



Participatory Educational Research (PER)
Vol.9(4), pp. 289-306, July 2022
Available online at <http://www.perjournal.com>
ISSN: 2148-6123
<http://dx.doi.org/10.17275/per.22.91.9.4>

Id: 1036222

Focusing on Adolescents' Emotional Awareness: Instrument Validation and Evaluation of a Training Program

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Article history

Received:
13.12.2021

Received in revised form:
11.02.2022

Accepted:
07.03.2022

Key words:

emotional awareness;
psychoeducational training;
emotional awareness scale;
verbal sharing of emotions;
instrument validation

The purpose of this multiple study is to investigate the effect of a psychoeducational training program on adolescents' emotional awareness skills as well as adapting an emotional awareness instrument into the Turkish language and context. In this regard, this paper reports the findings from two studies. In Study I, the validity and reliability analyses were conducted to test the generalizability of the emotion awareness scale in a different context. The findings showed that the scale has a six-factor structure. In addition, the reliability of the scale was found satisfactory. In study II, an experimental research design with the randomized pre and post-test control group was conducted with the participation of adolescents. The experimental group attended a seven-session emotional awareness training while the control group attended regular guidance activities in the school. The findings indicated that the students in the experimental group had significantly higher scores of emotional awareness and verbal sharing of emotions, compared with the students in the control group. However, no significant difference was observed for differentiating emotions, not hiding emotions, bodily awareness, attending to others' emotions, and analyses of emotions. The findings were discussed considering the relevant literature and the cultural characteristics in emotional awareness, and recommendations were presented, accordingly.

Introduction

Human is a biopsychosocial being and in interaction with other people to survive. This interaction necessitates understanding oneself and the others. The literature indicates that recognizing and distinguishing the emotions of one's own and others occupy an important position for the individual's health (Bagby, Parker, & Taylor, 1994; Ciarrochi, Heaven, & Supavadeeprasit, 2008). An individual's skills to recognize and define his/her emotions and others is described as emotional awareness (Lane & Schwartz, 1992). It is indicated that

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individuals with low-level emotional awareness focus on thoughts, bodily senses, and undifferentiated emotional states rather than using such emotional terms as sadness and anger to define their emotional experiences (Lane et al., 1990). On the other hand, it is demonstrated that those with high-level emotional awareness can comprehend the emotional experiences of both themselves and others (Lane & Schwartz, 1992). Rieffe et al. (2008) defined emotional awareness as an attention process and also noted emotional awareness encompasses attitudinal aspects occurring with this attention process.

Noticing emotions is a necessary skill to understand the other side in interpersonal interactions and to react in harmony (Rieffe & Camodeca, 2016). When emotions are noticed, they can be organized by thinking about them, and individuals can try to comprehend when and what they feel and the reasons why they feel (Lehrer, 2009). This skill enables them to react and take action by changing themselves in changing situations, therefore people regulate their relationships by changing themselves against the environment (Greenberg, 2015). As the individuals who cannot recognize emotions will be incapable of choosing a proper and effective strategy to alleviate the situation, increasing the emotional awareness of people can be a good step to facilitate adaptive emotion regulation (Van Beveren, 2019). Emotions are also effective in decision processes (Lehrer, 2009). Not being aware of one's own feelings while evaluating such future decisions as choosing a profession, a mate, and a place to live in can bring about some devastating consequences (Goleman, 2007). Moreover, being aware of one's own emotional experience facilitates problem-solving and contributes to deciding how to react emotionally to a specific problem (Saarni et al., 2006). It has been determined that daily emotional awareness is associated with coping actively with the problems encountered during the day (Eckland & Berenbaum, 2021).

Even though the ability to recognize and express emotions has an important place in life, the development of this skill can be challenging (Cormier & Hackney, 2005). The studies reveal the importance of affective behaviors of parents in developing emotional awareness (Dedikousi, Gonida, & Kiosseoglou, 2013; Lambie & Lindberg, 2016). Through modeling, young people can learn how to identify, convey, and manage emotions appropriately in family contexts (Morris et al., 2007). However, if such experiences are insufficient, this may limit the emotional vocabulary used by them (Van Beveren et al., 2019). In addition, some attitudes and rules in a family may prevent children from knowing their true feelings, and this can lead to suppressing or masking their emotions (Cormier & Hackney, 2005). Therefore, emotional awareness may be limited in adolescence, and some adolescents may have difficulties in recognizing, understanding, and conveying their emotions.

