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Before the application, general information about the research was given to the students and the participation was emphasized to be based on voluntariness.

### **Analysis of Data**

The research involved two levels of data analysis. The designed scale's analysis was done in the first phase. At this step, the item pool was first formed and exploratory and confirmatory factor analyses were conducted. SPSS 15 and Amos 20 programs were used in these analyses. In the second stage, the data obtained on the research variables were analyzed. In this context, Pearson Correlation Analysis, One-Way Variance Analysis, Multivariate Variance Analysis, T-test for Independent Groups were used. These analyses were also carried out using the SPSS 15.00 package program.

### **Ethics Committee Approval Information**

Ethics committee permission of this research; Ondokuz Mayıs University, Social Sciences and Humanities Ethics Committee 14/04/2017-2017/64 document date and number has been received.

## **FINDINGS**

### **Findings Related to the Grudge Mood Scale**

The Grudge Mood Scale was developed by researchers to assess grudge feeling status among university students. In the development of the scale, a comprehensive literature review was first conducted on the psychological structure to be measured, and relevant publications accessed from theses and academic databases were examined to create a definition. Subsequently, 220 items were obtained from professionals working in the field of Psychiatry, Psychology and Psychological Counseling and Guidance. The similarity and appropriateness of the obtained items were evaluated and a 105-item draft form was created. The studies conducted to ensure the scope validity of the scale are given below.

The scope validity of the scale was tested using methods such as seeking expert opinion (Büyüköztürk, 2011). For this purpose, the 105-item draft form was presented to 18 experts in the fields of Psychiatry, Psychological Counseling and Guidance, and Psychology, and their opinions were obtained. As a result of the expert opinions received, the items were rearranged and the number of items was reduced to 56. The 56 items were then converted into a 5-point Likert-type scale and administered to 335 students at Giresun University, selected through a random sampling method. The items in the scale were numerically transformed on a scale of 1-5 and transferred to a computer environment. After the data obtained from the application were entered into SPSS 15, an explanatory factor analysis was conducted.

### **Findings Related to Exploratory Factor Analysis**

In this study, the item-total score correlation method was used to evaluate the reliability of the collected data. This method involves analyzing the relationship between scores obtained from individual items on the test and the overall total score. According to Büyüköztürk (2011), items with an item-total score correlation of .30 or higher are effective at distinguishing between individuals. Items with a correlation between .20-.30 may be included in a test in certain circumstances, but it is generally preferable to remove them. Items with a correlation below .20 should not be included in the test. In this study, 16 items with an item-total score correlation below .30 were removed from the test.

The data obtained from 335 students were subjected to a factor analysis in order to assess the construct validity of the remaining 40 items on the form. Based on the Barlett Sphericity test and the Kaiser-Meyer-Olkin (KMO) coefficient, it was determined that the data could be analyzed using factors. The data can be used for factor analysis because the KMO value was .908 and the Barlett Sphericity test result was .000 (Büyüköztürk, 2011; Kalaycı, 2010).

The responses given by 335 students were analyzed using explanatory factor analysis, with the techniques of "Principal Component Analysis" and "Direct Oblimin Rotation." A minimum load value of .40 and a minimum of 1 factor value for each factor were taken into consideration. It is generally recommended to use these values when the scale is being applied to a sample of at least 200 individuals (Kim-Yin, 2004, cited by Şencan, 2005). Based on the Rotated Factor Matrix table, 19 items were removed from the scale because they had a load value below .40 and their load values in multiple factors differed by .10 or less. The factor loads of the remaining 21 items were organized into 4 factors. Exploratory Factor Analysis results in 4 factors collected items factor loadings and item-total score correlations are given in the table below.

