

# Psychometric Properties of the Turkish Adaptation of Stress Mindset Measure

## Stres Zihniyeti Ölçeğinin Türkçe Uyarlamasının Psikometrik Özellikleri

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### ABSTRACT

**Objective:** This study aimed to adapt the Stress Mindset Measure to Turkish culture by conducting validity and reliability analyses.

**Method:** Convenience sampling method was used in this study, which was conducted with the survey model. With 354 adult participants, Stress Mindset Measure, Life Satisfaction Scale and Perceived Stress Scale were used as data collection tools. Cronbach's alpha and two-half reliability coefficient were used for the reliability of the Stress Mindset Measure. The results of the analyses showed that the internal consistency coefficient was .85 and the split-half reliability coefficient was .76. Furthermore, the difference between the 27% lower and upper groups among the participants was statistically significant. Confirmatory Factor Analysis (CFA) was used to test the construct validity of the Stress Mindset Measure.

**Results:** The model fit values were at an acceptable level. Item factor loadings ranged between .49 and .78 and the scale was found to have a single-factor structure. Besides, the results of the analyses conducted to ensure convergent validity were found to be at the desired level. The concepts of perceived stress and life satisfaction were used to test criterion validity.

**Conclusion:** Turkish adaptation of the Stress Mindset Measures a valid and reliable measurement tool.

**Keywords:** Stress, mindset, stress mindset, validity and reliability

### ÖZ

**Amaç:** Bu çalışmada, Stres Zihniyeti Ölçeğinin geçerlik ve güvenirlik analizleri yapılarak Türk kültürüne uyarlanması amaçlanmıştır.

**Yöntem:** Tarama modeli ile yürütülen bu çalışmada kolay örnekleme yöntemi kullanılmıştır. 354 yetişkin bireyin katıldığı çalışmada veri toplama araçları olarak Stres Zihniyeti Ölçeği, Yaşam Doymu Ölçeği ve Algılanan Stres Ölçeği kullanılmıştır. Stres Zihniyeti Ölçeğinin güvenirliği için Cronbach Alfa ve iki yarı güvenirlik katsayısı kullanılmıştır. Analiz sonuçları iç tutarlılık katsayısının ,85 ve testi yarılama güvenirlik katsayısının ,76 olduğunu göstermiştir. Ayrıca katılımcılar arasında %27'lik alt üst gruplar arasındaki farkın istatistiksel olarak anlamlı olduğu görülmüştür. Stres Zihniyeti ölçeğinin yapı geçerliliğini test etmek için Doğrulayıcı Faktör Analizi (DFA) kullanılmıştır.

**Bulgular:** Bulgular model uyum değerlerinin kabul edilebilir düzeyde olduğunu göstermiştir. Madde faktör yüklerinin .49 ve .78 arasında değiştiği ve ölçeğin tek faktörlü yapıya sahip olduğu görülmüştür. Bunun yanında ölçeğin yakınsak geçerliliğini sağlamak için yapılan analiz sonuçlarının istenen düzeyde olduğu görülmüştür. Ölçüt geçerliliği test etmek amacıyla algılanan stres ve yaşam doymu kavramları kullanılmıştır.

**Sonuç:** Türkçe uyarlaması yapılan Stres Zihniyeti Ölçeği geçerli ve güvenilir bir ölçme aracıdır.

**Anahtar sözcükler:** Stres, zihniyet, stres zihniyeti, geçerlik ve güvenirlik

## Introduction

Stress is defined as the experience of pressure caused by the demands that an individual expects to encounter on the way to reaching his/her goals (Crum et al. 2020). Recent studies show that exposure to stressful events leads to many negative physical and psychological health problems (Journault & Lupien 2024). This situation has caused stress to be perceived as a phenomenon that should be avoided and coped with. Especially the studies on perceived stress, in which stress is conceptualised negatively, have strengthened this belief (Seong et al. 2023). However, it has been observed that stressful life events have positive results such as health and gaining personal power as well as negative effects (Quick et al. 2014, Walker & Jiang 2022). At this point, it is stated that the important factor is the stress mindset of the individual (Crum et al. 2013). Mindset is known to have a determining effect on how individuals understand and interpret their experiences (Dweck et al. 1995). Similarly, adaptive responses to stressful life events are shaped according to the stress mindset (Casper et al. 2017). Stress

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mindset, which can provide more effective handling of stress, is based on the transactional theory of stress and coping (Lazarus & Folkman 1984). The transactional model of stress and coping claims that stress outcomes are influenced by cognitive appraisal of environmental pressures and are determinant in coping behaviours. However, the stress regulation approach differentiates stress and stress responses and emphasises the way the nature of stress is perceived. According to this approach, it is emphasised that positive evaluation of stress can be effective in optimizing stress responses (Jamieson et al. 2018).