Training programs are commonly used to develop emotional awareness. However, the studies on the effectiveness of such training programs, especially in adolescence, are quite limited. This limitation may be due to the lack of a valid and reliable measurement instrument for this skill. Considering expressing emotions varies depending on cultural context (Cordaro et al., 2018; Matsumoto et al., 1998; Mesquita & Frijda, 1992; Wong, Bond & Mosquera, 2008), there is a need to validate measurement instruments on emotions in diverse cultures (Lee and Kwak, 2012), including both collectivist and individualistic cultures, to generalize the findings. In this regard, the Emotional Awareness Questionnaire (EAQ) was used in this study by adapting it to the Turkish language and culture as this study aims to measure adolescents' emotional awareness and there is no available valid and reliable instrument for this purpose. Therefore, the purpose of this study is twofold: (1) Adaptation of the EAQ (Rieffe et al., 2008) to the Turkish language and culture and (2) investigating the effectiveness of a training program on adolescents' emotional awareness.



Emotional Awareness in Adolescence

Adolescence is a developmental period in which the risky behaviors and the tendency to experience negative and diverse moods increase compared to childhood and adulthood (Somerville, Jones, & Casey, 2010). The studies reveal that the depressive symptoms, anxiety, and somatic complaints observed in this period are related to poor emotional awareness (Bréjard et al., 2011; Eastabrook, Flynn, & Hollenstein, 2014; Kranzler et al., 2016; Lahaye et al., 2010; Rieffe and De Rooij, 2012; Rieffe et al., 2009). Thus, emotional awareness can be an effective factor in dealing with these problems, especially experienced in the adolescence period. For instance, the results of a study conducted with the anxious young people who attended a cognitive behavioral therapy indicate that the participants with higher emotional awareness developed better skills to cope with anxiety (Davis, Kendall, & Suveg, 2019).

Various theoretical models assert emotional awareness increases during the development process (Lane et al., 1990; Halberstadt, Denham, & Dunsmore, 2001, Saarni, 1999). Children begin to develop an awareness of their emotional responses, but after reaching adolescence, they become aware of their emotional cycles such as feeling embarrassed since they feel fear (Saarni et al., 2006). More sophisticated forms of emotional awareness such as awareness of mixed emotions in social contexts continue to develop during adolescence (Burnett et al., 2011). Healthy young people in their early adolescence have the self-confidence to demonstrate their emotions and ideas to others, so they disclose their true selves to others to the extent that they prefer to express what their true emotions are (Saarni et al., 2006). In late adolescence, their emotional competence skills develop well, but given the importance of context, even if they strive for an effective coping, there will be situations where they will react with emotional inadequacy (Saarni, 1999).

The importance of emotional awareness for young people has been emphasized in the relevant literature, especially in terms of psychological health and social relations. Besides, it has been determined that the children who differentiate their emotions and pay attention to the emotions of their own and others present fewer depression symptoms and less fear, worrying, or rumination symptoms over time (Rieffe et al., 2008), whereas the children trying to hide their emotions from others demonstrate more repetitive negative thoughts over time (Rieffe & De Rooij, 2012). It has also been determined low emotional awareness in adolescents predicts a decrease in the quantity and quality of positive affect and social support (Ciarrochi et al., 2008). In addition, emotional awareness has been associated with cognitive emotion regulation strategies and psychological well-being (Kwak & Lim, 2019). Children with low emotional awareness tend to have difficulty in regulating their emotional expression, and this can negatively affect their social competence (Denham, 2007). For example, more emotional awareness has been associated with less frequent peer victimization (Riley et al., 2019). Besides, adolescents with low emotional awareness are less chosen by their peers as friends (Rowell et al., 2014), and tend to seek help less (Ciarrochi et al., 2002). Yet, those with high emotional awareness can cope with emotional difficulties and find support in socially appropriate ways (Rowell et al., 2016). These studies associating emotional awareness with the psychological health, peer relationships, and well-being of adolescents underline the importance of emotional awareness in adolescents.