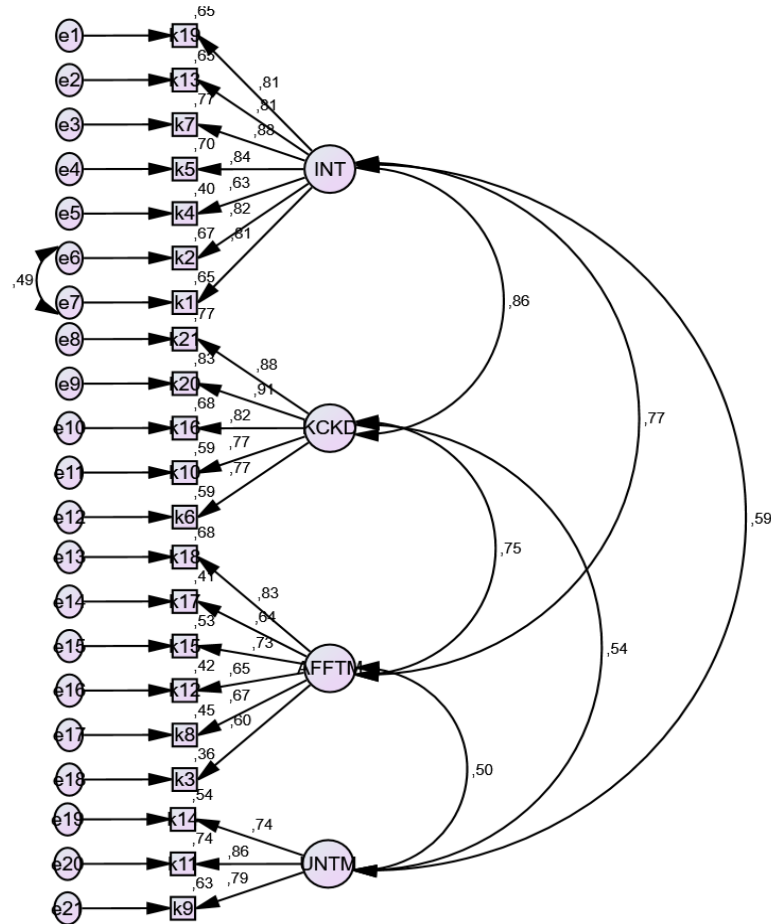
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After looking at the measurement model's fit indices, it was discovered that  $\chi^2/df = 2.061$ , RMSEA = .05, SRMR = .07, GFI = .92, CFI = .96, and IFI = .91. The measurement model has adequate fit values, as can be shown by looking at the obtained fit indices. Figure 1 shows the Standardized Path Coefficients of the Measurement Model.

**Figure 1:** Standardized Path Coefficients of the Measurement Model ( $p < .05$ )



### Findings on the Validity and Reliability of the The Grudge Mood Scale

The Cronbach's Alpha coefficient was determined to assess the scale's dependability and was discovered to be =.921. An independent t-test was one of the techniques used in the item analysis stage to compare the mean item scores between the lower 27% and upper 27% groups based on the test's overall scores. The test's internal consistency can be determined by if there is a substantial difference between the two groups (Büyüköztürk, 2011). Accordingly, 335 forms' data were categorized from small to large based on their total scores, and a separate t-test was used to see whether there was a difference between the top 27%, or 90 forms, and the bottom 27%, or 90 forms. The analysis was found to be significant at  $p < .01$ . These findings indicate that the scale has a high level of internal consistency.

### Half-Test Confidence

Half test confidence is a method used to measure reliability. To evaluate this, the scale was divided into two halves, consisting of odd-numbered and even-numbered items, and the correlation between the scores obtained from the two halves was calculated. Data collected from a sample of 350 individuals showed a significant correlation of  $r = .869$ ,  $p < .01$  between the two halves. The correlation coefficient indicates a strong relationship (Şencan, 2005).

### Scale-Related validity

The Revenge Scale, created by Stuckless and Goranson in 1992 and translated into Turkish by Satici, Can and Akın (2015), was used to assess the scale's scale-related validity. One dimension and 20 items make up the scale. The scale has a theoretical range of 20 to 140. High ratings on the scale suggest a high degree of retribution-seeking conduct in the subject. The test-retest reliability coefficient achieved over a four-week period was 0.90, while the scale's internal consistency reliability coefficient was 0.92. The feeling of vengeance is positively ( $r = 0.56$ ) connected to anger and negatively ( $r = -0.38$ ) related to empathy, according to the scale-related validity research of the Revenge Scale. The relationship between the factors of the Grudge Mood Scale and the Revenge Scale is given in Table 4.

**Table 4:** Scale-Relative Validity- Correlation Results

Factors	Desire for Revenge	Desire to Demean	Unforgiveness	Refusal to Forget the Harm Done
Revenge Scale	.750**	.604**	.609**	.472**

Based on the analysis results in Table 4, the developed Grudge Mood Scale and Revenge Scale have a parallel structure. The correlation values between the two scales are statistically significant at the  $p < .01$  level.

### Test-Retest Reliability

The test-retest reliability is being investigated by giving it to 34 university students twice, with a one-month break between each administration. The Pearson correlation coefficient, a measurement of the degree and direction of the linear relationship between two variables, is used to assess the consistency of the scale's results between administrations. The correlation coefficient between the two administrations is found to be  $r = .768$ , indicating a strong positive correlation between the results. This result suggests that the scale has good test-retest reliability.

The relationship between participants' attachment emotion and life satisfaction was evaluated using scales, and the data obtained from these scales were analyzed for normal distribution. The results are presented in Table 5.

