

**A COMPARATIVE STUDY OF CROSS GENDER  
IDENTIFIED MALES AND FEMALES ON COPING  
STRATEGIES, EMOTION REGULATION STRATEGIES AND  
DEFENSE MECHANISMS**

A  
*Thesis submitted*  
*In the partial fulfillment of the requirement for the degree of*

**MASTER OF ARTS  
IN  
PSYCHOLOGY  
(Clinical)**



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June, 2017**

## CERTIFICATE

This is certify that the thesis entitled “A comparative study of cross gender identified males and females on coping strategies, emotion regulation strategies and defense mechanisms” being submitted in partial fulfillment of requirements for the award of degree of Master of Arts in Psychology, submitted in the School of Humanities and Social Sciences, Thapar University, Patiala is a bonafide work carried out under the supervision of Dr. Santha Kumari, Professor & Head, School of Humanities and Social Sciences, Thapar University, Patiala and that no part of this project has been submitted for the award of any other degree.

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## CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, “ A comparative study of cross gender identified males and females on coping strategies, emotion regulation strategies and defense mechanisms” in partial fulfillment of the requirement for the award of Degree of Master of Arts in Psychology, submitted in the School of Humanities and Social Sciences, Thapar University, Patiala, is an authentic record of my own work carried out under the supervision and guidance of Dr. Santha Kumari, Professor & Head, School of Humanities and Social Sciences, Thapar University, Patiala and refers other researcher's work which are duly listed in the reference section.

The matter embodied in this thesis has not formed the basis for the award of any other degree of this or any other university.

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## List of Abbreviations

MF	Masculine Females
FM	Feminine Males
CC	Confrontive Coping
DI	Distancing
SC	Self-Controlling
SSS	Seeking Social Support
AR	Accepting Responsibility
EA	Escape-Avoidance
PPS	Planful Problem Solving
PR	Positive Reappraisal
CR	Cognitive Reappraisal
ES	Expressive Suppression
DE	Denial
PRO	Projection
ID	Identification
MGI	Masculine Gender Identity
FGI	Feminine Gender Identity
TAT	Thematic Apperception Test
WCQ	Ways of Coping Questionnaire
ERQ	Emotion Regulation Questionnaire

## **ABSTRACT**

Gender is the fundamental reality of our biology which impacts our psychology. Gender Identity is typically a focal part of a person's sense of self as a male or a female that is the inner experiences of having a place with one sexual orientation. There are various strategies (coping, emotion regulation and defense mechanisms) and therapeutic techniques used in problematic situations that differentiate male from female or masculinity from femininity as they use different strategies and techniques. The present investigation was conducted to examine the relationship among coping strategies, emotion regulation strategies and defense mechanisms in cross gender identified males and females. It was hypothesized that masculine female used more of confrontive coping, self-controlling, cognitive reappraisal and projection and feminine male used more of distancing, expressive suppression and denial (coping, emotion regulation strategies and defense mechanisms) respectively. In order to verify the above hypotheses a sample of one hundred (N=100) students, from which fifty were males (N=50) and fifty were females (N=50) taken in the present study. To measure the Gender Identity, Coping Strategies, Emotion Regulation Strategies and Defense Mechanisms; the Masculine Gender Identity (MGI) for females and Feminine Gender Identity (FGI) for males developed by Blanchard and Blanchard (1987), ways of coping questionnaire by Folkman and Lazarus (1988), Emotion Regulation Questionnaire by Gross and John (2003) and the Thematic Apperception Test by Murray (1943) was administered respectively. The data were subjected to correlation, regression and 't' analysis and the major finding of the study reveals that masculine female used more of confrontive coping, self-controlling, cognitive reappraisal and projection and feminine male used more of distancing, expressive suppression and denial (coping, emotion regulation strategies and defense mechanisms) respectively.

**Keywords:** Gender Identity, Coping Strategies, Emotion Regulation Strategies and Defense Mechanisms.

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## **Chapter 1**

### **INTRODUCTION**

We live in an age of gender confusion. The consequence of different social specialist persuade us that sexual orientation is not settled or static, but rather fluid and variable; that there are not two genders but rather numerous genders; it implies gender is truly a social construct and that gender roles are interchangeable. Gender differences are present; they are basic existence of our science and influence our psychology. Our gender (males & females) is a key perspective to our identity. Sexual orientation are corresponding to individuals, our collective mankind and society generally speaking, all are benefited from masculine and feminine qualities. We are better to have men and women with a reasonable comprehension of their masculinity and femininity respectively.

#### **1.1 Terminology**

##### **1.1.1 Sex and Gender**

Sex refers to whether a person is naturally male or female. A portion of the regular traits that distinct an individual from male or female incorporate the sex chromosomes, gonads and interior and exterior genitalia. Then again, the term gender defines mental and behavioral qualities related with males and females (Kessler & McKenna, 1978; Ruble 2006).

Natural distinction is essential in deciding difference in males and females. As naturally males have two different sex chromosomes, an X and a Y, and females have two X chromosomes. The Y chromosome is the thing that decides sexual differentiation. On the off chance that the Y chromosome is available on the growth along the male lines. Testosterone separates gender by improving the probability of male patterns of behavior. As it influences directly on the Central Nervous System (CNS) that elicited these behaviors.

The natural phenomena found that the distinction between males and females are due to the inherent and hormonal changes. Charles Darwin (1859) who proposed the theory of evolution correlated the biological explanations of gender and sexual differences. He found that similarly as other creatures had physiological contrasts, human being had the same distinction. The biological point of view on mental distinction parallels to the physical way of sexual distinction. These parallels between the mental and sexual distinction incorporate hereditary and hormonal variables which create different people, with the primary contrast of reproductive function. The brain controls on behavior and it is affected by genes, hormones and environment.

### **1.1.2 Role of gender**

The term gender role, initially proposed by Money (1955), refers to “behaviors, attitudes and personality attributes that are consistent with cultural definitions and expectations of masculinity and femininity”. During early days of life, the role of gender is operationalized as indicated by certain behaviors, termed as sex-typed behaviors which includes peer inclination, enthusiasm in rough and tough play, dress-up game, toy inclination and so forth. These sexual orientation/sex-typed behaviors are frequently indirect indicators of a child’s sex way of life as by and large, they are sex dimorphic. For instance, boys have a tendency to be high dynamic as compared to girls and connect themselves more in rough and tough play, as boys want to play with toy vehicles and weapons, on the other hand by and large; girls like to play with dolls and toy family things.

### **1.1.3 Gender Identity**

Gender Identity termed as an individual’s essential feeling of himself/herself as a male or female that is internal experience of having a place to one’s own gender. The majority of the individuals create sexual orientation personality that is similar to their organic sex, as most natural females have a “female” Gender Identity and most natural males have a “male” Gender Identity. From a subjective point of view, Gender Identity means a child’s capacity to not distinguish males from females, but rather likewise accurately distinguish his or her own gender as a boy or a girl. In this way, as per cognitive milestone the principal stage is, accomplishing gender consistency that is

having comprehending of being male or female is organic procedure and it can't be modified by changing the superficial traits, including hair or dressing sense (Fagot & Leinbach, 1985). Commonly, Gender Identity is built up by age 3; in light of the fact that now children can accurately answer the question, "Are you a boy or a girl?" gender steadiness by and large, settled by age 7. It is likewise prove that the young children declare their maleness and femaleness and the guilt experienced in the event that they are mislabeled by others.

#### **1.1.4 Gender Dysphoria**

The term gender dysphoria means the disappointment and disregard about one's natural standard as a male or a female. A large portion of the instances of gender dysphoria are central to clinical population with children, adolescents, and adults as it catches the pain from the incoherency between one's natural sex and inner experience of Gender Identity. In the DSM-IV criteria for Gender Identity Disorder GID (Appendix A), Criterion A1 "repeatedly stated desire to be, or insistence that he or she is, the other sex can be considered the most concrete and direct expression of gender dysphoria".

However, majority of the children with Gender Identity Disorder (GID) do not generally misunderstood their sex; they realize that they are male or female however, they will raise their desire to be of the opposite sex and discover little that is certain about their own sex (Zucker, 1992). These children have misconception about gender steadiness and might be uncertain about changing aspects of one's behavior (e.g. hair, attire) will likewise change one's own gender. Zucker (1999) found that young children with Gender Identity Disorder (GID) exhibit more psychological confusion about gender compared with controls and will have a "development lag" in their gender consistency securing.

#### **1.2 Coping Mechanisms**

According to Lazarus and Folkman (1984, p.22) coping referred to as "constantly changes cognitive and behavioral efforts to manage specific external and internal demands that are

appraised as taxing or exceeding the resources of the person”, includes mastering, tolerating, reducing and minimizing stressful situations.

Coping can be referred to as individuals making attempts to master problematic situations. Individuals confront stressful situations which are harmful to one selves or which call for threat or challenge. Here ‘harm or loss’ implies damage that has already happened, ‘threat’ to damage has not yet happened but rather is anticipated and “difficulties” to predict opportunities for mastery or gain. The degree to which when person feels hurt, threatened or challenged is controlled by the connection between the individual and the environment in that particular experience.

### **1.3 Emotion Regulation**

In our daily lives emotions play a major role. Emotions in ordinary discourse refer to the “affective aspect of consciousness, a state or feeling or a conscious mental reaction towards an object accompanied by behavioral and or physical changes”. Cognition is an important aspect of emotion. Emotions tend to affect our thinking and interpretation of events. Emotion regulation includes two types of strategies: cognitive reappraisal and expressive suppression. The former states that reinterpreting the meaning of emotional stimulus. The individual revisits his or her emotional response to the circumstance. It includes two sections: a) acknowledgement of one’s negative reaction, and b) reinterpretation of the situation to either lessen the severity of the negative reaction or exchange the negative state of mind towards more positive attitude. The latter expresses that suppressing the emotions to oneself and don’t let others to think about it.

A few models have been developed which depicts the cognitive emotion regulation or the patterns of thinking consciously or unconsciously performed when confronted with emotional experience (Garnefski, 2001). The model of cognitive emotion regulation on rumination proposed by Susan Nolen-Hoeksema’s centered on one or two strategies, such as rumination and distraction (Nolen-Hoeksema, 1991; Nolen-Hoeksema, Morrow & Frederickson, 1993). Then again, Garnefski and colleagues (2001) laid out nine strategies of emotion regulation:

ruminantion, catastrophizing, self-blames other-blame, acceptance, positive reappraisal, putting into viewpoint, positive refocusing and refocus on planning.

#### **1.4 Emotion regulation and coping**

There are many fundamental adaptive processes that successfully detect the life's threat, challenges and losses. These processes involve attentional systems that allow individuals to be oriented towards the events. These processes also involve motivational systems which supports the motor and action readiness. When we put together, they describe the complex process with coping in stressful and threating situations. Emotion regulation is the other process which helps in coping with the stressful and threatening situations.

Emotions are the one which provide information about the potential stressors and send signal to the brain. Further individual gets ready to cope with the stressful life threatening situation. The importance of emotion can be seen in the functionalist theorists such as Herbert Spencer, Robert Merton etc. they said that emotion is a "kind of radar and rapid response system"; it means emotions quickly send the signal to the brain and based on that our cognition choose appropriate behavior to cope with the situations. According to Williams (2010), to understand emotions which are based on automatic processes, reactions elicited by situations are important in terms of threat, sadness, anger, disgust, and happiness. It is because emotion regulation is the crucial aspect of responding to threat in most forms of psychopathology.

As indicated by Kopp (1989) coping to stress is a procedure which is connected to emotion regulation. He contends that emotion regulation is the term which is utilized to sort the procedures and qualities in coping to positive and negative emotions.

One similarity across studies of emotion regulation and coping is that they both are interrelated with the center ideas of attributions, examinations and the way people react to the anxiety level. In methods for dealing with stress, people frequently balance, control or deal with their emotions and in the meantime they are attempting to change or keep away from stressor itself. On the other hand, in emotion regulation individuals often consider the type of emotional reaction. Both

of these regions absolutely rely on understanding how individuals evaluate and interpret events and in the meantime discover importance for themselves and their surroundings.

## **1.5 Defense Mechanisms**

Defense mechanisms (Vaillant, 1993, p.44) defined as “regulatory processes that allow individuals to reduce cognitive dissonance and to minimize sudden changes in internal and external environments by altering how these events are perceived”. The idea of defense mechanisms has long advanced into brain research and psychiatry, as recommended by the consideration of the Defensive Functioning Scale (DFS) in the DSM-IV (APA, 1994).

Sigmund Freud was the one who introduced the concept of defense mechanisms. As indicated by DSM-IV defense mechanism is defined as an unconscious psychological procedure that is utilized to adapt to the upsetting anxious situation. Freud (1946, p.46) defined id as a “personality force that operates on pleasure principle and wants gratification of all wishes and impulses found in individuals.” When an individual faces stressful and anxious situation he/she tend to take immediate action to change it. Ego creates involuntary actions to reduce stress and anxiety. As we know there are number of defense mechanisms which is used to reduced anxiety and the stress in difficult situation.

According to Cramer (2006) defense mechanisms are available in normal individuals that can adjust the perception of a distressing event or a troublesome internal event with intend to defend the person from excessive anxiety or negative feelings emerging from the stimuli. Defense mechanisms can be great or it can be terrible if it is utilized in excess.

### **1.5.1 Development and dynamics of defense mechanisms**

It is fundamental to comprehend that defense mechanisms emerge from a conflict between two personality components i.e. “id” and the “superego.” Superego represents the individual’s ethical life structures, the internal psyche wherein the ideas of good and evil, reward and punishment lie. The individual is clashed by social requirements, pressures and blame through the superego.

Thus, the individual might be extremely dragged “upwards” to a level that is considered ethically noble, pure or perfect. When there is conflict between ‘ego’ and ‘id’ the superego controls the two components. On the other hand, the ‘id’ drags an individual “downwards” by overcoming the constraints and taboos of the superego. It means that the undifferentiated source of energy, the libido is often associated with individual’s sexuality.

The ego is an unconscious component which is the intermediary between the id and superego. The personality endeavors to discover a balance between the pleasure and the ethical standard. Patrick Juignet (2001) depicted this marvel when he expressed: “the ego act as a regulator and as a controller.” The primary reason for this was to deal with the various conflicts between drives and reality. The individual dependably tries to defend himself/herself from the conflict between the id and the superego, to meet the necessities of the reality, and furthermore from the external or internal threat to his bio-psychological respectability. A large portion of the individual uses the ego to erect thoughts, feelings, and behaviors to ensure oneself against loss of self-image, stress, anxiety or any other threat.

It has been contended that the route in which one reacts to distressing and negative life events might be directly associated with psychological wellness and psychopathology than the way of the distressing experience itself. More specifically, we have emotion regulation strategies which regulate our emotions in any of the stressful situations. There are various responses which one draws consciously or unconsciously to manage painful emotions, including cognitive, behavioral and physiological strategies. Thus, in order to regulate emotions we use coping strategies to deal with the stressful situations consciously. Defense mechanisms are also used in stressful and anxious situations in order to protect one’s ego.

Gender Identity describes masculine and feminine individuals see themselves with respect to their qualities, capabilities and conduct. Masculine-typed traits as we know view themselves as instrumental in nature, which depicts competence and rationality, whereas feminine-typed traits expressed as expressive in nature to depict themselves as warmth and caring.

## **1.6 Differences and similarities in emotion regulation and defense mechanisms**

Emotion regulation and defense mechanisms are both procedures which intend to deal with person's inner states. They expressed two distinctive constructs. Firstly, defense mechanisms and emotion regulation falls under two different hypothetical areas. From this viewpoint, defenses are available in the psychoanalytic theory and this idea is utilized as a part of clinical brain research and psychiatry, as the consideration in DSM (American Psychiatric Association [APA], 1994) confirms. Then again, emotion regulation is perceived to be connected to defense mechanisms, and is originated in the field of developmental psychology.

Secondly, defenses have been examined as person's static differences concentrated on stressful experiences, especially tension, emerging from a mental imbalance, related with the perception of an external and internal stressor. On the other hand, emotion regulation has been directed to both positive and negative feelings.

Gross and Thompson (2007) there is a difference between regulation of emotions and defense mechanisms used. These theorists expressed that emotion regulation strategies are used to manage emotions including anger, sadness or happiness, defense mechanisms are coordinated towards the regulation of impulses for example, those identified with aggression and sexuality. Another critical difference is the level of awareness of the process developed. Regulation of emotion processes can either be conscious or unconscious but defense mechanisms are typically unconscious processes.

## **1.7 Differences and similarities in defense mechanisms and coping strategies.**

Defense mechanisms are to great extent unconscious processes which are activated regarding anxiety, stress and distress without any choice or conscious intentionality. These are the part of normal functioning however they can be demonstrated pathological under the following conditions: the defenses utilized are improper as indicated by age; have a high intensity; continuous usage of defenses; the quantity surpasses the quality. When the individual rely more on defenses it leads to major negative consequences such as development of psychological and

physical symptoms caused by the repressed feelings, the suppression of feelings, damage to the self and increase dependency on habits which impair one's functioning.

On the other hand, coping strategies are conscious that are chosen in calm emotional states. The individual achieve reasonable objectives by utilizing available resources and past experiences while considering society's rule of conduct. One must realize that in reality sometime individual must exhibit rational coping simultaneously with unconscious defenses.

## Chapter 2

### LITERATURE REVIEW

There is a growing body of research which encompasses the fields of psychology, neurobiology, biochemistry and physiology to clear the confusion: that there is a profound gender differences; men and women differ at many levels as there is a physical appearances and reproductive differences and they also have different relationships with one another, the feelings are different in men and women for one another.

#### 2.1. Gender Identity

According to Bem (1981) children develops the knowledge of one's own gender at the age of 1-2 years. Kohlberg (1966) reported that the development of gender is achieved as the child makes a reality judgment of sex organs at a very early age. This leads to gender identification that the self is either male or female (between ages 2 to 7 years). However, Kohlberg begin to identify children with same gender parents or ideals. Children selectively attend to imitate behaviors of the same gender ideals. Boys and girls more strongly identify traditional gender-typed roles at puberty, which results in gender identification process during the development of adolescent period. Children develop, gender identification through socialization process. Boys and girls are treated differently during the development of early adolescent period. Boys are encouraged for independence and that the emphasis is placed on compliance for girls. Gender role is highly influenced by cultural norms and expectations as it is the development of cognitive and socialization process.

Ptacek, J.T., Smith, R.E. & Dodge, K.L. (1994) found gender differences in coping with stressful situations. Bem (1981) categorize three groups of individuals have been identified: (a) Masculine and Feminine gender-typed; to conform gender appropriate behaviors delivered by culture norms, (b) androgynous individuals who possess a high degree of masculine and feminine traits, and (c) the undifferentiated category, which includes low levels of masculine and feminine typed characteristics of individuals. Gender role orientation is the better predictor of coping style than

the gender, and there is a difference between gender and gender-role orientation with respect to coping style of the individuals.

## **2.2. Theories of gender as a social construct**

There are some theories which are termed as social constructional theories by Albert Ellis and John Money - who reported that gender-typed behavior is a result of social conventions, critics disagree with this idea of evolutionary psychology. As there are many psychologists, who supports that children easily learn to categorize themselves with regard to gender by the age of three. Children came to know about the gender stereotyped behavior from their parents and environment since early year of their life. For example, males use their physical strength to manipulate the social and physical environment, while girls get to know how to present themselves as things to be seen.

Albert Ellis (1940) studied excessive cases of mixed births in eighty four reports and found the conclusion that “the power of human sex drive may be largely dependent on physiological factors; the direction of it is not directly dependent on constitutional element” (p.22). Masculinity and femininity is closely related to heterosexuality and homosexuality. It has been indicated that nurture matters more than the nature in gender role orientation.

John Money (1955) coined the term gender role as he defined it in his paper “all those things that a person says or does discloses himself or herself as having the status of girl or woman, boy or man.” Money along with his colleagues studied the intersex individuals, “who would provide the comparative study for physiology and body form, rearing and psychosexual orientation” (p.23) and concluded that child’s gender role is not determined by the bio sexual necessities such as gonads, hormones and chromosomes.

### **2.2.1. Gender Schema Theory**

Bem (1981) proposed that there is an internalized drive that pushes the individual to manage their behavior according to their gender as it is defined by cultural norms. Thus, sex typed

individuals more readily engage in gender-schematic processes that allow them to behave in a way that meets stereotypical gender expectations. However, people who hold less traditional expectations for appropriate gender roles are not as likely to do so.

### **2.2.2. Psychoanalytic theory**

Several psychologists contributed a great deal in developing theories of gender. The most prominent one is Sigmund Freud, Julia Kristeva and Jacques Lacan.

In a Freud's theory, "women must learn to accept their lack of penis; (In Freud's terms 'deformity')". However, Lacan states that masculinity and femininity are different because of the distinctive unconscious life structures. Both masculine male and feminine female participated in the 'phallic' stage, and he stated that feminine side of sexuation is highly supplementary not complementary. To determine whether Gender Identity is innate or biological, the concept of sexuation (sexual situation) posits in childhood. As such, the sexuation of an individual has to such an extent, to do with their development of sex way of life as being hereditarily sexed male or a female.

### **2.2.3. Freud and Jung's view**

Sigmund Freud (1905) in his "Three Essays on the theory of sexuality reported that in the pregenital stage children don't know the difference between the sexes, but they have knowledge that both parents have the same reproductive powers". On the basis, Freud argued that in phallic stage bisexuality was the original orientation of sex and heterosexuality was the result of repression, the point came when Gender Identity became ascertain. As Freud described that children developed an Oedipus complex in phallic stage, where they had sexual fantasies for the opposite gender parent and hatred for the same gender parent, who both exemplified a model to appease sexual impulses and threatens to castrate the child's power to appease sexual impulses. On the other hand, Carl Jung (1913) coined the term Electra complex; he believed that bisexuality did not lie at the origin of psychic life.

### **2.3. Coping strategies**

The coping mechanism is a difficult process that usually takes time to unfold. Before any coping mechanism is taken, a stressor must be taken into account as well. According to Lazarus and Folkman (1984), two types of appraisals are there: first, primary appraisal, which refers to assessment of unpleasant situation, is in question; second, secondary appraisal, is an assessment of unpleasant situation to see which coping mechanisms an individual uses. After the stressful situation has been identified, the coping mechanisms attempts to respond to these stress appraisals.

Lazarus and Folkman (1984) further categorized coping strategies into two different types of emotion regulation strategies: (i) problem-focused coping strategy which means the individual is focused mainly to the problem this strategy determines the harmful situation can be changed, and (ii) emotion-focused coping, in which individual is not focused on the problem rather on the emotions and feelings they are suffering. This implies that the harmful and threatening situation is not amenable to change.

#### **2.3.1. Gender Identity and gender difference in coping strategies.**

In order to determine why women more often engage in ineffective coping strategies, it is necessary to look at other individual variables. Craver, Scheier and Weintraub (1989) reported that personality characteristics play a pertinent role in determining coping behavior. Nolen-Hoehsema (1991) found that the way individuals cope with stress originates from the way men and women develop gender appropriate schemas as children and the way in which parents reinforce the gender-typical behavior. For example parents hold different expectations from sons and daughters. Boys are told not to express emotions and other feminine characteristics and girls are told not to move outside late night or they should engage in household activities.

There is a difference found in boys and girls regarding the perception of stress. Most of the studies reported that girls show more frequent and intense problems than boys (Compas & Wagner, 1987). Stark (1989) in his study related to the types of events that adolescents perceived

as problems found that boys reported more of the problems related to school and girls reported more of interpersonal problems. They came up with the analyses that coping strategies used by the boys are more of wishful thinking and girls use more of social support as compared to boys. However, an interaction effect was found, specifically girls use more emotion regulation as compared to boys in coping with friend problems. Boys use more of emotion regulation when they have to cope with the girlfriend problems.

Backus (2013) reported in her study the relationship between coping strategies and the emotion regulation strategies in cross gender identified males and females. Masculine females use more of confrontive coping, positive reappraisal than feminine males. In emotion regulation strategies masculine males use more of cognitive reappraisal strategy as compared to feminine males and feminine males use more of expressive suppression as compared to masculine males. Ormachea (2004) reported that masculine females use more of problem focused coping strategy and feminine males as feminine males use more of emotion focused coping strategy.

Nezu and Nezu (1987) examined the gender schema theory which states gender role orientation and coping are related to psychological distress. They reported that psychological well-being and levels of distress were associated with masculinity and are not related to femininity. High masculine individuals as compared to low masculine individuals were found to rate their problem solving skills as more effective and they engage in more active and problem focused coping.

#### **2.4. Emotion Regulation**

According to Thompson (2007) emotion regulation referred to as the “processes responsible for modifying, evaluating and monitoring the emotional reactions” (p.34). It means the ability to regulate emotions and responses to those emotions in problematic situations. In simple words, it is the conscious and unconscious processes which manipulate the emotions and to regulate these processes in order to respond to one’s environment appropriately.

### 2.4.1. Emotion Regulation Strategies

Gross (2014a) proposed the model of emotion regulation strategies (Figure 1) in which they explained different emotion regulation strategies to modify any situation, thought or experience related to emotional event. They have explained two types of emotion regulation strategies: antecedent-focused and response-focused emotion regulation strategies. Antecedent-focused emotion regulation strategies are used in the process of triggering emotions and to alter the input to the emotion-generative system. They re-interpret the emotional stimuli such as in cognitive reappraisal strategies. On the other hand, response-focused emotion regulation strategies modify the output of the system once the emotion generated system has been triggered what output will be there depends upon the input of the emotion regulation strategies such as in emotion suppression strategies. There are many emotion regulation strategies which can be categorized as follows: a) situation-selection strategies, in this individual takes an action to be present or absent in the situation, b) situation modification, in which the individual can modify the situation as he wants to modify it which lead to the emotional consequences c) attention deployment strategies, refers to directing the attention which will affect the emotions d) cognitive change strategies, in this individual thinks about the situation how they can change it, and e) response modification strategies, which means psychological, physiological and behavioral responses to emotional situation.

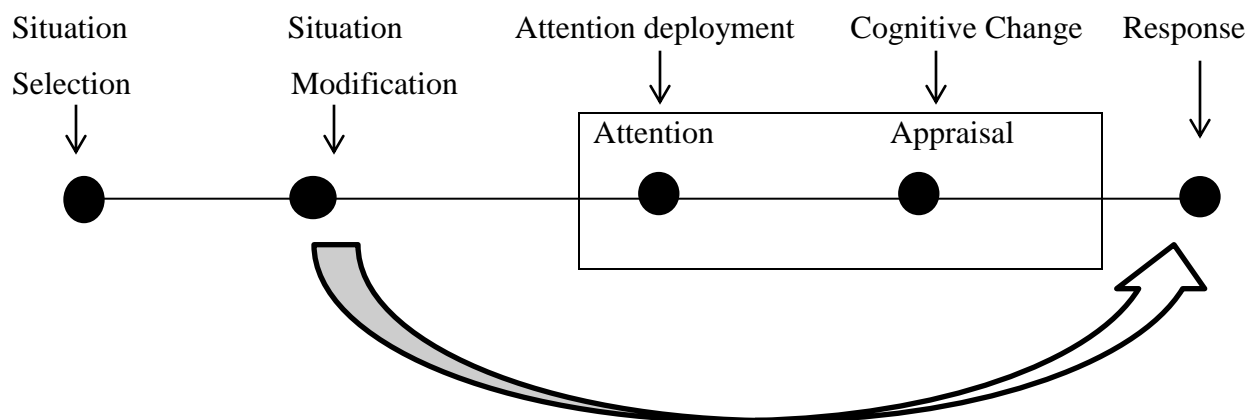


Figure 1: Model of emotion regulation strategies (Gross 2014a).

Sheppes (2013) also proposed a model which differentiates emotion regulation into three stages: a) identification (deciding whether to regulate emotion or not), b) selection (deciding which strategy the person can use in emotional consequences) and c) implementation (putting a strategy into action). Emotion regulation is further classified into adaptive and maladaptive strategies. Adaptive strategies include cognitive reappraisal (positive view of situation), problem solving (to change a situation or its output) and acceptance of emotions. They all have positive psychological functioning or well-being. On the other hand, maladaptive emotion regulation strategies which are considered to be pathological, includes the following: a) Rumination, it describes repeated focus on the cause, consequences and experiences of emotions, b) avoidance of emotions, includes feelings, thoughts and experiences, and c) suppression of feelings and emotions.

#### **2.4.2. Gender differences in emotion regulation**

There are various individual experiences that lead people to develop specific emotion regulation strategies more than others, for example, rumination and suppression. Limited research has been done on indicators of emotion regulation strategies of rumination and suppression. Despite the fact that different systems are supported more, and the most widely used indicator is biological sex. Nolen-Hoeksema's theory reported sex role orientation contrasts in depression and anxiety in the utilization of emotion regulation strategies. In another study by Zlomke and Hahn (2010), women are more likely to regulate their emotions by putting their problems into perspective whereas men are more likely to blame others for negative emotional states. The above study seems consistency with masculinity and femininity. Masculine models use more psychological defenses like turning against others than less masculine men. More feminine models on the other hand, use turning against self than less feminine models. Granefski and Van den Kommer (2004) found in their study of sex differences that women use more of catastrophizing and positive refocusing than men.

## **2.5. Gender Identity differences in defense mechanisms**

Lobel and Guy (1986) found that participants on Bem Sex Role Inventory and the Defense Mechanisms Inventory demonstrated the sex role orientation which explains the use of defense mechanisms in men. Masculine men used externalizing defenses such as turning against object and rationalization as compared to feminine men. Defenses like principalization are used by the feminine men. Feminine men used more of internalizing defenses such as turning against self, as compared to masculine and androgynous men. Study by Evans (1982) in which female undergraduates completed both the inventories and predicted that low masculinity on the Bem Sex Role Inventory was associated with high turning against self on the Defense Mechanisms Inventory. High masculine individuals indicated greater frustration, while those low on masculinity indicated fantasy.

There were many studies that have shown the difference in males and females in use of defense mechanisms or group of defense mechanisms. Studies by Gleser & Sacks, (1973) and Evans, (1982) measured defense through Defense Mechanisms Inventory (DMI) developed by Gleser and Thilevitch (1969). This scale measures five major defenses: externalize (turning against object [TAO]; projection [PRO]), to internalize (turning against self [TAS]), to rationalize (principalization [PRN]), and to suppress (reversal [REV]) conflict.

Frank (1984) also contributed to the role of gender differences. He found that in order to determine the defense mechanisms, they would like to use, sex roles interacted with the sex. He also found that the cross sex-typed individuals use more of the defenses that turn aggression against others. Evans (1982) studied only on females who found the relationship between sex roles and defense mechanisms, measured through Bem Sex Role Inventory. He found that high masculine females use turning against object more as compared to low masculine females, while low masculine females use turning against self, such as denial, reversal more as compared to high masculine females.

## **Chapter 3: Motivation, Objectives, Rationale and Hypotheses and Significance of the study**

### **3.1. Motivation of the study**

The purpose of the current study was to explore the relationship among coping strategies, emotion regulation strategies and defense mechanisms in cross gender identified males and females. As we know gender is the most important variable in any of the research with respect to any construct we administer. Gender is having a biological and physiological difference but in cross Gender Identity there is a psychological difference what you are from outside may not be from inside, if you are male from outside it is possible that you can be female from inside and this psychological difference every human being have.

Most of the studies on coping mechanisms, emotion regulation strategies and defense mechanisms are done either separately or two of them together to see the gender differences. In many of the studies, coping mechanisms and emotion regulation strategies have studied together, to see whether in problematic situations males and females use different type of coping mechanisms and emotion regulation strategies. Gender differences have been reported on the type of coping mechanisms, emotion regulation strategies or defense mechanism used. However, the current study focused on the three constructs together that is coping mechanisms, emotion regulation strategies and defense mechanisms. In addition to this, the present study focused on the differences in cross gender identification of males and females instead of gender differences in all the variables studied. There were different therapeutic techniques used for males and females and different techniques used for cross gender identified male and female.

Most of the research supported that males use confrontive coping, positive reappraisal and self – controlling coping strategies more as compared to females, some studies with respect to emotion regulation strategies supported that males use cognitive reappraisal strategy more as compared to females. However, masculinity and femininity plays a major role on the type of coping mechanisms, emotion regulation strategies and defense mechanisms used.

### **3.2. Objectives of the present research**

1. To study the effect of cross gender identification on coping strategies in males and females.
2. To study the effect of cross gender identification on emotion regulation strategies in males and females.
3. To study the effect of cross gender identification on defense mechanisms in males and females.

### **3.3. Rationale and Hypotheses of the study**

To meet the above objectives the following hypotheses have been formulated according to the studies conducted earlier.

#### **3.3.1. Coping strategies**

Backus (2013) reported in her study the relationship between coping strategies and the emotion regulation strategies in cross gender identified males and females. Masculine females used more of confrontive coping, positive reappraisal than feminine males. In emotion regulation strategies masculine males used more of cognitive reappraisal strategy as compared to feminine males and feminine males used more of expressive suppression as compared to masculine males. Ormachea (2004) reported that masculine females used more of problem focused coping strategy than feminine males as feminine males used more of emotion focused coping strategy.

Based on the above premises the following hypotheses have been formulated.

**H<sub>1</sub>:** High masculine females use more of confrontive coping, self-controlling, planful problem solving than low masculine females.

**H<sub>2</sub>:** High feminine males use more of distancing, seeking social support, accepting responsibility, escape-avoidance and positive reappraisal.

### 3.3.2. Emotion Regulation Strategies

The researcher has not come across in the study related to cross Gender Identity and emotion regulation strategies. There were studies which were based on the gender. Zlomke and Hahn (2010), women are more likely to regulate their emotions by putting their problems into perspective whereas men are more likely to blame others for negative emotional states. The above study seems consistency with masculinity and femininity. Masculine models use more psychological defenses like turning against others than less masculine men. More feminine models on the other hand, use turning against self than less feminine models. Granefski and Van den Kommer (2004) found in their study of sex differences that women use more of catastrophizing and positive refocusing than men.

Based on the above premises the following hypotheses have been formulated.

**H<sub>3</sub>:** High masculine females use more of cognitive reappraisal strategy as compared to low masculine females.

**H<sub>4</sub>:** High feminine males' use of more of expressive suppression as compared to low feminine males.

### 3.3.3. Defense Mechanisms

Lobel and Guy (1986) found that participants on Bem Sex Role Inventory and the Defense Mechanisms Inventory demonstrated the sex role orientation which clarifies the utilization of defense mechanisms in men. Masculine men utilized externalizing defenses for example turning against object and rationalization as compared to feminine men. Defenses like principalization are utilized by the feminine men. Feminine men used more of internalizing defenses example turning against self, when contrasted with masculine and androgynous men. There is a paucity of studies related to cross gender identification and defense mechanisms.

Based on the above premises, we have formulated the following hypotheses in the current study.

**H<sub>5</sub>:** High masculine females use more of projection and identification as compared to low masculine females.

**H<sub>6</sub>:** High feminine males use more of denial as compared to low feminine males.

### **3.4. Significance of the study**

The current study focuses on the effect of cross gender identification on coping strategies, emotion regulation strategies and defense mechanisms used in males and females. We all know Gender Identity is different; Gender Identity is individuals own experience with one's own gender. In particular, the formation of Gender Identity is controlled by socialization (environmental factors). Social factors such as roles of gender provided by family, authority figures, and other people in a child's life. There are different types of emotion regulation strategies such as rumination, cognitive reappraisal, self-blame etc. Several studies have reported gender differences. However, researchers have not come across any study related to cross gender identification and emotion regulation strategies. The present study also attempts to understand the effect of cross gender identification on defense mechanisms and coping strategies such as denial, projection, identification and positive reappraisal, confrontive coping, distancing etc. respectively. This is the aim of current research to differentiate which emotion regulation, coping strategies and defense mechanisms each Gender Identity (masculine and feminine) uses the highest and the lowest.

## **Chapter 4**

### **METHOD**

#### **4.1. Sample**

Total of one hundred student volunteers (50 males and 50 females) of the age range 18 to 25 years (M=22.9, S.D= 1.29) participated in the study. The convenient sampling was done. The students were taken from normal population of various colleges of Punjab, India.

#### **4.2. Design**

Independent variable: Cross Gender Identity (masculinity, femininity).

Dependent variable: coping strategies, emotion regulation strategies and defense mechanisms.

#### **4.3. Statistical analysis**

In the current study descriptive statistics and t-test was computed. Correlation was used to see the relationship among different variables. Regression analysis was done to predict the variable and to analyze the data.

#### **4.4. Tools Used**

- **Masculine Gender Identity (MGI) for females and Feminine Gender Identity (FGI) for males Scale**

MGI females and FGI males (Blanchard & Blanchard 1987) consists of 20 items with four responses. The total score is 38. The person have to choose one of the alternatives which best describes him or her.

- **Thematic Apperception Test (TAT)**

TAT (Murray, 1943) was used to measure the type of defense mechanisms. In the present study three TAT pictures: Cards 4, 12M and 14 were used. Each card measures three

types of defense mechanisms such as denial, projection and identification. The total score of one defense mechanism is 7. Therefore, the total of all the three cards are 21 (7\*3).

- **The Ways of Coping Questionnaire for Stressful Situation (WCQ)**

WCQ (Folkman & Lazarus, 1988) consists of 66 items. It is designed to measure eight major types of coping styles, namely, confrontive coping (6 items), distancing (6 items), self-controlling (7 items), seeking social support (6 items), accepting responsibility (4 items), escape-avoidance (8 items), planful problem solving (6 items), positive reappraisal (7 items). Items are rated from 0 (does not apply or not used) to 3 (used a great deal).

- **Emotion Regulation Questionnaire (ERQ)**

ERQ (Gross & John, 2003) surveys the degree to which one tends to utilize specific emotion regulation strategies after experiencing stressful life events. The 10 item measure includes Cognitive Reappraisal and expressive suppression. Items are rated from 1 (strongly disagree) to 7 (strongly agree).

#### **4.5. Procedure**

Informed consent was obtained before administering the test. They were told in advance that the information collected from them will be kept strictly confidential. The purpose of the study was to explore the relationship among coping strategies, emotion regulation strategies and defense mechanisms in cross gender identified males and females. The test was administered in the following sequence. Firstly, participants were given the Masculine and Feminine Gender Identity for female and male (MGI and FGI) to identify the masculinity and femininity. After that the coping strategies questionnaire was administered to the participants. The emotion regulation questionnaire was presented then finally for defenses the Thematic Apperception Test (TAT) was administered subsequently. Scoring for all the test was based on the standard format given in the respective manuals.

## Chapter 5

### RESULTS

The mean and standard deviation was computed for all the variables (coping strategies, emotion regulation strategies and defense mechanisms) studied for cross gender identification males and females and it is given in Table no. 1 and 2.

Table 1: Mean and standard deviation of masculine females, coping strategies, emotion regulation strategies and defense mechanisms.

MEAN & SD	MF	CC	DI	SC	SSS	AR	EA	PPS	PR	CR	ES	DE	PRO	ID
MEAN	20.6	14.1	11.4	15.1	11.2	6.36	12.6	14.2	13.1	23.54	14.58	12.8	15.3	14.7
SD	5.70	2.7	3.54	4.47	3.93	2.57	5.96	3.04	4.63	9.40	5.72	4.47	3.35	2.73

N=50

MF-Masculine Females, CC-Confrontive Coping, DI-Distancing, SC-Self-Controlling, SSS-Seeking Social Support, AR-Accepting Responsibility, EA-Escape-Avoidance, PPS-Planful Problem Solving, PR-Positive Reappraisal, CR-Cognitive Reappraisal, ES-Expressive Suppression, DE-Denial, PRO-Projection, ID-Identification.

Table 2: Mean and standard deviation of feminine males, coping strategies, emotion regulation strategies and defense mechanisms.

MEAN & SD	MF	CC	DI	SC	SSS	AR	EA	PPS	PR	CR	ES	DE	PRO	ID
MEAN	20.5	10.1	12.9	10.9	13.2	8.42	16.7	10.3	14.6	21.0	18.4	15.0	12.4	13.0
SD	5.75	4.1	4.81	5.73	4.80	3.13	4.95	4.61	4.60	11.5	6.01	4.2	4.5	5.1

N=50

FM- Feminine Males, CC-Confrontive Coping, DI-Distancing, SC-Self-Controlling, SSS-Seeking Social Support, AR-Accepting Responsibility, EA-Escape-Avoidance, PPS-Planful Problem Solving, PR-Positive Reappraisal, CR-Cognitive Reappraisal, ES-Expressive Suppression, DE-Denial, PRO-Projection, ID-Identification.

Based on the Masculine Gender Identity (MGI) scores obtained for females in two groups (high and low) were identified on the basis of the median value (21.5). Similarly for the Feminine Gender Identity (FGI) scores obtained for males in two groups (high and low) were identified on the basis of the median value (22.5).

The mean, standard deviation and t-value for masculine females and feminine males is given in Table no. 3

Table 3: Mean, standard deviation and t- value of cross gender identified males and females.

	MF	FM
HIGH	M=24.7 SD=1.94	M=24.6 S.D=1.94
LOW	M=17.5 S.D=3.54	M=16.4 S.D=5.3
t-value	8.89**	7.20**

N=50, \*\*p<0.01

MF- Masculine Females, FM-  
Feminine Males

It can be seen from the table, the mean of high masculine female is higher (M=24.72 & S.D=1.94) as compared to low masculine females (M=17.52 & S.D=3.54). The t-value was computed  $t(48) = 8.89$ ,  $p < 0.01$  which indicates that there is a significant difference between these two groups. The mean of high feminine males is higher (M=24.6 & S.D=1.94) as compared to low feminine males (M=16.4 & S.D=5.3). The t-value was calculated  $t(48) = 7.20$ ,  $p < 0.01$  indicates that there is a significant difference between two groups. Therefore, it is clear from the table that they are extreme groups.

### A) Coping strategies Masculinity

The mean, standard deviation and t-value were computed for various coping strategies for high and low masculine females. The values are given in Table no. 4

Table 4: Mean, standard deviation and t-value of high and low masculine females and coping strategies.

	CC	DI	SC	SSS	AR	EA	PPS	PR
HIGH	M=15.8 S.D=1.56	M=9.04 S.D=2.32	M=18.2 S.D=1.9	M=8.6 S.D=3.5	M=4.6 S.D=1.9	M=8.4 S.D=3.5	M=16.0 S.D=1.1	M=9.9 S.D=3.7
LOW	M=12.3 S.D=2.35	M=13.8 S.D=2.9	M=12.0 S.D=4.1	M=13.8 S.D=2.3	M=8.08 S.D=1.95	M=16.76 S.D=4.92	M=12.4 S.D=3.4	M=16.3 S.D=3.1
t-value	6.36**	6.38**	6.91**	6.20**	6.32**	6.93**	5.16**	6.57**

N=50, \*\*p<0.01

(CC-Confrontive Coping, DI-Distancing, SC-Self-Controlling, SSS-Seeking Social Support, AR-Accepting Responsibility, EA-Escape-Avoidance, PPS-Planful Problem Solving and PR-Positive Reappraisal)

It is clearly depicted from the table no.4, the mean of high confrontive coping ( $t(48) = 6.36$ ,  $p < 0.01$ ), Self-controlling ( $t(48) = 6.91$ ,  $p < 0.01$ ) and planful problem solving ( $t(48) = 5.16$ ,  $p < 0.01$ ) is higher than low confrontive coping, self-controlling and planful problem solving. It is clear that high masculine females use more of confrontive coping, Self-controlling, planful problem solving. The t-value shows there is a significant difference between two groups. Similarly, low masculine females make use of distancing ( $t(48) = 6.38$ ,  $p < 0.01$ ), seeking social support ( $t(48) = 6.20$ ,  $p < 0.01$ ), accepting responsibility ( $t(48) = 6.32$ ,  $p < 0.01$ ), escape-avoidance ( $t(48) = 6.93$ ,  $p < 0.01$ ) and positive reappraisal ( $t(48) = 6.57$ ,  $p < 0.01$ ) strategies as compared to high masculine females.

The correlation was computed for the various coping strategies of masculine females to see the relationship between masculine females and the various coping strategies and the values are given in the Table no. 5

Table 5: Correlation was computed for masculine females and coping strategies.

	<i>MF</i>	<i>CC</i>	<i>DI</i>	<i>SC</i>	<i>SSS</i>	<i>AR</i>	<i>EA</i>	<i>PPS</i>	<i>PR</i>
MF	1								
CC	0.88	1							
DI	-0.83	-0.73	1						
SC	0.86	0.74	-0.76	1					
SSS	-0.73	-0.64	0.64	-0.69	1				
AR	-0.79	-0.72	0.73	-0.84	0.53	1			
EA	-0.78	-0.76	0.76	-0.79	0.63	0.78	1		
PPS	0.83	0.67	-0.68	0.78	-0.62	-0.68	-0.69	1	
PR	-0.75	-0.71	0.71	-0.80	0.55	0.86	0.79	-0.63	1

N=50

(CC-Confontive Coping, DI-Distancing, SC-Self-Controlling, SSS-Seeking Social Support, AR-Accepting Responsibility, EA-Escape-Avoidance, PPS-Planful Problem Solving and PR-Positive Reappraisal)

The regression analysis was done to identify the major coping strategies used by the masculine females out of the other various coping strategies. Results are given in Table no. 6.

Table 6: Regression analyses of coping strategies for Masculinity (Females).

Coping Strategies	B	Std.Error	Beta	t value	Adujsted R Square
CC	.41	.035	.86	11.74***	.74
DI	-.52	.050	-.83	10.39***	.69
SC	.68	.058	.86	11.75***	.74
SSS	-.51	.068	-.73	7.45***	.53
AR	-.36	.040	-.79	8.96***	.62
EA	-.82	.093	-.79	8.85***	.61
PPS	.45	.042	.84	10.57***	.69
PR	1.45	.114	.88	12.68***	.76

N=50, \*\*\*p<0.001

(CC-Confrontive Coping, DI-Distancing, SC-Self-Controlling, SSS-Seeking Social Support, AR-Accepting Responsibility, EA-Escape-Avoidance, PPS-Planful Problem Solving and PR-Positive Reappraisal)

From the above table of coping strategies for masculinity it is clearly visible that the Adjusted R square for positive reappraisal is .76 followed by confrontive coping (.74) and self-controlling (.74). Therefore the 76% variation in the positive reappraisal attributed to the masculinity (females). The beta value has been found to be 1.45 which indicates that the one unit increase in independent variable (masculine females) leads to 1.45 unit increase in dependent variable (positive reappraisal). 74% of variation each in self-controlling and confrontive coping can be attributed to the masculinity (females). As far as self-controlling and confrontive coping concerned the beta value has been found to be .68 and .41, which indicates that one unit increase in masculinity leads to .68 and .41 units increase in self-controlling and confrontive coping respectively. So, masculine females make use of positive reappraisal, self-controlling and confrontive coping more out of various other coping strategies. On the other hand, the least coping strategy masculine females' use is seeking social support, as 53% variation can be

attributed to masculinity (females). The beta value is  $-.51$  which indicates one unit increase in masculinity leads to  $.51$  units decrease in seeking social support.

## B) Coping Strategies Femininity

The mean, standard deviation and t-value of various coping strategies of high and low feminine males have been calculated and the values are given in Table no.7

Table 7: Mean, standard deviation and t-value of high and low feminine males and coping strategies.

	CC	DI	SC	SSS	AR	EA	PPS	PR
HIGH	M=9.2 S.D=2.98	M=15.9 S.D=0.91	M=8.4 S.D=1.96	M=15.7 S.D=1.1	M=10.4 S.D=1.2	M=19.72 S.D=2.5	M=7.52 S.D=3.4	M=17.2 S.D=1.8
LOW	M=12.56 S.D=4.4	M=10.2 S.D=5.4	M=13.32 S.D=7.11	M=10.5 S.D=5.5	M=6.5 S.D=3.4	M=13.8 S.D=5.04	M=13.2 S.D=3.9	M=12.3 S.D=5.1
t-value	3.23*	5.44**	3.33*	4.70**	5.47**	5.32**	5.45**	4.87**

N=50, \*\*p<0.01, \*p<0.05

(CC-Confrontive Coping, DI-Distancing, SC-Self-Controlling, SSS-Seeking Social Support, AR-Accepting Responsibility, EA-Escape-Avoidance, PPS-Planful Problem Solving and PR-Positive Reappraisal)

Table no.7 depicts, the mean of high distancing is higher ( $t(48) = 5.44, p < 0.01$ ), seeking social support ( $t(48) = 4.70, p < 0.01$ ), accepting responsibility ( $t(48) = 5.47, p < 0.01$ ), escape-avoidance ( $t(48) = 5.32, p < 0.01$ ) and positive reappraisal ( $t(48) = 4.87, p < 0.01$ ) is higher than low distancing, seeking social support, accepting responsibility, escape-avoidance and positive reappraisal strategies. This clearly states that high feminine males make use of distancing, seeking social support, accepting responsibility, escape-avoidance and positive reappraisal strategies. The t-value shows there is a significant difference between two groups. Similarly, low feminine males make use of confrontive coping ( $t(48) = 3.23, p < 0.05$ ) self-controlling ( $t(48) = 3.33, p < 0.05$ ) and planful problem solving ( $t(48) = 5.45, p < 0.01$ ) strategies as compared to high feminine males.

Correlation was computed, to see the relationship between various coping strategies and feminine males. The values are given in Table no. 8

Table 8: Correlation was computed for feminine males and coping strategies.

	<i>FM</i>	<i>CC</i>	<i>DI</i>	<i>SC</i>	<i>SSS</i>	<i>AR</i>	<i>EA</i>	<i>PPS</i>	<i>PR</i>
FM	1								
CC	-0.74	1							
DI	0.85	-0.66	1						
SC	-0.71	0.67	-0.63	1					
SSS	0.85	-0.68	0.86	-0.72	1				
AR	0.83	-0.64	0.83	-0.73	0.88	1			
EA	0.84	-0.65	0.82	-0.53	0.82	0.78	1		
PPS	-0.74	0.54	-0.71	0.534	-0.72	-0.68	-0.68	1	
PR	0.79	-0.61	0.87	-0.47	0.74	0.66	0.72	-0.59	1

N=50

FM= Feminine Male, (CC-Confontive Coping, DI-Distancing, SC-Self-Controlling, SSS-Seeking Social Support, AR-Accepting Responsibility, EA-Escape-Avoidance, PPS-Planful Problem Solving and PR-Positive Reappraisal)

Regression analysis was done to identify the major coping strategies used by feminine males out of the various other coping strategies. Results are given in Table no.9

Table 9: Regression analysis of coping strategies for Femininity (Males).

Coping Strategies	B	Std.Error	Beta	t value	Adjusted R Square
CC	-.52	.069	-.74	7.62***	.54
DI	.72	.062	.86	11.67***	.73
SC	-.71	.101	-.72	7.08***	.50
SSS	.71	.064	.85	11.09***	.71
AR	.46	.045	.83	10.2***	.68
EA	.72	.069	.83	10.3***	.68
PPS	-.60	.077	-.74	7.7***	.55
PR	.72	.051	.84	10.12***	.72

N=50, \*\*\*p<0.001

(CC-Confontive Coping, DI-Distancing, SC-Self-Controlling, SSS-Seeking Social Support, AR-Accepting Responsibility, EA-Escape-Avoidance, PPS-Planful Problem Solving and PR-Positive Reappraisal)

The regression table of coping strategies for femininity (males) depicts that the Adjusted R square for distancing is .73 which is followed by the positive reappraisal .72 and seeking social support .71; it indicates that there is 73% variation in the dependent variable (distancing) attributed to the femininity (males). The beta value of distancing found to be .72 which indicates, the one unit increase in femininity leads to .72 units increase in distancing. As far as positive reappraisal and seeking social support concerned the beta value found to be .72 and .71 which shows that one unit increase in femininity leads to .72 and .71 units increase in positive reappraisal and seeking social support. So, it clearly indicates that feminine males use more of these three coping strategies. On the other hand, the least coping strategy used by feminine males is self-controlling as 50% variation can be attributed to the femininity. The beta value found to be -.71 which clearly indicates that one unit increase in femininity leads to .71 units decrease in self-controlling.

### C) Emotion Regulation Strategies Masculinity

The mean, standard deviation and t-test was computed for various emotion regulation strategies for high and low masculine females. The values are given in Table no. 10

Table 10: Mean, standard deviation and t-value of high and low masculine females and emotion regulation strategies.

	CR	ES
HIGH	M=30.9 S.D=5.16	M=10.9 S.D=2.5
LOW	M=16.16 S.D=6.36	M=18.2 S.D=5.76
t-value	9.12**	5.75**

N=50, \*\*p<0.01

(CR-Cognitive Reappraisal & ES-Expressive Suppression)

It is clear from the table no.10, the mean of high cognitive reappraisal is higher (M=30.9, S.D=5.16) than the mean of low cognitive reappraisal (M=16.16, S.D=6.36). It indicates high masculine females use more of cognitive reappraisal strategy as compared to low masculine females. The t-value of high and low cognitive reappraisal is  $t(48) = 9.12$ ,  $p < 0.01$  which indicates, there is a significant difference between two groups. On the other hand, the mean of low expressive suppression is higher (M=18.2, S.D= 5.76) than the mean of high expressive suppression (M=10.9, S.D=2.5). It indicates low masculine females use more of expressive suppression as compared to high masculine females. The t-value is  $t(48) = 5.75$ ,  $p < 0.01$ . There is a significant difference between two groups.

Correlation was done, to see the relationship between masculine females and emotion regulation strategies. The values are given in Table no. 11

Table 11: Correlation was computed for masculine females and emotion regulation strategies.

	<i>MF</i>	<i>CR</i>	<i>ES</i>
MF	1		
CR	0.87	1	
ES	-0.694	-0.724	1

N=50

CR= Cognitive Reappraisal, ES= Expressive Suppression

Regression analysis was done to identify the major emotion regulation strategy used by the masculine females out of the two emotion regulation strategies. The values are given in Table no.12

Table 12: Regression analysis of emotion regulation strategies for Masculinity (Females).

Emotion regulation	B	Std.Error	Beta	t value	Adjusted R Square
CR	.69	.104	.69	6.7***	.47
ES	-.63	.068	-.80	9.3***	.64

N=50, \*\*\*p<0.001

(CR-Cognitive Reappraisal and ES-Expressive Suppression)

It is clear from the regression table of emotion regulation strategies for masculinity (females) that the Adjusted R square of expressive suppression is .64; it means 64% of the variation in dependent variable (expressive suppression) is attributed to masculinity (females). In cognitive reappraisal strategy the Adjusted R square is .47, which indicates 47% variation can be attributed to masculinity (females). As far as the beta value is concerned -.63 of expressive suppression states that one unit increase in masculinity leads to .63 units decrease in expressive suppression, and .69 B value of cognitive reappraisal indicates one unit increase in masculinity leads to .69

units increase in cognitive reappraisal. It is clear that masculine females make use of cognitive reappraisal strategy as compared to expressive suppression.

#### D) Emotion Regulation Strategies Femininity

The mean, standard deviation and t-test was calculated of the various emotion regulation strategies (CR-Cognitive Reappraisal and ES-Expressive Suppression) for high and low feminine males and the value is given in Table no. 13

Table 13: Mean, standard deviation and t-value of high and low feminine males and emotion regulation strategies.

	CR	ES
HIGH	M=14.12 S.D=8.83	M=23.4 S.D=2.61
LOW	M=27.92 S.D=9.75	M=13.52 S.D=4.08
t-value	5.24**	10.12**

N=50, \*\*p<0.01

It is clear from the table no.13 that the mean of high expressive suppression is higher (M=23.4, S.D= 2.61) than the mean of low expressive suppression (M=13.52, S.D=4.08) and the t value is  $t(48) = 10.12$ ,  $p < 0.01$ , which indicates that high feminine males use more of expressive suppression as compared to low feminine males, there is a significant difference between two groups. On the other hand, the mean of low cognitive reappraisal is higher (M=27.92, S.D=9.75) than the mean of high cognitive reappraisal (M=14.12, S.D=8.83). It means low feminine males use more of cognitive reappraisal strategy. The t-value was computed  $t(48) = 5.24$ ,  $p < 0.01$ , which shows there is a significant difference between two groups (high & low).

In Table no.14 correlation was done to see the relationship between feminine males and emotion regulation strategies, the values are given below.

Table 14: Correlation was computed for feminine males and emotion regulation strategies.

	<i>FM</i>	<i>CR</i>	<i>ES</i>
FM	1		
CR	-0.73	1	
ES	0.812	-0.72	1

Note N=50

FM- Feminine Males, CR-Cognitive Reappraisal and ES-Expressive Suppression

Regression analysis was done to predict the various emotion regulation strategies attributed to the feminine males. The values are given in Table no. 15

Table 15: Regression analysis of emotion regulation strategies for Femininity (Males).

Emotion regulation	B	Std.Error	Beta	t value	Adjusted R Square
CR	-1.47	.197	-.733	7.46***	.53
ES	.851	.088	.813	9.66***	.65

N=50, \*\*\*p<0.001

(CR-Cognitive Reappraisal and ES-Expressive Suppression)

It is clear from the regression table of emotion regulation strategies for femininity (males) that the Adjusted R square of expressive suppression is .65; it means 65% of the variation in dependent variable (expressive suppression) is attributed to femininity (males). In cognitive reappraisal strategy the Adjusted R square is .53, which indicates 53% variation can be attributed to femininity (males). As far as the beta value is concerned .85 of expressive suppression states that one unit increase in femininity leads to .85 units increase in expressive suppression, and -1.47 beta value of cognitive reappraisal indicates one unit increase in femininity leads to 1.47 units decrease in cognitive reappraisal. It is clear that feminine males make use of expressive suppression strategy as compared to cognitive reappraisal.

### E) Defense Mechanisms Masculinity

The mean, standard deviation and t-test was computed of various defense mechanisms for high and low masculine females. The values are given in Table no. 16

Table 16: Mean, standard deviation and t-value of high and low masculine females and defense mechanisms.

	DE	PRO	ID
HIGH	M=9.8 S.D=2.7	M=17.8 S.D=2.1	M=16.36 S.D=1.75
LOW	M=15.96 S.D=3.72	M=12.84 S.D=2.39	M=13.12 S.D=2.60
t-value	6.71**	7.83**	5.22**

N=50, \*\*p<0.01

(DE-Denial, PRO-Projection and ID-Identification)

It is clear from the table no.16, the mean of high projection is higher (M=17.8, S.D= 2.1) than the mean of low projection (M=12.84, S.D=2.39). It indicates high masculine females use more of projection as compared to low masculine females. The t-value is  $t(48) = 7.83, p < 0.01$ . There is a significant difference between two groups. The mean of high identification is higher (M=16.36, S.D= 1.75) than the mean of low identification (M=13.52, S.D=2.60). It indicates high masculine females use more of identification as compared to low masculine females. The t-value is  $t(48) = 5.22, p < 0.01$ . There is a significant difference between two groups. On the other hand, the mean of low denial is higher (M=15.96, S.D=3.72) than the mean of high denial (M=9.8, S.D=2.7). It indicates low masculine females use more of denial as compared to high masculine females. The t-value of high and low denial is  $t(48) = 6.71, p < 0.01$  which indicates, there is a significant difference between two groups.

Correlation was calculated for masculine females and defense mechanisms (DE-Denial, PRO-Projection and ID- Identification) to see the relationship between them. The values are given in Table no. 17

Table 17: Correlation was computed for masculine female and defense mechanisms.

	<i>MF</i>	<i>DE</i>	<i>PRO</i>	<i>ID</i>
MF	1			
DE	-0.80	1		
PRO	0.84	-0.74	1	
ID	0.71	-0.59	0.58	1

N=50

DE= Denial, PRO= Projection, ID= Identification

Regression analysis was done to identify the major defense mechanisms used by the masculine females out of the three defenses. The values are given in Table no. 18

Table 18: Regression analysis of defense mechanisms for Masculinity (Females).

Defense Mechanisms	B	Std.Error	Beta	t value	Adjusted R Square
D	-.496	.045	-.85	10.93***	.71
PRO	.58	.049	.71	7.01***	.68
ID	.58	.049	.71	7.02***	.68

N=50, \*\*\*p<0.001

(DE-Denial, PRO-Projection & ID-Identification)

It is clear from the regression table of defense mechanisms for masculinity (females) that the Adjusted R square of denial is .71; it means 71% of the variation in dependent variable (denial) is attributed to masculinity (females). In projection and identification, the Adjusted R square is .68 each, which indicates 68% variation in both can be attributed to masculinity (females). As far as the beta value is concerned -.49 of denial states that one unit increase in masculinity leads to .49 units decrease in denial, and .58 beta values of both projection and identification indicates

one unit increase in masculinity leads to .58 units increase in both defense mechanisms. It is clear that masculine females make use of projection and identification as compared to denial.

### F) Defense Mechanisms Femininity

The mean, standard deviation and t-test was computed of various defense mechanisms (DE-Denial, PRO-Projection and ID-Identification) for high and low feminine males. The values are given in Table no. 19

Table 19: Mean, standard deviation and t-value of high and low feminine male and defense mechanisms.

	DE	PRO	ID
HIGH	M=17.7 S.D=1.5	M=9.72 S.D=2.7	M=14.64 S.D=4.58
LOW	M=12.28 S.D=4.31	M=15.0 S.D=4.37	M=11.36 S.D=5.03
t-value	5.91**	5.14**	2.43*

N=50, \*\*p<0.01, \*p<0.05

(DE-Denial, PRO-Projection & ID-Identification)

It is clear from the table no.19, the mean of high denial is higher (M=17.7, S.D= 1.5) than the mean of low denial (M=12.28, S.D=4.31). It indicates high feminine males use more of denial as compared to low feminine males. The t-value is  $t(48) = 5.91$ ,  $p < 0.01$ . There is a significant difference between two groups. The mean of high identification is higher (M=14.64, S.D= 4.58) than the mean of low identification (M=11.36, S.D=5.03). It indicates feminine males use more of identification as compared to low feminine males. The t-value is  $t(48) = 2.43$ ,  $p < 0.05$ . There is a significant difference between two groups. On the other hand, the mean of low projection is higher (M=15.0, S.D=4.37) than the mean of high denial (M=9.72, S.D=2.7). It indicates low feminine males use more of projection as compared to high feminine males. The t-value of high

and low projection is  $t(48) = 5.14$ ,  $p < 0.01$  which indicates, there is a significant difference between two groups.

Correlation was done to see the relation between feminine males and defense mechanisms. The values are given in Table no. 20

Table 20: Correlation was computed for feminine males and defense mechanisms.

	<i>FM</i>	<i>DE</i>	<i>PRO</i>	<i>ID</i>
FM	1			
DE	0.87	1		
PRO	-0.73	-0.73	1	
ID	0.544	0.46	-0.44	1

N=50

FM- Feminine Males, DE-Denial, PRO-Projection & ID-Identification

Regression analysis was done to identify the major defense mechanisms used by the masculine females out of the three defenses. The values are given in Table no. 21

Table 21: Regression analysis of defense mechanisms for Femininity (Males).

Defense Mechanisms	B	Std.Error	Beta	t value	Adjusted R Square
D	.64	.051	.88	12.6***	.76
PRO	-.57	.076	-.74	7.5***	.53
ID	.48	.106	.54	4.5***	.28

N=50, \*\*\* $p < 0.001$

(DE-Denial, PRO-Projection & ID-Identification)

It can be seen from the regression table of defense mechanisms for femininity (males) that the Adjusted R square of denial is .76; it means 76% of the variation in dependent variable (denial) is attributed to femininity (males). In projection and identification the Adjusted R square is .53

and .28 which indicates 53% and 28% variation can be attributed to femininity (males) respectively. As far as the beta value is concerned .64 of denial states that one unit increase in femininity leads to .64 units increase in denial; in projection  $-.57$  beta value indicates one unit increase in femininity leads to .57 units decrease in projection and .48 beta value of identification indicates one unit increase in femininity leads to .48 units increase in identification. It is clear that feminine males make more use of denial as compared to projection.

## Chapter 6

### DISCUSSION

#### 6.1. Coping strategies

The present study focused on the Gender Identity and the use of various coping strategies. It was hypothesized that high masculine females use confrontive coping, self-controlling, planful problem solving as compared to low masculine females. The hypothesis was confirmed and the results showed significant difference in the two groups. The results showed that in coping strategies, surprisingly positive reappraisal showed frequent use of it by high masculine females as 76% of variation in the positive reappraisal was attributed by the masculinity (females). We are aware of the traits of masculinity as it is the set of attributes, behaviors generally associated with boys and men. The traits include independence, assertiveness etc. Both males and females exhibit masculine traits and behavior.

On the other hand, high feminine males use distancing, seeking social support, accepting responsibility, escape-avoidance and positive reappraisal as compared to low feminine males use confrontive coping, self-controlling, planful problem solving. The hypothesis was confirmed and the results showed significant relationship among all the variables. The regression analysis was done for cross gender identified females. In coping strategies specifically distancing showed 73% variation in the distancing was attributed by the femininity (males). Males exhibit feminine traits which are a set of attributes, behaviors associated with girls and women. That is why, the one who endorsed greater masculine traits would display problem focused coping strategy and one who endorsed greater feminine traits would display emotion focused coping strategy.

The results of the present study was in line with the study conducted by Lazarus and Folkman (1984) who found that there is a difference in use of coping strategies based on Gender Identity. They reported that feminine men use more of social support than did masculine women whereas masculine women use more of wishful thinking and problem focused than did feminine men taking into consideration the masculine and feminine traits wishful thinking than did feminine men. Ptacek et.al (1994) also found the gender-role orientation differences in coping with

stressful situations. It was reported that there is gender difference in the use of coping strategies by masculine females and feminine males.

Craver, Scheier and Weintraub (1989) reported that personality characteristics play a pertinent role in determining coping behavior. Nolen-Hoehsema (1991) found that the way individuals cope with stressful situations originates from the way men and women develop gender appropriate schemas as children and the way in which parents reinforce the gender-typical behavior. For example parents hold different expectations from sons and daughters. Boys are not supposed to express their emotions and exhibit feminine characteristics. However, girls are allowed to express their emotions and are not allowed to exhibit masculine characteristics.

## **6.2. Emotion regulation strategies**

Regarding Gender Identity in use of emotion regulation strategies, it was hypothesized that high masculine females use cognitive reappraisal strategy as compared to low masculine females. The hypothesis was confirmed from the results computed. The regression analysis we got as in case of emotion regulation strategies in masculine females, the highly predicted variable was expressive suppression as there was 64% variation in the expressive suppression was attributed by the masculinity (females), but the beta value showed that there was a negative relation it, which depicts that high masculine females use less of expressive suppression strategy. As cognitive reappraisal was not highly predictable to masculinity but it showed positive relation to it, which reveals that masculine females make use of cognitive reappraisal strategy. The masculine traits were attributed to the emotion regulation strategies. It has been found from the earlier studies that men use more of cognitive reappraisal strategy and the gender who endorsed high masculine traits would display cognitive reappraisal strategy.

On the other hand, it was hypothesized that high feminine males use more of expressive suppression as compared to low feminine males. The hypothesis was confirmed, as the results showed positive relation. The regression analysis we got as in case of emotion regulation strategies in feminine males, the highly predicted variable was expressive suppression as there was 65% variation in the expressive suppression which was attributed by the femininity (males).

The results in the current study addressed that Gender Identity used different emotional regulation strategies. The researcher has not come across in the study related to cross gender identification and emotion regulation strategies earlier. However, the effect of gender in various emotion regulation strategies has been studied. Nolen-Hoeksema's theory supports that there is a sex difference in particular emotion regulation strategies. Zolmke and Hahn (2010) found that women regulate emotion by putting their problems into perspective more likely than men whereas men more likely than women blame others for negative experiences. As cognitive reappraisal strategy makes use of deliberate and effortful processes to change a spontaneous emotion state which is purely correlated with the masculine traits and the expressive suppression is related to feminine traits.

### **6.3. Defense mechanisms**

Regarding Gender Identity in use of various defense mechanisms, it was hypothesized that high masculine females use more of projection and identification as compared to low masculine females. The hypothesis was confirmed from the results calculated. The regression analysis gave the information that the highly predicted variable in masculine females was denial as the prediction was 71%, but the beta value showed negative relation to it, which means high masculine females use less of denial defense mechanism. Projection and identification showed positive relation it, which reveals masculine females use more of projection and identification. Masculine characteristics showed that men blame others in most of the problematic situations; they mostly turned their aggression towards objects. On the other hand, feminine characteristics showed that women blame themselves in most of the problematic situations; they mostly turned their aggression towards self not on others.

On the other hand, high feminine males use more of denial as compared to low feminine males, as denial is the internalize defense such as turning against self, including reversal. The hypothesis was confirmed. The regression analysis gave the information that the highly predicted variable in feminine males was denial as the prediction was 76%, which shows that high feminine males make more use of denial as compared to low feminine males.

There is the study that supports these hypotheses, according to Lobel and Winch (1986), different defense mechanisms used among men with different sex role orientations. In their study male college students completed Bem Sex Role Inventory (BSRI) and the Defense Mechanisms Inventory (DMI) showed the results that masculine men used externalizing defenses like principalization more as compared to feminine men. There was a paucity of studies related to cross gender identification and defense mechanisms. Although studies have shown that males and females intended to use different defense mechanisms (Gleser and Sacks, 1973; Weissman, Ritter, and Gordon, 1971).

Evans (1982) found that there is a relationship between sex role orientation and defense mechanisms. Sex role orientation was measured by the Bem Sex Role Inventory (BSRI), studied that females, high masculinity reported that they attack the frustrating objects while, on the other hand, low masculinity was connected with self-blame mechanisms. He however, studied only on females.

#### **6.4. Conclusion**

The current study was important in that it was the first to my knowledge to explore the relationship among coping strategies, emotion regulation strategies and defense mechanisms in cross gender identified males and females. While certain coping strategies, emotion regulation strategies and defense mechanisms have previously been found to be associated with gender and hold implications for the role of gender. The current study highlights the complexities of examining the Gender Identity in psychological experience. Results of the current study indicated greater gender role differences in these variables, which means traits of masculine and feminine of males and females is highly attributed to the various coping strategies, emotion regulation strategies and defense mechanisms.

The finding that Gender Identity use particular type of coping strategies as masculine females use more of confrontive coping, self-controlling and planful problem solving while feminine men use more of distancing, positive reappraisal etc. in emotion regulation strategies masculine female use more of cognitive reappraisal and feminine male use more of expressive suppression.

In defense mechanisms, masculine females use more of projection and feminine males use more of denial. These relations has been studied in various numbers of studies but taking gender as the major variable but in the current study the exploration of Gender Identity has been done, which gives positive results with respect to all the variables studied in the current research.

Additionally, the need for this type of research is apparent as Gender Identity is considered to be very sensitive topic, as Gender Identity is considered to be a stereotypical, the individual got embarrassed when they talk about their gender either masculine or feminine, and it is all due to the societal norms. The current study shed light only on the masculinity and femininity of males and females (Gender Identity).

### **6.5. Implications**

The current study highlights the Gender Identity, as gender is one thing which is important with respect to biological and physiological aspect but Gender Identity has its own importance psychologically. The role of Gender Identity is the significant aspect of self-concept, one that acquires particularly at times of transition in one's personal life. The transitional phases intensify the sociocultural processes of identity construction. It means alone gender is not suffering through these transitions; Gender Identity the role of gender psychologically takes part in the transition phases. In relation to the therapeutic techniques used there is a difference in gender and Gender Identity both use different techniques when they are in need of therapy. There is also difference in various strategies used by gender and Gender Identity, as we have studied in the current study (emotion regulation strategies, coping strategies and defense mechanisms).

We know gender is important biologically but in our day to day life we are solving, we are coping with our difficulties, that is all psychologically what the person is capable of and what strategies he or she will use totally depends on how person deals psychologically. In Gender Identity to cope with the stressful situation masculine female use more of cognitive reappraisal emotion regulation strategy than feminine male whereas, in gender males use more of cognitive reappraisal than the females. So these are the differences which are there in the current study.

Given that little research has explored Gender Identity in relation to emotion regulation and defense mechanisms, this is the fruitful exploration in the current study.

## **6.6. Limitations**

The current study had some limitations worth noting. First, only the Gender Identity was examined in relation to emotion regulation, coping strategies and defense mechanisms. Although there were many studies on gender has been found, males and females use different strategies, important information about the gender may have been missed within the current study.

Another limitation of the current study is that as it has taken three dependent variables, but there was no model given and have not done the analyses which can give the better results. Intuitively it is quite possible that if the analyses have been done the results would have different importance.

Moreover, the present design relied on participant self-report instead of clinical analysis. This technique is normal in mental research, yet it might limit the validity of the findings, especially for factors and measures for example masculinity and femininity which is exceptionally very sensitive topic for greater part of the population.

The other limitation is that the sample size which could be more in the current study for accurate results. Then the measures which have taken are only the subjective one which will give only the subjective results.

## **6.7. Future Research**

In view of the findings and limitations of the study laid out above, various future research directions are proposed. Initial, a longitudinal examination of the connections among a variety of emotion regulation strategies, coping strategies and defense mechanisms in cross gender identification in males and females should be done. Further, longitudinal studies could reveal

insight on the mechanisms by which individuals create tendencies to depend on specific emotion regulation strategies, coping and defense mechanisms over others.

Second, there is some work to be done in utilizing structural equation modeling to look at all three dependent variable. In particular, future research should investigate a structural equation model with more comprehensive representation of the included constructs. For instance, a model could be outlined that incorporates numerous pointers of gender role and the emotion regulation strategies, coping strategies and the defense mechanisms. Also, it might be more useful to utilize structural equation modeling to display multi-group analyses to look at sex differences in the theorized connections.

Finally, the study could shed light on the sample to be taken in future work, because the current study did not take much of the sample which does not give the accurate desired results. As we all know these strategies are related to the mental health, but in the current study the variables related to mental health were missing. So in future we will focus on the psychological problems like depression, anxiety etc., to see whether there is any Gender Identity difference in relation to emotion regulation strategies, coping strategies and defenses they use.

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## Appendix A: CONSENT FORM

A comparative study of cross gender identified males and females on coping strategies, emotion regulation strategies and defense mechanisms.

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to take part in the study.

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Name of Participant

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Date

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Signature

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Name of Researcher

---

Date

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Signature

## Appendix B: Emotion Regulation Questionnaire

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: \_\_\_\_\_

### Instructions and Items:

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

1	2	3	4	5	6	7
strongly disagree			neutral			Strongly agree

1. \_\_\_\_ When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.
  2. \_\_\_\_ I keep my emotions to myself.
  3. \_\_\_\_ When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.
  4. \_\_\_\_ When I am feeling positive emotions, I am careful not to express them.
- Self-Report Measures for Love and Compassion Research: Personal Growth and Positive Emotions
5. \_\_\_\_ When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.
  6. \_\_\_\_ I control my emotions by not expressing them.
  7. \_\_\_\_ When I want to feel more positive emotion, I change the way I'm thinking about the situation.
  8. \_\_\_\_ I control my emotions by changing the way I think about the situation I'm in.

9. \_\_\_\_ When I am feeling negative emotions, I make sure not to express them.

10. \_\_\_\_ When I want to feel less negative emotion, I change the way I'm thinking about the situation.

## Appendix C: Ways of Coping Questionnaire

Please provide the following information:

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender (circle):    M        F

### Instructions

To respond to the statements in this questionnaire, you must have a specific stressful situation in mind. Take a few moments and think about the most stressful you have experienced in the past week.

By “stressful” we mean a situation that was difficult or troubling for you, either because you felt distressed about what happened, or because you had to use considerable effort to deal with the situation. The situation may have involved your family, your job, your friends, or something else important to you. Before responding to the statements, think about the details of this stressful situation, such as where it happened, who was involved, how you acted, and why it was important to you. While you may still be involved in the situation, or it could have already happened, it should be the most stressful situation that you experienced during the week.

As you respond to each of the statements, please keep this stressful situation in mind. Read each statement carefully and indicate, by circling 0,1,2 or 3, to what extent you used it in the situation.

**0= Does not apply or not used    1= Used somewhat    2= Used quite a bit    3= Used a great deal**

1. I just concentrated on what I had to do next – the next step.....  
0 1 2 3
2. I tried to analyze the problem in order to understand it better.....  
0 1 2 3
3. I turned to work or another activity to take my mind off things.....  
0 1 2 3

4. I felt that time would have made a difference- the only thing was  
Was to wait.....  
0 1 2 3
5. I bargained or compromised to get something positive from the  
Situation .....  
0 1 2 3
6. I did something that I didn't would work, but at least I was doing  
Something .....  
0 1 2 3
7. I tried to get the person responsible to change his or her mind .....
8. I talked to someone to find out more about the situation .....
9. I criticized or lectured myself.....
10. I tried not to burn my bridges, but leave things open somewhat.....
11. I hoped for a miracle. ....
12. I went along with fate; sometimes I just have bad luck. ....
13. I went on as if nothing had happened. ....
14. I tried to keep my feelings to myself. ....
15. I looked for the silver lining, so to speak; I tried to look on the bright side of things.  
.....  
0 1 2 3
16. I slept more than usual. ....
17. I expressed anger to the person(s) who caused the problem. ....
18. I accepted sympathy and understanding from someone. ....
19. I told myself things that helped me feel better. ....
20. I was inspired to do something creative about the problem. ....

21. I tried to forget the whole thing. ....  
0 1 2 3
22. I got professional help. ....  
0 1 2 3
23. I changed or grew as a person. ....  
0 1 2 3
24. I waited to see what would happen before doing anything. ....  
0 1 2 3
25. I apologized or did something to make up. ....  
0 1 2 3
26. I made a plan of action and followed it. ....  
0 1 2 3
27. I accepted the next best thing to what I wanted. ....  
0 1 2 3
28. I let my feelings out somehow. ....  
0 1 2 3
29. I realized that I had brought the problem on myself. ....  
0 1 2 3
30. I came out of the experience better than when I went in . ....  
0 1 2 3
31. I talked to someone who could do something concrete about the  
problem. ....  
0 1 2 3
32. I tried to get away from it for a while by resting or taking a vacation. ....  
0 1 2 3
33. I tried to make myself feel better by eating, drinking, smoking, using drugs or  
medications, etc. ....  
0 1 2 3
34. I took a big chance or did something very risky to solve the problem. ....  
0 1 2 3
35. I tried not to act too hastily or follow my first hunch. ....  
0 1 2 3
36. I found new faith. ....  
0 1 2 3
37. I maintained my pride and kept a stiff upper lip. ....  
0 1 2 3
38. I rediscovered what is important in life. ....  
0 1 2 3

39. I changed something so things would turn out all right. ....  
0 1 2 3
40. I generally avoided being with people. ....  
0 1 2 3
41. I didn't let it get to me; I refused to think too much about it. ....  
0 1 2 3
42. I asked advice from a relative or friend I respected. ....  
0 1 2 3
43. I kept others from knowing how bad things were. ....  
0 1 2 3
44. I made light of the situation; I refused to get too serious about it. ....  
0 1 2 3
45. I talked to someone about how I was feeling. ....  
0 1 2 3
46. I stood my ground and fought for what I wanted. ....  
0 1 2 3
47. I took it out on other people. ....  
0 1 2 3
48. I drew on my past experiences; I was in a similar situation before. ....  
0 1 2 3
49. I knew what had to be done, so I doubled my efforts to make things work.  
.....  
0 1 2 3
50. I refused to believe that it had happened. ....  
0 1 2 3
51. I promised myself that things would be different next time. ....  
0 1 2 3
52. I came up with a couple of different solutions to the problem. ....  
0 1 2 3
53. I accepted the situation, since nothing could be done. ....  
0 1 2 3
54. I tried to keep my feeling about the problem from interfering with other things.  
.....  
0 1 2 3
55. I wished that I could change what had happened or how I felt. ....  
0 1 2 3
56. I changed something about myself. ....  
0 1 2 3

57. I daydreamed or imagined a better time or place than the one I was in. ....  
0 1 2 3
58. I wished that the situation would go away or somehow be over with. ....  
0 1 2 3
59. I had fantasies or wishes about how things might turn out. ....  
0 1 2 3
60. I prayed. ....  
0 1 2 3
61. I prepared myself for the worst. ....  
0 1 2 3
62. I went over in my mind what I would say or do. ....  
0 1 2 3
63. I thought about how a person I admire would handle this situation and used that as a  
model. ....  
0 1 2 3
64. I tried to see things from the other person's point of view. ....  
0 1 2 3
65. I reminded myself how much worse things could be. ....  
0 1 2 3
66. I jogged or exercised. ....  
0 1 2 3

### Appendix D: Thematic Apperception Test Score Sheet

Categories of denial	Card 4	Card 12M	Card 14			Frequency
Omission						
Misperception						
Reversal						
Statements of negation						
Denial of reality						
Overly maximizing positive. Minimizing negative						
Unexpected goodness, optimism, positiveness, gentleness						
TOTAL						
						TOTAL ADD

Categories of projection	Card 4	Card 12M	Card 14		Frequency
Attribution of aggressive or hostile feeling, emotions or intentions to a character or other feelings, emotions or intentions that are normatively unusual.					
Additions of ominous people, ghosts, animals, objects or qualities.					
Magical or circumstantial thinking					
Concern for protection from external threat					
Apprehensiveness of death, injury, or assault					
Themes of pursuit, entrapment and escape					
Bizarre or very unusual story or theme					
TOTAL					
				TOTAL	
				ADD	

Categories of identification	Card 4	Card 12M	Card 14	Frequency
Emulation of skills				
Emulation of characteristics				
Regulation of motives or behavior				
Self-esteem through affiliation				
Work: delay of gratification				
Role differentiation				
Moralism				
TOTAL				
				TOTAL ADD