Stress mindset includes an individual's beliefs about whether stress is debilitating or enhancing. In other words, it is the belief that stress can have positive or negative effects on health, well-being, learning, growth, productivity and performance (Crum et al. 2013). Stress mindset focuses on the enhancing or debilitating aspect of stress rather than the amount of stress experienced by the individual (Crum et al. 2017). Individuals with an enhancing stress mindset do not see stressful life events as threats but define them as challenges that have an enhancing effect (Mansell 2021). Environmental demands are perceived as a threat when they exceed the individual's ability to cope. However, when it is thought to be sufficient to meet the demands, this is considered as a challenge (Crum et al. 2017). If an individual has a stress-enhancing mindset that sees an upcoming exam as a challenge, he/she may think that the exam will enhance his/her cognitive focus. On the contrary, if the individual has a stress-debilitating mindset, he/she may perceive the exam as a threat and expect that it will decrease his/her self-esteem. Briefly, the stress mindset of an individual can be determinant in the positive or negative outcome of challenging/stressful life events.

When the studies on stress mindset are reviewed, important effects on different age and occupational groups are revealed. Studies have found that enhancing stress mindset increases post-traumatic growth in tourism workers (Luu 2022) and physical and psychological well-being in police officers (Keech et al. 2020). Teachers with a debilitating stress mindset experienced more job stress and were more likely to quit their jobs (Kim et al. 2020). The results of a study conducted with adolescents showed that the enhancing stress mindset positively affected academic achievement and psychological well-being (Yeager et al. 2022). Additionally, enhancing stress mindset was found to have significant negative relationships with adolescents' burnout and online gaming disorder (Cheng et al. 2024). Another study conducted on university students found that stress mindset moderated the relationship between drinking to cope with stress and alcohol consumption. This result emphasizes the importance of having an enhancing stress mindset in combating alcohol addiction (Brenman et al. 2024). Besides, it was found that enhancing stress mindset contributed to the prevention of depression and anxiety in times when university students' stress increased (e.g. exam weeks) (Huebschmann & Sheets 2020). Moreover, enhancing the stress mindset of university students increases their psychological well-being by reducing their perceived stress levels (Keech et al. 2018).

Previous studies show that university students tend to have a debilitating stress mindset (Wegmann 2018, Murphy 2021). Different studies are needed to better understand the causes and consequences of this situation and to generalise the positive effects of enhancing stress mindset. However, stress mindset concept is a new research topic especially in Türkiye (Türk & Gündoğdu 2024). One of the reasons for this situation can be said to be the lack of a psychometric measurement tool that can be used to measure adults' stress mindset in Türkiye. Therefore, the aim of this study is to adapt the Stress Mindset Measure developed by Crum et al. (2013) to Turkish culture.

According to the studies conducted on different cultures and samples regarding the validity and reliability of the scale, both unidimensional, bi-dimensional and four-dimensional constructs were found to be valid and reliable. These studies were conducted in Japan, Greece, Poland, and Korea with adult and university student samples (Iwamoto et al. 2020, Karampas et al. 2020, Mierzejewska-Floreani et al. 2022, Seong et al. 2023). Similarly, the present study tested the validity and reliability of the Stress Mindset Measure by collecting data from university students and adults over the age of 18. Besides, psychological research is mostly conducted in WEIRD (Western, educated, industrialised, rich, democratic) countries, which causes problems in terms of generalisability of the findings (Henrich et al. 2010).

For this reason, conducting studies on stress mindset in Türkiye, which is a non-WEIRD country, is considered to be of particular importance. Furthermore, considering that stress has been conceptualized negatively in the studies conducted so far in Türkiye, the stress mindset concept may provide a new perspective on stress. Consequently, all these reasons make it necessary to adapt the Stress Mindset Measure into Turkish. Within this context, the research hypotheses were structured as follows: (1) Stress Mindset Measure has adequate psychometric properties in Turkish, (2) Confirmatory factor analysis results support the one-factor structure of the scale.

