Relationships Between University Students' Psychological Well-Being, Self-Regulation and Depression Levels

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Abstract

The university period is a stage that includes adolescence and young adulthood that have to overcome that student face many problems. Considering that the failure to solve the problems first results in depression and then suicide, it is clear that they should be supported. This study aims to determine the effect of psychological well-being and self-regulation, which is thought to strengthen students in reducing depression. Reaching 319 students, they were filled with Psychological Well-Being, Self-Regulation scales and Beck Depression Inventory-II. The participants' psychological well-being and self-regulation scores were relatively high and their depression scores were low. Psychological well-being, self-regulation and depression scores do not differ according to sociodemographic variables and sociodemographic variables do not predict these scores A moderate positive correlation exists between psychological well-being and self-regulation, while a moderate negative correlation exists between these two and depression. In the regression analysis, when sociodemographic variables are kept under control, 13% of psychological well-being is predicted by depression and 8.5% by self-regulation. Considering that depression in adolescence causes serious negative consequences, it is very important to determine the factors that reduce it. Knowing the effectiveness of self-regulation skills and the psychological well-being of those involved in preventive interventions for depression will contribute to the solution.

Keywords: Depression, psychological well-being, self-regulation, university students

Üniversite Öğrencilerinin Psikolojik İyi Oluş, Öz Düzenleme ve Depresyon Düzeyleri Arasındaki İlişkiler

Öz

Depresyonun azaltılmasında öğrencileri güçlendireceği düşünülen psikolojik iyi oluş ve öz düzenlemenin etkisini belirlemek bu araştırmanın amacıdır. 12 fakülte ve yüksekokuldan 319 öğrenciye ulaşılarak Psikolojik İyi Oluş, Öz Düzenleme ölçekleriyle birlikte ve Beck Depresyon Envanteri-II doldurulması sağlandı. Bunun yanında katılımcılardan cinsiyet, yaş ve sınıf seviyesi bilgileri de toplandı. Katılımcıların psikolojik iyi oluş ve öz düzenleme puanları görece yüksek, depresyon puanları düşüktür. Psikolojik iyi oluş, öz düzenleme ve depresyon puanları sosyo-demografik değişkenlere göre farklılaşmamaktadır ve sosyo-demografik değişkenler bu puanları yordamamaktadır. Psikolojik iyi oluş ile öz düzenleme arasında pozitif yönde anlamlı, bu ikisi ile depresyon arasında negatif yönde anlamlı korelasyon bulunmaktadır. Sosyo-demografik değişkenler kontrol altında tutulduğunda psikolojik iyi oluş depresyonu %13, öz düzenleme depresyonu %8.5 oranında yordamaktadır. Gençlik döneminde yaşanan

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depresyonun ciddi olumsuz sonuçlara neden olduğu düşünüldüğünde onu azaltan faktörleri belirlemek oldukça önemlidir. Depresyona yönelik önleyici müdahalelerde görev alanların psikolojik iyi oluşun yanı sıra öz düzenleme becerilerinin de etkililiğini bilmeleri çözüme katkı sağlayacaktır.

Anahtar Kelimeler: *Depresyon, öz düzenleme, psikolojik iyi oluş, üniversite öğrencileri*

Introduction

University education is a stressful and critical process in which individuals transition from adolescence to adulthood. In this process, students are exposed to stresses such as adaptation, academic studies, making future plans and being away from home (Sarokhani et al., 2013). They also face many problems such as accommodation, interpersonal relationships, economic stress, and making important decisions. In addition, they endeavour to balance between meeting their own expectations and the expectations of their environment (family, friends) (Viñas et al., 2004). Therefore, university life brings both these possibilities and challenging living conditions. As a result, university students may become more vulnerable to some psychological risks such as depression (Ceyhan et al., 2009). Depression is a loss of positive affect manifested by a range of symptoms such as sleep disturbance, lack of self-care, poor concentration, anxiety and apathy towards daily experiences and has a significant impact on an individual's ability to perform life activities (Clark, 2011).

The average age of onset of depression is decreasing from adulthood to adolescence, making it a particularly salient problem area for university students (Reavley & Jorm, 2010). The reason why depression research is important in this population is that most of the mental disorders experienced first begin in university age (Kessler et al., 2005). The importance of depression is that it affects university students all over the world (Bostanci et al., 2005; Eller et al., 2006; Mikolajczyk et al., 2008), its prevalence is increasing (Reavley & Jorm, 2010), it affects academic performance, it is related to health and in extreme cases it can lead to suicide (Hysenbegasi et al., 2005). Because depression is a strong predictor of suicide, which is the third leading cause of death in the 15-24 age group and the second leading cause of death among university students (Haas et al., 2003). As a result, depression is a disabling illness that imposes a significant economic burden on society and greatly limits the daily activities and productivity of individuals (Sobocki et al., 2007; Spiessl et al., 2006). Studies have reported that university students can experience depression at rates as high as 70% to 84% (Garlow et al., 2008; Khan et al., 2006).

It can be said that the factors associated with depression in adolescents are divided into social (family members, interaction) and psychological, social factors are external and psychological factors are internal resources (Yu et al., 2021). It is reported that individuals with external resources such as social support have low depressive symptoms (Aw et al., 2023), and adolescents who perceive parental attitudes positively have lower depression scores (Jannah et al., 2022). Psychological factors

that are effective on depression, that is to say, internal resources, are mostly related to some skills that individuals have and their approach to problems. Because one of the main factors that trigger depression is an individual's subjective perception of events (Zhang & Wu, 2021). Subjective judgement is the personal meanings that an individual attributes to an objective reality, reality is built on these inferences, and in some cases, it causes cognitive distortions due to incorrect inferences (Perrotta, 2019). It is known that subjective judgement based on false cognitive inferences is closely related to depressive disorder (Dhillon et al., 2020) and increases depression (Ota et al., 2020).

Another factor in reducing depressive symptoms is psychological well-being. This term is a resource put forward by positive psychology that has an impact on subjective well-being (Yuliyanto & Indartono, 2019). Research findings show that psychological well-being is negatively related to depression (Wasil et al., 2022) and that an increase in psychological well-being reduces depression (Greer et al., 2019). On the other hand, psychological well-being is associated with depression, but no increase in well-being is observed with a decrease in depressive symptoms (Weijers et al., 2021). In order for psychological well-being to function healthily, individuals should be able to construct concepts that will improve themselves, strive to achieve a goal in their lives, and make their own decisions (Cardak, 2013). These requirements point to self-regulation. Self-regulation includes the ability to manage emotions, thoughts and behaviors under the guidance of metacognition (Williams et al., 2008). It is known that the emotion regulation dimension of the skill is positively related to psychological well-being (Karaş & Altun, 2022) and predicts it together with coping and cognitive flexibility (Sağar, 2022). When depressed, negative emotions such as sad mood, slowing down in taking action, reluctance and worthlessness arise with the loss of these skills (Moccia et al., 2021). On the contrary, the presence of self-regulation skills tolerates negative stimuli that affect individuals' depressive symptoms (Akil et al., 2022).

Especially university students, such as university students, who transition from adolescence to adulthood, in other words, university students who enter life, may have difficulty in regulating their thoughts, feelings and behaviors and maintaining their well-being (Spector et al., 2000). Benita et al. (2020) reported that in such a situation, students experience disappointment due to their inability to meet their basic needs, and therefore their well-being is negatively affected. When the literature is reviewed, it is seen that psychological well-being, self-regulation and depressive symptoms of university students are handled in a disconnected manner. For example, it is reported that depressive symptoms are negatively related to psychological well-being and self-regulation (Cooke et al., 2006; Kocovski & Endler, 2000; Liu et al., 2009; Papadakis et al., 2006), while psychological well-being and self-regulation are positively related (Cho et al., 2023; Mascia et al., 2023); however, all the studies cited present that these three factors are closely related to each other. Research points to psychological well-being in reducing depressive symptoms; however, the effects of self-regulation on

psychological well-being have started to be the subject of current research. Although the results are not conclusive, it is suggested that self-regulation can provide well-being through coping behaviours in communication conflict (Koh & Farruggia, 2023), and self-regulation strategies can be applied to increase well-being (Cimcir, 2023). In the light of this information, it is thought that self-regulation may be effective in reducing depressive symptoms along with psychological well-being. On the other hand, the fact that there is no research in which the relationships between self-regulation, psychological well-being and depression are examined together constitutes both the purpose and the original aspect of present study. In this context, determining the factors predicting depression in university students is important because it leads to studies aiming to reduce it with preventive interventions and developmental interventions.

Method

The present study is quantitative research conducted in a relational screening design with a descriptive method. Variables digitized with measurement tools in quantitative research can be analyzed using statistical processes (Creswell, 2017). The situation of the problem to be investigated in the descriptive method is revealed in its current form. Relational screening design, is a research design used to reveal the relationship between two or more variables (Fraenkel et al., 2012). For this reason, university students of used the relational screening design aimed to determine the relationship between of their depression scores the psychological well-being and self-regulation levels. In this context, answers to the following questions are sought:

1. What are the level university students scores of the psychological well-being, self-regulation skills and depression?

2. Are there students a relationship between psychological well-being, self-regulation skills and depression scores?

3. Do students' psychological well-being and self-regulation skills predict their depression levels?

4. Do the depression scores of university students differ according to socio-demographic variables such as faculty, gender, age, and grade level?

Participants

The population of the present study is Bayburt University and the sample is 319 students studying in faculties and vocational schools affiliated to the university. The G*Power program was used to calculate the required number of samples before reaching the participants. The recommended sample size with a 95% confidence interval was calculated as 107. While determining the participants for generalize universe the results to the population, was used stratified random sampling method which is one of the random sampling methods. Stratified random sampling is a method

in strata are selected for sampling in proportion to their presence in the population or certain subgroups (Fraenkel et al., 2012) In this regard, 319 students (age range: 17-40, mean: 20.97, SD: 2.62) from each of the academic units that provide active education services in proportion to their representation in the total population of the university were reached through convenience sampling. Descriptive statistics of the participant group are presented in Table 3.

Data Collection Tools

Psychological well-being scale

Research was used Psychological Well-Being Scale made validity and reliability study adapted into Turkish by Telef (2013) and developed Diener et al. (2009, 2010) in order to measure the psychological well-being of students. The 8-item scale, which was created by taking into account the components of various theories of well-being includes both social relationship-based and activity-based items like to have individuals have rewarding and supportive relationships, contribute to the happiness of those around them, are respected by those around them, are connected and interested, optimistic, are interested in daily activities, are busy with any work. Individuals are shown high scores indicate that individuals have high psychological resources and power highest score is 56, the lowest score is 8 score available from scale according to the answers graded on 7 points between strongly disagree with strongly agree. According to the validity and reliability conducted on 529 university students study was obtained it is reported that the Cronbach Alpha coefficient is calculated as .80 and the test-retest reliability is calculated as .86, so university students is reported a valid and reliable measurement tool in measuring the psychological well-being, variance total of the scale which explains 41.9% the single factor structure. In the current sample, the internal consistency coefficient was calculated as .89.

Self-regulation scale

The research students were used Self-Regulation Scale was adapted into Turkish by Ay (2014) and was developed by Carey et al (2004), in order to measure self-regulation skills. The scale is scored between 1 and 5 the scale consists of 30 items and five dimensions including planning, information gathering, focusing on alternatives, implementation and evaluation. The lowest score that can be obtained from the scale is 30 and the highest score is 150. In the study was conducted with the participation of 341 university students that validity and reliability study was obtained five-factor structure that explained 42.18% of the total variance. The scale is reported that is a measuring tool a valid and reliable measurement tool for measuring self-regulation skills of university students Cronbach Alpha coefficient of .89, a semi-consistency coefficient of .87 and a test-retest coefficient of .78. In the current sample, the internal consistency coefficient was calculated as .90.

Beck depression inventory II

The study was used Beck Depression Inventory II was made studies validity and reliability adapted to Turkish by Dikmen (2020) and developed by Beck et al. (1996) to measure students depression levels. The highest score is 63 the lowest score 0 that can be obtained from the scale which consists of a total of 21 items and seven sub-dimensions including feeling restless and unhappy, guilt, feelings of failure, suicidality and complex emotions, appetite and weight loss, life satisfaction, sleep disturbance and loss of sex drive. Scale interpreted as the level of severe depression between 29-63 points and average score between 20-28, mild between 14-19 points, while the minimum depression level is between 0-13 points. Each item in the scale consists of four consecutive statements and is scored between 0 and 3 according to the selected statement. It is reported that the scale is a valid and reliable tool to measure the depression levels of university students the Cronbach Alpha coefficient was calculated as .78, the seven-factor structure that explains 57.13% of the total variance was obtained according to the validity and reliability study conducted with the participation of 208 university students. In the current sample, the internal consistency coefficient was calculated as .89.

Data Analysis

In this study, SPSS was used in the analysis of the data obtained from the participants, and p<.05 was accepted as the level of significance. The collected data were subjected to normality tests before being analyzed and the relevant results are presented in Table 1.

Table 1.
Descriptive Statistics of Psychological Well-being, Self-regulation and Depression with Skewness and Kurtosis Values

	Skewness		Kurtosis	
		Std. error		Std. error
Psychological well-being	-1,22	.13	1,46	,27
Self-regulation	-,35	,13	-,19	,27
Depression	,81	,13	,39	,27

Looking at Table 1, it is seen that the scores range from -1.22 to 1.46 values of skewness and kurtosis psychological well-being, self-regulation and depression. The fact that the skewness and kurtosis is considered normal that the distribution take values between -2 and +2 means (George & Mallery, 2019). Therefore, it can be said that the distribution of the variables examined in the present study is normal.

In the study, the data were included in the Pearson correlation analysis in order to determine the relationship between students' psychological well-being, self-regulation skills and depression levels. Also, the data were included in the hierarchical multiple regression analysis in order to determine the causal relationship between the related variables.

Results

In order to determine the level of psychological well-being, self-regulation and depression scores of the participant students, descriptive statistics were made and the relevant results are given in Table 2.

Table 2.
Descriptive Statistics of Psychological Well-being, Self-regulation and Depression

	Min.	Max.	X̄	Median	SD
Psychological well-being	8,00	56,00	41,02	113	10,22
Self-regulation	57,00	150,00	110,55	43	17,99
Depression	,00	45,00	14,16	12	9,54

Looking at Table 2, it can be said that the average of the participants is relatively high (X̄=41.02) considering the highest score (56) that can be obtained from the Psychological Well-Being Scale. Similarly, considering the highest score (150) to be obtained from the Self-Regulation scale, it can be said that the average scores of the participants are relatively high (X̄=110.55). Considering the information that 14-19 points are mild according to the depression inventory, it can be said that they are at the mild depression level when their mean score (X̄=14.16) is considered.

In order to determine whether the depression levels of the students show a significant difference according to their faculty, gender, age and grade levels, Independent Sample T Test and One-Way Analysis of Variance were performed, the findings are given in Table 3. The age factor was grouped as 18-20, 21-24 and over 25, especially considering the depression literature (Alalalmeh et al., 2024; Torres et al., 2017).

Table 3.
T Test and ANOVA Results Regarding Whether the Level of Depression Differs According to Socio-demographic Variables

		n	X̄	SD	t	F	p
Gender	Female	177	13,46	9,06	-1,48	,17	,14
	Male	142	15,04	10.64	-1.46		
Faculty	Education	36	12,97	7,45		,83	,62
	Economy	16	16,75	9,55			
	Theology	32	13,88	9,16			
	Human and social	22	14,80	8,68			
	Health	24	12,63	7,41			
	Art-design	14	14,33	9,66			
	Sports science	33	15,70	10,34			
	Applied Sci.	21	15,98	10,79			
	Vocational Sch.	21	16,62	12,60			

	Technical Sci.	15	15,40	8,58		
	Social Sci.	33	11,20	7,45		
	Health Service	52	13,59	11,20		
Age	18-20	143	13,87	10,19	,45	,64
	21-24	163	14,56	8,93		
	25 and over	13	12,31	9,99		
Grade level	1	94	13,58	9,82	1,25	,29
	2	85	15,68	10,90		
	3	84	14,24	7,51		
	4	56	12,74	9,48		
N		319				

Looking at Table 3, it is seen that depression scores do not differ significantly according to gender, age and grade level.

Pearson correlation analysis was performed to determine the relationships between psychological well-being, self-regulation skills and depression level and the results are given in Table 4.

Table 4.

Relationships Between Psychological Well-being, Self-regulation and Depression

	Psychological well-being	Self-regulation
Self-regulation	,57**	
Depression	-,37**	-,45**

**p<.01

Looking at Table 4, it is seen that there is a moderately positive relationship between self-regulation with psychological well-being and a moderately negative relationship between psychological well-being with depression. It is seen that there is a moderate negative relationship between self-regulation with depression.

Hierarchical multiple regression analysis was performed to depression determine to what extent predicts psychological well-being and self-regulation. The students were also added to age and grade level variables of the analysis; thus, it was aimed to determine the effects of socio-demographic variables on depression. The findings are given in Table 5.

Table 5.

Hierarchical Multiple Regression Analysis Results Depression Predicting of Socio-Demographic Variables, Psychological Well-being and Self-regulation

Model		Unstd. Coeff.		Std. Coeff.	t	p	Coll. Stat.	
		B	S.E.	*B*			Tollr.	VIF
1	(Constant)	12,63	2,83		4,46	0,00		
	Age	0,38	1,04	0,02	0,36	0,72	0,81	1,23
	Grade level	-0,38	0,58	-0,04	-0,65	0,51	0,73	1,37
2	(Constant)	27,31	3,40		8,03	0,00		
	Age	0,26	0,98	0,02	0,26	0,79	0,81	1,23
	Grade level	-0,22	0,54	-0,03	-0,41	0,69	0,73	1,37
	P. Well-being	-0,34	0,05	-0,36	-6,86	0,00	0,99	1,01
3	(Constant)	39,00	3,80		10,26	0,00		
	Age	0,48	0,93	0,03	0,51	0,61	0,81	1,23
	Grade level	-0,05	0,52	-0,01	-0,10	0,92	0,73	1,38
	P. Well-being	-0,15	0,06	-0,16	-2,61	0,01	0,67	1,50
	S-R	-0,19	0,03	-0,36	-5,85	0,00	0,67	1,49

Model 1: $R^2 = .009$ $F_{(4-314)} = 0.675$, p >.05
Model 2: $R^2 = .13$, $F_{(5-313)} = 47.09$, *p<.01
Model 3: $R^2 = .085$, $F_{(6-312)} = 34.20$, *p<.01

Besides to the socio-demographic characteristics included in the analysis in Table 5, the multicollinearity relationship was examined. between psychological well-being and self-regulation variables. Multicollinearity is the problem that more than one variable predicting a variable has high correlation with each other (Akan & Kaynak, 2008). This relationship can be understood by looking at the tolerance and VIF (variance swelling factor) value. It is recommended that the tolerance value be greater than 0.1 and the VIF value less than 10 (Cohen et al., 2018). In line with this information, it is seen that there is no multicollinearity relationship between the related independent variables.

As seen in Table 5, in the regression model, socio-demographic variables (age and grade level) were included first, followed by psychological well-being, and then self-regulation, and the analysis was conducted. According to the analysis, it is seen that age and grade level do not predict depression in university students, and psychological well-being explains 13% of student's depression and self-regulation explains 8.5% of them. As a result, it can be said that reduce by 21.5%. depression together psychological well-being and self-regulation skills.

Discussion

University students who have social, economic and academic difficulties such as separation from family, loneliness, future anxiety, heavy course load, economic difficulties, finding shelter and friends can be seen disruptions making various plans in order to reach the goal determined, making a series of controlled/conscious behaviors in this direction and in the after-self-evaluation process. These challenging processes may face with mental disorders such as depression students whose is open to adverse effects psychological well-being (Munir et al., 2015). Because of this, present study was conducted to for the purpose of university students determine the relationship between of self-regulation and psychological well-being scores with depression scores.

In studies conducted with university students, indicated that depression the most important psychological disorder threatening this group and higher than the general population (Cuijpers et al., 2016). Self-regulation skills are significantly associated with positive behaviors (Park et al., 2012). According to this, individuals with high self-regulation skills are reported to experience fewer depressive feelings because of to be more successful in regulating their thoughts, emotions and impulses (Li et al., 2015). Studies trying to determine the factors related to psychological well-being of university students show that there are positive relationships between well-being and the ability to cope with stress, and those with high levels of well-being experience less psychological distress (Baltacı et. al, 2022; Burris et al., 2009). In this study, university students be seen that the self-regulation and psychological well-being of were high and their depression levels were mild (Table 2). Özdel et al. (2002) found that university students had of mean Beck Depression Score and a mild depression level, the overall prevalence of depression among medical school students in Karnataka is 71.25% was reported that depression light and medium degree in the majority (80%) of those with depression (Kumar et al., 2012). Tuzcuoğlu and Korkmaz (2001) found that university students had mild depression levels in their study. Since those living in crowded environments are at higher risk for depressive illness (Schwab et al., 1979), in present study is considered it is effective factors such as being easy transportation and being calm life are thought, being away from the crowded environment in the city where the university is located that being mild depression levels.

In current study is seen that the depression scores of the students do not differ according to the variables of faculty, gender, age and grade level. As a result of the study conducted among Cypriot university students, it was reported that clinical depressive symptoms were more common in engineering and technology faculty students (Sokratous et al., 2014). Özdel et al. (2002) in research examined the relationship between depressive symptoms with socio-demographic characteristics in university students, it was reported that the depression scores of the Faculty of Economics students were lower than the students of other faculties (Science, Arts, Engineering and Education). It has been reported that the groups at risk for depressive

disorders are those between the ages of 18-44, who do not have a job (Anthony & Petronis, 1991). In this study, the fact that the depression scores of the participant students did not differ according to the faculty was thought that due to that all of the students were in the same age range in the literature and that had a similar stress load.

Studies conducted to determine the relationship between gender and depression report that depression does not differ according to gender (Bayram & Bilgel, 2008; Mamun et al., 2019). In a study that consisted of female students 70.1% of the sample, it was reported that female students' depression scores were higher than male students (Sokratous et al., 2014). Due risk factor affecting individuals with mild depression is that of environmental origin, not of biological origin (Farmer, 1996) in present study was thought to originate the absence of a significant difference in depression scores according to gender was thought to be due to the fact that students' environmental stressors were similar to students regardless of gender.

It is reported that the depression scores of university students do not differ according to age (Güler et al., 2014; Sokratous et al., 2014). Differently, in the study conducted on university students in Kenya, it was reported that older students had a higher risk of falling into depression (Othieno et al., 2014). In this study, the fact that the depression scores of the students did not differ is considered to be effective that other students age groups and developmental periods are close to each other, the number of students over 25 years old is very low (n=13).

When we look at the findings of other research findings examining the relationship between depression and grade level, unlike the findings reporting that they have high depression scores (Chen et al., 2013; Güler et al., 2014) lower grade university students, there are also findings reporting that depression scores increase with the academic year (Özdel et al., 2002). Similarly, to this study, there are also findings reporting that depression scores do not differ according to grade level (Sokratous et al., 2014). According to Türkleş et al. (2008) as a result of their study to examine the factors affecting depression levels in high school students reported that the fact that the age difference of the students did not affect their depression scores was an expected result, neither according to their grade level. Similarly, in present study can be expressed that be expected a result that there was no significant difference between age and grade levels with depression.

Self-regulation is the capacity to regulate emotions, cognitions, and behaviors. At the same time, it is the ability to change in line with higher goals their thoughts, feelings, desires, and actions (Hoyle, 2006). High self-regulation capacity strengthens the plan-behavior relationship, enabling the individual to prevent unwanted reactions that therefore, it is reported that self-regulation capacity plays a role in the development of psychological well-being (De Ridder et al., 2012). As a result of the study conducted on young adults to determine whether self-regulation skill can be associated with psychological well-being, it was stated that there is a positive relationship between self-regulation with psychological well-being (Singh & Sharma,

2018). Self-regulation positively improves individuals' psychological well-being because it includes successfully managing emotions, impulses, desires, abilities and needs. Similarly, the findings of the study determined that there is a positive and significant relationship between self-regulation with psychological well-being examining the relationship between psychological well-being with self-regulation capacities of physicians and resident doctors (Simon & Durand-Bush, 2014).

It is stated that psychological well-being increases the physical and mental health of the person therefore the quality of life has increased (Keyes et al., 2010). Similarly, to the findings of current study, revealed that there is a moderate negative relationship between psychological well-being with depression of findings the study conducted with 330 students in order to determine the relationship between depression, anxiety, cognitive distortions and psychological well-being in nursing students (Yüksel & Bahadir-Yilmaz, 2019). The findings of another study involving Japanese university students were also reported that negative relationships between psychological well-being with depression (Liu et al., 2009).

With the help of self-regulation strategy, the management of desired emotions, thoughts and actions not only provides protection against stress factors and depression, at the same time, targeted quality of life and standards can be achieved (Gagnon et al., 2016). The results of the study conducted on undergraduate students report that individuals with high depression have low self-regulation (Kocovski & Endler, 2000). The relevant literature shows parallelism with the findings of current study.

Developing self-regulation skills can be an effective approach to manage stress factors, support positive mental health, and prevent mental health problems (Singh & Sharma, 2018). Kuyumcu (2013), in his study on university students, found that negative emotions predicted all psychological well-being factors moreover conclusion that negative emotions predicted psychological well-being factors at a higher rate than positive emotions.

Conclusion and Suggestions

In this study, the relationships between university students' psychological well-being, self-regulation and depression scores were examined and some results were obtained. The first, result is that students' depression scores do not differ significantly according to socio-demographic variables such as faculty, age, gender and grade level. The second result is that there are significant relationships between students' psychological well-being, self-regulation and depression scores. The third result is that socio-demographic variables do not predict depression, and when these variables are controlled, psychological well-being and self-regulation reduce depression.

The importance of self-regulation skills for youth mental health has been documented in childhood resilience studies (Cicchetti & Rogosch, 1997). Considering

that mental disorders can pose serious threats to students' academic performance and predict their future professional development, it carries of great importance to determine the factors affecting the psychological problems of university students (Gao et al., 2020). Considering that depression experienced in adolescence will derail life, it is very important to determine the factors that reduce depression. With self-regulation, students will increase ability to suppress negative emotions, manage conflicts, focus on their own positive aspects and not give up on solutions in negative situations. Their development of new attitudes, behaviors and commitment to their goals will be thanks to preventive interventions and developmental interventions to reduce their depression levels. The importance of self-regulation besides the psychological well-being in these interventions will make the result successful.

It is considered as a limitation that the research data were collected with self-report-based instruments and the participants were only students from one university. For this reason, it is recommended that semi-structured interviews be conducted to determine the relationships between the relevant variables in order to ensure internal validity, and that the research be repeated with different sample groups to ensure external validity and to verify the findings.

Ethical and Legal Aspects of Research

The university where the of made study was receipt ethics committee approval (date 24/10/2022 and number 97868) and institutional permission (date 18/10/2022 and number 96606). The students participating in the study were informed about the study in accordance with the Declaration of Helsinki and their consent was obtained for the Informed Consent Form.

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Genişletilmiş Özet

Üniversite eğitimi, bireylerin ergenlikten yetişkinliğe geçtikleri, stresli ve kritik bir süreçtir. Bu süreçte öğrenciler uyum sağlama, akademik çalışmalarda bulunma, gelecek planı yapma ve evden uzakta olma gibi streslere maruz kalırlar. Ayrıca barınma, kişiler arası ilişkiler, ekonomik stres, önemli kararlar alma gibi birçok sorunla da karşı karşıya kalmaktadırlar. Bunlara ek olarak kendi beklentilerini karşılama ile çevrelerinin beklentileri arasında denge kurma çabası içindedirler. Bu nedenle üniversite hayatı hem bu olasılıkları hem de zorlayıcı yaşam koşullarını beraberinde getirir. Sonuç olarak, bu süreçte üniversite öğrencileri depresyon gibi bazı psikolojik risklere karşı daha savunmasız hale gelebilir. Depresyon, uyku bozukluğu, öz bakım eksikliği, zayıf konsantrasyon, kaygı ve günlük deneyimlere karşı ilgisizlik gibi bir dizi semptomla kendini gösteren olumlu duygulanımlarda görülen kayıptır ve bireyin yaşam aktivitelerini gerçekleştirme yeteneği üzerinde önemli bir etkiye sahiptir.

Psikolojik iyi oluşun sağlıklı işleyebilmesi için bireylerin kendini geliştirecek kavramlar inşa edebilmesi, hayatında hedeflediği bir amaca ulaşabilmek için çabalaması ve kendi kararlarını verebilmesi gerekir. Bu gereklilikler ise öz düzenlemeye işaret etmektedir. Öz düzenleme, duyguları, düşünceleri ve davranışları yönetebilme becerisini içerir. Depresyonda iken bu becerilerin kaybıyla üzgün ruh hali, eyleme geçmede yavaşlama, isteksizlik ve değersizlik gibi olumsuz duygular baş göstermektedir. Özellikle üniversite öğrencileri gibi ergenlikten yetişkinliğe geçen, bir diğer deyişle hayata atılan üniversite öğrencileri, düşünce, duygu ve davranışlarını düzenlemede, iyi oluşlarını sürdürmede zorluk yaşayabilirler. Literatür incelendiğinde üniversite öğrencilerinin depresyon ve psikolojik iyi oluşları ile depresyon ve öz düzenleme arasındaki ilişkilerin incelendiği araştırmalara rastlanmış, ancak öz düzenleme, psikolojik iyi oluş ve depresyon arasındaki ilişkilerin birlikte

incelendiği herhangi bir araştırmaya rastlanmamış olması çalışmamızın hem amacını hem de özgün tarafını oluşturmaktadır. Bu bağlamda üniversite öğrencilerinde depresyonu yordayan faktörlerin belirlenmesi, önleyici girişimler ve gelişimsel müdahalelerle onu azaltmayı amaçlayan çalışmalara yol göstermesi nedeniyle önemlidir.

Aileden ayrılma, yalnızlık, gelecek kaygısı, ağır ders yükü, ekonomik zorluklar, barınma ve arkadaş bulma gibi sosyal, ekonomik ve akademik zorluklar yaşayan üniversite öğrencilerinin belirlenen hedefe ulaşmak için çeşitli planlar yapması, bu doğrultuda bir dizi kontrollü/bilinçli davranışlarda bulunması ve sonrasında kendini değerlendirme sürecinde aksamalar görülebilir. Bu zorlu süreçler, psikolojik iyi oluşu olumsuz etkilenmeye açık olan öğrencileri depresyon gibi ruhsal bozukluklarla karşı karşıya bırakabilmektedir. Bu nedenle, bu çalışma üniversite öğrencilerinin öz-düzenleme ve psikolojik iyi oluş puanlarının depresyon puanları ile ilişkisini belirlemek amacıyla yapılmıştır.

Mevcut çalışma betimsel yönteme sahip ilişkisel tarama deseninde yürütülmüş nicel bir araştırmadır. Nicel araştırmalarda ölçme araçlarıyla sayısallaştırılan değişkenler, istatistiksel işlemler kullanılarak analiz edilebilmektedir. Betimsel yöntemde araştırılmak istenen problemin durumu mevcut haliyle ortaya konmaktadır. İlişkisel tarama deseni ise iki ve daha fazla değişken arasındaki ilişkinin ortaya konmasında kullanılan bir araştırma desenidir. Bu nedenle üniversite öğrencilerinin psikolojik iyi oluş ve öz düzenleme seviyelerinin onların depresyon puanlarıyla ilişkisinin belirlenmesi amaçlandığından ilişkisel tarama deseni kullanılmıştır.

Mevcut araştırmanın evreni Bayburt Üniversitesi, örneklemi ise üniversiteye bağlı fakülte ve meslek yüksekokullarında öğrenim gören 319 öğrencidir. Sonuçların evrene genellenebilmesi amacıyla katılımcılar belirlenirken seçkisiz örnekleme yöntemlerinden tabakalı rastgele örnekleme yöntemi kullanılmıştır. Tabakalı rastgele örnekleme, belirli alt grupların veya tabakaların popülasyonda var oldukları oranda örneklem için seçildiği bir yöntemdir.

Araştırmada öğrencilerin psikolojik iyi oluşlarını ölçmek için Diener vd. (2010) tarafından geliştirilen, Telef (2013) tarafından Türkçeye uyarlanarak geçerlik güvenirlik çalışması yapılan Psikolojik İyi Oluş Ölçeği (PİOÖ), öz düzenleme becerilerini ölçmek amacıyla Carey, Neal ve Colins (2004) tarafından geliştirilen, Ay (2014) tarafından Türkçeye uyarlanan Öz Düzenleme Ölçeği, depresyon düzeylerini ölçmek için Beck, Steer ve Brown (1996) tarafından geliştirilen, Dikmen (2020) tarafından Türkçeye uyarlanarak geçerlik ve güvenirlik çalışması yapılan Beck Depresyon Envanteri II kullanılmıştır.

Mevcut araştırmada üniversite öğrencilerinin psikolojik iyi oluş, öz düzenleme ve depresyon puanları arasındaki ilişkiler incelenmiş ve bazı sonuçlar elde edilmiştir. İlk sonuç, öğrencilerin depresyon puanlarının fakülte, yaş, cinsiyet ve sınıf seviyesi gibi sosyo-demografik değişkenlere göre anlamlı şekilde farklılaşmadığıdır. İkinci sonuç,

öğrencilerin psikolojik iyi oluş, öz düzenleme ve depresyon puanları arasında anlamlı ilişkiler olduğudur. Üçüncü sonuç sosyo-demografik değişkenlerin depresyonu yordamadığı, bu değişkenler kontrol altına alındığında ise psikolojik iyi oluş ve öz düzenlemenin depresyonu azalttığıdır.

Öz-düzenleme becerilerinin gençlik ruh sağlığı için önemi, çocukluk yıllarındaki dayanıklılık çalışmalarında belgelenmiştir. Ruhsal bozuklukların öğrencilerin akademik performansları üzerinde ciddi tehditler oluşturabileceği ve gelecekteki mesleki gelişimlerini öngörebileceği düşünüldüğünde, üniversite öğrencilerinin psikolojik sorunlarını etkileyen faktörlerin belirlenmesi büyük önem taşımaktadır. Gençlik döneminde yaşanan depresyonun yaşamı rayından çıkaracağı düşünüldüğünde depresyonu azaltan faktörleri belirlemek oldukça önemlidir. Öz düzenlemeyle birlikte öğrencilerin olumsuz duyguları bastırma, çatışmaları yönetme, kendi olumlu yönlerine odaklanma ve olumsuz durumlarda çözümden vazgeçmeme becerileri artacaktır. Onların yeni tutumlar geliştirme, davranışlar sergileme ve amaçlarına bağlanmaları, depresyon düzeylerini azaltmak amacıyla yapılacak önleyici girişimler ve gelişimsel müdahaleler sayesinde olacaktır. Bu müdahalelerde psikolojik iyi oluşun yanında öz düzenlemenin öneminin de dikkate alınması sonucu başarılı kılacaktır.

Araştırma verilerinin öz bildirime dayalı araçlarla toplanması, katılımcıların ise bir üniversitenin öğrencilerinden oluşması bir sınırlılık olarak değerlendirilmektedir. Bu nedenle iç geçerliğin sağlanması adına ilgili değişkenler arasındaki ilişkilerin belirlenmesi için yarı-yapılandırılmış görüşmeler yapılması, dış geçerliğin sağlanması için ise araştırmanın farklı örneklem gruplarıyla tekrarlanıp bulguların doğrulanması önerilmektedir.