Interventions for the Improvement of Emotional Awareness

Various psychotherapy approaches mainly focus on promoting emotional awareness and defining one's own emotional experiences in providing change (Lane et al., 2020). It has been determined that group therapy based on interaction and psycho-drama methods is

effective in improving emotional self-awareness and psychological well-being of adolescents experiencing psychological distress (Boroomandian, Mohammadi, & Taghanaki, 2020). Moreover, it has been observed that the adventure-based therapy with the participation of adolescents staying in child and youth care centers provides significant improvements in their use of more emotional words, development of emotional vocabulary, and higher levels of emotional awareness (Van Rensburg & Reyneke, 2019).

Improving the emotional awareness skills of individuals was conducted through various training programs as well as therapies. For example, it was indicated that the emotional training program was effective in improving the skills of students in terms of identifying, understanding, and expressing emotions (Durmuşoğlu Saltalı & Deniz, 2010). It was also determined that the emotional awareness and social competence intervention program increased the emotional awareness level of the children aged 8-9 (Elsina & Svence, 2016). Besides, the emotional awareness training was found to be effective in the development of emotional vocabulary, giving high-level emotional reactions, and expressing emotions of the middle-childhood students (Knoetze, 2012). It was similarly concluded that a psycho-education program improved the emotional awareness of university students (Kuzucu, 2007), and developed the self-compassion of the counselor candidates, and reduced their self-judgment (Metem Otlu, İkiz, & Asıcı, 2016). It was found that emotional awareness training improved the optimism level of young adults (Gençoğlu, 2012) and increased emotional control (Gençoğlu & Yılmaz, 2013).

Based on the reviewed literature, the participants of the studies examining the effectiveness of the training programs are mostly children and young adults. However, the studies examining the emotional awareness skills of the adolescents and the training programs held to develop these skills are limited.

Method

The purpose of the first study is to examine the validity and reliability of the Emotion Awareness Questionnaire while the second study aims to reveal the effect of emotional awareness training on the emotional awareness skills of adolescents. Both studies are described in detail as Study I and Study II and were conducted in accordance with the ethical guidelines.

Study I

Participants and Procedure

The participants of the present study were identified through convenience sampling strategy using an informed consent form. The validity and reliability study of EAQ was conducted with three independent groups. Initially, the Exploratory Factor Analysis (EFA) was conducted on the data obtained from 429 students. This group consisted of 228 female students (53.15%) and 201 (46.85%) male students. The ages of the students ranged from 14 to 18, and the mean age was obtained as 15.09. The internal consistency coefficient (Cronbach's alpha) was computed through the data obtained from this group. Later, the Confirmatory Factor Analysis (CFA) was conducted on the data obtained from 324 students. This group includes 165 female (50.93%) and 159 male students (49.07%). Their ages ranged from 14 to 16 with a mean of 15.08. Finally, the test-retest coefficient was computed by



distributing EAQ to a different group, including 33 females (56.89%) and 25 males (43.10%) with two-week intervals.

Instrument

EAQ, developed and validated by Rieffe et al. (2008), has been adapted into the Turkish language and culture. The original questionnaire consists of six sub-dimensions: (1) “Differentiating Emotions”, (2) “Verbal Sharing of Emotions”, (3) “Not Hiding Emotions”, (4) “Bodily Awareness”, (5) “Attending to Others' Emotions”, and (6) “Analyses of Emotions”. There are 30 items in the questionnaire, 20 of which are reverse coded. Each item was rated as three-point Likert scales: “not correct”, “sometimes correct”, and “correct”. The highest score to be obtained from the questionnaire is 90, and the lowest score is 30. The validity and reliability analysis of the original questionnaire was carried out with the primary and the secondary school students. Whereas the internal consistency coefficient calculated for the sub-dimensions of the questionnaire varied between .64 and .68 in the primary school group, it varied between .74 and .77 in the secondary school group (Rieffe et al., 2008).

For the adaptation of EAQ to the Turkish language and culture, firstly the necessary permission was obtained from the corresponding author of the development study. Later, the items were translated into Turkish by three English language experts. These translations were evaluated by seven faculty members of the Department of Psychological Counseling and Guidance and one academic from Turkish Language Teaching. It was ensured that the materials are both appropriate to the original form and understandable in the Turkish language and culture. The items in the questionnaire were distributed to 36 high school students as a pilot study. Then, the Turkish form was translated back into English by an English language expert, and language equivalency was ensured by getting approval from the corresponding author of the development study.