## Method

### Sample

The population of the study consists of individuals aged 18 and over. While forming the sample group in the study, the convenient sampling method, one of the non-probability based sampling methods, was used. Although there is no clear number regarding the sample size for factor analysis, there are different opinions. According to some studies, the sample size for factor analysis should exceed 5 times the number of items (Ho, 2006). This study reached 181 participants for the form consisting of 8 items. Of the 181 participants, 115 (63.5%) were female and 66 (36.5%) were male. The age range of the participants varied between 18 and 50. The average age of the participants was 27.4 years and the standard deviation of the statistics related to their age was 6.5. The distribution of participants according to education level is as follows: Secondary school 1 (6%), high school 27 (14.9%), undergraduate 124 (68.5%) and graduate 29 (16%). Furthermore, 173 participants were reached for the convergent-divergent validity of the scale. Of the 173 participants, 113 (65.3%) were female and 60 (34.7%) were male. The age range of the participants varied between 18 and 48. The mean age of the participants was 27.1 years and the standard deviation of the statistics related to their age was 6.4 years. The distribution of participants according to education level is as follows: Secondary school 1 (%.6), high school 23 (13.3%), undergraduate 127 (73.4%) and graduate 22 (12.7%).

### Procedure

This study adapted the 'Stress Mindset Measure' developed by Crum et al. (2013) into Turkish. In order to adapt the scale to the Turkish sample, the authors were first contacted by e-mail and the necessary permissions were obtained. Then, ethical approval was obtained from Siirt University Scientific Research and Publication Ethics Committee (Decision Date and Number: 13.12.2023-6028). Firstly, the researchers reviewed the scale and the items in the scale. They decided that this scale and its items were suitable for the targeted sample.

The translation steps of the scale were carried out with the method suggested by Brislin et al. (1973). The items in the scale were translated into Turkish by 3 field experts who have a good command of Turkish and English. The translation was reviewed by 2 experts in the field in terms of clarity of the questions, sentence structures and cultural appropriateness. In order to analyze the translated scale in terms of grammar, a lecturer in the English department translated the scale items back into English. During the translation process, it was determined that there was no loss of meaning. The scale was checked by two Turkish teachers for its suitability to Turkish. Necessary corrections were made in line with the feedback.

The prepared scale was applied to 12 students studying in the Department of Sociology. It was determined that there were no incomprehensible items in the scale. In the last stage, the scale was applied to 354 people reached through online platforms using Google Form. Before starting the study, the accessibility and understandability of the online forms were tested by the participants. The purpose of the study and the study team were explained to the participants and informed consent was obtained for their voluntary participation. Participants were required to fill in each question and were given the chance to go back while filling in the form. Questionnaires consisted of a total of 28 questions on 4 different screens. The surveys took approximately 10 minutes to complete and no fee was paid to the participants. In order to prevent the same person from participating in the study more than once, responses were accepted only through a single e-mail for each person.

### Measures

#### *Stress Mindset Measure*

The scale developed by Crum et al. (2013) was developed to measure individuals' stress mindset (the belief that stress can lead to enhancing or debilitating outcomes in different areas of life). The scale has an 8-item scale with a single-factor structure, with 4 items representing an enhancing stress mindset and 4 items representing a debilitating stress mindset. The five-point Likert-type scale ('0- Strongly disagree' to '4- Strongly agree') is based on self-report. While scoring the scale, the debilitating stress mindset items (1,3,5,7) are reverse scored and the average of 8 items is taken. High scores obtained from the scale reflect the level of enhancing stress mindset. Cronbach's alpha value obtained from the scale was determined as .86.

#### *Life Satisfaction Scale*

The scale developed by Diener et al. (1985) and adapted into Turkish by Dağlı and Baysal (2016) was used in this

study to measure general life satisfaction. The scale has a five-point Likert structure consisting of a single factor and five items. Items (e.g., "I have a life close to my ideals") are rated from 1 (Completely disagree) to 5 (Completely agree). The total score ranges between 5 and 25. High scores to be obtained from the scale mean that the life satisfaction is also high. Cronbach's alpha value obtained in the adaptation of the scale into Turkish was found to be .88.

### ***Perceived Stress Scale***

This study used the scale developed by Cohen et al. (1983) and adapted into Turkish by Kaya et al. (2019) to measure perceived stress. Items (e.g., "How often have you felt irritable and stressed in the last month?") are evaluated on a 5-point Likert-type scale ranging from 'Never (0)' to 'Very often (4)'. The scale consists of 10 items in total. Scores to be obtained from the scale vary between 0 and 40. An increase in the total score means an increase in the perceived stress level. Items 4, 5, 7 and 8 are scored in reverse. Cronbach's alpha value obtained in the adaptation of the scale into Turkish was found to be .82.

### **Statistical Analysis**

The data of the study were analyzed using SPSS 27 and AMOS 24 programs. Statistical significance value was determined as  $p < .05$ . For validity analyses, first-order confirmatory factor analysis (CFA), convergent validity, criterion validity and item discrimination were examined. Before the validity and reliability analyses, whether the data were normally distributed was examined by looking at the skewness and kurtosis coefficients. Cronbach's Alpha reliability coefficient, combined reliability value, and split-test method were used to determine the reliability of the scale. For CFA, model fit criteria, comparative fit indices, absolute fit values and residual fit values were taken as criteria. Within the scope of the internal validity of the scale, the item mean scores between the lower 27% and upper 27% groups were tested by using t test. Life Satisfaction Scale and Perceived Stress Scale were used for criterion validity. The G-Power programme was used to determine the required sample size. According to the results of G-Power analysis, the minimum number of participants should be 111. This study was conducted with 354 participants.

### **Results**

As seen in Table 1, the corrected item-total correlation values vary between .44 and .69. These values should be above .30. Common variance values vary between .49 and .71. These values should be above .20 (Büyüköztürk et al. 2022). Skewness and kurtosis values of the items vary between .02 and 2.2. According to Kline (2011), skewness and kurtosis values should be less than 3 in order to meet the normality assumption.

Items	Mean	Standard Deviation	Skewness		Mean	Standard Deviation
Item 1	.6	.96	1.6	2.2	.44	.63
Item 2	1.5	1.3	.32	-1.1	.55	.49
Item 3	.67	1.0	1.6	1.8	.51	.66
Item 4	1.2	1.2	.68	-.69	.62	.71
Item 5	1.1	1.2	.82	-.51	.63	.59
Item 6	.9	1.1	1.1	.76	.60	.61
Item 7	.9	1.1	.97	-.02	.69	.63
Item 8	1.1	1.1	.78	-.31	.67	.65

