

# **The Role of Prosocial, Antisocial Behaviours and Machiavellianism on Adaptation to University**

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Approval of the Institute of Graduate Studies and Research

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## **ABSTRACT**

Many evolutionists explain adaptation as, any qualification which helps a living creature to survive and reproduce at the moment. On the other hand, according to Ward and Kennedy (1999) psychological adaptation means fitting in the environment easily psychological well-being and satisfaction. Moving from high school to university can be a major challenge for young adults, especially for those who choose to study abroad or in another city, which is becoming very popular among emerging adults nowadays. (Brisset, Safdar, Lewis and Sabatier 2010). In the current study the relationship between prosocial behaviors, antisocial behaviors and Machiavellianism on adaptation to university was analyzed. A total of 200 preparatory school and junior university students were recruited from 5 different universities. Students filled out general information form, student adaptation to college questionnaire, Machiavellianism scale, prosocial and aggressive behaviors questionnaire it was found that reactive prosocial behaviors, antisocial behaviors and Machiavellianism significantly predicted adaptation to university. Based on these findings, further recommendations were presented.

**Keywords:** Prosocial behaviors, Antisocial Behaviors, Machiavellianism, Adaptation, University

## ÖZ

Schmitt and Pilcher (2004)'e göre pek çok evrimci, adaptasyonu, şu anda yaşayan ve bir canlıya hayatta kalmak ve çoğaltmak için yardımcı olan herhangi bir nitelik olarak açıklamaktadır. Diğer yandan Ward ve Kennedy (1999) Psikolojik uyumu psikolojik sağlık ve psikolojik tatmin bağlamında çevreye uyum sağlamak olarak tanımlamaktadır. Liseden üniversiteye geçmek, genç yetişkinler için, özellikle başka bir şehirde eğitim almayı tercih edenler için büyük bir zorluğu yaratabilmektedir (Brisset, Safdar, Lewis and Sabatier 2010).

Bu çalışmada amaç, olumlu sosyal davranışlar, antisosyal davranışlar ve Makyavelizm'in üniversiteye uyumu yordayıp yordamadığını incelemektedir. Bu çalışmaya 5 farklı üniversiteden toplam 200 hazırlık okulu ve birinci sınıf üniversite öğrencisi dahil edilmiştir. Öğrenciler genel bilgi formunu, üniversite adaptasyon ölçeğini, Makyavelizm ölçeğini, sosyal ve saldırgan davranış ölçeğini doldurmuşlardır. Sonuçlar tepkisel olumlu sosyal davranışın, antisosyal davranışların ve Makyavelizm'in üniversiteye uyumu anlamlı biçimde yordadığını göstermiştir.

**Anahtar Kelimeler:** Olumlu Sosyal Davranışlar, Antisosyal davranışlar, Makyavelizm, Uyum, Üniversite

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Fatma Bahçe

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# Chapter 1

## INTRODUCTION

The word of adaptation has a deep-rooted history which goes back to 1600's as 'adaptare' in Latin language, after that in early 1700's it was translated to English as 'adaptation'. According to Schmitt and Pilcher (2004), many evolutionists explain adaptation as, any qualification which helps a living creature to survive and reproduce at the moment. As indicated above these are the biological meaning of the adaptation, on the other hand, according to Ward and Kennedy (1999) psychological adaptation means that, fitting in the environment easily, with psychological well-being and satisfaction (as cited in Zhang & Goodson, 2011). Moreover implied by Brisset, Safdar, Lewis and Sabatier, (2010) emotions of well-being and satisfaction levels are tended to be high when adaptation occurs easily or negative affections like depression levels are generally high when the adaptation doesn't occur. For the sake of example, Lucas (2007) indicated that major life changes like divorce, death of a spouse, unemployment and many more negative incidents can cause adaptation problems. Moreover, sometimes positive major life changes like marriage or becoming a new parent can be related with increased adaptation problems for short period of time (Lucas & Clark, 2006). In addition to these examples, Dyson and Renk (2006), indicated that attending to the university life can be very stressful for students at the beginning, especially unfamiliar surroundings of university can cause adaptation problems to the school. These major life changes can be related with adaptation problems, due to changing life patterns, new habits, different culture and

new academic environment etc (Brisset et al. 2010). Moving from high school to university can be a major challenge for young adults, especially for those who choose to study abroad or in another city, among emerging adults nowadays.

According to Brisset et al. (2010), although the countries which have most international students are French, United Kingdom, United States and Germany, this distribution started to change and international student distribution to other countries is increased since last four decades. In spite of the fact that, this increasing distribution is good for countries, local shopkeepers and natives, also some of the problems accompanying like deplorable living conditions, financial difficulties due to education abroad and poor organization are some of the problems which lead low adaptation of students. In addition to that, Wintre and Yaffe (2000) claimed that some of the students accept these problems as a chance for growing up, being more mature and effectively dealing with , however some of them feel suffocated with these problems and start to feel lonely, depressed, not fit in the environment (as cited in Cutrona, 1982; Hammen,1980; Lokitz & Sprandel, 1976). Moreover according to Pantages and Creedon (1978), due to these serious difficulties 40% of students become unsuccessful at completing their degrees. Even the ones, who able to complete their degrees experience serious amount of stress (Zitzow, 1984). On the other hand, according to Alzboon (2013), adaptation to school may increase the motivation of students, which enhance the academic achievement. Under the light of this information it can be said that adaptation and academic success are in a positive relationship and adaptation is important to achieve a successful academic life.

Based on this introductory information about adaptation, following parts will include a basic theoretical approach to adaptation and a brief literature review about the association between prosocial behaviors, anti-social behaviors, Machiavellianism and

adaptation. Particularly, these variables were chosen because literature showed significant associations between these variables and adaptation. For example, according to Kozhukhar and Belousova (2016), antisocial behaviors like aggression, affect adversely coping strategies and adaptation skills of university students. Furthermore, Hoorn, Dijk, Meuwese, Rieffe and Crone (2014), indicated that there is a positive relationship between prosocial behaviors, peer relations and adaptation to school, moreover researchers found that there is a positive cycle between prosocial behaviors and peer relations. Also Aziz (2008), conducted a study about Machiavellianism and results showed that students with high Machiavellianism levels were socially more active than the others and highly adaptive to their school environment.

Moreover, Machiavellianism includes both antisocial behaviors and prosocial behaviors; since Machiavellianism can be seen as very social, helpful and easy going which considered as prosocial behaviors from outside, the main aim of Machiavellians is manipulate others with a passive-aggressive method which considered as antisocial behavior, also Machiavellianism is accepted one of the dark triad of personality (Paulhus & Williams, 2002). The main aim of the research was to test these links in a sample from North Cyprus.

## **1.1 Theoretical Approach to Adaptation**

Since adaptation notion represents very broad areas, there are many theories about that concept but in this thesis, the term of adaptation will be used instead of psychological adaptation. Hobfoll (2002), mentioned some theories in his article which explain psychological adaptation. For example, Thoits (1994) came up with Key Resources Theory, also known as Management Resources Theory, simply highlighted that there are some key features that make people adapt easier. (as cited in

Hobfoll, 2002). For the sake of example for previous sentence, Bandura (1997) implied that people with high self-efficacy successfully influence their settings and fulfill their goals with a positive emotional well-being and adapt better to their contexts (as cited in Hobfoll, 2002). In addition to that, Zhou et al. (2008) highlighted Adaptation Theory for students who get higher education abroad. According to Zhou et al. (2008), adapting to new school and environment is very difficult for students who attend universities with different cultures and contents especially when students are not aware of the differences. An ABC model of Adaptation can be summarized like, A for affection, B for behavior and C for cognitive ability. This model is a synthesis of 3 different models which are; social identification theory, culture learning approach and stress and coping framework. ABC model of Adaptation which Zhou et al. (2008) mentioned in their study, can be compared the other adaptation models in the aspect of four points. First, this model is more extensive than the others as mentioned earlier because this model consists of 3 different other models. Second, ABC model assesses' acculturation over long period of time, which means considering acculturation as a continuum that occurs over time, not in a strict time period. Third, this model also takes into consideration the characteristic of the person or the situation when evaluate the circumstances; in other words this model took culture shock and adaptation notions from medical/clinical field in to education and learning, with implications for intervention like self-help. And the fourth and last feature is ABC model assent adaptation as an active process but not as passive reactions to a detrimental event. To sum up, these features ensure ABC model to become one step ahead than other models (Zhou, Jindal-Snape, Topping & Todman 2008). ABC model seems appropriate to apply for the variables of this study; B stands for Behaviors and may include antisocial behaviors and

prosocial behaviors and C stands for Cognitions and Machiavellianism can be considered as a part of C; Abell, Brewer, Qualter and Austin (2015), claimed that people with high Machiavellianism scores use highly manipulation strategies like emotional manipulation, which includes cognitive process.

## **1.2 Demographic Variables and Adaptation**

Paramo, Vacas and Soledad (2015), observed no difference between genders on adaptation to university. On the other hand, according to Dawborn-Gundlach and Margetts (2018), mature students can adapt to university easily in academical meaning but socially adaptation is lower than academically adaptation. White (1982) claimed that, contrary to what is believed socioeconomic status is not a strong predictor of academic adaptation and academic success.

## **1.3 Prosocial Behaviors and Adaptation**

Prosocial behavior basically, includes the broad range of behaviors intended to benefit people other than oneself—behaviors like helping, making comfortable, sharing, and cooperation (Batson & Powell, 2003). Carlo et al., (2010), claimed that prosocial behaviors can be unselfish tendency like altruism, helping someone in need or helping without exposing self. This helping behavior could be ego-involvement like if there is any help driven by social rewards or requests. Carlo and Randall (2002) claimed that under the hood of the prosocial behaviors, it is divided in four sub-types; altruism, compliant, emotional and social prosocial behaviors. Basically, altruism can be identified as grounded on internalized norm and principles, helping others, caring others needs and benefits and volunteered helps due to sympathy. Compliant prosocial behavior is, helping behavior whether it is verbally or nonverbally requested. Emotional prosocial behavior is a helping behavior in the scenes which include emotional stimulus. And lastly, social prosocial behavior is a

helping behavior that performed in order to gaining respect of others, approval of others and being valuable in the eyes of others (as cited in Bayraktar, Kıdnap, Kumru & Sayıl, 2010). In addition to this, Boxer, Tisak and Goldstein (2004), divided prosocial behaviors into two with discriminate altruism behavior; *reactive prosocial behavior*, basically means helping someone due to emotional arousal and *proactive prosocial behavior* basically means to use prosocial behaviors as a tool to get what they want with a deprivation of emotion (as cited in Bayraktar et al. 2010).

Moreover, Batson (1998) and Eisenberg, Fabes and Spinrad (2006), claimed that prosocial behavior' sub-types which include different styles from each other, also related with each other in different psychological, social and cognitive processes. In addition to these, Roman (2016) found that while prosocial behavior enhance adaptation in social and educational environment, existence of affection and emotion control positively influence the development of prosocial behavior. Coulombe and Yates (2018), claimed that there was a positive relationship between prosocial behavior and adaptation, in other words the more prosocial behaviors like, helping others etc., bring higher level of adaptation. To emphasize the relationship between prosocial behaviors and adaptation, this specific study can be examined, even though the participants of this thesis are university students and following study's sample consists of children between the ages of 6 to 8. Coulombe and Yates (2018), studied with 250 students, to reveal the effect of positive behaviors like prosocial behaviors on adaptation. Researchers aimed to found the bond between children's prosocial behaviors, academic achievement and depressive symptoms at age 6 and 8. It was found that higher prosocial behaviors were highly associated with low depression symptoms and high academic achievement which bring along adaptation to school easily (Coulombe & Yates 2018). Concordantly, Zuffiano,

Marti-Vilar and Lopez-Perez (2017), studied with 56 undergraduate Spanish students, with a mean age of 21, to observe the relationship between prosocial behaviors and their life satisfaction which is one of the strong predictor of adaptation to academic life according to researchers. Researchers found that, the more prosocial behaviors are expressed the higher life satisfaction and higher adaptation. Furthermore, Hoorn, Dijk, Meuwese, Rieffe and Crone (2014), studied the prosocial behaviors, adaptation and peer relationship, and results showed that there is a positive relationship between these variables and also a positive cycle between peer relations and prosocial behaviors.

#### **1.4 Antisocial behaviors and Adaptation**

Antisocial behavior includes wide range of acts, even some of the times criminal acts, that lead to alarm or distress to a person and affects their community or their environment like; vandalism, drug dealing, nuisance, street drinking etc. (Politowski 2015). As indicated above, antisocial behaviors are seen as negative, problematic behaviors and as a result of this, these kinds of acts can make many things harder like; adaptation. Roisman, Aguilar and Egeland (2004), indicated that antisocial behaviors effect adaptation to transition from puberty to adulthood negatively. Also Hawley, Little and Rodkin (2007), remarked a negative relationship between antisocial behaviors and adaptation to peer group and school environment. Moreover, Cairns, Cairns and Neckerman (1989), found that high level of aggressiveness was positively related to early school dropouts which meant that the more person get aggressive the earlier he/she dropped the school. In addition to these, students who exhibit antisocial behaviors are disliked by their peers who negatively affect adaptation to the school and peer relationship (Dishion, Patterson & Griesler, 1994). Kozhukhar and Belousava (2016), conducted a study which

included 63 university students, aged between 19 to 21, as participants and they found that antisocial behaviors like aggressiveness was a destructive factor in academic life.

## **1.5 Machiavellianism and Adaptation**

According to Ricks and Fraedrich (1999), Machiavellianism is known as a personality trait which includes; manipulation and persuasive behaviors to achieve their goals. When the root of this concept is searched deeply, we can see that this term came from Niccolo Machiavelli, who is chief political advisor in Italy during 16<sup>th</sup> century. After many years psychologist Richard Christie (1970), realized that Machiavelli's political strategies had similarities in people's everyday social behavior. Then Christie and his colleagues defined a suitable personality trait and named it Machiavellianism. (Jones & Paulhus, 2009). Moreover, Wilson, Near and Miller (1998), highlighted that people with high Machiavellianism scores are good at social connections and adapt easily to environments because they are highly attractive and charming. In addition to that, Hawley (2003), claimed that Machiavellians have both positive sides, like being target of attention in social environments, approved by peers, adjust different environments easily and so on and negative sides like being aggressive. In order to clarify and exemplify previous statement study of Baughman, Dearing, Giammarco and Vernon (2011), can be analyzed which is about the link between adaptation and Machiavellianism on adults. A total of, 657 participants joined this study and age range was very wide (i.e. from 18 to 70). The results showed that Machiavellians have adaptation problems due to their aggressive behaviors like indirect bullying. Moreover Wilson, Near and Miller (1998), emphasized that individuals who score high on Machiavellianism were charming and attractive mostly in short-term social connection, and consequently



these attraction and charm aid to build more and social connections and adapt to that environment more easily.

Also Wilson and his colleagues (1998), claimed that it is highly ambiguous from Machiavellians behaviors to understand if they are using a deceptive strategy of exploitation or whether they are just extraordinary capable social actors. In addition to that, Palmieri (2009) found that Machiavellianism and adaptation to school environment were positively related and also claimed that Machiavellians are perceived as more intelligent and liked more by their social environment. In another study done by Aziz (2008), 82 undergraduate university students were recruited, from various departments of a university. Aim of this study was to determine the relationship between Machiavellianism and academic achievement as a significant predictor of adaptation as mentioned above. Results showed that students with high Machiavellianism scores were socially more active than the others and highly adaptive to their school environment but on the other hand due to their active social life their academic performance was poor (Aziz, 2008). In sum, it can be suggested that Machiavellians can easily adapt to situations, places and people because of their suitable traits.

## **1.6 Aim of the Study**

Adaptation has been a very popular research area in the last decade, especially after studying abroad became very popular. Current study aims to investigate the adaptation of university students in relation with prosocial behaviors, antisocial behaviors and Machiavellianism. Depending on this purpose, five hypotheses were constituted.

H1: It is hypothesized that high reactive prosocial behaviors will predict high adaptation to university.

H2: It is hypothesized that high proactive prosocial behaviors will predict high adaptation to university

H3: It is hypothesized that high altruistic prosocial behaviors will predict high adaptation to university.

H4: It is hypothesized that high antisocial behaviors will predict low adaptation to university.

H5: It is hypothesized that high Machiavellianism behaviors will predict high adaptation to university.

## **Chapter 2**

### **METHOD**

#### **2.1 Participants**

A total of 200 undergraduate university students took place in this study and their language was varied because there were both Turkish speaking (77%) and Foreign language speaking students (23%). Participants were from Eastern Mediterranean University (17,5%), European University of Lefke (56,6%), Middle East Technical University- Northern Cyprus Campus (25%), Cyprus Health and Social Sciences University (0,5%) and Near East University (0,5%). Thirty- nine percent of participants were from preparatory school (N=78) and 61% of students were in their freshman year (N=98). A total of 115 (57.5%) participants were female and 85 (42.5%) were male. The mean age of the participants' ages was 19.7, (*SD*=1.6) minimum age was 18 and maximum age was 27.

#### **2.2 Measurement Tools**

##### **2.2.1 General Information Sheet**

General information sheet was given to participants to obtain their demographic information like; age, gender, language, which university they study and what they study etc. Eleven questions included in this general information sheet (See Appendix A).

### **2.2.2 Student Adaptation to College Questionnaire**

Student Adaptation to College Questionnaire was developed by Baker and Siryk (1986, 1989) to measure the quality of adaptation to university life and used to measure adaptation level of participants to university. The questionnaire was translated to Turkish by the researcher. Then the items were back translated to English and compared with the original items by a native speaker. The items were similar to each other. This scale comprised of sixty-seven items with 9 point Likert scale, (1= doesn't apply to me at all, 9= applies very closely to me). This questionnaire's scoring is over 603, which is the highest score someone can get from this questionnaire, and 67 is the lowest point, referring that higher score indicate higher adaptation to university life. 2<sup>nd</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, 17<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, 25<sup>th</sup>, 28<sup>th</sup>, 29<sup>th</sup>, 31<sup>st</sup>, 32<sup>nd</sup>, 34<sup>th</sup>, 35<sup>th</sup>, 38<sup>th</sup>, 39<sup>th</sup>, 40<sup>th</sup>, 41<sup>st</sup>, 42<sup>nd</sup>, 45<sup>th</sup>, 48<sup>th</sup>, 49<sup>th</sup>, 51<sup>st</sup>, 52<sup>nd</sup>, 56<sup>th</sup>, 57<sup>th</sup>, 58<sup>th</sup>, 59<sup>th</sup>, 60<sup>th</sup>, 61<sup>st</sup> and 64<sup>th</sup> items were reverse coded items. In their factor analysis Wintre and Yaffe (2000), found that there were 4 sub-scales which measure academic adaptation, social adaptation, personal-emotional adaptation and goal commitment/institutional attachment. In this study not the sub-scales but the overall score was used. Cronbach Alpha of the Student Adaptation to College Questionnaire was found as .90 (See Appendix B).

### **2.2.3 Machiavellianism Scale (MACH IV)**

This scale was developed by Christie and Geis (1970), to measure the level of strategy of relationships and manipulation ways to others of someone like manipulative, exploitative, deceitful, and distrustful attitude (Güldü & Dönmez 2002). This scale transformed to Turkish by Engeler and Yargıç (2004). This is a 5 point likert scale, 1 for 'completely disagree' and 5 for 'completely agree'. Minimum score is 20 and maximum score is 100 someone can get on this scale. 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>,

11<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 17<sup>th</sup> and 20<sup>th</sup> items were reverse coded. The higher score means higher Machiavellianism features that person have. There are 20 items in the scale and, Cronbach alpha was found as .61.

#### **2.2.4 Prosocial and Aggressive Behaviors Questionnaire**

Prosocial and Aggressive Behaviors Questionnaire was developed by Boxer, Tisak and Goldstein (2004) to assess prosocial and aggressive behaviors. This scale was translated to Turkish by Bayraktar, Kındap, Kumru and Sayıl (2010). The questionnaire was a 4 point likert scale, 1 for 'doesn't apply me at all' and 4 for 'apply me at all' with 25 items. There are 5 subscales which are; proactive aggressive behaviors, reactive aggressive behavior, proactive prosocial behavior, reactive prosocial behavior and altruism behavior. According to adaptation study by Bayraktar, Kındap, Kumru and Sayıl (2010), internal consistency coefficient was .79 for proactive aggressive behaviors subscale, .85 for reactive aggressive behaviors subscale, .90 proactive prosocial behaviors subscale, .85 reactive prosocial behaviors subscale and .83 for altruism behavior subscale. In this study, researcher evaluated results under 4 sub-scales which are; reactive prosocial behaviors and proactive prosocial behaviors, altruism behaviors and aggressive behaviors following the factor analysis findings of Bayraktar et al. (2010). In the current study Cronbach alpha was .70 for reactive prosocial behaviors, .81 for proactive prosocial behaviors, .69 for altruism behavior and .94 for aggressive behaviors. (See Appendix D).

### **2.3 Procedure**

After having approval from Research Ethics Committee of Eastern Mediterranean University, (See Appendix I) necessary approvals obtained from other universities too, in order to start data collection procedure. After approvals obtained, questionnaires delivered to necessary departments, where academic staff handed out

them to the students in the classrooms. Data was collected in classroom settings at class times. First of all, students informed about the study and informed consents handed out in order to be signed. Finishing each questionnaire took 35 minutes approximately and after each student took debrief form. Data collection procedure took two months.

## Chapter 3

### RESULTS

#### 3.1 Data Analysis

In the present study, SPSS 20 software program was used for data analysis. First of all Pearson Correlation Coefficient was used to observe the relationship among the variables. Later hierarchical multiple regression analysis was used to see the predictor roles of independent variables on adaptation.

#### 3.2 Descriptive Statistics

In the below tables there are the descriptive statistics of, age, gender, class, economic situation, scholarship, job situation, university in which the student study, and student's first language.

A total of 189 of students answer the question about economic situation. Most of them (63.5%) had equal income and expense (Table 1). One hundred and four of the participants also mentioned they had a scholarship. 8% of the students had a part time job. 45% of the students were in Psychology, following by International Relations (5%), Business (4.5%) and Economics (4%) and other departments (See Table 3).

Table 1. Economic Situation based on expense

	N (%)
Less than income	34 (17.0)
Equal to income	127 (63.5)

More than income	28 (14.0)
<b>Total</b>	<b>189 (94.5)</b>

---

#: Percent

Table 2. Part time job

	<b>N (%)</b>
Yes	16 (8.0)
No	184 (92.0)
<b>Total</b>	<b>200 (100.0)</b>

---

#: Percent

Table 3. Department of study

	<b>N (%)</b>
Psychology	90 (45.0)
International Relations	10 ( 5.0)
Business	9 ( 4.5)
Economy	8 (4.0)
Nutrition and Dietetics	6 (3.0)
Constructional Engineering	6 (3.0)
EnglishTeaching	5 (2.5)
Department of finance,	5 (2.5)
Banking and Insurance	5 (2.0)
Gastronomy	5(2.5)
Nursing	4(2.0)
Physiotherapy	4(2.0)
Public Administration	3(1.0)
Architecture	3(1.0)

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Tourism Management	2 (1.0)
Management Information System	2 (1.0)
Software Engineering	2 (1.0)
Pre-school teaching	1 (0.5)
Dentistry	1 (0.5)
Computer Engineering	1 (0.5)
<b>Total</b>	<b>163(81.5)</b>

---

#: Percent

77% of the 200 students were native Turkish speakers. Other percentages were shown in the Table 4.

Table 4. The first Languages of participants presented in percentage terms.

	<b>N (%)</b>
Turkish	154 (77.0)
English	13 (6.5)
Kirghiz	5 (2.5)
Yoruba	4 (2.0)
Swati	3 (1.5)
Russian	3 (1.5)
Uzbek	2 (1.0)
Ewe	2 (1.0)
Swahili	2 (1.0)
Hausa	2 (1.0)
Urdu	2 (1.0)

Arabic	1 (0.5)
Kurdish	1 (0.5)
Wolof	1 (0.5)
Persian	1 (0.5)
Portuguese	1 (0.5)
French	1 (0.5)
Shona	1 (0.5)
Sotho	1 (0.5)
<b>Total</b>	<b>200 (100.0)</b>

---

#: Percent

### 3.3 Correlations Among Continuous Variables

As seen in Table 5, antisocial behaviors, proactive prosocial behaviors and Machiavellianism were negatively correlated with adaptation. On the other hand reactive prosocial behaviors were positively related with adaptation.

Table 5. Correlations Among Adaptation, Machiavellianism, Prosocial behaviors and Antisocial behaviors

Variables	1	2	3	4	5	6
1. Adaptation	-					
2. Machiavellianism	-0.413**	-				
3. Antisocial Behavior	-0.415**	0.245**	-			
4. Reactive Prosocial B.	0.279**	-0.084	-0.237**	-		
5. Proactive Prosocial B.	-0.158*	0.144	0.581**	-0.036	-	
6. Altruism Behavior	0.075	-0.072	0.165*	0.378**	0.531**	-

---

\*\*p<0.001, \*p<0.

### 3.4 Hierarchical Multiple Regression Analysis Findings for Variables Predicting Adaptation

In the current study, Hierarchical Multiple Regression was used to examine the predictor role of age, gender, language, number of friends, economic situation, job, antisocial behaviors, reactive prosocial behaviors, proactive prosocial behaviors, altruism and Machiavellianism on adaptation (See Table 7). In the first step demographic variables were entered as control variables. Following ABC model which was explained in Introduction part, prosocial and antisocial behaviors were entered as a part of B (i.e. Behaviors) in the second step and Machiavellianism was entered as a part of C (i.e. cognition) in the last step. Preliminary analyses were used to ensure no violations of the assumptions of normality, linearity, multicollinearity and homoscedasticity. All the assumptions were met.

In the first step of regression analysis, model was insignificant ( $F=1.667$ ,  $p=0.132$ ). Prosocial behaviors sub-types and aggressive behaviors were entered at the second model. New model explained 26.8% of the variation on adaptation ( $F=5.611$ ,  $p<0.001$ ). Machiavellianism was entered in the third step while controlling previous variables ( $F=7.513$ ,  $p<0.001$ ). Third model was explained 35.5% of the variation in adaptation with Antisocial behavior ( $\beta= -0.315$ ,  $p<0.05$ ), reactive prosocial behavior ( $\beta= 0.184$ ,  $p<0.05$ ), Machiavellianism ( $\beta= -0.319$ ,  $p<0.001$ ) and number of friends ( $\beta= 0.210$ ,  $p<0.05$ ).

Table 6. Hierarchical Multiple Regression Analysis Findings for Variables Predicting Adaptation

	Adaptation		
	<i>B</i>	<i>SEb</i>	$\beta$

---

*Model 1*

Age	0.148	2.708	0.004
Gender	-8.006	9.118	-0.070
Economic Status	-0.945	7.631	-0.009
Friends	3.557	1.2147	0.222*
Work	-15.647	15.301	-0.077
Language	4.547	11.103	0.032

$R^2 = 0.022 \Delta R^2 = 0.055$

---

*Model 2*

Age	-3.308	2.523	-0.093
Gender	8.090	8.779	0.072
Economic Status	-5.470	7.171	-0.054
Friends	3.657	1.134	0.231*
Work	-4.952	14.325	-0.024
Language	14.838	10.489	0.104
Antisocial Behavior	-3.020	0.683	-0.412**
Reactive Prosocial B.	4.017	1.821	0.184*
Proactive Prosocial B.	-0.019	1.403	-0.001
Altruism Behavior	1.169	1.600	0.069

$R^2 = 0.221 \Delta R^2 = 0.268$

---

*Model 3*

Age	-1.676	2.419	-0.047
Gender	5.510	8.346	0.049
Economic Status	-1.378	6.864	-0.014

Friends	3.333	1.081	0.210*
Work	-1.221	13.618	-0.006
Language	12.256	9.954	0.086
Antisocial Behavior	-2.309	0.660	-0.315*
Reactive Prosocial B.	4.024	1.727	0.184*
Proactive Prosocial B.	0.488	1.357	0.035
Altruism Behavior	0.500	1.522	0.030
Machiavellianism	-2.074	0.455	-0.319**

$$R^2 = 0.308 \Delta R^2 = 0.355$$

---

\*  $p < 0.05$ , \*\*  $p < 0.001$

Table 7. Gender Differences

Gender	N	$\bar{X} \pm SD$	Minimum	Maximum	p
Female	114	368.7 $\pm$ 58.7	196	527	0.557
Male	83	365.2 $\pm$ 53.4	228	510	

$\bar{X}$ : Mean; SD: Standard deviation p: Mann Whitney U Test

The total scores of adaptation scale, showed similar distribution for males and females. There are no difference between males and females.

## Chapter 4

### DISCUSSION

The present study scouted the role of antisocial behaviors, reactive prosocial behaviors, proactive prosocial behaviors, altruism and Machiavellianism on adaptation to university. It was found that reactive prosocial behaviors were positively associated with adaptation to university while the opposite relationship was found between Machiavellianism antisocial (i.e. aggressive) behaviors and adaptation.

Findings of the study supported the first hypothesis that have high reactive prosocial behavior will predict high adaptation to university. It was found that reactive prosocial behaviors significantly predicted adaptation to university. According to Uludağlı (2012), reactive prosocial behaviors were positively related to students' academic achievement, having positive friend and school environment because having high reactive prosocial behaviors increase one's empathy skills and all of these elements ensure a good adaptation to school. Also Zuffiano, Marti-Vilar and Lopez-Perez (2017), found that, the more prosocial behaviors are expressed the higher life satisfaction students have, which is a strong predictor of academic adaptation according to previous research. According to Zhou and Lin (2016), there is strong relationship between life satisfaction and adaptation especially for those who have more social support than others. In accordance with the ABC model this conclusion is expected. B which stands for Behavior factor is welcomingly affects the process of adaptation.

Another hypothesis that results supported was fourth hypothesis that high antisocial behaviors would predict low adaptation to university. This result was in line with previous studies. For example this research done by McEvoy and Welker (2000) showed that antisocial behaviors reduce the academic success and adaptation to university could be a good example for this hypothesis. In addition to that Dishion, Patterson and Griesler (1994), found that students who show antisocial behaviors are disliked by their peers/friends who negatively affect adaptation to the school and friend relationship. Again this finding can be explained based on the B part of ABC model.

The results of this study indicated a strong negative relationship between adaptation to university and Machiavellianism unlike the foreseen hypothesis 5 (which stated that high Machiavellianism behaviors would predict high adaptation to university). Barbaranelli, Farnese, Tramontano, Fida, Ghezzi, Paciello and Long (2018), found that despite the Machiavellians' charming, social and coherent personality, most of the academic cheating are done by Machiavellians because they suppose their appealing personality keep them away from suspicious and thus decrease their adaptation to academic life and university. Moreover, Güney and Mandacı (2000) found that there are a strong negative relationship between Machiavellianism and the perception of ethichs which may take difficult the adaptation process to the university. It is important to mention that the dynamics of Machiavellianism and antisocial behaviors seem to be similar to each other. As mentioned before aggression can be one of the negative characteristics of Machiavellists.

Results also showed that also friendship was a significant predictor of adaptation. Buote, Pancer, Pratt, Birnie-Lefcovitch, Polivy and Wintre (2008),

claimed that friendship and the quality of friendship is very important to adjustment to university especially for the ones who stay on campus. In addition to that, Swenson, Nordstorm and Heister (2008), indicated that a close friendship from high school catalyze the first week of university to adapt but a more close friendship from university catalyze the adaptation to university longer like 3 semesters.

Although the results of the current study did not found any prediction between adaptation and altruism behavior. This was not in line with the previous studies. For example Phillips (2015) claimed that there are a positive link between adaptation and altruism behavior also more cooperation behaviors occur with the altruism behavior which increase the adaptation. This finding can be explained that the sample of the current study was not tended to show altruistic behaviors which are shown for the benefit of the others with an internal motivation to help.

Also proactive prosocial behaviors did not predict adaptation as hypothesized. This finding can be explained by stressing the main characteristics of proactive prosocial behaviors. As Bayraktar et al. (2010) mentioned these behaviors look like aggressive behaviors more than prosocial behaviors because of the motivation to get benefit. Therefore opposite of as expected proactive prosocial behaviors could harden to adapt because the others might perceive the main aim of these behaviors and may react negatively. These suggestions must be examined by future studies.

#### **4.1 Limitations**

Current study had specific methodological limitations. First of all small sample size is one of limitations. Another limitation could count as long questionnaires which were four. Filling out the questionnaires took approximately 35-40 minutes, which is a relatively long time period. Lastly, self-report bias also can be count as a limitation of this study in the aspect of reliability of the answers.



## **4.2 Implications**

Results of the current study can be implied to universities' counseling centers, student affairs offices and even student clubs. To raise awareness of the universities and students, the results could be used to develop anti-aggressive behavior campaign in universities to stop antisocial behaviors and increase prosocial behaviors. In this way, students' adaptation to university could be easier in this way. Also this results can be implied even to the high schools, since there are a little age difference between preparatory school or junior students in university and high school students who about to graduate, so even authorities in the high school could benefit from results in order to prepare graduate students who about to start college by this way, it could be better than start to early preparations before the university. Also, Machiavellianism which is a personality trait that verge to exhibit manipulative and persuasive behaviors to achieve goals was found strongly negatively related with adaptation to university. At this point teaching ethics and values to the students can be critical.

## **4.3 Future Directions**

For future, more definite researches can be done. For example, in the future there could be a more specific research in order to understand the exact relationship between Machiavellianism and adaptation. Because unlike the hypothesis 4, which foresee high Machiavellianism will predict high adaptation, correlation analysis results proved a significant negative relationship between these two variables which is just opposite the hypothesis 4. As the same, hypothesis 2 foresees a positive relationship between altruism, proactive prosocial behavior and adaptation but results revealed no relationship between them.

In addition to that, for future studies about adaptation in universities, culture element could be involved. Since difference between cultures affect adaptation enormously, studying culture differences possibly a good move. According to Zhou et al. (2008), wider the discrepancy between the cultures harder the learning and adaptation could be. Although author of this thesis did not involved friendship variable in the core of the study, results showed that friendship has significance on adaptation to university. For future studies friendship notion could be analyzed more in detail.

#### **4.4 Conclusion**

The aim of this study was to analyze the relationship between prosocial behaviors, antisocial behaviors and Machiavellianism and adaptation to university. Results showed us that Machiavellianism and negative behaviors like; antisocial behaviors negatively affect students' adaptation skills to university, on the other hand reactive prosocial behaviors and friendship support student's adaptation skills to university.

To sum up, it is expected that this study will be helpful for universities and even high school authorities to help newcomer students and international student to make easier their adaptation process to institution.

Every person has difficulties in adapting to some situation or place, especially university students who take part in a whole different and new world. Supporting them and helping them let this adaptation process to run more smoothly for students.

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## **APPENDICES**

## Appendix A: General Information Form

### General Information Form

How old are you? \_\_\_\_\_

Gender:  Female  Male

Where do you come from to North Cyprus to get education? \_\_\_\_\_

Which university do you study at? \_\_\_\_\_

Which university department do you get educated and what grade? \_\_\_\_\_

According to you which option truly identify your financial situation?

- My income is lower than my expenses  My income is equal with my expenses  
 My income is higher than my expenses

Do you get any scholarship?  Yes  No

What is your native language? \_\_\_\_\_

How many close friend do you have? \_\_\_\_\_

Do you work part-time at anywhere at the remaining time from school?

Yes      No

If you work, what are you doing? \_\_\_\_\_

## Appendix B: Machiavellianism Scale

<p><i>Instructions: We would like to know how much do you agree or disagree with these statements. <b>Please put (x) sign one of the boxes that near the statements to show your agreement level.</b></i></p>	Completely Disagree	Disagree	Undecided	Agree	Completely Agree
1. The best way of taking someone in hand is telling them what they want to hear.	1	2	3	4	5
2. When you ask someone to do something for you, telling the real reason other than line effective reasons up.	1	2	3	4	5
3. Person who truly trust other person means looking for trouble.	1	2	3	4	5
4. Without being engaged in trickery is hard to advance/be promoted.	1	2	3	4	5
5. Honesty is the best way always.	1	2	3	4	5
6. Assuming that, every people have wickedness in them and when it gets chance it deficate, is the most assured way	1	2	3	4	5
7. If it is not going to help you, do not tell the real reason of the work you do.	1	2	3	4	5
8. Person should get into action when they feel honest morally.	1	2	3	4	5
9. Flattering important people is a wise thing to do.	1	2	3	4	5
10. No matter what situation is being honest and worthless is beter than being important and forger.	1	2	3	4	5
11. 'Every minute a sucker arises' statement is not right.	1	2	3	4	5
12. People with a uncurable disease should have the option of dying without suffering.	1	2	3	4	5
13. Being good in every manner is possible.	1	2	3	4	5
14. Most of the people are good and kind in their roots.	1	2	3	4	5
15. There is no excuse to lying somebody.	1	2	3	4	5
16. Most of the people easily forget their father's death other than losing a fortune..	1	2	3	4	5

<b>17.</b> Most of the people who become successful in life, have a moral and proper life.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>18.</b> Usually people do not work hard when they not forced by somebody else.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>19.</b> The biggest difference between criminals and the others is that criminals are stupid enough to get caught.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>20.</b> Most of the people are brave.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## **Appendix C: Prosocial and Aggressive Behaviors Questionnaire**

There are 25- items of Prosocial Behaviors Scale. Please choose carefully 1 to 4, which apply to you best.

### **1. I share what I have often by myself.**

1    2   3   4

Doesn't apply to me at all    Apply to me completely

### **2. Usually I do favor to get what I want.**

1    2   3   4

Doesn't apply to me at all    Apply to me completely

### **3. When someone makes me to feel appropriate I usually compliment to them. (sat something good).**

1    2   3   4

Doesn't apply to me at all    Apply to me completely

### **4. Usually I yell to get what I want.**

1    2   3   4

Doesn't apply to me at all    Apply to me completely

### **5. When somebody makes me angry or upset usually I insult them**

1    2   3   4

Doesn't apply to me at all    Apply to me completely

### **6. Usually I help people to get what I want**

1    2   3   4

Doesn't apply to me at all    Apply to me completely

### **7. When somebody makes me angry or upset usually I hit them**

1    2   3   4

Doesn't apply to me at all    Apply to me completely

**8. When somebody ask appropriately usually I lend what I have**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**9. I do favor to people often by myself**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**10. Usually I shove people to get what I want.**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**11. When somebody ask appropriately usually I share something with them**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**12. Usually I hit people to get what I want**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**13. Usually I compliment to people to get what I want. (say something nice)**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**14. I help people often by myself.**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**15. When somebody make me angry or upset usually I yell to them.**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**16. Usually I lend my belongings by myself.**



1 2 3 4

Doesn't apply to me at all Apply to me completely **17. Usually I insult people to get what I want**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**18. Usually I share what I have to get what I want**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**19. Usually when somebody make me angry or upset I shove them**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**20. I compliment to people by myself. (say nice things often)**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**21. Usually I lend my belongings to people to get what I want**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**22. When somebody makes me upset or angry I usually swear them.**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**23. I do favor to people when they ask appropriately**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**24. Usually I swear to people to get what I want**

1 2 3 4

Doesn't apply to me at all Apply to me completely

**25. I help people when they ask appropriately**

1 2 3 4

Doesn't apply to me at all Apply to me completely

## Appendix D: Student Adaptation to College Questionnaire

The 67 items included in this survey are statements that describe university experiences. Read each one and decide how well it applies to you at the present time (within the last few days). For each item, mark the appropriate number (1 to 9).	Doesn't apply to me at all	Doesn't apply to me much	Doesn't apply to me quite	Doesn't apply to me	Not sure	Applies to me little	Applies to me	Applies closely to me	Applies very closely to me
	1	2	3	4	5	6	7	8	9
1. I feel that I fit in well as part of the university environment.	1	2	3	4	5	6	7	8	9
2. I have been feeling tense or nervous lately.	1	2	3	4	5	6	7	8	9
3. I have been keeping up to date on my academic work.	1	2	3	4	5	6	7	8	9
4. I am meeting as many people, and making as many friends as I would like at university.	1	2	3	4	5	6	7	8	9
5. I know why I'm in university and what I want out of it.	1	2	3	4	5	6	7	8	9

6. I am finding academic work at university difficult.	1	2	3	4	5	6	7	8	9
7. Lately I have been feeling blue and moody a lot.	1	2	3	4	5	6	7	8	9
8. I am very involved with social activities in university.	1	2	3	4	5	6	7	8	9
9. I am adjusting well to university.	1	2	3	4	5	6	7	8	9
10. I have not been functioning well during examinations	1	2	3	4	5	6	7	8	9
11. I have felt tired much of the time lately.	1	2	3	4	5	6	7	8	9
12. Being on my own, taking responsibility for myself, has not been easy.	1	2	3	4	5	6	7	8	9
13. I am satisfied with the level at which I am performing academically.	1	2	3	4	5	6	7	8	9
14. I have had informal, personal contacts with university professors.	1	2	3	4	5	6	7	8	9
15. I am pleased now about my decision to go to university	1	2	3	4	5	6	7	8	9
16. I am pleased now about my decision to attend this university in particular.	1	2	3	4	5	6	7	8	9
17. I'm not working as hard as I should at my course	1	2	3	4	5	6	7	8	9

work.									
18. I have several close social ties at university.	1	2	3	4	5	6	7	8	9
19. My academic goals and purposes are well defined.	1	2	3	4	5	6	7	8	9
20. I haven't been able to control my emotions very well lately	1	2	3	4	5	6	7	8	9
21. I'm not really smart enough for the academic work I am expected to be doing now.	1	2	3	4	5	6	7	8	9
22. Lonesomeness for home is a source of difficulty for me now.	1	2	3	4	5	6	7	8	9
23. Getting a university degree is very important to me.	1	2	3	4	5	6	7	8	9
24. My appetite has been good lately.	1	2	3	4	5	6	7	8	9
25. I haven't been very efficient in the use of study time lately.	1	2	3	4	5	6	7	8	9
26. I enjoy living in a university residence. (Or any university housing.)	1	2	3	4	5	6	7	8	9
27. I enjoy writing papers for courses.	1		3	4	5	6	7	8	9
28. I have been having a lot of headaches lately.	1	2	3	4	5	6	7	8	9
29. I really haven't had much motivation for studying lately.	1	2	3	4	5	6	7	8	9
30. I am satisfied with the	1	2	3	4	5	6	7	8	9

extracurricular activities available at university.									
31. I've given a lot of thought lately to whether I should ask for help from the Psychological/Counselling Services Centre or from a counsellor outside of university	1	2	3	4	5	6	7	8	9
32. Lately I have been having doubts regarding the value of a university education.	1	2	3	4	5	6	7	8	9
33. I am getting along very well with my roommate(s) at university.	1	2	3	4	5	6	7	8	9
34. I wish I were at another university.	1		3	4	5	6	7	8	9
35. I've put on (or lost) too much weight recently.	1	2	3	4	5	6	7	8	9
36. I am satisfied with the number and variety of courses available at university.	1	2	3	4	5	6	7	8	9
37. I feel that I have enough social skills to get along well in the university setting.	1	2	3	4	5	6	7	8	9
38. I have been getting angry too easily lately.	1	2	3	4	5	6	7	8	9
39. Recently I have had trouble concentrating when I try to study.	1	2	3	4	5	6	7	8	9
40. I haven't been sleeping very well.	1	2	3	4	5	6	7	8	9
41. I'm not doing well enough	1	2	3	4	5	6	7	8	9

academically for the amount of work I put in.									
42. I am having difficulty feeling at ease with other people at university.	1	2	3	4	5	6	7	8	9
43. I am satisfied with the quality or calibre of courses available at university	1	2	3	4	5	6	7	8	9
44. I am attending classes regularly.	1	2	3	4	5	6	7	8	9
45. Sometimes my thinking gets muddled up too easily.	1	2	3	4	5	6	7	8	9
46. I am satisfied with the extent to which I am participating in social activities at university.	1	2	3	4	5	6	7	8	9
47. I expect to stay at this university for a bachelor's degree	1	2	3	4	5	6	7	8	9
48. I haven't been mixing too well with the opposite sex lately.	1	2	3	4	5	6	7	8	9
49. I worry a lot about my university expenses.	1	2	3	4	5	6	7	8	9
50. I am enjoying my academic work at university.	1	2	3	4	5	6	7	8	9
51. I have been feeling lonely a lot at university lately.	1	2	3	4	5	6	7	8	9
52. I am having a lot of trouble getting started on	1	2	3	4	5	6	7	8	9

homework assignments.									
53. I feel I have good control over my life situation at university.	1	2	3	4	5	6	7	8	9
54. I am satisfied with my program of courses for this term.	1	2	3	4	5	6	7	8	9
55. I have been feeling in good health lately.	1	2	3	4	5	6	7	8	9
56. I feel I am very different from other students at university in ways that I don't like	1	2	3	4	5	6	7	8	9
57. On balance, I would rather be home than here.	1	2	3	4	5	6	7	8	9
58. Most of the things I am interested in are not related to any of my course work at university.	1	2	3	4	5	6	7	8	9
59. Lately I have been giving a lot of thought to transferring to another university.	1	2	3	4	5	6	7	8	9
60. Lately I have been giving a lot of thought to dropping out of university altogether and for good	1	2	3	4	5	6	7	8	9
61. I find myself giving considerable thought to taking time off from university and finishing later.	1	2	3	4	5	6	7	8	9



62. I have some good friends or acquaintances at university with whom I can talk about any problems I may have.	1	2	3	4	5	6	7	8	9
63. I have some good friends or acquaintances at university with whom I can talk about any problems I may have.	1	2	3	4	5	6	7	8	9
64. I am experiencing a lot of difficulty coping with the stresses imposed on me in university	1	2	3	4	5	6	7	8	9
65. I am quite satisfied with my social life at university.	1	2	3	4	5	6	7	8	9
66. I am quite satisfied with my academic situation at university.	1	2	3	4	5	6	7	8	9
67. I feel confident that I will be able to deal in a satisfactory manner with future challenges here at university.	1	2	3	4	5	6	7	8	9

## Appendix E: Turkish version of General Information Form

### Genel Bilgi Formu

Yaşınız kaç?

Cinsiyet: Kız  Erkek

KKTC'ye eğitim görmeye nereden geldiniz?

Hangi üniversitede eğitim görmektesiniz?

Hangi bölümü okuyorsunuz ve kaçınıcı sınıfısınız?

Sizce aşağıdaki seçeneklerden hangisi ekonomik düzeyinizi en iyi ifade etmektedir?

Gelirmeden az  Gelirimle eşit  Gelirimden fazla

Kendinizi okulunuza ve derslerinize alışmış, adapte olmuş olarak görüyor musunuz?

Görmüyorsanız sizce nedenleri nedir?

Kendinizi yardımsever biri olarak görüyor musunuz? Eğer görüyorsanız bu özelliğinin okula ve çevreye adapte olmanıza katkısı olduğunu düşünüyor musunuz?

Kendinizi sinirli, abuk fkelenen, riskli davranışlar alan biri olarak görüyor musunuz? Eęer görüyorsanız sizce bu durum okula ve çevreye adapte olmanızı kötü yönde etkiliyor mu?

## Appendix F: Turkish Version of Machiavellianism Scale

<i>Yönerge: Aşağıdaki cümlelere <b>ne dereceye kadar katıldığınızı ya da katılmadığınızı</b> öğrenmek istiyoruz. Lütfen HER SORU İÇİN verilen ölçeği kullanarak <b>katılım derecenizi cümlelerin sağındaki kutucuklardan birine (X) işareti koyarak belirtiniz.</b></i>	Tamamen Karşıyım	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1. İnsanları idare etmenin en iyi yolu onlara duymak istediklerini söylemektir.	1	2	3	4	5
2. Birisinden sizin için bir şey yapmasını istediğinizde bunun gerçek nedenini söylemek, etkileyici sebepler sıralamaktan iyidir.	1	2	3	4	5
3. Başka bir kişiye tamamen güvenen bir kişi dert arıyor demektir.	1	2	3	4	5
4. Bazı dalavereler çevirmeden yükselmek güçtür.	1	2	3	4	5
5. Dürüstlük her zaman en iyi yoldur.	1	2	3	4	5
6. İnsanların içinde bir kötülük damarının bulunduğunu ve fırsat bulduğunda bunun dışarı çıkacağını varsaymak en güvenli yoldur.	1	2	3	4	5
7. Eğer bir faydası olmayacaksa yaptığınız işin gerçek sebebini kimseye söylemeyiniz.	1	2	3	4	5
8. İnsan ancak ahlaki acıdan doğru olduğunu hissettiği zaman faaliyete geçmelidir.	1	2	3	4	5
9. Önemli insanları pohpohlamak akıllıca bir iştir.	1	2	3	4	5
10. Hangi durumda olursa olsun değersiz ve dürüst olmak, önemli ve sahtekâr bir kişi olmaktan daha iyidir.	1	2	3	4	5
11. “Her dakika bir enayi doğar” düşüncesi doğru değildir.	1	2	3	4	5
12. Tedavisi mümkün olmayan bir hastalıktan mustarip olan kişiler acı çekmeden ölmek seçeneğine sahip olmalıdır.	1	2	3	4	5
13. Her yönden iyi olmak mümkündür.	1	2	3	4	5
14. İnsanların çoğu temelde iyi ve naziktir.	1	2	3	4	5
15. Başkasına yalan söylemenin hiçbir mazereti olamaz.	1	2	3	4	5

<b>16.</b> İnsanların çoğu babalarının ölümünü servetlerinin kaybindan daha kolay unuturlar.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>17.</b> Hayatta başarılı olmuş kişilerin çoğu temiz ve ahlaki bir yaşam sürerler.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>18.</b> Genellikle insanlar başkaları tarafından zorlanmadıkça sıkı çalışmazlar.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>19.</b> Suçlular ve diğerleri arasındaki en büyük fark suçluların yakalanacak kadar aptal olmasıdır.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>20.</b> İnsanların çoğu cesurdur.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## **Appendix G: Turkish Version of Prosocial and Aggressive Behaviors Questionnaire**

Aşağıda olumlu sosyal davranışlar ölçeğinin ifadeleri yer almaktadır. Lütfen cümleleri dikkatlice okuyup, size ne kadar iyi tanımladığına veya tanımlamadığına göre 1 ile 4 arasında bir sayıyı işaretleyiniz.

### **1. Kendiliğimden sık sık sahip olduklarımı paylaşıyorum.**

1 2 3 4

Hiç tanımlamıyorum Kesinlikle tanımlıyorum

### **2. Genellikle istediğimi elde edebilmek için başkalarına iyilik yaparım**

1 2 3 4

Hiç tanımlamıyorum Kesinlikle tanımlıyorum

### **3. Birileri bana uygun bir şekilde hissettirdiğinde genellikle onlara iltifat ederim (güzel şeyler söylerim).**

1 2 3 4

Hiç tanımlamıyorum Kesinlikle tanımlıyorum

### **4. Genellikle istediğimi elde edebilmek için başkalarına bağırırım.**

1 2 3 4

Hiç tanımlamıyorum Kesinlikle tanımlıyorum

### **5. Birileri beni sinirlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara hakaret ederim**

1 2 3 4

Hiç tanımlamıyorum Kesinlikle tanımlıyorum

### **6. Genellikle insanlara istediğimi elde edebilmek için yardım ederim**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**7. Birileri beni sınırlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara vururum**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**8. Birileri benden uygun bir şekilde istediğinde genellikle sahip olduklarımı ödünç veririm.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**9. Kendiliğimden sık sık başkalarına iyilik yaparım**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**10. Genellikle istediğimi elde edebilmek için başkalarını itip kakarım.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**11. Birileri benden uygun bir şekilde istediğinde genellikle bazı şeyleri onlarla paylaşıyorum.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**12. Genellikle istediğimi elde edebilmek için başkalarına vururum.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**13. Genellikle istediğimi elde edebilmek için insanlara iltifat ederim (güzel şeyler söylerim).**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**14. Kendiliğinden sık sık başkalarına yardım ederim.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**15. Birileri beni sınırlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara**

**bağırırım**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**16. Kendiliğinden sık sık başkalarına eşyalarımı ödünç veririm.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**17. Genellikle istediğimi elde edebilmek için başkalarına hakaret ederim**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**18. Genellikle istediğimi elde edebilmek için sahip olduklarımı başkalarıyla**

**paylaşıyorum**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**19. Birileri beni sınırlendirdiğine veya keyfi mi kaçırdığında genellikle onları**

**itip kakarım**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**20. Kendiliğinden başkalarına iltifat ederim (sık sık güzel şeyler söylerim).**

1 2 3 4



Hiç tanımlamıyor Kesinlikle tanımlıyor

**21. Genellikle istediğimi elde edebilmek için sahip olduklarımı başkalarına ödünç veririm.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**22. Birileri beni sınırlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara kötü sözler söylerim.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**23. Birileri benden uygun bir şekilde istediğinde genellikle onlara iyilik yaparım.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**24. Genellikle istediğimi elde edebilmek için başkalarına kötü sözler söylerim.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

**25. Birileri benden uygun bir şekilde istediğinde genellikle onlara yardım ederim.**

1 2 3 4

Hiç tanımlamıyor Kesinlikle tanımlıyor

## Appendix H: Turkish Version of Adaptation to College Questionnaire

Bu ankette 67 tane üniversite deneyimlerini tanımlayan cümle bulunmaktadır. Her birini dikkatlice okuyun ve size ne kadar iyi uyduğuna karar verin (son birkaç günü göz önünde bulundurarak). Her cümle için, yandaki numaralardan uygun olanı işaretleyiniz.	Bana hiç uymuyor	Bana çokça uymuyor	Bana pek uymuyor	Bana uymuyor	Emin Değilim	Bana biraz uyuyor	Bana uyuyor	Bana çokça uyuyor	Bana tamamen uyuyor
	1	2	3	4	5	6	7	8	9
1.Üniversite ortamına iyi uyum sağladığımı düşünüyorum.	1	2	3	4	5	6	7	8	9
2.Son zamanlarda kendimi gergin ve sinirli hissediyorum.	1	2	3	4	5	6	7	8	9
3.Akademik sorumluluklarımı zamanında yetiştirmeye özen gösteririm.	1	2	3	4	5	6	7	8	9
4.Üniversitede istediğim kadar kişiyle görüşebiliyorum ve arkadaş edinebiliyorum.	1	2	3	4	5	6	7	8	9

5.Neden üniversitede olduğumu ve ne istediğimi biliyorum.	1	2	3	4	5	6	7	8	9
6. Üniversitedeki akademik çalışmalar bana zor geliyor.	1	2	3	4	5	6	7	8	9
7.Son zamanlarda kendimi karamsar ve canı sıkkın hissediyorum.	1	2	3	4	5	6	7	8	9
8. Üniversitedeki sosyal aktivitelere fazlasıyla katılıyorum.	1	2	3	4	5	6	7	8	9
9. Üniversiteye oldukça iyi uyum sağlıyorum	1	2	3	4	5	6	7	8	9
10. Sınavlarımda iyi notlar alamadım	1	2	3	4	5	6	7	8	9
11. Son zamanlarda çok yorgun hissediyorum	1	2	3	4	5	6	7	8	9
12. Kendi başına olmak ve sorumluluk almak kolay değil.	1	2	3	4	5	6	7	8	9
13. Akademik olarak gösterdiğim performanstan memnunum.	1	2	3	4	5	6	7	8	9
14. Üniversitedeki hocalarla gayri resmi bir biçimde yüz yüze görüşüyorum.	1	2	3	4	5	6	7	8	9
15. Üniversiteye gitme kararı aldığım için memnunum	1	2	3	4	5	6	7	8	9
16. Bu üniversiteye gelme kararı verdiğim için memnunum	1	2	3	4	5	6	7	8	9

17. Derslerim için çalışmam gerekenden daha az çalışıyorum.	1	2	3	4	5	6	7	8	9
18. Üniversitede birçok yakın sosyal bağım var.	1	2	3	4	5	6	7	8	9
19. Akademik amaç ve hedeflerim iyi tanımlanmıştır.	1	2	3	4	5	6	7	8	9
20. Son zamanlarda duygularımı kontrol edemiyorum.	1	2	3	4	5	6	7	8	9
21. Yapmam beklenen akademik çalışma için yeterince zeki değilim.	1	2	3	4	5	6	7	8	9
22. Yalnızlık benim için bir sıkıntı kaynağı.	1	2	3	4	5	6	7	8	9
23. Yükseköğrenim diploması almak benim için önemli.	1	2	3	4	5	6	7	8	9
24. Son zamanlarda iştahım iyi.	1	2	3	4	5	6	7	8	9
25. Son zamanlarda çalışmak için zamanımı iyi kullanamıyorum.	1	2	3	4	5	6	7	8	9
26. Üniversitede (yurtta) yaşamaktan keyif alıyorum.	1	2	3	4	5	6	7	8	9
27. Derslerim için ödev yapmaktan keyif alıyorum.	1		3	4	5	6	7	8	9
28. Son zamanlarda çok baş ağrılarım oluyor.	1	2	3	4	5	6	7	8	9
29. Son zamanlarda çalışmak için pek isteğim yok.	1	2	3	4	5	6	7	8	9
30. Üniversitenin bana	1	2	3	4	5	6	7	8	9

sunduđu ders dıřı aktivitelerden memnunum.									
31. Son zamanlarda okuldaki veya okul dıřındaki bir psikolojik danıřmandan yardım almayı dıřunuyorum	1	2	3	4	5	6	7	8	9
32. Son donemlerde universite eđitiminin ne kadar deđerli olabileceđiyle ilgili řuphelerim var.	1	2	3	4	5	6	7	8	9
33. Universitedeki oda arkadař(lar)ımla ok iyi geiniyorum.	1	2	3	4	5	6	7	8	9
34. Bařka bir universitede olmayı dilerdim.	1		3	4	5	6	7	8	9
35. Son gunlerde ok fazla kilo aldım (ya da verdim).	1	2	3	4	5	6	7	8	9
36. Universitede aılan derslerin eřitliliđi ve sayısından memnunum.	1	2	3	4	5	6	7	8	9
37. Universite ortamına ayak uydurmamı sađlayacak sosyal becerilere sahip olduđumu dıřunuyorum.	1	2	3	4	5	6	7	8	9
38. Son zamanlarda ok kolay fkeleniyorum.	1	2	3	4	5	6	7	8	9
39. Bugunlerde ders alıřırken konsantre olmakta zorluk yařıyorum.	1	2	3	4	5	6	7	8	9
40. ok iyi uyuyamıyorum.	1	2	3	4	5	6	7	8	9



41. Akademik olarak çalıştığım oranda iyi not aldığımı düşünmüyorum.	1	2	3	4	5	6	7	8	9
42. Üniversitede diğer kişilerle birlikteken rahat olmakta zorluk yaşıyorum.	1	2	3	4	5	6	7	8	9
43. Üniversitedeki derslerin içerik ve kalitesinden memnunum	1	2	3	4	5	6	7	8	9
44. Derslerime düzenli gidiyorum.	1	2	3	4	5	6	7	8	9
45. Bazen düşüncelerim çok kolay karman çorman olur.	1	2	3	4	5	6	7	8	9
46. Üniversitede katılımda bulunduğum sosyal aktivitelerin çokluğundan memnunum.	1	2	3	4	5	6	7	8	9
47. Lisans derecem almak için bu üniversitede kalmayı düşünüyorum.	1	2	3	4	5	6	7	8	9
48. Son zamanlarda karşı cinsle çok iyi anlaşamıyorum.	1	2	3	4	5	6	7	8	9
49. Üniversite masraflarım konusunda sıklıkla endişeleniyorum.	1	2	3	4	5	6	7	8	9
50. Üniversitedeki akademik çalışmamdan keyif alıyorum.	1	2	3	4	5	6	7	8	9
51. Son günlerde üniversitede kendimi oldukça yalnız hissediyorum.	1	2	3	4	5	6	7	8	9
52. Ödevlerimi yapmaya başlamakta çok sorun	1	2	3	4	5	6	7	8	9

yaşıyorum.									
53. Üniversitede ki hayatımın üzerinde iyi bir kontrole sahip olduğumu hissediyorum.	1	2	3	4	5	6	7	8	9
54. Bu dönemki ders programımdan oldukça memnunum	1	2	3	4	5	6	7	8	9
55. Son zamanlarda oldukça sağlıklı hissediyorum.	1	2	3	4	5	6	7	8	9
56. Üniversitedeki diğer öğrencilerden hoşlanmadığım şeylerden dolayı farklı olduğumu hissediyorum	1	2	3	4	5	6	7	8	9
57. Herşeyi hesaba katınca, burada olmaktansa evimde olmayı tercih ederim.	1	2	3	4	5	6	7	8	9
58. İlgilendiğim çoğu şeyin üniversitede aldığım derslerle alakası yok.	1	2	3	4	5	6	7	8	9
59. Son dönemlerde başka bir üniversiteye transfer olmayı sıkça düşünüyorum.	1	2	3	4	5	6	7	8	9
60. Son günlerde üniversiteyi kendi iyiliğim için tamamen ve temelli bırakmayı sıkça düşünüyorum.	1	2	3	4	5	6	7	8	9
61. Kendimi lüniiversiteye ara verip daha sonra bitirmeyi düşünürken buluyorum.	1	2	3	4	5	6	7	8	9
62. Şimdi ki derslerimi veren hocalarımdan oldukça memnunum.	1	2	3	4	5	6	7	8	9
63. Üniversitede problemim	1	2	3	4	5	6	7	8	9

olduğunda konuşabileceğim arkadaşlarım ve tanıdıklarım var.									
64. Üniversitede yaşadığım stresle baş etmekte birçok zorluk yaşıyorum.	1	2	3	4	5	6	7	8	9
65. Üniversitede ki sosyal hayatımdan oldukça memnunum.	1	2	3	4	5	6	7	8	9
66. Üniversitede ki akademik durumumdan oldukça memnunum.	1	2	3	4	5	6	7	8	9
67. Üniversite de gelecekte yaşayabileceğim olası zorlukları aşabileceğim konusunda kendime güveniyorum	1	2	3	4	5	6	7	8	9



## Appendix I: Ethics Committee Approval

 <p><b>Doğu Akdeniz Üniversitesi</b> "Uluslararası Kariyer İçin"</p>	<p><b>Eastern Mediterranean University</b> "For Your International Career"</p>	<p>P.K.: 99628 Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 bayek@emu.edu.tr</p>
<p>Etik Kurulu / Ethics Committee</p>		
<p><b>Sayı:</b> ETK00-2018-0039 <b>Konu:</b> Etik Kurulu'na Başvurunuz Hk.</p>		<p>17.01.2018</p>
<p>Sayın Fatma Bahçe Psikoloji Bölümü Yüksek Lisans Öğrencisi</p>		
<p>Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun <b>15.01.2018</b> tarih ve <b>2018/52-11</b> sayılı kararı doğrultusunda, <b>Role of Prosocial, Antisocial Behaviours and Machiavellianism on Adaptation to University</b> adlı tez çalışmanızı, Doç. Dr. Fatih Bayraktar'ın danışmanlığında araştırmanız, Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.</p>		
<p>Bilginize rica ederim.</p>		
<p> <b>Doç. Dr. Şükrü Tüzmen</b> <b>Etik Kurulu Başkanı</b></p>		
<p>ŞT/sky.</p>		
<p>www.emu.edu.tr</p>		

## **Appendix J: Debrief Form English Version**

**Department of Psychology Eastern Mediterranean University**

**Famagusta, Turkish Republic of Northern Cyprus**

**Tel: +(90) 392 630 1389 Fax: +(90) 392 630 2475**

**Web: <http://brahms.emu.edu.tr/psychology>**

### **Participant Debrief Form**

Thank you very much for participating in this study with the title The Role of Prosocial, Antisocial Behaviors and Machiavellianism on Adaptation to University. Please take a few more minutes to read the following information, which will explain the aims and purpose of the research further. If you have any questions, please feel free to ask the researcher whose contact details are stated below.

This research is investigating the relationship between prosocial behavior, anti-social behavior and machiavellianism adaptation to university.

If during the completion of this questionnaire you felt any distress or discomfort and you would like to speak to a professional, please contact Eastern Mediterranean University – Psychological Counseling Guidance and Research Center (EMU-PDRAM – 0392 630 2251). If you are not Eastern Mediterranean University student you may contact Dr. Burhan Nalbantođlu Barış Psychiatric Hospital (0392 228 54 41). You may also contact the researcher Fatma Bahçe (fatosbahce92@gmail.com, 05338833189) or the research supervisor Assoc. Prof. Dr. Fatih Bayraktar (fatih.bayraktar@emu.edu.tr, 0392 630 1324) with any questions.

Once again thank you for your valuable contribution to this research. Your participation is greatly appreciated.

Yours sincerely,

Fatma Bahçe

## Appendix K: Informed Consent English Version

### Department of Psychology

Eastern Mediterranean University  
Famagusta, Turkish Republic of Northern Cyprus  
Tel: +(90) 392 630 1389 Fax: +(90) 392 630 2475  
Web: <http://brahms.emu.edu.tr/psychology>

Dear participant,

Please take a few minutes to read the following information on this research carefully before you agree to participate. If at any time you have a question regarding the study, please feel free to ask the researcher who will provide more information. This study is being conducted by Fatma Bahçe under the supervision of Assoc. Prof. Dr. Fatih Bayraktar. It aims to investigate the relationship between prosocial behavior, anti-social behavior and machiavellianism adaptation to university. The study should take no more than 45 minutes to complete. This study includes a general information form and three scales. Of course, you are not obliged to participate in this research and are free to refuse to participate. You may also withdraw from the study at any point without giving any reason. In this case, all of your responses will be destroyed and omitted from the research. If you agree to participate in and complete the study, all responses and questionnaires will be treated confidentially. Your name and identifying information will be kept securely and separately from the rest of your questionnaire. Data will be stored for a maximum of six years after the study. Once the data is analyzed, a report of the findings may be submitted for publication.

To signify your voluntary participation, please complete the consent form below.

#### CONSENT FORM

Research Title: The Role of Prosocial, Antisocial Behaviors and Machiavellianism on Adaptation to University

Name of Researchers: Assoc. Prof. Dr. Fatih Bayraktar & Fatma Bahçe

Psychology Department

Eastern Mediterranean University

Famagusta, North Cyprus

Office number: 90 392 630 1324 Email: [fatih.bayraktar@emu.edu.tr](mailto:fatih.bayraktar@emu.edu.tr)

Please tick the boxes to confirm that you agree to each statement.

1. I confirm that I have read and understood the information sheet for this study and have had the opportunity to ask any questions.
2. I understand that my participation is voluntary and that I may withdraw from the study at any time without explanation.
3. I agree to take part in this study.

*If you have any concerns about the ethical conduct of this study, please inform Assoc. Prof. Dr. Şenel Husnu Raman, Chair of the Psychology Research & Ethics Committee at Eastern Mediterranean University, in writing, providing a detailed account of your concern ([shenelhusnu.raman@emu.edu.tr](mailto:shenelhusnu.raman@emu.edu.tr)).*

Date

Signature

## **Appendix L: Debrief Form Turkish Version**

**Psikoloji Bölümü**

**Doğu Akdeniz Üniversitesi**

**Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti**

**Tel: +(90) 392 630 1389 Fax: +(90) 392 630 2475**

**Web: <http://brahms.emu.edu.tr/psychology>**

### **KATILIMCI BİLGİLENDİRME FORMU**

'Olumlu sosyal davranış, antisosyal davranış ve makyavelizmin üniversiteye adaptasyondaki rolleri' başlıklı araştırmamıza katıldığınız için teşekkür ederiz. Birkaç dakikanızı alacak olan araştırmanın amaçlarını açıklayan aşağıdaki bilgileri, lütfen okuyunuz. Sorularınız için, aşağıda iletişim bilgileri bulunan araştırmacıyla iletişim kurmaktan çekinmeyiniz.

Bu araştırmanın amacı, olumlu sosyal davranış, antisosyal davranış ve makyavelizmin üniversiteye adaptasyon üzerindeki rolünü incelemektir.

Bu çalışmanın sonlandırılmasından sonra, herhangi bir sıkıntı veya rahatsızlık duyuyor ve bir profesyonel ile konuşarak destek veya yardım almak istiyorsanız, Doğu Akdeniz Üniversitesi, Psikolojik Danışma ve Rehberlik Araştırma Merkezi (0392 630 2251) iletişime geçebilirsiniz. Ayrıca, herhangi bir sorunuz olursa, araştırmacı Fatma Bahçe (fatosbahce92@gmail.com, 05338833189) veya araştırma süpervizörü Assoc. Prof. Dr. Fatih Bayraktar (fatih.bayraktar@emu.edu.tr, 0392 630 1324) ile iletişime geçebilirsiniz.

Araştırmaya olan değerli katkınız için tekrardan teşekkür ederiz.

Saygılarımla,

Fatma Bahçe

## Appendix M: Informed Consent Turkish Version

Psikoloji Bölümü

Doğu Akdeniz Üniversitesi

Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti

Tel: +(90) 392 630 1389 Fax: +(90) 392 630 2475

Web: <http://brahms.emu.edu.tr/psychology>

### Olumlu sosyal davranış, Antisosyal davranış ve Makyavelizmin Üniversiteye Adaptasyondaki Roller

Değerli Katılımcı,

Araştırmaya katılmayı kabul etmeden önce, lütfen birkaç dakikanızı ayırarak, aşağıda bulunan araştırma hakkındaki bilgileri dikkatlice okuyunuz. **Çalışma hakkında herhangi bir sorunuz olursa, size daha fazla bilgi verebilecek olan araştırmacıya sormaktan çekinmeyiniz.** Araştırma Gelişim Psikolojisi Yüksek Lisans öğrencisi Fatma Bahçe tarafından, Assoc. Prof. Dr. Fatih Bayraktar'ın gözetiminde yürütülmektedir. Araştırma olumlu sosyal davranış, antisosyal davranış ve makyavelizmin öğrencilerin üniversiteye adaptasyonu üzerindeki rolünü araştırmayı amaçlamaktadır. Araştırma üniversite hazırlık ve birinci sınıf öğrencilerine verilecek olan üç ölçeği içermektedir. Araştırmada verilecek olan ölçeklerin cevaplandırılması 45 dakikadan fazla sürmeyecektir. Araştırmaya katılmak zorunda değilsiniz ve araştırmaya katılmayı reddetme hakkına sahipsiniz. Ayrıca araştırmadan, neden vermeksizin, istediğiniz bir anda çekilme hakkına sahipsiniz. Böyle bir durumda, tüm yanıtlarınız yok edilecek ve çalışmada yer almayacaktır. Eğer araştırmayı kabul eder ve tamamlarsanız, tüm yanıtlar ve anketler **gizlilikle** muhafaza edilecektir. Tanımlayıcı bilgileriniz, anketin geri kalan kısmında ayrı olarak tutulacaktır. Bilgiler, araştırmadan sonra en fazla 6 yıl muhafaza edilecektir. Bilgiler analiz edildikten sonra, sonuçları içeren bir rapor yayınlanmak için sunulabilir.

**Gönüllü katılımınızı belirtmek için lütfen aşağıda bulunan katılımcı onay formunu doldurunuz.**

#### **ONAY FORMU**

**Araştırma Başlığı:** Olumlu sosyal davranış, Antisosyal davranış ve Makyavelizmin Üniversiteye Adaptasyondaki Roller

**Araştırmacıların Adı Doç. Dr. Fatih Bayraktar & Fatma Bahçe**

Psikoloji Bölümü

Doğu Akdeniz Üniversitesi

Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti

Tel: 90 392 630 1324 Email: [fatih.bayraktar@emu.edu.tr](mailto:fatih.bayraktar@emu.edu.tr)

Lütfen onayladığınız maddelerin kutularınızı işaretleyiniz.

Araştırmanın bilgilendirme sayfasını okuduğumu, anladığımı ve soru sorma hakkımın olduğunu onaylıyorum.

1. Katılımımın gönüllü olduğunu ve istediğim bir anda, açıklama yapmadan, araştırmadan çekilebileceğimi anlıyorum.
2. Araştırmaya katılmayı kabul ediyorum.
3. Bilgilendirme formunu okudum, anladım ve olan sorularımı sordum

Tarih

İmza

Araştırmanın etiği ile ilgili herhangi bir endişeniz var ise, endişeye neden olanları detaylı bir biçimde yazılı olarak, Doğu Akdeniz Üniversitesi Psikoloji Bölümü Araştırma ve Etik Komitesi Başkanı. Doç. Dr. Şenel Hüsnü Raman'a ([shenelhusnu.raman@emu.edu.tr](mailto:shenelhusnu.raman@emu.edu.tr)) gönderebilirsiniz.