Data Analysis

Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted to examine the construct validity of EAQ. The reliability analysis was conducted by calculating the internal consistency (Cronbach's alpha) and test-retest reliability coefficients.

Study II

Research Design

This study is an experimental study with a pre-test post-test control group and examined the effect of a training program on the emotional awareness of adolescents. EAQ was used as a pre-test to measure the emotional awareness skills of the experimental and control groups. Then, “emotional awareness training” was implemented in the experimental group. On the other hand, the control group participated in regular guidance activities in the school. After the training, EAQ was distributed to both groups as a post-test.

Participants and Procedures

The participants consisted of 48 first-year students at a high school and they were selected based on their convenience. The study was conducted face-to-face by one of the researchers in a high school. The participants were firstly determined through an invitation

form. The students voluntarily participated in the study through an informed consent form. At this stage, while explaining the counseling activities (experimental research), the purpose of the study was expressed more generally as personal development and self-knowledge, rather than developing their emotional awareness skills. Limited information about experimental conditions was provided to students. The volunteer students who are willing to participate in the study were determined (n=48). Random assignment was used to form the experimental and control groups. The participants among the volunteer students were randomly assigned to either experimental or control groups by the lot. As a result, there were 24 participants in each of the experimental (nfemale=13, nmale=11, Mage=15.08, Mprertest=54.42 SD=6.31) and control (nfemale=13, nmale=11, Mage=15.00, Mprertest=54.5 SD=6.50) groups.

Instrument

EAQ developed and validated by Rieffe et al. (2008) was utilized to measure the emotional awareness scores of the students. The validity and reliability of the Turkish form of this questionnaire were satisfied in Study I, and the findings were presented in the results of Study I.

Emotional Awareness Training and Experimental Procedure

Emotional awareness training is a program consisting of seven sessions, each session lasting 45 minutes, aimed to improve the emotional awareness of adolescents. The sessions were conducted weekly within the guidance course hour and the training program was completed in about two months. The training program was conducted by one of the researchers in the group counseling classroom of the school. All participants in the experimental group fully participated in all sessions. Similarly, all participants in the control group participated in the regular guidance course in the school.

Various studies and existing programs in the literature on emotions and emotional awareness were reviewed (Bacanlı, 2006; Begun, 1996; Gençoğlu, 2012; Greenberg, 2011; Greenberg, 2015; Kuzucu, 2007; Southam-Gerow, 2013) during the program development. Upon the completing the program, the participants were expected to acquire the following outcomes: realizing the importance of recognizing emotions in human life, developing vocabulary of emotions, developing an ability to recognize and differentiate the emotions, developing the ability to share their emotions verbally, developing emotional awareness and bodily awareness, and developing the skills to recognize the emotions of others.

The emotional awareness training program was a psycho-education program prepared by making use of the opinions and techniques of the emotion-oriented approach and includes interaction and knowledge transfer (see Table 1). The emotion-focused therapy (experiential process therapy) exercises were included in this training program. According to emotion-focused therapy, the emotions should be paid attention to and communicated with so as to develop emotional awareness. For this aim, it is required for the individuals to focus their attention on their bodies, understand the bodily effect of their emotions, and focus on the thoughts that occur simultaneously with emotions (Greenberg, 2015). When the individuals feel the emotions in their bodies, they are asked to remain with this emotion and to accept emotions (Greenberg & Warwar, 2006). In this respect, the participants were supported to accept their emotions, to learn how to benefit from them, to understand what their emotions are saying, and to identify their goals, needs, and concerns (Greenberg, 2010). The counselor draws the attention of the clients to their emotional pain in their lives by giving empathic reactions to their stories, and the clients learn to pay attention to their inner world over time,



and their awareness related to the importance of emotions increases (Greenberg, 2010). Recommending the clients to keep an emotion diary and assigning homework may be helpful in improving emotional awareness (Greenberg & Warwar, 2006).

Besides, in line with the recommendations by Bacanlı (2006, pp. 153-155) for effective training methods, the content of the training was associated with the daily lives of the students, and the sessions in the past were reviewed to attract their attention, and to ensure their participation in activities at the beginning of the sessions. At the end of the sessions, all the important points were highlighted, and the session was associated with the previous sessions. The purposeful behaviors by the students were verbally reinforced to motivate them. Additionally, attention was paid to the effective use of such skills like questioning, supporting, informing, and managing. Directed-discussion, role-playing, and game methods were also used.

Table 1. Content of the sessions

Session	Activity
1.	Introduction activity Discussing expectations and generating realistic expectations Defining the concept of emotion Discussing the importance of recognizing emotions
2.	Creating vocabulary list Keeping emotion diary
3.	Thinking about their last memories of that emotion by choosing at least three emotions Visualizing and identifying emotions, determining the primary emotion in experience Writing and reflecting on an event that negatively affects oneself
4.	Stay with your emotion activity (Vultan Acar, 2013) Breathing and relaxation exercise
5.	Emotion detectives-emotion silent cinemas activity (Southam-Gerow, 2013)
6.	Discussing a story in terms of recognizing and expressing the emotions (Begun, 1996) Role-playing activity
7.	Sharing the opinions and learning of students Creating slogan about the training Expressing feelings about ending, ending

Data Analysis

Whether there is a significant difference between the pre-test scores of the students who attended and did not attend the training and their post-test scores was examined through the Analysis of Covariance (ANCOVA). The scores included in the analysis in this study were the scores of such skills in the Emotion Awareness Questionnaire as emotion awareness, differentiating emotions, verbal sharing of emotions, not hiding emotions, bodily awareness, attending to others' emotions, and analysis of emotions. The data were evaluated through the SPSS.20 program.

Findings

Study I: Findings related to the Validity and Reliability of the Emotion Awareness Questionnaire

Findings from Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) was initially performed to examine the validity of the questionnaire. First of all, Kaiser-Meyer-Olkin (KMO) was used to test the adequacy of the sample size for the factor analysis, and later, the Barlett Sphericity test was conducted to check whether the data came from the multivariate normal distribution. In the study, the KMO value was determined as .79, and the Barlett test χ^2 value was found as 3337.297 ($p < .01$). The obtained KMO value indicated that the size of the sample is moderately sufficient to conduct the factor analysis (Kaiser, 1974). As a result of the examination, it was concluded that the data were convenient for the factor analysis.

It was considered that the item eigenvalue should be at least 1 in determining the number of factors while applying EFA (Tabachnick & Fidell, 2007, p. 644). Moreover, it was taken into account that having item factor loads in the range of .30 and .40 meets the minimum level required for the interpretation of the structure and that .30 factor load value is sufficient for the sample number above 350 (Hair et al., 2010, p.116). The minimum item factor loading was accepted as .30 in this study. In addition, items in more than one factor with a high acceptance level and the difference between factor loads of .10 and below are considered as overlapping items (Büyüköztürk, 2015, p.135). When an item was included in both factors in the study, it was paid attention that the difference between factor loads was at least .10.

Principal components factor analysis was conducted to the scores of 429 students by using the varimax rotation method. According to the findings, the items that do not meet the specified criteria (i3, i12, i25, i27, i30) were excluded from the questionnaire. These items were about differentiating emotions, attending to others' emotions, not hiding emotions and analysis of emotions, and they were excluded from the instrument based on the suggestions of the two professors of psychological counseling and guidance. The data related to the distribution, factor loads, and variances of the items in the 25-item form obtained as a result of the factor analysis are presented in Table 2.

As shown in Table 2, the instrument consisting of 25 items presents a six-factor structure with an eigenvalue higher than 1, and the factor loads of the items vary between .53 and .81. The variances indicated that the variance values of the factors vary between 8% and 11% and that the six-factor structure explains 56.01% of the total variance. It is stated in the literature that the total variance explained by the factors should be 50% or more (Erkuş, 2012). Therefore, it can be inferred that the six-factor structure of the questionnaire has an adequate variance explanation rate. Besides, the common factor variances of the items vary between .38 and .67 values. Common factor variance provides the information about how much of the variance each item explains, and this value is expected to be higher than .30 (Pallant, 2016). Therefore, it can be concluded that the common factor variance of each item in the questionnaire is sufficient.