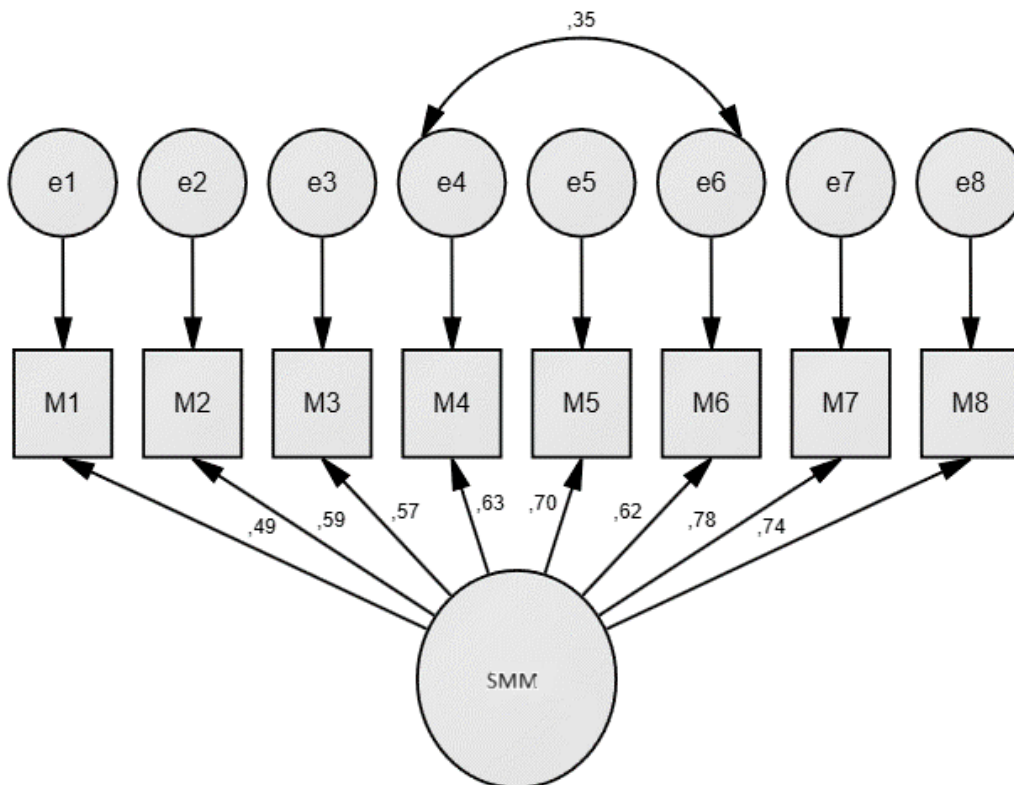
### **Validity Analysis**

#### ***Confirmatory Factor Analysis***

The results of the confirmatory factor analysis were evaluated based on general model fit ( $\chi^2$  fit test,  $\chi^2 /sd$ ), comparative fit indices (CFI, NFI, IFI), absolute fit values (GFI), residual-based fit indices (RMR, SRMR). In Table 2 below, model fit criteria values, pre-modification fit values and post-modification fit values are presented (Sümer 2000, Meydan & Şeşen 2015, Gürbüz & Şahin 2018). In addition to these values, NFI and TLI have good fit values  $> .90$  and acceptable fit values  $> .80$  in studies where the observed variable is greater than 30 (Byrne, 2011). Moreover, if the sample size is less than 250, it is appropriate not to prefer this index since the RMSEA value is excessively affected by the sample size (Ullman 2001). This value was not taken into consideration in this study since the sample size was 181.

Table 2. Model fit index values									
	X <sup>2</sup> /df	CFI	IFI	AGFI	GFI	RMR	SRMR	NFI	TLI
Good Fit	≤3	≥.95	≥.95	≥.90	≥.90	≤.05	≤.05	≥.95	≥.95
Acceptable Fit	3 < X <sup>2</sup> /sd < 5	≥.90	≥.90	≥.85	≥.85	≤.08	≤.08	≥.90	≥.90
Fit Values Before Modification	3.3	.90	.90	.83	.90	.08	.06	.87	.86
Fit Values After Modification	2.5	.94	.94	.87	.93	.07	.05	.90	.91

When Table 2 is analyzed, it is seen that some model fit values are in the acceptable fit values range while some values are not in this range. If the model fit values are not within the expected ranges, the first thing to do is to check whether the effect of the observed variables in the measurement model on the latent variable is significant (Doğan 2015). All items in this study were statistically significant and connected to the observed variable. The next step is to examine the item factor loadings. In a group of approximately 200 samples, item factor loadings are expected to be at least .4. Since there were no items with factor loadings less than .4 in this study, no item was discarded. After these two conditions are examined, what needs to be done is to link the error terms between the observed variables (starting from the highest) and to remove the observed variables that have covariance with the error terms of many variables from the analysis (Awang 2014, Ocak 2020). For this purpose, modification indices were first analyzed and possible modifications were evaluated. The error scores of the observed variables e4- e6, which will provide the greatest reduction in the chi-squared value within the same dimension in the corrections, were linked. After the covariance was drawn between the error scores, the model reached acceptable fit values [ $\chi^2/sd = 2.5$ ; CFI = .94, IFI = .94, GFI = .93, NFI = .90, AGFI = .87, SRMR = .05]. The parametric values related to the first level CFA results of the adapted scale are given in Figure 1.



**Figure 1. CFA measurement model of the Stress Mindset Measure (SMM)**

When Figure 1 is examined, standardized item factor loadings take values between .49 and .78.