**Table 5:** Descriptive Statistics for Scores Obtained from Grudge Mood Scale and Life Satisfaction Scale

	N	Min.	Max.	Mean	SD	Skewness	Kurtosis
Grudge Mood	520	21	105	50,45	19,01	1,150	1,153
Life Satisfaction	520	5	35	21,51	7,17	-,559	-,340

By examining Table 5, it can be observed that the skewness and kurtosis values for the variables meet the standards of the relevant field. Skewness and kurtosis values between -1.5 and +1.5 indicate that the distribution is not significantly different from normal distribution (Tabachnick and Fidell, 2007). The correlation values indicating the association between grudge mood and life satisfaction are presented in Table 6.

**Table 6:** Results of the Correlation Analysis between Grudge Mood and Life Satisfaction

Desire for Revenge	Desire to Demean	Unforgiveness	Refusal to Forget the Harm Done	Grudge Mood
Life Satisfaction	-,459*	-,487*	-,385*	-,291*

As per Table 6, the correlation coefficients between the sub-dimensions of the Grudge Mood Scale, namely Desire for Revenge, Desire to Demean, Unforgiveness, and Refusal to Forget the Harm Done and

Life Satisfaction at a significance level of  $p < .01$  are -.459, -.485, -.385, and -.291 respectively. The correlation coefficient between the total score of the Grudge Mood Scale and the score of the Life Satisfaction Scale is -.505. These values suggest that as the level of grudge among students increases, their life satisfaction decreases.

#### **Findings on The Relationship Between Grudge Mood and Life Satisfaction Based on Gender**

The relationship between grudge mood and life satisfaction was examined based on gender using a multivariate analysis of variance (MANOVA). The necessary assumptions for performing a MANOVA are the homogeneity of variance and covariance. Box's and Levene's tests were conducted to test these assumptions. The research aimed to determine whether the levels of grudge and life satisfaction of university students differ significantly based on gender.

According to the results of the Box's test, Box's  $M = 13,112$ ,  $F = 4.351$  and  $p = .620$  were found. The Levene's test showed that for the level of grudge mood,  $F = 4.190$ ,  $p = .421$ ; for the level of life satisfaction,  $F = 1.171$  and  $p = .340$ . These values indicate that the variance ( $p > .05$ ) and covariance equality ( $p > .05$ ) are satisfied. This means that the groups are homogeneous in terms of gender and the assumptions of the MANOVA test are met.

**Table 7:** Results of MANOVA Test Explaining the Effect of Gender on the Relationship between Grudge Mood and Life Satisfaction

	<b>Wilk's Lambda</b>	<b>Hypothesis df</b>	<b>Error df</b>	<b>Multivariate F</b>	<b>Sig. p</b>	<b>Eta Squared</b>
<b>Gender</b>	,973	2	517	7,295	,001	0,27

According to the results of the MANOVA test, gender has a significant effect on the relationship between grudge mood and life satisfaction. The obtained results confirm the second hypothesis of the study. Wilks Lambda ( $\Lambda$ ) = .973,  $F = 7,295$ ,  $p = ,001$   $p < .05$ . This indicates that there is a significant difference between males and females in terms of grudge mood and life satisfaction, with females having higher levels of both compared to males.

#### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

In research examining the relationship between grudge mood and life satisfaction, it was found that all sub-dimensions of the Grudge Mood Scale namely Desire for Revenge, Desire to Demean, Unforgiveness, and Refusal to Forget the Harm Done, had a negative and significant relationship with life satisfaction. The first sub-dimension of the Grudge Mood Scale is "Desire for Revenge." The research found a negative and significant relationship between desire for revenge and life satisfaction. Revenge is generally the response that individuals have to perceived injustices. Holding grudge, on the other hand, can be defined as an inclination to seek revenge after suffering an attack and experiencing pain from the person opposite (Adugit, 2008). The desire for revenge can decrease an individual's life satisfaction (Ysseldyk, Matheson and Anisman, 2007).

The results of this study are supported by the literature. McCullough et al., (2001) found in their research that individuals who seek revenge have lower life satisfaction. Munoz et al., (2003) examined the relationship between the revenge and avoidance dimensions of the Transgression-Related Interpersonal Motivations Inventory and life satisfaction. The results of the study showed that there is a negative relationship between revenge and life satisfaction. Based on these results, it can be said that the desire for revenge has a detrimental effect on life satisfaction when individuals face negative situations.