Table 2. Factor structure and item factor loads of the 25-item form

Item number	Factor						Common Factor Variance
	1	2	3	4	5	6	
i1	.60						.49
i6	.73						.60
i11	.60						.49
i17	.72						.55
i22	.61						.45
i25	.65						.49
i2				.73			.64
i7				.77			.64
i12				.72			.61
i8						.61	.52
i13						.77	.67
i18						.81	.67
i3		.70					.58
i9		.69					.55
i14		.65					.50
i19		.78					.64
i23		.53					.38
i4			.77				.61
i10			.76				.58
i15			.71				.57
i20			.73				.58
i5					.66		.53
i16					.77		.64
i21					.72		.58
i24					.63		.43
Eigenvalue	2.85	2.43	2.35	2.18	2.18	2.02	
Revealed Variance (%)	11.39	9.73	9.38	8.73	8.70	8.08	
Cumulative Variance (%)	11.39	21.12	30.51	39.24	47.94	56.01	

*Note: Columns 1, 2, 3, 4, 5, and 6 respectively refer to such sub-dimensions as differentiating emotions, bodily awareness, attending to others' emotions, verbal sharing of emotions, analysis of emotions, and not hiding emotions.

Findings from Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) was performed to confirm the structure obtained from the EFA. Many fit indices are commonly used to reveal the adequacy of the model fit. Within the scope of this study, such fit indices as CMIN/df (Chi-Square / Df), SRMR (Standardized Root Mean Square Residual), RMSEA (The Root Mean Square Error of Approximation), CFI (Comparative Fit Index), GFI (Goodness of Fit Index), and AGFI (Adjusted Goodness of Fit Index) were examined. The analysis results revealed that the obtained factor loadings ranged from .45 to .81. Additionally, Table 3 shows the obtained value for each fit index and the criteria for acceptance. Considering the fit index values related to the model data fit in Table 3, it can be concluded that the model fits well with the data.

Table 3. Goodness of Fit Indices and References

Goodness of Fit Indices	Obtained Value	Criteria
¹ CMIN/DF	1.64	$x \leq 2$
² SRMR	.06	$x \leq .08$
^{2,3} RMSEA	.04	$x \leq .06$
^{2,4} CFI	.92	$x \geq .90$
⁴ GFI	.91	$x \geq .90$
⁴ AGFI	.88	$x \geq .90$

¹(Tabachnick & Fidell, 2007), ²(Hu & Bentler, 1999), ³(Thompson, 2004), ⁴(Hooper, Caughlan & Mullen, 2008)

Findings from the Reliability Analyses

Internal consistency and test-retest coefficients were examined to determine the reliability of the Emotional Awareness Questionnaire and its sub-dimensions. Corrected Item total correlation values were also investigated to determine whether each item in the questionnaire measured the desired characteristics or not. The internal consistency coefficients calculated for the questionnaire and its sub-dimensions were illustrated in Table 4.

Table 4. Internal Consistency Coefficients

Factors	Internal consistency coefficients	Test-retest reliability coefficients
Differentiating emotions	.77	.66
Verbal sharing of emotions	.76	.69
Not hiding emotions	.72	.50
Bodily awareness	.72	.76
Attending to others' emotions	.75	.46
Analysis of emotions	.68	.70
Emotion awareness questionnaire	.77	.83

In Table 4, it is observed that the internal consistency coefficient is .77 for the questionnaire, and it varies between .68 and .77 for the sub-dimensions. In addition, the test-retest reliability coefficient of the questionnaire was determined as .83. The questionnaires with a reliability coefficient of .70 and above are considered as reliable (DeVellis, 2003; Kline, 2011). It can be stated that the reliability coefficients of the questionnaire are sufficient.

In addition, corrected item-total correlation values varied between .40 and .61. The item-total correlation values are required to be .30 and above in order for the items to adequately measure the desired characteristics (Field, 2009). It can be concluded that the obtained values are satisfactory for the reliability of the questionnaire.

Additionally, the t values regarding the difference between the mean scores of the groups with upper and lower 27% vary between 3.73 and 13.34 ($p < 0.01$). According to these values, it can be said that each of the questionnaire items differentiates the individuals with and without the characteristics desired to be measured.

Study II: Findings related to the Effect of Emotional Awareness Training on the Emotional Awareness Skills of Adolescents

The ANCOVA was performed to determine whether there is a significant difference between the post-test scores. The pre-test scores obtained from the Emotion Awareness Questionnaire were set as the covariate. The findings from the ANCOVA were presented in Table 5.