### **Convergent Validity**

The items in the scale are in a relationship with each other and with the factor they have (Yaşlıoğlu 2017). For convergent validity, average variance extracted (AVE) and composite reliability (CR) values are taken into consideration. When the literature is analysed, different criteria are taken into consideration. For convergent validity, according to some sources, AVE value is above .50 (Shrestha 2021) and CR > AVE condition is required

to be fulfilled (Hair ve ark.,2014). However, if the AVE value is less than .50 and the CR value is greater than .60, it is accepted that convergent validity is achieved (Fornell & Larcker 1981, Shrestha 2021). The results of the analyses showed that the CR value was .85 and the AVE value was .42. The fact that the CR value is .70 and the AVE value is above .40 can be said that the scale provides convergent validity.

### **Item Discrimination**

Within the scope of the internal validity of the scale, whether the differences between the lower 27% and upper 27% groups were significant or not was analyzed by independent samples t-test. The results of the analyses are given in Table 3.

<b>Items</b>	<b>Lower 27% and Upper 27% t values</b>	<b>p</b>
Item 1	7.295	<0.01*
Item 2	14.61	<0.01*
Item 3	8.56	<0.01*
Item 4	14.76	<0.01*
Item 5	13.27	<0.01*
Item 6	12.29	<0.01*
Item 7	14.72	<0.01*
Item 8	14.24	<0.01*

As seen in Table 3, the difference between the upper and lower groups for all items of the scale is statistically significant at the 0.01 level.

### **Criterion Validity**

At this stage, the data collected from 173 people were analyzed for the convergent and discriminant validity of the Stress Mindset Measure. Within this scope, Life Satisfaction Scale and Perceived Stress Scale were used.

<b>Variables</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>1</b>	<b>2</b>	<b>3</b>
1.Stress Mindset	173	.991	.79	-		
2.Life Satisfaction	173	2.69	.85	.331	-	
3.Perceived Stress	173	2.17	.65	-.345	-.577	-

When Table 4 is analyzed, it is seen that there is a positive significant relationship between stress mindset and life satisfaction ( $r = .33$ ) as expected. This finding proves that the Stress Mindset Measure provides convergent validity. There is a negative significant relationship between stress mindset and perceived stress ( $r=-.34$ ) as expected. This finding is the evidence of the discriminant validity of the Stress Mindset Measure.

### **Reliability Analysis**

Cronbach's Alpha internal consistency test, McDonald's Omega and split-half technique were used to determine the reliability of the adapted scale. Cronbach's alpha and McDonald's Omega values calculated for the reliability of the scale were found to be .85. Moreover, according to the split-half technique results of the scale, Spearman Brown prophecy coefficient was found to be .76. Cronbach's alpha value, McDonald's Omega value and Spearman Brown value above .70 indicate that the scale has a reliable structure. Test-retest analysis was performed to test the stability of the Stress Mindset Measure. Within this scope, the scale was administered to 53 people constituting the sample at two weeks intervals. According to the results obtained, the test-retest correlation coefficient was found to be .92.

### **Discussion**

This study aims to test the validity and reliability of the Stress Mindset Measure developed by Crum et al. (2013) in Turkey context. The findings of the study show that the one-factor structure of the Stress Mindset Measure was confirmed. According to the reliability analysis, the Cronbach Alpha value of the scale was found to be .85. This result shows that the internal consistency coefficient of the scale has high reliability. Additionally, it is seen

that the scale is similar to the Cronbach's Alpha value (.86) obtained in the original scale (Crum et al. 2013). Although the validation of the scale in the Turkish context with 8 items from one dimension is consistent with the original scale structure, it differs from the adaptation studies conducted on different cultures. The Stress Mindset Measure was validated through two-factor structures in the Japanese sample (Iwamoto et al. 2020) and four-factor structures in the Polish sample (Mierzejewska-Floreani et al. 2022). Furthermore, in the South Korean sample, the scale items were reduced and validated over 6 items (Seong et al. 2023). Although these studies were conducted in accordance with the theoretical background of stress mindset, they show that cultural differences are an important factor in adaptation studies.

In order to examine the item discrimination of the Stress Mindset Measure, the results of the 27% lower-upper group comparison showed that the difference between the groups was statistically significant. This result shows that the item discrimination level of the scale is good. According to the CFA results of the study, the item factor loadings of the scale were found to range between .49 and .78. Since the item factor loadings were above .30, structural validity can be said to be ensured (DeVellis 2017). Life Satisfaction and Perceived Stress Scales were used to determine the criterion validity of the Stress Mindset Measure. Significant positive relationships were found between enhancing stress mindset and life satisfaction, and significant negative relationships were found with perceived stress. These results are consistent with the literature. Enhancing stress mindset was found to have significant positive relationships with life satisfaction both among adolescents (Jiang et al. 2019) and adults (Klussman et al. 2021). Similarly, university students and adults are known to have significant negative relationships between perceived stress and stress mindset levels (Huebschmann & Sheets 2020, Seong et al. 2023). All these results show that enhancing stress mindset has a critical role in increasing life satisfaction by reducing the effect of perceived stress based on the negative interpretation of stress. For this reason, positive thoughts about the nature of stress should be increased in order to prevent stressful life events from reducing individuals' life satisfaction.

Online stress trainings and stress mindset videos are known to be effective in changing thoughts about the nature of stress (Williams & Ginty 2024). Especially among university students, enhancing stress mindset through online trainings was found to reduce academic stress. Furthermore, resilience was found to moderate the relationship between stress mindset and academic stress. (Shin et al. 2024). The synergistic mindset online modules, which together represent the concepts of stress mindset and growth mindset, were also effective in increasing university students' stress-enhancing mindset (Hecht et al. 2023). Additionally, synergistic mindset modules have been shown to increase academic motivation and well-being (Yeager et al. 2022, Meyer & Stutts 2024). All these results are important in terms of stress literature, which has significant relationships with suicide and psychiatric disorders. This adaptation study may contribute to the measurement of stress mindset in stress-enhancing mindset intervention programmes to be conducted in Türkiye.

As in every study, this study has some strengths and limitations. The first limitation of the study is that the adaptation study was conducted only on an adult sample. Future studies that include children and adolescents are important in terms of the generalisability of the findings. Additionally, it will also enable the measurement of stress mindset on different age groups. This study utilized item discrimination test, CFA, test split reliability, criterion and convergent validity for validity and reliability. The use of convergent validity, which has become increasingly important in recent years, strengthens the validity of the scale. However, different statistical approaches such as Rasch Model and Measurement Invariance can be used in future studies. Another limitation of the study is that the data were collected through self-report. This situation carries the risk of established method bias such as social desirability. Future studies can minimize this risk by using techniques such as observation and interviews.

## Conclusion

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There is a lack of a measurement tool that can assess the stress mindset of individuals in Türkiye. In order to overcome this gap, the Stress Mindset Measure was adapted to Turkish culture. The fact that adult individuals' perspectives on stress (enhancing or debilitating) can be evaluated by using this measurement tool will expand the stress mindset literature in the Turkish context his situation also allows the concept of stress mindset in non-WEIRD countries like Türkiye to be investigated. Considering that the majority of stress mindset studies are conducted in WEIRD countries, the findings in western and eastern countries can be compared. Furthermore, with the adaptation of this scale, mental health professionals and academicians in Türkiye will have the opportunity to examine the stress mindset levels of individuals. These studies are expected to lead to the development of various intervention programmes to strengthen the stress mindset of individuals as in previous studies (Meyer & Stutts 2024, Williams & Ginty 2024).

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## Addendum 1. Stress Mindset Measure Turkish Form

### Stress Mindset Measure

Please indicate the extent to which you agree with each of the following statements by selecting the most appropriate option.

		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1	Stresin etkileri olumsuzdur ve ondan kaçınılmalıdır.	0	1	2	3	4
2	Stres yaşamak, öğrenmemi ve gelişimimi destekler.					
3	Stres yaşamak, sağlığımı ve yaşama gücümü tüketir.					
4	Stres yaşamak, performansımı ve üretkenliğimi geliştirir.					
5	Stres yaşamak, öğrenmemi ve gelişimimi engeller.					
6	Stres yaşamak, sağlığımı ve yaşama gücümü geliştirir.					
7	Stres yaşamak, performansımı ve üretkenliğimi zayıflatır.					
8	Stresin etkileri olumludur ve ondan faydalanılmalıdır.					

### Scoring of the Scale

Items 1, 3, 5 and 7 are about negative stress mindset, while items 2, 4, 6 and 8 are about positive stress mindset.

Items 1, 3, 5 and 7 are reverse scored when total score is obtained.

It is assumed that the higher the score obtained from the scale, the higher the level of positive stress mindset.