The second sub-dimension of the grudge mood scale is the desire to demean. The research findings show that there is a negative and significant relationship between the desire to demean and life satisfaction. As individuals have the desire to demean, a dimension of grudge, their life satisfaction also decreases. Holding grudge can be seen as a passive feeling that an individual experiences. If this passive feeling is not resolved, it will negatively affect the individual's life in many ways. Instead of fighting the feeling of grudge, individuals tend to seek revenge indirectly. Seeing the person they harbor resentment against demeaned by society without their intervention can give the individual a sense of satisfaction. When the



individual sees the person they harbor resentment against in a difficult situation, it will both weaken the desire for revenge and prevent them from placing themselves in a difficult situation in order to seek revenge.

The third sub-dimension of the grudge mood scale is unforgiveness, or the inability to forgive. The relationship between the scores on the unforgiveness dimension of the scale and life satisfaction is negative and significant. As individuals do not forgive, their life satisfaction decreases. A study on forgiveness found that as an individual's level of forgiveness for themselves and others increases, stress, anxiety, and negative psychological experiences such as depression decrease, and there is a significant increase in life satisfaction (Bugay and Demir, 2011). In this context, the information obtained is consistent with the results of the research. When individuals are inadequate in terms of forgiveness, their life satisfaction decreases.

The relationship between the fourth sub-dimension of the grudge mood scale, the refusal to forget the harm done, and life satisfaction is negative and significant. When individuals prefer to hold grudges against those who have harmed them, they may be inclined to remember the event and seek revenge. The desire for revenge can lead individuals to not forget the wrongdoing. The relationship coefficient for the "refusal to forget the harm done" dimension of the grudge mood scale is lower compared to the other sub-dimensions, which may be due to the fact that individuals who do not hold grudges are also inclined to not forget the wrongdoing. In general, individuals tend to not forget the negative situations they experience. However, this is more pronounced in individuals who hold grudges. As individuals do not forget the wrongdoing, their life satisfaction will also decrease.

There is a significant negative relationship between the total score obtained from the grudge mood scale and the total score obtained from the life satisfaction scale. According to this result, the life satisfaction of individuals who are prone to anger is lower. There are very few studies in the literature on anger. No study has been found that deals with anger and life satisfaction together. In some studies, the effects of anger on physical health have been discussed. According to these studies, individuals who say they are prone to anger may have cardiovascular problems, stress-related problems such as peptic ulcer. From this point of view, it can be inferred that such health problems may decrease the satisfaction that people will take from their lives. Furthermore, it can be said that anger, which is thought to be a stressful characteristic, may reduce the quality of life of individuals.

The research also found that there are gender differences in the association between grudge mood and life satisfaction. The grudge mood ratings of male students were found to be considerably higher than those of female students in the study, which used t-tests to establish whether there were any significant variations in the variables depending on gender. Thus, the study discovered a difference between the sexes in the intensity of the grudges mood. Male students scored higher on the grudge mood scale than female students, indicating that male students may be more likely to experience higher levels of anger and have a more negative impact on their life satisfaction.

The analysis of the scores obtained from the life satisfaction scale revealed a significant difference in levels of satisfaction between male and female students. On average, female students reported higher levels of satisfaction compared to their male counterparts. Despite this discovery, there seems to be a lack of prior research in the literature on this topic. The findings of this study were also evaluated individually for each variable. Messias et al. (2010) asked individuals, "Do you have a longstanding grudge against someone?" in their research. There was no significant difference between genders in the study, which was conducted on 9882 people. The difference between this result and the research result may be due to the sample size. In addition, no measurement tools were used in the aforementioned study, and only questions were asked during the mutual interview process. The difference in results may also be due to this situation. When the research on life satisfaction is compared with the obtained findings, it can be seen that there are studies with both similar and different findings. Kaya, et al., (2015) found that the levels of life satisfaction of female students are higher than those of male students in their research on the relationship between stress and life satisfaction in university students. Dost (2005) investigated the life satisfaction of university students across various demographic variables and found that life satisfaction varies by gender. The study found that girls have a significantly higher level of life satisfaction than boys. The findings of Köker's (1991) research on adolescents and Cenkseven and Akbaş (2007) on university students also align with this study. Çam and Artar's (2014) research on high school students' life satisfaction also revealed that girls generally have higher mean scores of life satisfaction compared to boys.

Several studies conducted on various age groups have found no significant correlation between life satisfaction and gender (Katja et al., 2002; Hampton and Marshall, 2000; Hintikka, 2001).

Based on all the information obtained from the study, it is suggested that researchers conduct their research variables with different sample groups, analyze the developed grudge mood scale with different

variables, and develop psychotherapy programs that address grudge feelings. It is also suggested that psychological counselors provide forgiveness-focused guidance services to reduce feelings of grudge.

#### Author Contribution

This research was conducted with contributions from the first author (50% contribution) and the second author (50% contribution).

#### Ethics Committee Approval Information

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