As shown in Table 5, a significant difference was obtained both between post-test mean scores of the experimental and control groups ($F(1,45)= 4.511$; $p<.05$) and between post-test mean scores of the verbal sharing of emotions sub-dimension ($F(1,45) = 4.616$; $p <.05$). In another saying, when the Emotion Awareness Questionnaire pre-test scores of the experimental and control groups were examined, it was observed that there was a significant difference between the emotional awareness post-test scores.

Table 5. Findings regarding the effectiveness of the training program on adolescents' emotional awareness skills

		Sum of squares	Df	Mean of squares	<i>F</i>	<i>p</i>
Emotional awareness	Pre-test	1081,423	1	1081.423	75.979	.000
	Group	64.199	1	64.199	4.511	.039*
	Error	640.494	45	14.233		
	Corrected Total	1782.667	47			
Differentiating emotions	Pre-test	121.417	1	121.417	33.537	.000
	Group	10.703	1	10.703	2.956	.092
	Error	162.916	45	3.620		
	Corrected Total	305.667	47			
Verbal sharing of emotions	Pre-test	37.947	1	37.947	16.517	.000
	Group	10.606	1	10.606	4.616	.037*
	Error	103.386	45	2.297		
	Corrected Total	149,667	47			
Not hiding emotions	Pre-test	52.155	1	52.155	35.734	.000
	Group	4.083	1	4.083	2.798	.101
	Error	65.678	45	1.460		
	Corrected Total	121.917	47			
Bodily awareness	Pre-test	80.360	1	80.360	17.023	.000
	Group	5.306	1	5.306	1.124	.295
	Error	212.432	45	4.721		
	Corrected Total	307.979	47			
Attending to others' emotions	Pre-test	.46.374	1	46.374	20.219	.000
	Group	.405	1	.405	.177	.676
	Error	103.210	45	2.294		
	Corrected Total	149,667	47			
Analysis of emotions	Pre-test	26.476	1	26.476	10.453	.002
	Group	2.119	1	2.119	.837	.365
	Error	113.982	45	2.533		
	Corrected Total	146,479	47			

* $p<.05$

In addition, when the verbal sharing of emotions pre-test scores were controlled, it was observed that there was a significant difference between the verbal sharing of emotions post-test scores. However, it was concluded that there was no significant difference between post-test mean scores of the experimental and control groups in terms of differentiating emotions ($F(1.45)=2.956$; $p>.05$), not hiding emotions ($F(1.45)=2.798$; $p>.05$), bodily awareness ($F(1, 45)=1.124$; $p>.05$), attending to others' emotions ($F(1.45)= .177$; $p>.05$), and analysis of emotions ($F(1.45)=.837$; $p>.05$).

Discussion, Conclusion, and Recommendations

In Study I, it was aimed to adapt the Emotion Awareness Questionnaire developed and validated by Rieffe et al. (2008) to the Turkish language and culture. The validity and reliability studies carried out for this aim indicate that the Turkish form of the questionnaire has acceptable psychometric values in order to be applied for the study groups of students attending high school. It was determined that the six-factor structure of the original

questionnaire was preserved, but the number of items was reduced from thirty to twenty-five. According to the results of this study, the factor structure of the Turkish form of the questionnaire and the reliability coefficients are similar to the results obtained in other cultures (Camodeca & Rieffe, 2013; Ishizu & Shimoda, 2013; Lahaye et al., 2010; Rieffe et al., 2008). However, whereas the number of items did not change in the adaptation studies conducted in Italy, Netherlands, Spain, and Belgium (Camodeca & Rieffe, 2013; Lahaye et al., 2010; Rieffe et al., 2008), the number of the items seems to be reduced to twenty-eight in the study carried out in Japan (Ishizu & Shimoda, 2013). The change in the number of items in the validation studies conducted in Japan and Turkey can be explained through the cultural differences. It is stated that the individualist culture in Western societies and the collectivist culture in Eastern societies are dominant, and it is also emphasized that the emotions are sensitive to cultural features (Eid & Diener, 2001; Mesquita, 2001). Therefore, even though the number of items in the studies conducted in Italy, Netherlands, Spain, and Belgium is preserved, the reduction of the number of items in the studies in Turkey and Japan can be due to the characteristics of collectivist and individualist cultures. In conjunction with this argument, the relevant studies show that recognizing emotions (Le, Berenbaum, & Raghavan, 2002; Lo, 2014) and expressing emotions (Cordaro et al., 2018; Matsumoto et al., 1998; Mesquita & Frijda, 1992; Wong et al., 2008) may differ according to culture. In conclusion, it was concluded that the Emotion Awareness Questionnaire, adapted to Turkish culture, has satisfactory psychometric characteristics that can be applied for the sample of 14-18 years old adolescents. The criterion-related validity of this questionnaire can be examined in further studies, and its validity and reliability can be examined for the participants from different age groups. The instrument can also be used in the fields of psychiatry, psychology, psychological counseling and guidance, and education. Study I confirmed the generalizability of the Emotion Awareness Scale in a collectivist cultural context.

