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From the Editor

Dear Colleagues, Esteemed Authors and Referees,

I am privileged to share with you the pleasure of publishing the 74th issue of The Turkish Psychological Counseling and Guidance Journal. With this issue, which comes right after September 30th which in Turkey is celebrated as the National Psychological Counselors Day, we continue to contribute to the development of our profession. I congratulate all our colleagues on this special day. I would like to express once again our pride in being part of this big family to all the psychological counselors who have contributed to the field of psychological counseling reaching this point. I would also like to thank our authors who sent their valuable work to our journal, our referees who meticulously evaluated the submitted articles and contributed to the scientific process, our field editors who helped the process progress more effectively by ensuring coordination between referees and authors, our design team who prepared the final layout of the articles. With this issue, in line with your requests, we have increased the number of accepted articles from 10 to 12. We continue to contribute to our field and keep the flame of science alive with the articles published in this issue. The contribution of each of you is of great importance for the development of our field.

Prof. Dr. Metin PIŞKİN
Editor-In-Chief



RESEARCH ARTICLE

Understanding Hope: Age, Income, Romantic Relationship, Sex, Gender Roles, and Subjective Well-Being

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ABSTRACT

Hope is defined as the motivation to set goals that are expected to be realized in the future and to achieve these goals. The aim of this study was to determine the correlation between hope with differences of sex romantic relationship, income level, and age, and to find out what extend attitudes towards gender roles and subjective well-being predict hope. Five hundred and eighty-eight people with an average age of 30 participated in the study. While 397 of the participants stated that they were female, 188 stated that they were male, and 3 did not specify their sex. The research was organized using a relational screening model. The Dispositional Hope Scale, Gender Roles Attitude Scale, Life Satisfaction Scale, Positive and Negative Affect Schedule were used to collect the data. For the analysis of the data, independent sample t-test, one-way ANOVA, simple correlation analysis, and hierarchical multiple regression analysis were used. According to the results, hope did not differ significantly according to sex, the levels of hope of those who were engaged or married were significantly higher than those who did not have a romantic relationship. Increases in age and income level were also observed to correspond with higher levels of hope. Furthermore, we found that an egalitarian attitude towards gender roles and higher subjective well-being were significant predictors of greater hope.

People have been discussing, reflecting on, and debating the topic of hope since ancient times. Although each discipline has its own definition, its theoretical foundations began to be laid in the 1200s. (Akman & Korkut, 1993). Frank (1968) underlined the points of motivation, taking responsibility, and taking action in this direction while defining hope. Hope is about the future, includes planning for the future, and is a measurable emotion that motivates people. It is depicted as the expectation of the future realization of an imagined situation (Staats, 1987). The concept of hope, which is an important concept for humans, was examined in this study in terms of age, income, romantic relationships, sex, gender roles, and subjective well-being. Some studies before this study found that individuals' hope levels also change when their gender, subjective well-being, age, and romantic relationship status change (Bailey & Snyder, 2007; Kocaman, 2019; Snyder et al., 1996; Tarhan & Bacanlı, 2016), however, some studies report the opposite results (Akuysal Aydoğan & Deniz, 2012; Bilge et al., 2000; Bjørnnes et al., 2018; Snyder et al., 1997; Zafer, 2019). Tarhan and Bacanlı (2016) emphasized that hope depends on gender roles rather than gender. In light of these studies, it was thought that it was important

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to include age, income, romantic relationship status, subjective well-being, sex, and gender role variables in the research.

Hope

Hope includes a goal, the thinking process towards this goal, and planning the paths to the goal (Snyder et al., 1991; Snyder, 1995, 2002). As it can be seen, hope, which includes many situations, is effective in developing a coping strategy against the difficult life events that the individual is currently in, since it includes a planning for the future, that is, the belief in the realization of something positive that will happen in the future. (Lazarus, 1993, 1999). For this reason, hope acts as a shield against difficult life events and negative experiences (Valle et al., 2006). Considering the studies on hope, which is so important in human life, it has been seen that hope is related to situations such as stress, anxiety and depression (Arnau et al., 2006; Breznitz, 1986; Folkman, 2013; Kabakçı & Totan, 2013). When we look at individuals with high hope levels, it is seen that they do not personalize it in case of failure, do not doubt themselves, their skills and abilities, while those with low hope levels erode their self-esteem in case of failure (Snyder, 1993). In addition, it is seen that those who have high hopes at the point of goal setting are more relaxed, calm and more stable in reaching their goals; It has been observed that those with low hopes set difficult goals and their motivation decreases unless they reach them. (Snyder, 1995). Looking at the point of social relations, it can be said that those with high hopes establish positive social relations (Snyder et al., 1998). In addition to all these, individuals with high hope are expected to be more optimistic, have developed problem-solving skills, evaluate situations positively, have a positive sense of competition, have a positive thinking style, and have high self-esteem (Snyder et al., 1991). When the inner speeches of individuals are examined, it is seen that those with high hopes make more positive self-talks, while those with low hopes make more pessimistic speeches. (Snyder et al., 1998). Considering all these, it is seen that the high level of hope brings along many skills in life.

Primarily, if the individual's hope level is high, it will be necessary to look at the components of hope. The first of these components is the alternative routes that define the paths to the target-goal, and the acting thoughts that describe the ability and capacity to use alternative routes (Snyder et al., 1991, 1998; Snyder, 2002). These alternative paths and acting thoughts are the two main components of hope. People who use their constructive thoughts effectively, find the desire to take the road they have designed in order to reach their goals and to proceed on this path actively. With this motivation, they often give themselves messages about what they can do (Snyder et al., 1998).

In researches on hope, hope is associated with having a purpose (Snyder et al., 1991), creativity, social competence and social acceptance (Onwuegbuzie & Daley, 1999), social support (Aydın, 2017), anxiety (Onwuegbuzie, 1998).), with self-esteem and self-efficacy (Snyder et al., 1997), with optimism, life satisfaction and depression (Lagacé-Séguin & D'Entremont, 2010), with depressive symptoms (Kwon, 2000), psychological adjustment and subjective well-being (Ong, et al., 2006), socio-economic level (Akuyşal Aydoğan & Deniz, 2012), academic procrastination behavior (Uzun Özer, 2009), and religiousness (Dağcı, 2014). It is known that communication skills, coping skills, and self-esteem enhancement skills (Kabakçı & Totan, 2013) and decision-making styles predict hope (Mercan, 2019). There are studies that have concluded that some variables such as personality traits, sibling rank in the family, social support and self-efficacy (Tarhan & Bacanlı, 2015) and age, marital status, education level, and occupation also affect hope (Aydın, 2017).

As included in Snyder's theory of hope, individuals' acting thoughts and goal setting affect hope (Feldman et al., 2009). In a study in which the MMPI test results and hope were examined together, the relationships between the sub-dimensions of acting thoughts, which means goal-directed motivation, and alternative ways, which mean planning, were examined. In the results of the research, it was found that alternative ways and acting thoughts were negatively related to disharmony. In other words, it was determined that those with high dissonance scores had low hopes (Cramer & Drykacz, 1998). In addition, there are studies in the literature that conclude that hope predicts social emotional learning skills (Candan & Yalçın, 2018) and career decision-making self-efficacy (Sarı & Şahin, 2014). Studies have shown that being positive and negative in both

emotions and thoughts affects hope (Mercan, 2019; Satıcı, 2016; Snyder, 1993; Snyder, 1995; Snyder et al., 1998; Şahin et al., 2012; Werner, 2012). In this study, among other variables, the relationship between subjective well-being and hope is focused.

Since each country takes different measures during the COVID-19 process, the variables discussed in the research also differ. For example, in a study conducted with Jews, Ultra-Orthodox Jews and Arabs in Israel, one of the countries that took important steps in the fight against COVID-19, 694 people were studied and it was determined that Arabs had the lowest hope level throughout the process (Braun-Lewensohn et al., 2021). In a study conducted in the Philippines, the hopes of the participants whose anxiety increased during the COVID-19 period; It has been determined that the general well-being of those who are older, married and male are higher than the others (Bernardo & Mendoza, 2021). In a study conducted after the curfews in Colombia and South America, it was found that there was a positive relationship between well-being and hope when religious coping methods were kept constant (Counted et al., 2022). In a study conducted in Greece and Cyprus, the relationship between adaptation to the COVID-19 pandemic, hope and resilience was examined. showed that high hope level increases psychological resilience and adjustment (Dimitriou, et al., 2020).

Studies on hope continued in Turkey during COVID-19. Especially in Turkey, the hope levels of many people have been affected due to reasons such as the curfews for the under 20-year-old group during COVID, and university students switching to online education after face-to-face education. For example, in a study conducted with 3704 adolescents, it was determined that the hope levels of the adolescents under curfew who need psychological support, need financial support, have relatives with COVID-19 patients and family members who have been laid off (Söner & Gültekin, 2021). In another study conducted with 528 university students in Turkey, it was determined that although the hope levels of the students were above the average, they felt as if they were under a burden and trapped during COVID-19 (Mansur & Doğuç, 2021). Another study was conducted to investigate the hope levels and anxiety levels of 122 adolescents during the COVID-19 pandemic with two separate surveys conducted in April 2020 and August 2020. According to this study, it was observed that the hope levels of adolescents decreased in the second application (Cihanyurdu et al., 2021). In another study conducted in Turkey, COVID-19 stress in young adults was negatively associated with hope and optimism; has an indirect effect on subjective well-being through optimism and hope; optimism and hope alleviate the negative health effects of COVID-19 stress; Young adults with high COVID-19 stress levels have been found to have lower optimism and hope (Genç & Arslan, 2021).

Gender Roles

Gender roles include some responsibilities, duties and expectations imposed on individuals by society, written through cultural codes with reference to biological sex (Bee & Boyd, 2011; Dökmen, 2004; Lindsey, 2015; Vatandaş, 2011; Zeyneloğlu & Terzioğlu, 2011). In addition, gender roles are a concept that sees the person according to their biological sex and includes the expectations of gender behavior (Basow, 1992; Helgeson, 2016). What distinguishes biological sex and gender roles is that biological sex is clear and precise, while gender roles are in a fluid structure shaped by society and are far from certain (Butler, 2008). In addition, gender roles are created as a social structure and have a variable and transformative skeleton (Akın & Demirel, 2003).

The roles created by cultures emerge as the child-rearing attitude of caregivers from childhood (Terzioğlu & Taşkın, 2008; Risman & Davis, 2013). Gender roles have permeated their lives so much that they directly affect their family, work, education and career lives. (Basow, 1992). As a result of this influence, it is not possible for people to live in a life framed by gender roles, their way of perceiving life and their state of existence, regardless of gender (Ökten, 2009). Therefore, these roles cause inequality between men and women in terms of taking an active role in the job market, chores at home, caring for the child, social life, entertainment, and dressing. The World Health Organization has shown that the rate of women benefiting from health services is lower than men (Royston & Armstrong, 1998). Although women are more likely to get diseases, it is known that the rate of benefiting from opportunities is lower (Akın & Demirel, 2003). The inequality that has come to the present exponentially over the years affects the feelings and perspectives of individuals, their dreams, plans and expectations for the future (Vefikuluçay et al., 2007; Yılmaz et al., 2009).

In studies examining the relationships between gender roles and generally stress, anxiety and depression, it has been found that those who act according to gender stereotypes have high rates of stress, anxiety and depression (Landrine, 1988; McLean & Stoyanova, 2010). Fodor (1982) also argues that one of the things that increase anxiety in women is traditional social roles. According to this view, traditional roles teach men to be active and brave, fight and focus on the goal, while women teach more passiveness, obedience and fear (Stoyanova & Hope, 2012). In some studies, the rate of depression in women was found to be twice that of men, and restrictive traditional perspectives were shown as the reason for this finding (Jack, 1991; Landrine et al., 1988; Noble, 2005). In Turkey, it has been determined that women's gender perceptions and concerns are higher than men's (Öztürk, 2018). In a study conducted by Archer and McDonald (1991), it was observed that girls are raised with a masculine perspective and traditional stereotypes. Lindholm and Moen (1990) in a longitudinal study conducted in Sweden determined that there is a pressure on women due to the perception of motherhood and found that the children of mothers who felt this pressure years later were more stressed than their peers. Updegraff (1996) revealed that parents' attitudes towards gender roles have an impact on their children, and that girls whose parents' approach with an egalitarian attitude are more successful. Kaçar (2019) also showed that mothers' perceptions of gender roles and fathers' gender perceptions affect their children's views. In addition, according to the results of the longitudinal research conducted in the United States, the quality of marriage increases as the traditional attitudes of spouses towards gender roles decrease (Amato & Booth, 1995).

Social environment and relationships affect hope (Snyder et al., 1998). In this direction, the idea that attitudes towards gender roles can also affect hope has been the starting point of the research. Although there is a study investigating the relationship between gender roles and hope in the literature (Patai, 1984), it was decided to work on this subject because current studies.

Subjective Well-Being

Subjective well-being includes noticing, analyzing, evaluating and expressing satisfaction and positive and negative emotions from life (Diener, 1984; Diener et al., 2003). Subjective well-being can also be defined as a way of seeing the life of an individual with awareness, noticing and expressing the positive and negative emotions that come with certain events (Bradburn, 1969; Eryılmaz, 2009).

Subjective well-being also has emotional and cognitive dimensions like hope. While life satisfaction is the cognitive component of subjective well-being, positive and negative emotions constitute the emotional component (Diener, 1984). Life satisfaction tells whether a person lives according to their own expectations and scales (Diener, 1984). While positive emotions express feelings such as trust, hope and joy, negative emotions express emotions such as fear, uneasiness and anger (Eryılmaz, 2009; İlhan & Özbay, 2010).

When the literature is examined, there is an apparent correlation between subjective well-being and positive social relations and forgiveness (McCullough et al., 1997), optimism (Seligman, 2002), gratitude (Froh et al., 2008), social support (Saygın, 2008) and personality traits (Doğan 2013). İlhan and Özbay (2010) found that among university students, women place internal goals as a higher priority than men; The same study also found that internal goals are more effective than external goals in influencing subjective well-being. It has been concluded that marital satisfaction predicts subjective well-being in married individuals (Canbulat & Çankaya, 2014).

Sex, Romantic Relationship, Income Level, and Age

In situations that affect the whole world and societies, such as the COVID-19 epidemic, women and men may be affected differently. There is no common view that the different and common aspects of male and female behaviors in gender-related behaviors are acquired from birth or through socialization later on. (Yıldırım & Gündoğdu, 2022). Therefore, in addition to gender roles, in this study, whether sex also affects the hope level of individuals is discussed.

The effect of romantic relationship on hope is one of the topics discussed in the literature. For example, Bailey and Snyder (2007) found that the hope levels of divorced people are lower than those who are married and not

in a romantic relationship. Although Bjørnnes and colleagues (2018) could not find a relationship between romantic relationship status and hope, they concluded that the hope levels of divorced women were lower than other women. In a study conducted in Iran investigating the relationship between romantic relationship and hope, the hope levels of widowed, divorced and single individuals were found to be lower than the hope levels of married individuals (Khodarahimi, 2015). The results of these studies conducted in different cultures show the relationship between romantic relationships and hope.

Another variable that may be related to the hope levels of individuals may be their income status. In addition to the studies that determined the relationship between income level and hope (Akuysal Aydoğan & Deniz, 2012; Şakar, 2019; Tarhan & Bacanlı, 2015; Yıldız et al., 2016), there are also studies that found no relationship between hope and income level (Kaya, 2007; Tarhan & Bacanlı, 2015).

Whether the level of hope changes with age is a subject that has been studied from time to time. Blanchflower and Oswald (2008) stated that people's subjective well-being and positive emotions follow a U-cycle and stated that positive emotions decrease from youth to middle age and increase again from middle age to old age. The fact that there are those who argue that the level of hope changes in relation to age (Bailey & Snyder, 2007; Bjørnnes et al., 2018; Headey, 2008) as well as those who argue that it does not change (Khodarahimi, 2015) caused age to be considered as another variable in this study.

The Current Study

In this study, it was aimed to understand the change of individuals' hope levels according to sex, romantic relationship, income level and age, and also to determine the predictive degree of hope by attitudes towards gender roles and subjective well-being. Although studies on subjective well-being and hope have found a place in the literature, there has been no study in the literature that deals with attitudes towards gender roles and hope. This study focused on the following questions: (1) Is there a difference between the hope levels of adults according to sex, relationship status and income? (2) Is there a significant relationship between the hope levels of adults and their age? (3) Do adults' attitudes towards gender roles and subjective well-being predict the level of hope?

The data for this research was collected during the days of full lockdown during the COVID-19 (New Coronavirus) epidemic. According to the official data released, the total number of people who lost their lives due to COVID-19 is 97,666 in Turkey as of April 2022 (Ministry of Health of the Republic of Turkey, 2022) and 6,170,283 worldwide (World Health Organization, 2022). Pandemic days may have affected people of all ages differently. It's possible that this pandemic will also impact the study participants. The effects of pandemic have been demonstrated by research conducted in different disciplines (Akyol, 2020; Kuçlu & Yenilmez, 2024; Özdede et. al, 2021; Sarıipek et. al., 2023). In order to objectively evaluate the effects of the pandemic in the field of psychology, studies with data collected during the pandemic period are important. The field will benefit from these data, which show the effects of curfews on various age and gender groups.

Method

Research Design

Correlational research model was used for this research. This model is aimed at examining the relationships and degrees of relationships between two or more variables (Karasar, 2013).

Participants

In this study, 624 adults were reached. Two of them participated in the research but did not approve the use of their data in scientific research; It was understood that four of them were under the age of 18, and 30 people were determined as outliers and were excluded from the data set. Thus, the study was completed with a total of 588 people aged between 18-76 (the average being 30.99), 397 women, 188 men, and 3 who did not specify (Table 1).

Table 1. Demographic characteristics of the participants

Variables	Participants	<i>n</i>	%
Sex	Female	397	67.5
	Male	188	32.0
	Not specify	3	0.5
Educational Level	Primary school	1	0.2
	Middle school	3	0.5
	High school	24	4.1
	University	424	72.1
	Master's or doctoral degree	136	23.1
Romantic Relationship	No romantic relationship	244	41.5
	Has a romantic relationship	125	21.3
	Engaged	10	1.7
	Married	204	34.7
	Other	5	0.9
Income Level	Quite low	25	4.3
	Low	70	11.9
	Medium	392	66.7
	High	89	15.1
	Quite high	12	2.0

The pandemic led to the convenience sampling of participants in the research. With convenience sampling, the researcher reaches the closest and easiest to reach group (Etikan, Musa, Alkassım, 2016; Kılıç, 2013). There is no harm in using this sampling method if basic human issues are being investigated, the range is wide enough, and it is suitable for the subject and purpose of the research (Erkuş, 2009), but it may still be difficult to reach the appropriate size group to see the connections between the variables (Büyüköztürk et al., 2014). As a matter of fact, Table 1 shows that many individuals with primary and secondary education levels were not reached.

Instruments

Hope Scale (HS) developed by Snyder and his friends (1991) was first adapted into Turkish by Akman and Korkut (1993). Later, Tarhan and Bacanlı (2015) re-adapted the scale. The scale items were designed as an eight-point Likert scale, ranging from 8 “definitely true” to 1 “absolutely false”. The scale has 12 items. The highest score to be obtained from the scale is 64, the lowest score is 8. An increase in the score obtained from the scale indicates that the level of hope increases. The construct validity of the scale was tested with exploratory and confirmatory factor analyses. It has been determined that the results are in parallel with the original. The two factors found in the scale are Alternative Ways Thought and Acting Thoughts. The test-retest method was used to test the reliability of the STS. As a result, it was determined that the scale was reliable with the relationship between the first and last application ($r=0.86$; $p < .001$). The Cronbach alpha internal consistency coefficient of the scale was .83 and the KMO value was .86 (Tarhan & Bacanlı, 2015)

In this study, the Cronbach's alpha coefficient of the scale was recalculated and found to be .88.

Gender Roles Attitudes Scale (GRAS) was developed by Zeyneloğlu and Terzioğlu (2011). The scale is a five-point Likert type and consists of 38 items. The lowest score obtained from the scale is 38, and the highest score is 190. The scale has five sub-dimensions (egalitarian gender role, female gender role, male gender role, gender role in marriage and traditional gender role). A high score from the scale indicates that there are egalitarian attitudes towards gender roles, while a low score indicates that their attitudes are more traditional. The Kaiser-Meyer-Olkin (KMO) test was used to analyze the construct validity of the scale. The desired reference was achieved with a score of 0.819 in the KMO result. In addition, item analysis and rotational factor analyzes were performed to determine the construct validity of the scale. In order to determine the reliability of the scale, Cronbach's alpha coefficient was calculated, and it was found between .92 for the total score and .73-.80 for the sub-dimensions (Zeyneloğlu & Terzioğlu, 2011).

In this study, the Cronbach's alpha coefficient of the scale was recalculated and found to be .94. The Cronbach's alpha coefficient calculated for the sub-dimensions was found to be between .72 and .88.

Life Satisfaction Scale (LSS) was developed by Diener et al. (1985) and adapted into Turkish by Dağlı and Baysal (2016). LSS consists of five items and is in the form of a five-point Likert scale. The lowest scores that can be obtained from the scale are between 5 and 25. The higher the score, the higher the individual's life satisfaction. After the translation of the original form of the scale, the scale in both languages was applied. In order to see the consistency between the results and the language, the Pearson Product Moments Correlation coefficient was found to be .92. In order to determine the construct validity, exploratory and confirmatory factor analyzes were performed. As a result of the analyzes made, it was seen that the Turkish version of the scale had a single factor in parallel with the original. In addition to the Cronbach's Alpha coefficient calculated for reliability, the test-retest method was applied. While the Cronbach's Alpha internal consistency coefficient was .88, the test-retest reliability was found to be .97 (Dağlı & Baysal, 2016).

In this study, the Cronbach alpha coefficient of the scale was recalculated and found to be .87.

Positive and Negative Affect Schedule (PANAS) was developed by Watson and colleagues (1988) and adapted into Turkish by Gençöz (2000). The scale consists of 20 items containing 10 positive and 10 negative emotions. In order to test the reliability of the scale in the validity and reliability studies, the Cronbach's alpha values of both factors were calculated as .83 and .86 for the positive and negative affect factors, respectively. For the validity test of the scale, the test-retest reliability was checked, and it was found to be .40 for negative emotions and .54 for positive emotions. After factor analysis, it was seen that negative affect and positive affect factors explained 44% of the variance. With the calculations made, it is seen that the Positive and Negative Affect Scale is valid and reliable. (Gençöz, 2000).

In this study, the Cronbach's alpha coefficient of the scale was recalculated and found to be .88 and .86 for positive and negative emotions, respectively.

Data Collection

Before collecting data for the research, approval was obtained from the ethics committee of a state university in Istanbul (Yıldız Technical University, May 22, 2020, number 73613421-604.01.02-E.2005220177). The data of the study were collected during the period of total closures due to the COVID-19 outbreak. Since it did not seem very possible to follow another way to collect the data in this period, the data were collected from the people who were reached via the Internet, through convenient sampling. In the convenient sampling method, the researcher carries out their research by following an economical way and reaching the group closest to them and thus easier to reach (Kılıç, 2013). In convenient sampling, the aim is to collect data with the most easily accessible participants (Etikan et al., 2016). While collecting data via the internet can be criticized because of the belief that only those with internet access can be reached (Büyüköztürk et al., 2014), collecting data via the internet, especially in the field of social sciences, is more applicable, easier to access and economical than traditional approaches. (Avcioğlu, 2014). In addition, it was observed that the questionnaires collected via the Internet were filled more frequently (Schonlau et al., 2002). Identity information was not requested from the participants.

Data Analysis

Kolmogorov- Smirnov, Histogram, Stem-Leaf Diagram and kurtosis-skewness analyzes were used to determine whether the data were normally distributed. The Kolmogorov-Smirnov test revealed a non-normal distribution of the data. Since the kurtosis and skewness coefficients were ± 1 (Büyüköztürk, 2018), it was decided that it showed a normal distribution. The homogeneity of the variances was checked with the Levene test and it was determined that the variances were homogeneously distributed (Field, 2013) ($p > .05$).

In order to determine the differences in the hope levels of adults according to sex, independent samples t test and one-way analysis of variance (ANOVA) to determine their relationship with relationship status and perceived income level were performed. Tukey test was applied to determine between which groups there was a significant difference as a result of ANOVA. The most preferred effect size statistics for comparing groups in studies are eta square and Cohen's d values (Pallant, 2011). With these research data eta square values was

calculated. In addition to these, Pearson correlation coefficient was performed to understand the relationship between hope level and age. Afterwards, hierarchical multiple regression analysis was carried out to see the effect of gender roles and subjective well-being in predicting hope, after confirming that all assumptions were met. IBM SPSS 20 (Statistical Package for the Social Sciences) program was used in the analysis of the data and the level of significance was determined as at least .05.

Results

Independent samples t test was applied to determine whether the level of hope differed according to sex. (Table 2). The data were not included in the analysis because three people participating in the study did not specify sex. According to the findings, there was no significant difference between the hope levels of women and men ($t = 1.93, p > .05$).

Table 2. Independent samples t test on hope level by sex

Sex	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Female	397	49.70	8.06	583	1.93	.05
Male	188	51.09	8.12			

One-way analysis of variance (ANOVA) was applied to understand the relationship between hope, romantic relationship and income level (Table 3). According to the findings, there is a significant difference between hope and individuals' romantic relationship status ($F = 4.65, p < .01$) and income level ($F = 6.06, p < .05$). According to effect sizes ($\eta_2 = .02$ and $\eta_2 = .03$, respectively), this difference is weakly effective. According to the results of the Tukey Test, which was conducted to determine between which groups the identified differences are, the hope levels of those who are engaged or married are higher than those who do not have a romantic relationship, and as the income level increases, the level of hope also increases.

Table 3. ANOVA results of individuals' hope scores by romantic relationship status

Romantic Relationship (RR)	<i>n</i>	<i>M</i>	<i>SD</i>	Variance	Sum of Squares	<i>df</i>	Mean Squares	<i>F</i>	<i>p</i>	η_2
No RR	244	49.31	8.23	Between groups	611.09	2	305.55	4.65	.01*	.02
Has a RR	130	49.42	8.41	Within groups	38409.33	585	65.66			
Engaged or married	214	51.46	7.74	Total	39020.43	587				
Income level										
Low	95	47.81	8.93	Between groups	792.63	2	396.32	6.06	.00**	.02
Medium	392	50.25	7.82	Within groups	38227.79	585	65.35			
High	101	51.78	8.22	Total	39020.43	587				

* $p < .05$ ** $p < .01$

Simple correlation analysis was performed to reveal the relationship between age and hope and a positive and significant relationship (Table 4) was determined ($r = .12, p < .01$). According to this result, as age increases, the level of hope also increases.

Table 4. Simple correlation analysis results of hope level by age

Variables	<i>n</i>	<i>r</i>	<i>p</i>
Age	588	.12	.00*
Hope			

* $p < .01$

Towards understanding the effect of five sub-dimensions of attitudes towards gender role (female gender role, male gender role, marriage gender role, egalitarian gender role and traditional gender role) and three sub-dimensions of subjective well-being (positive affect, negative emotion, life satisfaction) on the prediction of hope, hierarchical multiple regression analysis was performed. Before this analysis was performed, the relations between the variables were calculated with the Pearson moments correlation coefficient (Table 5).

Table 5. Correlation between Hope, Attitudes to Gender Role and Subjective Well-Being

	1	2	3	4	5	6	7	8	9
1. Hope	1								
2. Egalitarian gender role	.10**	1							
3. Female gender role	.04	-.14**	1						
4. Marriage gender role	-.05	-.38**	.36**	1					
5. Traditional gender role	-.02	.50**	-.52**	-.56**	1				
6. Male gender role	-.03	-.49**	.44**	-.73**	-.73**	1			
7. Life satisfaction	.56**	.02*	.06	-.07	-.07*	.03	1		
8. Positive affect	.52**	.06	-.02	-.02	-.02	-.01	.50**	1	
9. Negative affect	-.28**	.006	-.01	.02	.02	.04	-.40**	-.25**	1

* $p < .05$ ** $p < .01$

According to Table 5, there is a significant, positive and low correlation between participants' hope scores and the egalitarian gender role ($r = .10, p < .01$), one of the sub-dimensions of their attitudes towards gender roles, no significant relationship was found between the other sub-dimensions, women, marriage, traditional and male gender roles. The relationship between hope and life satisfaction ($r = .56, p < .01$) and positive affect ($r = .52, p < .01$), which are sub-dimensions of subjective well-being, was moderately positive, and negative affect ($r = -.28, p < .01$) were found to be negative at a low level. According to Pallant's (2011) opinion, the correlation coefficient should be below .7 in order for the variables to be included in the regression analysis. Therefore, while the variables were included in the analysis, those with a coefficient below .7 that had a significant correlation as a result of the correlation were taken into account. In the hierarchical multiple regression analysis, the order of the independent variables included in the analysis was determined by considering the correlation coefficients (Jong, 1999). Variables that did not show a significant correlation with the dependent variable were not included in the analysis (Table 6).

Table 6. Hierarchical multiple regression analysis results

Model	Predicting Variables	B	β	t	p	R ²	ΔR^2	R ²	F	p
Model 1	Life satisfaction	.76	.40	10.75	.00*	.39	.39	.39	184.85	.00*
	Positive affect	.32	.32	8.45	.00*					
Model 2	Life satisfaction	.73	.38	9.72	.00*	.39	.39	.00	1.45	.23
	Positive affect	.31	.31	8.37	.00*					
	Negative affect	-.04	-.04	-1.20	.23					
Model 3	Life satisfaction	.73	.39	9.77	.00*	.40	.39	.01	8.88	.01*
	Positive affect	.31	.31	8.25	.00*					
	Negative affect	-.05	-.04	-1.25	.21					
	Egalitarian gender role	.14	.08	2.43	.01*					

* $p < .01$

As seen in Table 6, life satisfaction and positive emotions were included in the first step of hierarchical multiple regression analysis, negative emotions were included in the second step, and egalitarian gender role variables were included in the third step. In the first and third models, the predictive role of independent variables on hope was found to be significant. It is seen that the variables of life satisfaction and positive emotion in the first step predict hope by 39%. The aforementioned variables contributed 39% to the differentiation in the level of hope. The change in differentiation was found to be significant ($F = 184.85; p < .01$). When the β and t results regarding the significance of the regression coefficients are examined, it can be seen that the variables of life satisfaction ($\beta = .76, t = 10.75$) and positive emotion ($\beta = .32, t = 8.45$) predict hope significantly.

It is seen that there is no change in the variance explained in the hope score with the negative thought variable added in the second step. It was also determined that there was no differentiation ($F = 1.45; p > .05$). In the third model, when the egalitarian gender role is added to the model, it is seen that the variance explained in the hope score with this variable increase to 40%. In other words, it can be said that when the egalitarian gender role variable is added to the model together with other variables, it predicts hope by 40%. Although the said variable alone has a 1% contribution to the differentiation in the level of hope, it is seen that the change in differentiation is significant ($F = 8.88; p < .05$). When the β and t results were examined in order to make a comment on the significance of the regression coefficients, life satisfaction ($\beta = .39, t = 9.77$); positive affect

($\beta = .31, t = 8.252$) and egalitarian gender role ($\beta = .08, t = 2.43$) significantly predict hope. In addition, negative affect ($\beta = -.04, t = -1.25$) variable did not have a predictive effect. The inverse relationship between negative affect ($\beta = -.044$) and hope indicates that hope scores decrease as negative affect scores increase. The variable life satisfaction that has the most positive effect on hope can be shown as positive affect, and finally as the egalitarian gender role.

Discussion and Conclusion

As a result of this study, it was determined that there was no significant difference between the hope levels of men and women, and that the hope levels of those who did not have a romantic relationship were significantly lower than those who were engaged or married. In addition, it can be said that hope increases as income level and age increase. In addition, having egalitarian gender role attitudes and subjective well-being predict hope.

Similar to the findings of this study, there are some studies in the literature that found no difference in hope between men and women (Akuysal Aydođan & Deniz, 2012; Bailey & Snyder, 2007; Bilge et al., 2000; Bjørnnes et al., 2018; Çankaya & Canbulat, 2017; Erol, 2009; Kemer & Atik, 2005; Khodarahimi, 2015; Snyder, 1995; Snyder et al., 1991; Snyder et al., 2003; Tarhan & Bacanlı, 2015; Uzun & Tezer, 2008; Yen, 2008). The reasons for the lack of difference in the level of hope between men and women, the effects of women and men having different goals in life (Snyder et al., 1997), the similarity of the way men and women cope with stress (Schwartz, 2006; Yen et al., 2008) or COVID-19. It may be that similar effects have affected the hope levels in almost all of the society during the COVID-19 process. The topics in which men and women feel hope may differ from each other and therefore they may have seen hope in different areas of life, but it is understood that they have a similar level of hope, albeit for different reasons. However, studies emphasize that gender roles rather than gender may be a more determining factor in hope (Snyder & Feldman, 2000; Tarhan & Bacanlı, 2016).

Married and engaged participants have higher hopes than individuals who are not in a romantic relationship. Similarly, Bailey and Snyder (2007) found that the hope levels of divorced people were lower than those of married and non-romantic people, and there was no difference between the hope levels of single and married people. Likewise, Bjørnnes et al. (2018) concluded that there is no relationship between the hope levels of single and married people. In a study conducted in Iran, the hope levels of married individuals were found to be higher than widowed, divorced and single individuals (Khodarahimi, 2015). The difference between the results of these studies may suggest that there is a change related to culture and geography. Although there is no difference in terms of hope between those who are not in a romantic relationship and those who are married in western societies, there may be such a difference in eastern societies. In a study conducted in Turkey, it was determined that spousal support predicted psychological well-being (Çiftçi Arıdađ et al., 2019). From this point of view, it can be thought that different cultures attribute different meanings to marriage and (on the way to marriage) engagement. The differentiation of the effect of marital status on hope level according to culture can be explained by the cultural equivalent of marriage.

One of the results of this research is that the hope levels of individuals with different income levels are also different. When we look at the literature, there are studies that are parallel to this result (Şakar, 2019; Akuysal Aydođan & Deniz, 2012; Tarhan & Bacanlı, 2015; Yıldız et al., 2016) and that reach opposite results (Kaya, 2007; Kodan, 2013; Tarhan & Bacanlı, 2015) is seen. Considering the studies that did not find a relationship between hope and income level, it was determined that all of them were conducted on students. The fact that the financial situation of the students did not affect their hopes may have been due to the fact that they were not in the job market yet, and that their financial concerns were relatively less than that of adults. However, in order for adults to look to the future with hope, they should not feel themselves and their families in financial danger. In other words, the higher the income level, the higher the hope for the future.

According to the results of the research, there is a positive and significant relationship between age and hope. According to this result, as the age increases, the level of hope also increases. Contrary to the results of Bailey, Snyder (2007) and Bjørnnes and colleagues (2018) studies, this study found that age positively affects hope.

In addition, Erus & Deniz (2020) and Khodarahimi (2015) did not detect any relationship between age and hope. According to the theory put forward by Blanchflower, Oswald (2008), positive affect decreases from youth to middle age, but positive affect increases again towards old age. Considering that the age of the participants ranged from 18 to 76 and the average age was about 31, it can be argued whether Blanchflower, Oswald's (2008) theory is valid. In addition, geography and country conditions or cultural norms may have influenced this relationship between age and hope. It is seen that young people have a high level of future anxiety due to the rising unemployment and the worrying economy in Turkey. In support of this view, Dursun and Aytacı (2012) found that a significant portion of the youth (30%) saw unemployment as an important problem in Turkey and 82% of the participants had no hope of finding a job. Among these young people, those who are worried about finding a job may have increased levels of hopelessness and anxiety. All of these may have caused the hope level of the young population to be lower than those of older age groups. In addition, the conditions brought about by the COVID-19 epidemic (such as curfews, closure of schools, not opening of shopping centers, cancellation of arts and sports events) may have affected young people more, and the hope level of this age group may have been lower than older people.

One of the findings of this study is that with regard to gender roles, egalitarian gender role and life satisfaction and positive affect predict hope. According to studies, hope is associated with gender roles (Snyder, 1995; Tarhan & Bacanlı, 2015). Conflicts about gender roles can lead to negative affect and lower hope (Bilge et al., 2000). In addition, the roles that frame the expectations of women and men from life can lead to different goals. This affects hope as it is directly related to the goal/target component of hope (Eccles, 1987; Headey, 2008). An egalitarian attitude is the balm for the conflicts caused by gender roles. As a matter of fact, Mcdermott et al. (1997) found that situations such as pressure, prejudice, stereotyping, restriction and inhibition affect and reduce hope. Özgen (2009) also found that discrimination and traditionalism lead individuals to despair, while equality increases hope. (Özgen, 2009). It is possible for egalitarian gender roles to positively affect and shape the feelings of the individual in life events such as having a job, marriage, and education. In other words, the egalitarian gender role enables people to be more hopeful about the future.

It has been determined that there are significant relationships between subjective well-being and hope (Bailey & Snyder, 2007; Lazarus, 1999; Ong et al., 2006; Şahin et al., 2012; Uzun & Tezer, 2008; Valle et al., 2006). It can be interpreted that the hope levels of individuals who have more positive affect will increase in parallel, while those who have more negative affect will decrease their hope level. In addition, those with high life satisfaction have higher hope levels. Those who have achieved the goals they set before and are satisfied with it, determine their goals for the future more easily and calmly thanks to their experiences, and give effort (acting thoughts) towards their goals (Tarhan & Bacanlı, 2015). In other words, those who have positive experiences and are satisfied with their lives are expected to have high hope levels.

The fact that the research was conducted during the COVID-19 epidemic, when there were strict restrictions such as curfews, school closures, and no intercity travel, may have affected the results. Gallagher et al. (2021) revealed that higher hope is associated with greater subjective well-being, resilience to stress related to COVID-19, and perceived emotional control. Javier-Aliaga et al. (2022) discovered a correlation between fear of COVID-19 and resilience, while Söner and Gültekin (2021) discovered a correlation between personality traits and resilience and hope. Counted et al. (2022) conducted another study during the COVID-19 period, which revealed the mediating role of religious coping between hope and well-being. Therefore, it should be taken into consideration that in pandemic conditions, factors such as individuals' resilience to stress, perceived emotional control, religious coping skills, and resilience may also affect hope. It is also interesting that Amirav et al. (2021) found a gradual increase in the level of hope despite high depression in their measurements six months before and during the pandemic. This difference occurred across all demographic groups, regardless of age, gender, or education. Therefore, there is a need for more research findings on how individuals' hope levels are affected before, during, and after the pandemic.

Implications

It is almost impossible not to see the impact of gender roles, given the increasing cases of oppression, discrimination, femicide, sexual harassment and abuse. The importance of studies on these roles, which are extremely important from affect to social life, from education to family life, and which have infiltrated into

sentences and expressions in daily life, is an indisputable fact. School administrators, teachers, and psychological counselors have a responsibility to implement educational programs that emphasize gender equality at all levels of education. Education can draw attention to injustices in this regard and create the possibility of a more equal world in the minds of individuals. Education should not be the sole means of bringing about a change in gender roles; it should also be a part of the fundamental political stance and philosophy of the countries. In addition, considering that attitudes towards gender roles are learned later, the importance of the trainings is obvious. Based on the conclusion that individuals with egalitarian attitudes have high hope levels; In order to prevent issues such as oppression, inequality and violence in the society, it can be suggested that school psychological counselors organize psycho-educational programs.

According to the results of the research, those who are engaged or married have higher hopes than those who are not in a romantic relationship. For this reason, in the context of the meaning that individuals attribute to the state of marriage (and even engagement) affects hope, it may be suggested that the subject be addressed in more detail in future research.

Since this study was carried out during the pandemic period, it was revealed what affects hope, which is one of the concepts that sustains the positive aspects of people in negative life events that affect large segments of people. For example, the finding regarding the relationship between age and hope indicates that the positive effect of the younger population should be supported in negative situations affecting society. Additionally, during this curfew period, the presence of egalitarian gender roles in homes is likely to increase people's level of hope. As a result, awareness movements regarding egalitarian roles may gain momentum during these periods. Furthermore, we recommend conducting longitudinal studies to explore the long-term effects of these periods and compare them with other normal periods.

Limitations

The participants' anxiety levels may have been higher because this study took place during the COVID-19 period. This could have affected the study's results. We could suggest contrasting the research outcomes with those from studies conducted following the pandemic. Additionally, a limitation of the study is the large number of participants who hold university and master's degrees. This situation may have arisen due to the online data collection process. Therefore, we may recommend planning similar studies with groups with low education levels.

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RESEARCH ARTICLE

Marital Adjustment and Marital Self-Efficacy Levels of Married Individuals Based on Former University Accommodation

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ABSTRACT

This study examines the differentiation status of university-graduate married individuals in marital adjustment and marital self-efficacy levels in the context of their experiences living with or apart from the family during their university years. Quantitative and qualitative data collection methods were used to investigate, and the research was designed in a sequential explanatory design. According to this, quantitative data were collected using data collection tools, and qualitative data were obtained through interviews. Quantitative data comprises the responses of 324 participants (184 women, 140 men) to the measurement tools. The findings obtained by analyzing the data did not indicate a statistically significant difference in marital adjustment and marital self-efficacy levels according to the accommodation status during the university years. Qualitative data were obtained through interviews with willing participants via a structured interview form. According to findings from the qualitative data gathered from 20 participants (10 female and 10 male), the participants' experiences and several factors make differences in marital adjustment and self-efficacy levels. The discrepancy in parallelism between the quantitative and qualitative data outcomes may be cause separate working groups presented these results. Application and study suggestions were given to researchers and field experts in line with the information obtained from the research findings.

Marital Adjustment

There have been many studies (Asfaw & Alene, 2023; Eftekhari et al., 2021; Safak-Öztürk & Arkar, 2014; Tulum, 2014) and different opinions throughout the years on the definition of marital adjustment, which does not have a clear conceptualization, so there is confusion on its meaning (Chung, 1990; Hünler & Gençöz, 2003; Şafak-Öztürk & Arkar, 2014; Tabakçı, 2019; Yüksel, 2013). It is stated in the literature that many factors affect marital adjustment (Darekar, 2018; Mutlu et al., 2018; Tazkiya & Puspitawati, 2022) and that these factors were not transferred from one marriage to another (Johnson et al., 1992).

According to related literature, the continuity, success, and adjustment of marriage are discussed with the couples living together before marriage, and research on this subject has revealed various results. Giulio et al.(2019), in their study examining the ways of living together in some European countries, drew attention to the fact that the understanding of living together as a premarital experience has decreased in the last decade. However, they stated that cohabitation has begun to be seen as an alternative to marriage.

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As a form of accommodation, sharing a house or room with peer groups, unlike a partner, is seen as a method frequently preferred by young adults (Clark et al., 2019). Individuals who want to maintain an independent life mostly prefer a house/roommate, which is more economical than living alone at the point of living apart from their families (Christy & Tan, 2022; Hughes, 2003; Kim et al., 2020; Woo et al., 2019). It is considered that the social and emotional benefits of living with a roommate (Clapham et al., 2014), which have other benefits besides being economical, increase the quality of life (Heath et al., 2018).

Living with a house/roommate has the function of establishing empathy (Tutarel- Kışlak & Çabukça, 2002), being cooperative in sharing responsibility and task distribution (Clark et al., 2019; Şener, 2002; Ünal & Akgün, 2022), which are essential components of marital adjustment (Van Laar et al., 2005). Moreover, it increases social functionality (Erb et al., 2014), which has a positive effect on the success of marriage (Bentler & Newcomb, 1978; Czechowska-Bieluga & Lewicka-Zelent, 2021; Samadaee-Gelehkolaee et al., 2016), and it has laid the groundwork for this study.

Self-efficacy in Marriage

Self-efficacy in marriage has an essential place in studies conducted with couples in premarital and marital relations for many years (Henderson-King & Veroff, 1994; Jokar et al., 2023; Kieren & Tallman, 1972; Rezazadeh & Damirchi, 2021). It is the belief in having the skills to successfully establish and maintain a marital relationship (Cihan-Güngör & Özbay, 2006, p. 82). According to Stinnett (1969), marital self-efficacy is the ability to act as necessary to meet essential needs in the marital relationship. Stinnett stated that marital success is primarily determined by marital adjustment, created by family education and maintained in the family.

It has been reported that the self-efficacy expectations of partners are effective in finding solutions to problems and feeling marital satisfaction (Dostal & Langhinrichsen-Rohling, 1997; Jaenudin et al., 2020). Erus and Canel (2016) discussed the perceived problem-solving skills of married individuals with their self-efficacy beliefs towards their marriage. As a result of their study, it was stated that the perceived problem-solving skills of married individuals significantly predicted their marital self-efficacy. Similarly, individuals' self-efficacy beliefs support their beliefs that they can find solutions to problems and be successful in the behaviors they are expected to perform and enable them to obtain positive results (Bandura, 1997; Trautnera & Schwingerb, 2020; O'Leary, 1992; Voica et al., 2020). Individuals' perceived problem-solving abilities were positively related to marital satisfaction (Madden & Janoff-Bulman, 1981). Problem-solving and communication skills are also significantly related to social competence. Communication skills and interpersonal problem-solving skills are important determinants of social competence (Erözkan, 2013). Increasing communication skills increases the effectiveness of interpersonal relations (Korkut-Owen, 2015).

Peer-sharing households are portrayed as critical areas in popular culture that promote friendship (Boyer & Leland, 2018; Heath, 2004). Preferring to live alone or with someone else is mainly seen between 18 and 24 (Datamonitor, 2003, as cited in Heath, 2004). The familiarity of living together and exposure to that person creates positive emotional bonds between housemates/roommates (Heath et al., 2018; Van Laar et al., 2005) and makes it easier to understand the other's viewpoint (Karazor et al., 2018; Tummers, 2015). The results of these studies have determined that living with a house/roommate has a positive relationship with the capacity to empathize and sociability, sociability with competence, and competence and empathy capacity with marital adjustment. Based on this finding, the accommodation status of married individuals during their university years, when their experience of living with a house/roommate before marriage increases, can make a significant difference in the rise in marital self-efficacy levels and adjustment scores. In this regard, the questions addressed in the quantitative dimension of the research are as follows; "Do the marital adjustment and marital self-efficacy levels of married individuals differ significantly according to their sociodemographic characteristics?" The questions addressed in the qualitative dimension were determined as follows: "Do accommodation experiences during university years affect individuals' marital lives, household management experiences, socialization, empathy capacities, marital task distribution, and individuals' awareness of domestic responsibilities?" and "Is the experience of living with a roommate similar to marital experience?"

Methods

The research was designed in a sequential explanatory design, one of the mixed research designs. In this context, quantitative data were collected and analyzed, followed by qualitative data to describe and support the quantitative data. Considering that designing the research in a sequential explanatory design can contribute more to the related research than other designs (Creswell, 2015), it is aimed to provide a more detailed and comprehensive examination of a phenomenon by using various advantages of quantitative and qualitative designs (Mills & Gay, 2018).

The quantitative study group of the research consists of people determined by the stratified purposive sampling method. Data were collected from appropriate individuals, regardless of the ratio of the strata in the universe, to show, describe, and compare the characteristics of the subgroups determined in this method (Büyüköztürk et al., 2018). With the snowball sampling method, the forms were sent to the people suggested by the participants, and the study data were expanded. For collecting quantitative data, forms were sent to 500 people, and 324 forms were obtained after receiving the returnable and usable forms. The quantitative study group comprised 184 female and 140 male participants aged between 24 and 77. One hundred nineteen participants lived at home with their families during their university years, 73 at home alone or with friends, and 133 in a dormitory. Ninety-one participants were married for 0-5 years, 64 for 6-10 years, and 170 for 11 years or more. Seventy-four participants had no children, 126 had only one child, and 125 had two or more children. Three-hundred-eleven participants were in their first marriage, and 14 were in their second or third marriage.

In the collection of qualitative data, the planned number of people to be interviewed was 20; considering the voluntariness of the participants and easy accessibility criteria, ten female and ten male university graduate-married individuals were questioned. The study group consisted of individuals aged between 27 and 49 years. In the qualitative aspect of the research, interviews were held with the participants via the Zoom.us video conference program within the scope of COVID-19 measures. The interviews were recorded with the verbal consent of the participants. In this age, which is defined as the information age, it is necessary for social scientists to focus on new structures and processes and to move qualitative research to the internet field due to their practical benefits (Yıldırım & Şimşek, 2018). Seven participants lived at home with their families during their university years, eleven lived alone or with a friend, and two lived in a dormitory. Fourteen participants have been married for 0-5 years, four participants for 6-10 years, and two participants for 11 years or more. Twelve participants did not have children; seven had only one child, and one had two or more children. All of the qualitative study groups were in their first marriage.

In analyzing the qualitative data, the recordings of the interviews conducted by the researcher, taken with the participant's permission, were deciphered as they were, without any additions or deletions. All interviews and analyses were conducted by the same researcher. The answers to the questions prepared in the context of categories determined by the literature were filed and reported separately for each participant. In the NVIVO 12 package program, the participant's answers were analyzed using descriptive and content analysis methods with the help of themes and codes determined by expert opinion. Within the scope of descriptive analysis, the data were summarized in line with the predetermined themes, the data were processed with the created framework, and the organized data were defined. Within the scope of content analysis, the data were examined in depth within the scope of the codes and themes created, and it was aimed to reach explanatory concepts and relationships. The purpose of the content analysis to be carried out in the relevant research could not be fully explained by descriptive analysis; however, the essential elements of the research are conveyed through quotations.

In the quantitative dimension of the study, the Demographic Information Form was created by the researcher with the support of the literature; the Near East Marital Adjustment Scale (Bayraktaroğlu et al., 2017) was used to measure the marital adjustment variable. The Marital Self-efficacy Scale was used to measure the marriage competence variable (Cihan-Güngör & Özbay, 2006). The Demographic Information Form and Structured Interview Form prepared by the researcher were used to collect the qualitative data for the research. The Demographic Information Form includes questions about gender, age, duration of marriage, number of marriages and children, sharing of household chores, and accommodation situation during university years. The structured interview form was created by reviewing existing theoretical knowledge and drawing upon the relevant literature. The questions determined to be suitable for the research questions were sent to 3 different

field experts. Experts expressed that the structured interview questions were appropriate for the study and research questions. The structured interview form consists of 10 questions and asks participants to share their accommodation experiences during their university years. These questions are focused on whether the experiences of living with a roommate or family contribute to married life by influencing assumptions about domestic duties and responsibilities, fostering empathy and socialization skills, facilitating household management, and ensuring an ideal distribution of housework. If so, the inquiry seeks answers regarding the specific areas impacted.

The Near East Marital Adjustment Scale is a 42-item, four-sub-dimension, four-point Likert-type measurement instrument in which 11 items are reverse-scored. The "Satisfaction in Marriage" sub-dimension consists of sixteen items, the "Communication in Marriage" sub-dimension consists of nine items, the "Empathy in Marriage" sub-dimension consists of ten items, and the "Relations with Root Family" sub-dimension consists of seven items. Cronbach Alpha coefficients of the relevant sub-dimensions were found to be .92, .86, .81, .78. The total reliability of the scale was found to be .94. The total score that can be obtained from the entire scale is 168. High scores obtained from the scale indicate a high level of marital adjustment. In this research, Cronbach's alpha coefficient was determined to be .96.

The Marital Self-efficacy Scale is a five-point Likert-type scale consisting of 33 items, with no reverse-scored items, and a two-factor scale. The lowest score from the entire scale is 33, and the highest is 165. High scores indicate the individual's efficacy in the marital relationship is high. As a result of descriptive factor analysis, two factors were determined. It was observed that the factors explained 54.45% of the total variance. The first factor consists of expressions reflecting relationships with the spouse, explaining 44.95% of the total variance. The second factor includes expressions reflecting relationships with the immediate environment, presenting 9.50% of the total variance. The fit index of the marital self-efficacy upper dimension of the scale, which has two sub-dimensions, was found to be GFI = .99 and AGFI = .99. In the internal consistency calculation made to determine the reliability of the scale, Cronbach's Alpha coefficient was found to be .96. In this research, Cronbach's alpha coefficient was also determined to be .96.

Findings

Quantitative Research Findings

As a result of the normality test performed by analyzing the Skewness and Kurtosis coefficients, in studies with more than 300 participants, the Skewness value being less than two and the Kurtosis value being less than 7 was considered appropriate in terms of accepting the distribution among average values (Kim, 2013, p. 53). Accordingly, it was concluded that only the variable in the number of marriages did not show a normal distribution, and the other demographic variables were distributed within the limits of normality.

Table 1. ANOVA Test Results On Whether The Total Scores And Sub-Dimensions Of The Marital Adjustment Scale Differ According To The Variable Of Accommodation During The University Years

		Sum Square	df	Mean Square	F	p
Marital Adjustment Total	Between Groups	912.933	3	304.311	.774	.509
	Within Groups	126223.694	321	393.220		
	Total	127136.628	324			
Marital Satisfaction	Between Groups	143.351	3	47.784	.617	.605
	Within Groups	24874.292	321	77.490		
	Total	25017.643	324			
Marital Communication	Between Groups	67.456	3	22.485	.876	.454
	Within Groups	8241.147	321	25.673		
	Total	8308.603	324			
Empathy in Marriage	Between Groups	33.744	3	11.248	.437	.726
	Within Groups	8257.333	321	25.724		
	Total	8291.077	324			
Relations with the Families	Between Groups	38.616	3	12.872	1.047	.372
	Within Groups	3947.864	321	12.299		
	Total	3986.480	324			

In Table 1, total marital adjustment score ($F (.774)$, $p > .05$) and marital satisfaction ($F (.617)$, $p < .05$), communication ($F (.876)$, $p < .05$), empathy ($F (.437)$, $p < .05$), and relations with the families ($F (1.047)$, $p < .05$) sub-dimensions were examined and it was seen that there was no statistically significant difference.

Table 2. ANOVA Test Results On Whether The Total Scores And Sub-Dimensions Of The Marital Self-Efficacy Scale Differ According To The Variable Of Accommodation During The University Years

		Sum Square	df	Mean Square	F	P
Marital Self-efficacy	Between Groups	2300.019	3	766.673	1.515	.210
	Within Groups	162427.938	321	506.006		
	Total	164727.957	324			
Partner Relationship	Between Groups	648.186	3	216.062	1.156	.327
	Within Groups	59997.765	321	186.909		
	Total	60645.951	324			
Relationship by Close Environment	Between Groups	580.100	3	193.367	1.389	.246
	Within Groups	44676.072	321	139.178		
	Total	45256.172	324			

The Marital Self-efficacy Scale total score ($F (1.515)$, $p > .05$), relationship with partner ($F (1.156)$, $p > .05$), and relationship by close environment ($F (1.389)$, $p > .05$) examined in Table 2. The differentiation status of the sub-dimensions and the context of the accommodation where the participants lived during their university years did not show statistical significance.

Table 3. ANOVA Test Results On Whether The Total Scores And Sub-Dimensions Of The Marital Adjustment Scale Differ According To The Number Of Children Variable

		Sum Square	df	Mean Square	F	P
Marital Adjustment Total	BetweenGroups	3488.416	2	1744.208	4.542	.011
	WithinGroups	123648.212	322	384.001		
	Total	127136.628	324			
Marital Satisfaction	BetweenGroups	762.508	2	381.254	5.061	.007
	WithinGroups	24255.135	322	75.327		
	Total	25017.643	324			
Marital Communication	BetweenGroups	154.626	2	77.313	3.053	.049
	WithinGroups	8153.977	322	25.323		
	Total	8308.603	324			
Empathy in Marriage	BetweenGroups	185.219	2	92.610	3.679	.026
	WithinGroups	8105.858	322	25.173		
	Total	8291.077	324			
Relations with the Families	Between Groups	46.055	2	23.027	1.882	.154
	Within Groups	3940.425	322	12.237		
	Total	3986.480	324			

In Table 3, the differentiation status of the total score of the Marital Adjustment Scale and its sub-dimensions according to the number of children variables were examined. While there was no statistically significant difference in the sub-dimension of relations with the families ($F (1.882)$, $p > .05$); satisfaction ($F (5.061)$, $p < .05$), communication ($F (3.053)$, $p < .05$), and empathy ($F (3.679)$, $p < .05$) sub-dimensions, and scale total score ($F (4.542)$, $p < .05$) were found to be a statistically significant difference.

According to the scale's total score, there was a statistically significant difference between childless couples and couples with only one child and two or more children, and this difference favored childless couples. In the Marriage Satisfaction sub-dimension, it was observed that there was a statistical difference between the couples without children and the couples with one child and two or more children, and this difference was found to be in favor of the couples without children. The differentiation status of the Communication in the Marriage sub-dimension according to the variable of having children was examined, and it was seen that the couples without children differed statistically from the couples with two or more children, and the difference was in favor of the couples without children. In the Empathy sub-dimension of marriage, there was a statistically significant difference in favor of couples without children between couples with two or more children and couples without children.

Table 4. ANOVA Test Results On Whether The Total Scores And Sub-Dimensions Of The Marital Self-Efficacy Scale Differ According To The Number Of Children Variable

		Sum Square	df	Mean Square	F	P
Marital Self-efficacy	Between Groups	4769.265	2	2384.633	4.800	.009
	Within Groups	159958.691	322	496.766		
	Total	164727.957	324			
Partner Relationship	Between Groups	2437.592	2	1218.796	6.742	.001
	Within Groups	58208.358	322	180.771		
	Total	60645.951	324			
Relationship by Close Environment	Between Groups	513.021	2	256.511	1.846	.160
	Within Groups	44743.151	322	138.954		
	Total	45256.172	324			

In Table 4, the differentiation status of the Marital Self-efficacy Scale total score and sub-dimensions according to the number of children variables were examined. While there was no statistically significant difference in the relationship with the close environment sub-dimension (F (1.846), $p > .05$), in the relationship with the partners sub-dimension (F (6.742), $p < .05$) and scale total score (F (4.800), $p < .05$) were found to be statistically significant. According to the scale's total score, there was a statistically significant difference between childless couples and couples with only one child and two or more children, and this difference favored childless couples. When the differentiation status according to the Relationship with partner dimension was examined, it was seen that there was a statistically significant difference between the couples without children and the couples with one child and two or more children in favor of the couples without children.

Table 5. ANOVA Test Results On Whether The Total Scores Of The Marital Adjustment Scale And Its Sub-Dimensions Differ According To The Variable Of Person Who Undertakes The Housework

		Sum Square	df	Mean Square	F	P
Marital AdjustmentTotal	Between Groups	11215.242	4	2803.810	7.740	.000
	Within Groups	115921.386	320	362.254		
	Total	127136.628	324			
Marital Satisfaction	Between Groups	2562.573	4	640.643	9.130	.000
	Within Groups	22455.070	320	70.172		
	Total	25017.643	324			
Marital Communication	Between Groups	653.206	4	163.302	6.826	.000
	Within Groups	7655.397	320	23.923		
	Total	8308.603	324			
Empathy in Marriage	Between Groups	766.186	4	191.546	8.146	.000
	Within Groups	7524.891	320	23.515		
	Total	8291.077	324			
Relations with the Families	Between Groups	30.199	4	7.550	.611	.655
	Within Groups	3956.281	320	12.363		
	Total	3986.480	324			

In Table 5, the differentiation status of the Marital Adjustment Scale total score and sub-dimensions according to the variable of the person responsible for the household chores were examined, while there was no statistically significant difference in the family relations sub-dimension (F (.611), $p > .05$), in the scale total score (F) (7.740) $p < .05$, marital satisfaction (F (9.130), $p < .05$), communication (F (6.826), $p < .05$), and empathy (F (8.146), $p < .05$) sub-dimensions statistically significant difference was found.

According to the scale's total score, there was a statistically significant difference between the participants who stated that their partners did the housework alone and those who did it with the division of labor. The difference favored couples who said they did together with the division of labor. A statistically significant difference was found between the participants who stated that the person who undertook the housework was often their partner, sometimes himself, and those who said that they launched it alone. Additionally, it was determined that the difference mostly favored the participants who stated they were responsible for themselves and sometimes their partners. Moreover, there was a statistically significant difference between the participants who indicated that they took on the housework alone and those who stated that they did it with the division of labor, and the difference favored the participants doing it with the division of labor. It was determined that the

statistically significant difference between the participants who answered “often me, sometimes my partner” and those who answered “I do alone” mainly was in favor of the participants who answered “me, sometimes my partner.”

In the marital satisfaction sub-dimension, the statistically significant difference observed between the participants who stated that their partners sometimes took on the housework themselves and those who indicated that they did it alone mostly favored the participants who answered "my wife and sometimes me." On the other hand, a statistically significant difference was found between the participants who took on the housework with the division of labor and the participants who answered that they took on it alone, in favor of the participants who took on the division of labor together. Similarly, a statistically significant difference was found between the participants who answered “often me, sometimes my partner” and those who responded, “I do alone.” It was observed that the difference often favored the participants who answered: “me, sometimes my partner.”

According to the marital communication sub-dimension, there was a statistically significant difference between the participants who stated that their partners took on the housework alone and did it with the division of labor. Moreover, the difference favored the participants who indicated that they had undertaken together with the division of labor. There was a significant difference between the participants who answered that “my wife often does the housework, sometimes I do” and those who said they did it with the division of labor.

In the sub-dimension of empathy in marriage, there was a significant difference among the participants who stated that “their partners do the housework alone,” “often they do it,” “sometimes their partner does it,” and “they do it by themselves,” and those who stated that “they do it with the division of labor.”

Table 6. ANOVA Test Results on Whether The Total Score And Sub-Dimensions Of The Marital Self-Efficacy Scale Differ According To The Variable Of Person Who Takes The Housework

		Sum Square	df	Mean Square	F	p
Marital Self-efficacy	Between Groups	12644.841	4	3161.210	6.652	.000
	Within Groups	152083.116	320	475.260		
	Total	164727.957	324			
Partner Relationship	Between Groups	7173.943	4	1793.486	10.733	.000
	Within Groups	53472.008	320	167.100		
	Total	60645.951	324			
Relationship by Close Environment	Between Groups	1260.477	4	315.119	2.292	.059
	Within Groups	43995.695	320	137.487		
	Total	45256.172	324			

In Table 6, the differentiation status of the Marriage Self-efficacy Scale total score and sub-dimensions according to the variable of the person who undertook the housework was examined. While there was no statistically significant difference in the sub-dimension of the relationship by the close environment ($F(2.292)$, $p > .05$), there was a statistically significant difference in the sub-dimension of the partner relationship ($F(10.733)$, $p < .05$) and the total score of the scale ($F(6.652)$, $p < .05$).

According to the scale's total score, there was a statistically significant difference between the partners who did the housework together with the division of labor and the partners who stated that they did it alone. This difference favors partners who undertook housework with the division of labor. Additionally, a statistically significant difference was found between the participants who said they often did the housework themselves and sometimes their partners and those who indicated that they did it alone. It was observed that the difference was mostly in favor of the partners who answered “me and sometimes my partner” undertook it.

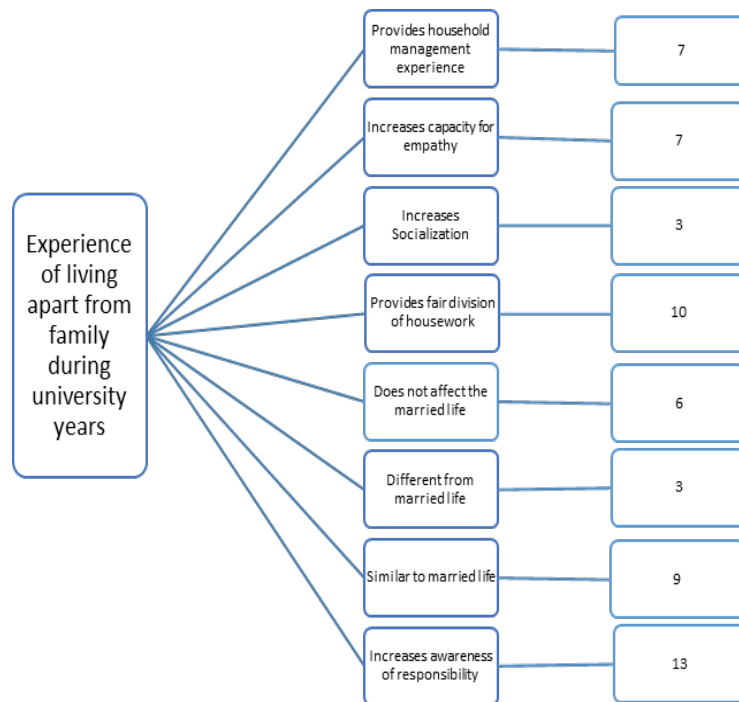
In the sub-dimension of the partner relationship, there was a statistically significant difference between the participants who stated that their partners took over the housework alone and the couples who indicated that they did it with the division of labor, and the difference favored the people who did it with the division of labor. Likewise, the statistically significant difference between the partners who stated that their partner took on alone and those who said "often me, sometimes my partner" favored the participants who answered, "often me, sometimes my wife." There was a significant difference between the participants who answered "often my wife, sometimes me" and those who stated that they took on with the division of labor, in favor of the

participants who indicated that they took on with the division of labor. It was observed that there was a statistically significant difference in favor of the participants who answered "often my partner, sometimes me" and those who stated that they took on alone. There was a statistically significant difference between the participants who answered "I do alone" and those who responded with the division of labor. It was determined that the difference favored the participants who answered with the division of labor. A statistically significant difference was found between the participants who answered "often me, sometimes my partner" and those who responded, "I do alone." It was seen that the difference favored the participants who stated that they often did the housework themselves and sometimes their partner.

Qualitative research findings

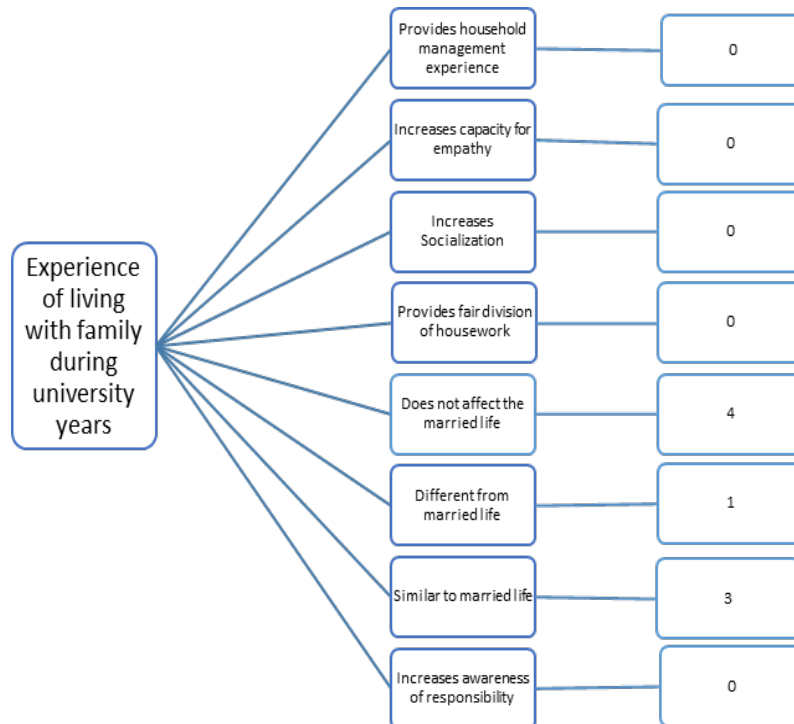
The qualitative data collection tools of the research were the demographic information form prepared by the researcher and the structured interview form questions prepared by taking expert opinions. The code was used to represent the participants in presenting the data obtained from the Structured Interview Form. For instance, the answers of the participants who lived apart from their families during their university years were presented as A1, A2, and A3, respectively, while the answers of the participants living with their families were presented as B1, B2, and B3, respectively. Information about the age and gender ("F" for female, "M" for male) of the participants are presented in parentheses.

Figure 1. Distribution Of Codes and Themes Obtained From Qualitative Findings In The Context Of The Experience Of Living Apart From Family During University Years



The participants' answers were grouped according to the codes and themes (see Figure 1). Accordingly, seven participants stated that living apart from their families during university provided a household management experience. Three participants said that living apart from their families during their university years increased their sociability, while ten noted that it offered a fair division of housework in their marriage. Six participants said that living apart from the family during their university years did not affect their married life, and three participants said that it did not show any similarity with their married life. According to nine participants, it was similar to their married life; according to seven participants, it increased their capacity for empathy, and according to thirteen participants, it increased their awareness of responsibility.

Figure 2. Distribution Of Codes And Themes Obtained From Qualitative Findings In The Context Of The Experience Of Living With Family During University Years



In Figure 2, the answers given by the participants were grouped in the context of the codes and themes. Accordingly, four participants stated that living with the family during their university years did not affect their married life, and one noted that it did not show any similarity with married life; three participants stated that it was similar to their married life. In the answers given by the participants who lived with their families during their university years, no content related to other codes and themes was determined. Some excerpts selected from the answers given by the participants within the framework of the determined codes and themes were presented.

Does the accommodation status during university years affect married life?

A1 (M, 31): So there is nothing I can call any positive or negative effect. As I said before, the contexts and conversations are different, so there is no positive or negative effect between the situation there and the situation in marriage. All of them are in another place; the conditions of that time were different, so there is nothing positive or negative.

B1 (M, 28): So actually, the two are entirely different situations because now, of course, there is a difference between living with family and living with your partner; in our home with my wife, more awareness of 'This is my home' is formed.

A3 (M, 31): While living in the same house with my friends in the home at the university, we were experiencing and learning many things that needed to be done about the home.

B6 (F, 29): At first, I had a hard time because I did not know how to manage and organize a home; I did not know what it was to make a balance of income and expenses. I learned how valuable vacuuming is when I lived in my house and married. If I lived in a home or dormitory to manage by myself during my university years, I would know how to do these things; this responsibility would be manageable. Unfortunately, the first year I got married, I turned into a person who cried because the house was messy, so I realized how easy it is to live with a family, but in the first year of marriage, so to speak, I became like a fish out of water.

Does accommodation status during university years affect socialization skills?

A6 (M, 27): For example, even living with a roommate contributes to your married life in many ways. In other words, it has had very positive aspects regarding managing a person as a social subsistence.

B3 (F, 28): Since I did not share it with anyone else, it would have been crazy, of course; since I did not have such an experience with a roommate, I guess we could have experienced different things.

Does accommodation status during university years affect the capacity for empathy?

A2 (F, 31): I never thought of it like that, but living in a home with a stranger has been beneficial, at least in meeting the common denominator and sharing responsibility.

A7 (F, 35): sharing a house with an adult of the same age group in the same house has a positive effect in terms of accepting and establishing mutual respect in the same way. Because we experience similar things with our roommate or our partner.

Does the accommodation status during university affect the housework's fair division?

A8 (M, 28): It is affected; the division of labor may have come from there.

A9 (M, 36): No one said that you would do this or you would do that. Nothing happened verbally; everyone did whatever they wanted. I used to like washing dishes when I was a student. I like to wash dishes like a mountain. We did not have a dishwasher, and at home, though, I headed straight for the dishwasher to wash the dishes. For example, I like to sweep, my wife does not like to sweep, I wouldn't say I like ironing, and my wife likes ironing. We did not verbally discuss it because it just fell into place like puzzle pieces.

Does the accommodation status during university affect the awareness of responsibility at home?

A10 (M, 28): I think it affects more positively because, as I explained earlier in those years, people take some responsibilities, most simply, thinking about renting or not having the food ready when you come home or washing the dishes, even though these seem like straightforward things, they get used to the people to married life.

B6 (F, 29): Surely, it would change; I would not have been so hard on myself. At first, I would not have been hard on myself; it would not have changed our relationship with my wife, but it could have made my life easier in the first year of our marriage because I did not know how to do the laundry. I needed to learn how to wash the dishes. I was not aware of how hard to clean up the strands falling on the floor was; in this respect, I honestly wish I had a time when I lived in a different place apart from my family.

Is the accommodation status during university years similar to married life?

A9 (M, 36): It affects this; even we talked to my wife long before this research, just in case I feel the benefit of it over time; because their marriage is a kind of roommate, the behavior of people in the home seems to be different. I can say that perceiving, realizing this, and knowing this affects married life more positively.

B1 (M, 28): It is similar. It is the same in marriage; for example, we go out when we are flirting; yes, social life is perfect; everyone is traveling together, dusting, eating, and drinking, and everything seems to be in harmony, but when we enter marriage life, nothing may be the same.

Discussion, conclusion, and recommendations

Interpretation of quantitative research data

In this study, there was no significant difference in marital adjustment and self-efficacy according to the accommodation status of the participants. The participants' experiences of living apart from their families and with a house/roommate during their university years could create a statistically significant difference in their adjustment and self-efficacy scores by supporting the components of harmonious marriages, such as empathizing, taking responsibility, cooperating in the division of housework, and increasing social functionality (Clark et al., 2019; Erb et al., 2014; Van Laar et al., 2005; Tutarel-Kışlak, 2002). Additionally, individuals coping with the problems they encountered for the first time during their university period and their social adaptation increased their psychological resilience. They allowed them to eliminate difficulties quickly (Durmuş & Okanlı, 2018). University experience was accepted as an essential building block in growing individuals' self-confidence and assertiveness skill levels, and university education made individuals creative, flexible, adaptable, and problem-solving skills (Yüksel, 2020). Problem-solving skills are necessary for individuals to lead a happy and satisfying life (Öztürk & Karagün, 2020).

In summary, university period experience provided individuals with opportunities and information to improve their problem-solving skills and increased their perceived level of competence; individuals with high self-

efficacy displayed a more cooperative, empathetic, and harmonious attitude in solving the problems they encountered in their marriage. The fact that the present research findings did not differ regarding marital adjustment and self-efficacy total scores and sub-dimensions may be because the participants were university graduates, and therefore, the marriage was defined as harmonious. The individuals gained the necessary experience to feel competent in marriage.

According to the number of children variables, a statistically significant difference was found in the Marriage Adjustment Scale total score marital satisfaction, marital communication, and marital empathy sub-dimensions, and in the Marriage Self-efficacy Scale, total score and the relationship with partner sub-dimension. This difference favored the participants without children. In other words, the findings of this study indicated that the marital adjustment, satisfaction, communication and empathy levels, marital self-efficacy, and the level of the relationships of married individuals with each other were higher than those with children.

The literature stated that having a child strengthened the adjustment in marriage by sharing the responsibility of marriage and making decisions together (Şahin-Altun et al., 2020). In a study conducted with 103 married women aged between 21 and 41 and over, the effect of sociodemographic factors on marital adjustment was investigated, and it was found that the number of children did not affect marital adjustment (Yalçın, 2014, p. 250). However, it was also stated that having children is a source of stress for partners and a factor that negatively affects marital adjustment by preventing intimacy between partners (Belsky, 1990) (as cited in Yeşiltepe & Çelik, 2014).

The assumption that the perceived equality in marriage and marital satisfaction will be higher in couples who maintain the egalitarian gender role ideology than in couples who maintain the traditional ideology was supported by the results of the research (Kulik, 2002, p. 460). There was a negative relationship between the equal division of labor and those who reported burnout, while a positive relationship between the individuals who stated that they had the most minor problems and those who noted the equal division of labor. The findings obtained from this study also showed that the adjustment and self-efficacy scores of the individuals were significantly higher in marriages where there was equality and sharing in the housework.

Interpretation of qualitative research data

In line with the data obtained from the in-depth interviews conducted in the qualitative dimension of the research, it was concluded that the status of accommodation during university years was influential on the factors that increased the marital adjustment and self-efficacy of the individuals. As can be seen in the quotations from the answers given by the participants, the experience of living with a roommate was facilitated by a lot of experience in doing chores (rent and invoice tracking, shopping for household needs, house cleaning, etc.). Individuals who stated that living apart from their families increased their experience in the relevant issue said that knowing the way, time, and method of doing things within the scope of housework in their married life increased their self-confidence and competencies and benefited their marriage.

Gülgör and Tortop (2018) explained that trust in marriage was related to the understanding of equality in the distribution of roles, covering expenses, and the distribution of chores and that the presence of factors that undermined trust in a marriage affected marital satisfaction. Erzeybek and Gökçearslan-Çifci (2019) conducted qualitative research with seven married female academicians and found that the division of labor and understanding between spouses increased marital adjustment. Participants who lived with their families during their university years did not provide data on the ideal distribution of chores and the effect of the division of labor on their marriage.

The data obtained from the participants showed that the sense of responsibility was affected by different accommodation thicknesses. Participants living apart from their families stated that they had to take on the duties of their parents at home, and they had the advantage of experiencing responsibilities that were not given before in terms of preparing themselves for marriage. The participants living with their families mentioned the adverse effects of taking less responsibility. They stated that being with their parents had a conservative impact on their material and spiritual development, being accepted as adults, and their emotions and behaviors. While Bilen (1983), Hrytsiuk et al. (2022), and Wider et al. (2021) stated that responsibilities should be accepted with maturity for a harmonious marriage, Leonard and Roberts (1998), Midgette (2020)

and Sun and Wang (2023) emphasized that there should be a satisfactory distribution of housework in a harmonious relationship. Clark et al. (2019) stated that cooperating in sharing responsibility was essential to marital adjustment. According to these studies, individuals with high awareness and experience in sharing responsibility would also have high marital adjustment.

The participants who said that the status of accommodation during their university years was not effective in their marital life emphasized that matrimonial relations were different from other relations and stated that they evaluated them in a separate context. They indicated no connection between their experiences of living with their families or peers and their experiences of living with their spouses. Moreover, they stated that they did not observe any effect on the change in their conditions, perceptions, and behavior patterns. The participants, who indicated they were similar, also stated that their married life was a kind of roommate, and the problems experienced were identical. There might be differences in opinion when two adults got along very well before living in the same house, which was seen in both cases (marriage and roommate).

When the qualitatively collected data were examined, university-graduate married individuals stated that their experiences living apart from their families affected their married life. Individuals said their communication with their spouses, attitude toward responsibility, and problem-solving knowledge and skills improved. Individuals living with their families stated that matters such as housework, housekeeping, and responsibilities remained the same, and they thought that the adjustment problems they encountered in the first years of their marriage were due to their inexperience.

When the results obtained from the quantitative and qualitative findings of the research were examined, there was no parallelism between them. This situation could be related to the fact that the results obtained in the quantitative dimension of the study were limited to the findings obtained from the scale. Even though the data were assumed to be answered sincerely by the participants, the general questions in the qualitative dimension provided the participants with the opportunity to express their experiences and thoughts in detail. While available information could be obtained from quantitative research, information about its depth and the reasons behind it could not be reached. Qualitative research methods offer the opportunity to explain real-life events based on interpretations (Sönmez & İlgün, 2018). Since marital adjustment was a phenomenon that needed to be evaluated as multidimensional (Kaya-Örk, 2021), it would be appropriate to handle it with methods that increased the expressiveness of the participants and allowed them to interpret. Additionally, it was thought that the collection of quantitative and qualitative data obtained within the scope of the research from different groups led to the lack of parallelism in the findings.

In this research, marital adjustment and marital self-efficacy, along with certain demographic variables, have been examined, yielding various results. It has been noted that variables showing no significant differences are connected to other factors they influence marital adjustment and marital self-efficacy. For instance, the difference in the level of marital adjustment and marital self-efficacy is not related to gender but rather to the extent to which individuals adopt masculine attitudes (Akpınar & Kıriloğlu, 2020). Similarly, the experience of living with or without family during university years is not the determining factor; instead, it is linked to levels of empathy, collaboration, and problem-solving skills (Clark et al., 2019; Heath et al., 2018; Öztürk Karagün, 2020). Long-term marriage is not necessarily associated with high adjustment and satisfaction but rather with the absence of different, more desirable alternatives (Kendrick & Drentea, 2016) and individuals sharing similar perspectives over time (Kulik, 2002). In this context, considering the mentioned demographic variables in a multifaceted manner is deemed valid.

The data collected within the qualitative dimension of the research were examined. Consequently, it was observed that married university graduates mentioned the impact of their experiences while living apart from their families on their marital life. Individuals reported improved communication with their spouses, a sense of responsibility, and problem-solving knowledge and skills. On the other hand, those living with their families said no significant changes in matters such as housework, household management, and responsibility. They attributed adaptation problems in the initial years of marriage to their lack of experience. Participants living with their families highlighted the adverse effects of having a low level of responsibility. They noted that being with their parents influenced their acceptance, feelings, and behaviors as adults in a conservative manner. Clark

et al. (2019) asserted that cooperative sharing of responsibilities is crucial to marital adjustment. Similarly, Gülgör & Tortop (2018) suggested that trust in marriage is linked to the fair distribution of duties and responsibilities, covering expenses, and understanding equality in domestic duties. Based on this information, it can be predicted that individuals with high awareness and experience in sharing responsibilities will exhibit high levels of marital adjustment and marital self-efficacy.

Current research findings have shown that the experience of living apart from the family is practical in gaining home management practice, finding opportunities to socialize, distributing tasks within marriage fairly, increasing empathy capacity, and increasing individuals' awareness of domestic responsibilities. In this regard, as individuals become adults, they assume some household responsibilities, regardless of their accommodation situation; it may be suggested that they act with the awareness that their level of marital adjustment will increase as their marital self-efficacy increases. In addition, it may be crucial for professionals in the field to enlighten married individuals on variables such as childlessness and fair distribution of housework, which have been identified as positively influencing marital harmony and competence. This information could be essential for fostering the healthy development of relationships.

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RESEARCH ARTICLE

The Mediator Role of Cognitive Flexibility Levels in the Relationship Between Authenticity Levels and Multicultural Counseling Competence Perceptions of Psychological Counselors

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ABSTRACT

This study examines the mediating role of cognitive flexibility levels in the relationship between counselors' authenticity levels and their perceptions of multicultural counseling competence. In the study, a relational survey model was employed. The study group consisted of 617 counselors, 493 female and 124 males, living in various cities in Turkey. "Personal Information Form", "Authenticity Scale", "Multicultural Counseling Competencies Scale" and "Cognitive Flexibility Inventory" were used for data collection. Pearson Product Moment Correlation Coefficient and PROCESS Macro Model 4 was used to analyze the data. As a result of the study, it was determined that there were significant positive correlations between counselors' authenticity levels, cognitive flexibility levels, and their perceptions of multicultural counseling competencies. While the direct effect of authenticity levels on multicultural counseling competence perceptions was insignificant, the total and indirect effects were found to be significant. In this context, it was found that the cognitive flexibility levels of the counselors play a full mediating role in the relationship between their authenticity levels and their perceptions of multicultural counseling competence. In other words, it was found that counselors' levels of authenticity increased their perceptions of multicultural counseling competence through their cognitive flexibility. The results were discussed and evaluated within the framework of the relevant literature. Finally, based on the findings of the study, suggestions were made for researchers and practitioners.

People are influenced by culture from the moment they are born and this continues throughout their lives. So much so that when a baby is born, even the color of the clothes and the toys given are shaped according to the gender roles scheme of the culture of that society; when a person dies, the funeral ceremony is organized according to the culture of that society. It can be said that the process of acculturation and acculturation, which begins at birth and covers the whole of human life, has a significant impact on the formation of the individual's identity and the shaping of his/her perspective on life. In this context, culture is a structure that exists in every aspect of people's lives and plays an important role in making sense of their lives. In fact, culture provides a

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subjective reality to a society or an individual (Ivey et al., 2002; Parekh, 2002). On the other hand, considering that there is no single reality for human beings, and the reality can be interpreted in different ways according to subjective perceptions (Solso et al., 2018), it is essential to show a sensitive attitude towards individuals with different cultures in interpersonal relationships and psychological counseling process.

In the literature, culture is defined in various ways. Kağıtçıbaşı (2000, p.37) defines the concept of culture as "a set of ideas, practices, norms and meanings that put behaviors into a system", "shared symbols and meanings" and "experiences that lead to predictable and specific differences in the behavior of a group"¹. Parekh (2002) describes culture as a system of meaning and significance shaped through history, as well as a set of beliefs and customs that a group of people use to interpret, organize, and structure their individual and collective lives. In another definition, culture is explained as "the collective programming of the mind that distinguishes the member of one group or category of people from others" (Holstede & Hofstede, 2005, p.4). From all these definitions, it is seen that culture refers to a comprehensive structure. In addition to indicating the differences between groups, culture also includes personal dimensions such as gender, age, psychological maturity level, personal values, clothing style, aesthetic sense, socioeconomic level, and education level that may differ even between two individuals living in the same house (Barrott, 2014; Bektaş, 2006; Ratzlaff et al., 2000; Sue et al., 1992). In this context, it is stated that all relationships have a multicultural structure (Pedersen, 2000). From this point of view, the multiculturalism that emerges in human relations can be reflected in the psychological counseling process and can have an impact on the quality of the process.

The concept of "multiculturalism", which refers to the ability of different cultures in society to live together in harmony, within the framework of respect, without suppressing or excluding each other (Kağnıcı, 2019; Pedersen, 1998), and which arises from a sociological need, has been reflected in the psychological counseling process, which functions as a microcosm of social relations, with multicultural counseling approach that emerged in the US. Multicultural counseling approach (Sue et al., 1992), which first emerged as a need for racial diversity with the concern of adapting traditional interventions for White Euro-Americans, the dominant group in the US, to African, Latino, Indian, and Asian Americans, is defined as the "fourth power" in the relevant literature after psychoanalytic, behavioral and humanistic theory (Pedersen, 1998). While the concept of culture used to be more applicable to racial differences, the scope of this concept has expanded today. In fact, it is stated that culture includes many dimensions other than race, such as age, gender, sexual orientation, social class, and religion (Sue et al., 1992).

Authenticity, which refers to an individual's displaying behaviors in accordance with their true self and truths rather than external criteria or expectations (Maslow, 2011; Rogers, 1961), is a concept that is thought to be related to multicultural counseling competencies. Authenticity, which is accepted as an important feature that should be present in counselors (Corey, 2015) and given importance in counselor education (İşmen Gazioğlu & Demir, 2020), is shown among the important first steps that need to be structured such as empathy and positive respect in the therapeutic relationship (Hanna et al., 1999). In a limited number of studies in the literature, it is seen that inauthenticity is related to multicultural counseling competencies (Prince, 2003). Relational authenticity is a dimension of authenticity that includes transparency in communication and the ability to express oneself openly with one's good and bad sides (Kernis & Goldman, 2006). It can be said that relational authenticity overlaps to a great extent with some of the competencies defined among intercultural communication competencies (Chen, 1987) such as self-disclosure, being transparent to other people, and having a relaxed attitude in communication processes. On the other hand, Young (2019) states that in order for counselors to be culturally sensitive, they should not evaluate their clients' cultures with stereotypes and be aware that each client's cultural background is unique. In this context, counselors with high levels of authenticity when working with clients from different cultures can more easily get rid of the stereotypes of the dominant culture, go beyond the usual forms of communication, and thus develop a natural, transparent and authentic therapeutic relationship with their clients.

Another variable thought to be related to multicultural counseling competence (MCC) perceptions is cognitive flexibility. Cognitive flexibility is defined as the ability to respond to sudden and unexpected external events by restructuring solution strategies (Canas et al., 2006; Dennis & Vander Wal, 2010; Scott, 1962). When

¹ Author translation

working with clients from different cultures, counselors are likely to encounter new and unexpected situations. In such a situation, it is emphasized that counselors should restructure their cognitions according to the new information coming from the culture of their clients (Barrott, 2014). On the other hand, it is emphasized that a counselor who is encapsulated in their own culture will evaluate from a narrow perspective, will not be able to adapt to the changes that occur in the counseling process, and will not be able to produce alternatives (Pedersen, 2000). In this context, it can be said that counselors should have the cognitive flexibility to be able to quickly process unexpected and new information about clients' cultures, adapt to the current situation, and follow an appropriate strategy while providing help to clients from different cultures. As a matter of fact, studies have shown that there is a significant positive relationship between cognitive flexibility and multicultural counseling competencies (Alan, 2020; Buyruk Genç, 2019; Martinez & Dong, 2020; Weide Shibl, 2010).

The Present Study

In the process of intercultural interaction, it can be said that the parties can authentically preserve their own cultural identities in a positive or negative relationship. Behavioral and cultural changes that occur as a result of the interaction of individuals from two different cultures are explained by the concept of acculturation (Berry, 2015). Acculturation has possible outcomes such as the dominant culture assimilating the other culture, the two sides excluding each other's culture, or maintaining their cultural identities in harmony with each other (Berry, 1974). Considering that authenticity refers to living a life in accordance with one's true self instead of external criteria without being hindered by the environment (Kernis & Goldman, 2006), it can be said that individuals can also remain authentic by excluding the culture of the other party as a result of acculturation. In such a situation, a person may not be influenced by their own culture because they consider it superior to the culture of the other party; therefore, they may authentically preserve their own cultural identity. On the other hand, in integration, which is a desirable and healthy outcome of acculturation, both parties maintain their cultural identities by establishing positive relationships with each other and being influenced by each other to a certain extent (Berry, 1974). Therefore, it can be said that an individual's authenticity can be seen in both positive and negative outcomes of acculturation. In this context, it is thought that although being authentic is a prerequisite for being culturally sensitive, it may not directly predict being culturally sensitive. Kottler (2017) states that being authentic enables counselors to act creatively, be open to new experiences, and exhibit flexible problem-solving skills. Therefore, it can be thought that authentic individuals may have cognitive flexibility in a way that they can get rid of the dominant cultural norms, stereotypes, and ways of thinking of the society they live in; thus, they may have a more culturally sensitive attitude.

It is stated that the way of thinking and perception are closely linked to culture. So much so that the individual perceives and makes sense of the world with the schemas brought from their own culture (Keller, 2020). Authenticity also seems to be closely linked to culture. Taylor (2003) argues that an individual's authenticity reflects the inner morality that guides them instead of social moral norms and allows them to be open to different meanings/values. Therefore, it can be said that a person with a high level of authenticity can exhibit the ability to stand out from the dominant cultural stereotypes and way of thinking of society. It is seen that there is a limited number of studies examining the relationship between authenticity and cognitive flexibility in the literature (Çeltekligil, 2021). On the other hand, some studies reveal a relationship between mindfulness as a dimension of authenticity and cognitive flexibility (Akyüz, 2020; Peker Akman & Demir, 2021) and some studies reveal relationships between authenticity and concepts that may be related to cognitive flexibility such as coping styles (Kernis & Goldman, 2006), problem-solving skills (Nas, 2020; Pullu, 2019; Tekin, 2021), creativity (Anbe, 2016; Pullu, 2019) and openness to experience (Xu, Xia, Zhao, & Pang 2021). From this point of view, it can be said that authenticity, which is shown among the characteristics that counselors who are role models for society (Kottler, 2017) should have (Corey, 2015), may be related to MCC perceptions through their cognitive flexibility.

Although being culturally sensitive in the counseling process is considered an ethical obligation (American Counseling Association, 2014; Şahin, 2018) and a professional value (Meydan & Arslan, 2021), it can be said

that there is a limited number of studies on MCC perceptions in Turkey. Also, it is thought that authenticity, which is an important professional characteristic for counselors, can play a key role in the context of multicultural counseling. It is emphasized that a significant number of counselors still exhibit low multicultural attitudes (Lüleci, 2014) and may lack knowledge and awareness about culture (Güçlücan, 2016). Considering the relationship between culture and thinking (Keller, 2020) and authenticity (Prince, 2003; Taylor, 2003), it is expected that authentic individuals can more easily break away from the dominant culture's ways of thinking. Therefore, it seems important to reveal the relationship between authenticity, which is seen as an important characteristic for counselors, and cognitive flexibility and MCC perceptions. It can be said that this importance increases even more for Turkey, which has a heterogeneous social structure due to hosting the lands where civilization first emerged and the sociological heritage it received from the Ottoman Empire. In this context, revealing the variables affecting counselors' perceptions of MCC will contribute to both researchers and practitioners.

Purpose of the Study

The purpose of this study is to examine the mediating role of cognitive flexibility levels in the relationship between counselors' authenticity levels and their perceptions of MCC. In this direction, an answer to the question "Do cognitive flexibility levels have a mediating role in the relationship between counselors' authenticity levels and their perceptions of MCC?" was sought. Within the framework of this problem, the following hypotheses were tested.

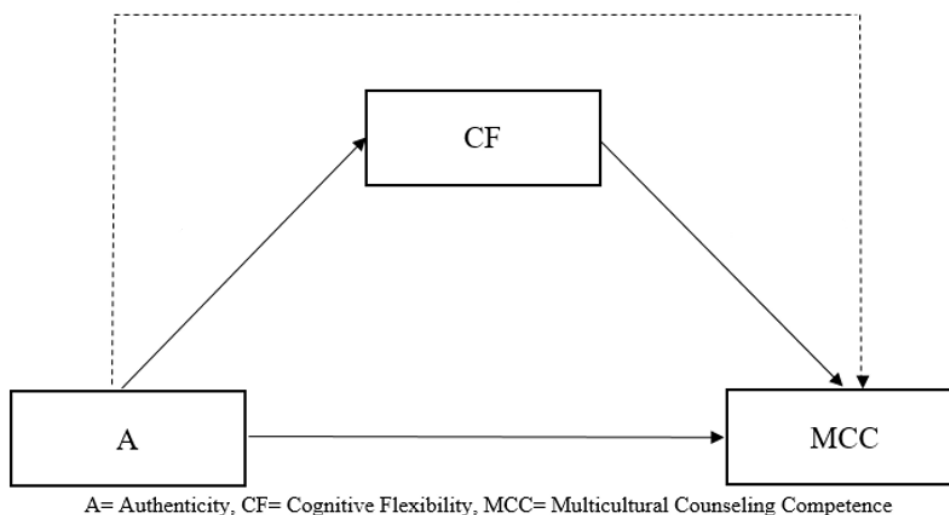
H1. The total effect of counselors' authenticity levels on their perceptions of MCC is significant. $X \rightarrow Y$ (c')

H2. The direct effect of counselors' authenticity levels on their cognitive flexibility levels is significant. $X \rightarrow M$ (a)

H3. The direct effect of counselors' cognitive flexibility levels on their perceptions of MCC is significant. $M \rightarrow Y$ (b)

H4. The indirect effect of counselors' authenticity levels on their perceptions of MCC through their cognitive flexibility levels is significant. $X \rightarrow M \rightarrow Y$ (a.b)

Figure 1. Mediator effect of cognitive flexibility on the relationship between authenticity and MCC



Methods and Materials

Research Design

The research is a descriptive study in the relational survey model aiming to examine the mediating role of cognitive flexibility levels in the relationship between counselors' authenticity levels and their perceptions of

MCC. In the simple mediation model, one variable causally affects another variable through a mediating variable (Hayes, 2018).

Study Group

The study group was determined by using the convenience sampling method. In the convenience sampling method, the study group is selected from easily accessible individuals because it provides convenience in terms of application (Creswell, 2014; Krippendorff, 2004). The study group consists of 562 psychological counselors who are actively working in different institutions, mainly in public schools in various cities of Turkey, and 55 psychological counselors who are not working, for a total of 617 psychological counselors. Table 1 presents descriptive statistics about the study group.

Table 1. Descriptive Statistics on Demographic Characteristics of Participants

		N	%
Gender	Female	493	79.9
	Male	124	20.1
Education Level	Undergraduate	450	72.9
	Graduate	165	26.7
Place of Employment	Public Primary School	132	21.4
	Public Secondary School	124	20.1
	Public High School	111	18
	Private Primary School	29	4.7
	Private Secondary School	14	2.3
	Private High School	32	5.2
	Guidance and Research Center	29	4.7
	University Guidance and Psychological Counseling Services Unit	9	1.5
	Private Psychological Counseling Center	11	1.8
	Other	62	10
Professional Experience	Unemployed	55	8.9
	0-5 years	304	49.3
	6-11 years	120	19.4
	12-17 years	38	6.2
	18 years and above	155	25.1

Table 1 shows that 493 (79.9%) of the participants were female and 124 (20.1%) were male. Of the participants, 450 (72.9%) had undergraduate and 165 (26.7%) had graduate degrees. Of the participants with postgraduate education, 149 (24.1%) had a master's degree and 16 (2.1%) had a doctoral degree. Considering distribution of the participants according to the institutions they work in, 132 (21.4%) of them work in public primary schools, 124 (20.1%) in public secondary schools, 111 (18%) in public high schools, 29 (4.7%) in private primary schools, 14 (2.3%) in private secondary schools, 32 (5.2%) in private high schools, 29 (4.7%) in Guidance and Research Centers, 9 (1.5%) in Guidance and Psychological Counseling Services Units of Universities, 11 (1.8%) in Private Psychological Counseling Centers and 62 (10%) in other institutions. 55 participants (8.9%) are not currently employed. When evaluated according to their professional experience, it is seen that 304 (49.3%) of the participants have 0-5 years of professional experience, 120 (19.4%) have 6-11 years of professional experience, 38 (6.2%) have 12-17 years of professional experience and 155 (25.1%) have 18 years or more of professional experience.

Data Collection Tools

Four different data collection tools were used in the study: Personal Information Form, Authenticity Scale, Multicultural Counseling Competencies Scale, and Cognitive Flexibility Inventory.

Personal Information Form. This form was prepared by the researchers and designed to obtain information about the descriptive characteristics of the study group. In the Personal Information Form, questions were included to collect data on personal and professional information such as the participants' gender, professional experience, the city where they work, and the type of institution they work in.

Authenticity Scale. The scale developed by Wood et al. (2008) was adapted into Turkish by İlhan and Özdemir (2013). The scale has a 7-point Likert-type structure consisting of 12 items. The scale has 3 sub-dimensions consisting of 4 items each as "Self-Alienation", "Authentic Living" and "Accepting External Influence". As it is possible to handle the scores obtained from the sub-dimensions of the scale separately from each other, the pure authenticity scores of the participants can be obtained by subtracting the sum of the scores of the other two sub-dimensions from the scores obtained from the authentic life sub-dimension. The scoring of each sub-dimension varies between 4 and 28. A minimum score of 12 and a maximum score of 84 can be obtained from the whole scale. For this study, Cronbach Alpha internal consistency coefficient was calculated as .70 for the whole scale, .79 for self-alienation, .86 for accepting external influence, and .66 for authentic living.

Multicultural Counseling Competencies Scale. The scale developed by Özer (2014) is a 5-point Likert type and consists of 26 items. The scale has three sub-dimensions: awareness, knowledge, and skills. There are 9 items in the awareness dimension, 6 items in the knowledge dimension, and 11 items in the skills dimension. The scores obtained from the measurement tool vary between 26 and 130. A high score indicates high and a low score indicates low MCC (Özer, 2014). Based on the data collected in this study, Cronbach alpha internal consistency coefficient of the scale was calculated as .77 for awareness, .88 for knowledge, .84 for skills, and .87 for the whole scale.

Cognitive Flexibility Inventory. The inventory developed by Dennis and Vander Wal in 2010 was adapted into Turkish by Sapmaz and Doğan (2013). The original form of the inventory was a 7-point Likert-type scale and the Turkish adaptation of the inventory was a 5-point Likert-type scale. The measurement tool consists of 20 items. The inventory has two dimensions: "Alternatives" and "Control". The "Alternatives" dimension consists of 13 items and the "Control" dimension consists of 7 items. Higher scores indicate a higher cognitive flexibility level of the individual. Based on the data of this study, Cronbach alpha internal consistency coefficient was calculated as .87 for the control dimension, .92 for the alternatives dimension, and .92 for the whole inventory.

Data Collection and Ethical Process

The data were collected over a period of approximately 2 months covering January and February in the 2021-2022 academic year. Before collecting the data, permission was obtained via e-mail from the faculty members who adapted or developed the measurement tools used in the current study. Then, ethical and implementation permissions were obtained from Gazi University Ethics Commission and the Ministry of National Education Strategy Development Presidency, respectively. In the implementation phase, data were collected using three measurement tools and a personal information form within the framework of the research topic. Data were collected face-to-face with paper and pencil tests and online with Google Forms. Participants were informed verbally or in writing about voluntariness and confidentiality of personal information before answering the data collection tools.

Data Analysis

The data were analyzed using IBM SPSS 25 package program. Pearson Product Moment Correlation Coefficient was used to examine the relationships between variables. PROCESS Macro Model 4 was used to examine the mediating role of cognitive flexibility levels in the relationship between counselors' authenticity levels and their perceptions of MCC.

Although there are different opinions in the literature, it is recommended that the number of missing data in a data set should not exceed 5% (Kline, 2010; Tabachnick & Fidell, 2015). In this study, the data of the participants whose number of blank items exceeded 5% were not included in the analysis. Before starting the data analysis, blank items were assigned a value as the series average. Within the scope of the preliminary analysis of the data, extreme values were determined and removed from the data set. It is seen that there is more than one method used in this regard. Outliers can be identified by Mahalanobis Distance, Cook's distance values greater than 1, values with z scores not within ± 3 , and box plot analysis (Field, 2009; Kline, 2010; Tabachnick & Fidell, 2015). Using these methods, 8 outliers were identified and removed from the data set. It is seen that the skewness and kurtosis values of the variables in the study are within the range of ± 1 . It is stated that skewness and kurtosis coefficients in the range of ± 1 are ideal values for normal distribution (Darren &

Mallery, 2001). In this respect, it can be said that normal distribution was achieved in this study in terms of these critical values and criterias.

Before conducting the simple mediation analysis, it was tested whether the variables in the study meet the basic assumptions of the simple mediation model. First of all, it is stated that there should be a significant relationship between the independent variable and the dependent variable, the independent variable and the mediator variable, and the mediator variable and the dependent variable (Hayes, 2018). In addition, when the mediator variable is included in the equation, it should change the strength or existence of the relationship between the independent and dependent variables. If the relationship between the independent and dependent variables becomes insignificant after the mediator variable is added to the model, it assumes a full mediation role, and if the relationship does not become insignificant but its strength changes significantly, it assumes a partial mediation role (Hayes, 2018). Within the scope of the research, the above assumptions were tested before conducting the simple mediation analysis and it was determined that the data met the assumptions.

Bootstrapping analysis, which is defined as a process that increases the reliability of the mediation model as a result of replicating the original data as a sample through imitation, states that the number of resampling should be at least 5000 (Hayes, 2009). Therefore, the data related to the simple mediation model in the study were analyzed with 5000 bootstrapping samples and their significance was evaluated based on a 95% confidence interval.

Findings

Figure 2. The mediating role of cognitive flexibility levels in the relationship between counselors' authenticity levels and their perceptions of multicultural counseling competence

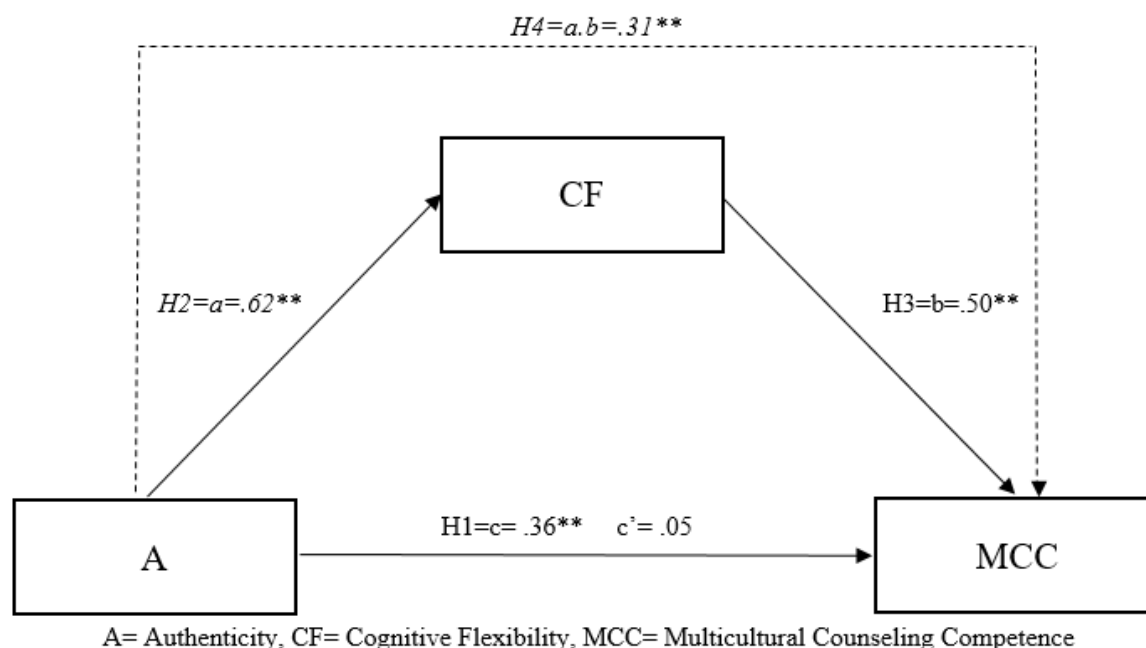


Figure 1 shows that the direct effect of counselors' authenticity levels on their cognitive flexibility levels is significant ($\beta=.62$, $p < .001$, CI= Lowest=.55, Highest=.67). In addition, the direct effect of counselors' cognitive flexibility levels on their MCC perceptions was found to be significant ($\beta=.50$, $p < .001$, CI= Lowest=.52, Highest=.74). The total effect of counselors' level of authenticity on their perceptions of MCC was found to be significant ($\beta=.36$, $p < .001$, CI= Lowest=.35, Highest=.54). On the other hand, the direct effect of counselors' authenticity levels on their MCC perceptions was insignificant ($\beta=.05$, $p > .05$, CI= Lowest= -.04, