

## ABSTRACT

The study aimed to construct a valid and reliable scale of Defense mechanism for university students. The current study was consisted of three independent studies. 1st study was qualitative and aimed to generate items exploring the situations where students used defense mechanisms. 2<sup>nd</sup> and 3<sup>rd</sup> studies were quantitative. 2<sup>nd</sup> study consists of three parts including try-out phase, exploratory factor analysis and confirmatory factor analysis. Try-out phase was carried out to support the process of items selection. A sample of 50 participants (29 males and 21 females) within the age range of 18–29 years ( $M=21$ ,  $SD=1.81$ ) were selected for try-out phase. Exploratory Factor Analysis (EFA) was run to explore the factor structure of the scale. A sample of 200 university students (124 males and 76 females) with ages ranging from 17-29 years ( $M=22.21$ ,  $SD = 2.43$ ) was recruited for this purpose. A Varimax rotation method was employed, which yielded four factors (Compensation, Projection, Rationalization and Reaction-formation) and accounted for 29.65% of the variance. Confirmatory Factor Analysis (CFA) was carried out to confirm the findings of EFA. A sample of 200 participants (128 males and 72 females) within age range of 17-29 years ( $M=22.40$ ,  $SD = 2.40$ ) was taken for Confirmatory Factor analysis Study. The factor structure obtained from the results of CFA indicated a good model fit for the final scale comprising 16 items. The Cronbach's alpha coefficient of overall scale was  $\alpha=.72$  and its subscales were "Compensation"  $\alpha=.78$ , "Projection"  $\alpha=.58$ , "Rationalization"  $\alpha=.58$  and "Reaction-formation"  $\alpha=.54$ . 3<sup>rd</sup> study was done in order to determine the convergent and discriminant validity of scale by administering along with it Defense Style Questionnaire (Thygesen et.al, 2008) and Emotional Regulation Questionnaire (Gross & John, 2003) respectively. The results supported the convergent and discriminant validity of scale.

**Keywords:** Defense mechanism scale, compensation, projection, rationalization, reaction-Formation, university students