Study II aimed to examine the effect of emotional awareness training on the emotional awareness skills of adolescents. The findings indicated that the emotional awareness of the students in the experimental group significantly differ from the students in the control group. In other words, it was shown that those who participated in the emotional awareness training improved their emotional awareness and their ability to share emotions verbally. Although the number of sessions in which the training was applied, the age and cultural characteristics of the sample group differ in the studies examining the effect of emotional awareness training (Elsina & Svence, 2016; Knoetze, 2012; Kuzucu, 2007), they revealed similar findings to the current study in terms of the positive effect of emotional awareness training on emotional awareness skill.

In terms of the sub-dimensions of emotional awareness, the verbal sharing scores of the students in the experimental group were significantly higher than the scores of the students in the control group. However, such a difference was not observed for the other sub-dimensions. Even though the training program aimed to improve emotional awareness with all sub-dimensions, it is remarkable that only the participants' verbal sharing skills were improved. Sprung et al. (2015) revealed that the educational environment, social environment, and the duration of the training session can be important in terms of the results of training programs on emotion. They also obtained that the social environment and the length of the training session mediated the effect of education on the reflective aspects of emotions. The findings obtained from the current study may be due to the limitation of the duration of the activity and the evaluation method. The time allocated for education may be limited in terms of the fact that the individuals are willing to turn to and understand their own emotions.



At the end of the training program, it was noted that whereas the scores of the groups related to the verbal sharing of emotions differed, the scores of not hiding emotions did not. The encouragement of the participants to share their emotions throughout the training program might influence their verbal sharing emotions. Another factor that affects this finding can be the cultural context where the study was conducted. Various research findings indicate that expressing emotions differ depending on culture (Cordaro et al., 2018; Matsumoto et al., 1998; Mesquita & Frijda, 1992; Wong et al., 2008). Also, it is asserted that while the emotions are expressed directly in individualist cultures, they are expressed indirectly in collectivist cultures (Markus & Kitayama, 1991). According to this view, which emotions are expressed or experienced in what frequency and intensity differ relying on culture. While the self-centered emotions (such as anger, disappointment) are expressed more frequently in individualist cultures, others-oriented emotions (such as sympathy, shame) are expressed more frequently in collectivist cultures (Markus and Kitayama, 1991). Cultural value orientations were determined to affect non-verbal expressions of emotion rather than verbal expressions of emotion (Wong et al., 2008). In a study conducted by Boratav, Sunar, and Ataca (2011) in Turkey, it is concluded that the emotions are not expressed as they are felt and that the expressions differ according to the characteristics of the environment and various factors related to the environment. Furthermore, it is determined that the expression of emotions varies according to the characteristics of the emotion and social context and that it is more appropriate to show emotions in close relationships. In the present study, the answers of the students to the not hiding emotions and verbal sharing of emotions sub-dimensions might have been influenced by the collectivistic nature of the Turkish culture, characteristics of the emotion, and context variables. In addition, even though the students are not given enough opportunity to express themselves in traditional education, the activities for students to express their emotions were implemented in the current study, and they were encouraged to express their feelings. This situation may be reflected in the scores of students related to the verbal sharing of their emotions.

In conclusion, it can be recommended to review the emotional awareness training by taking the limitations of the research and cultural characteristics (individualist and collectivist culture) into account. The duration of the training session can be increased in future studies. Also, the study can be replicated with a group with fewer students so as to increase the group interaction and to enable each student to participate actively in the activities.

Acknowledgement:

This study was derived from the thesis study of the first author supervised by the second author. A part of the study was orally presented at 26. International Educational Sciences Congress.

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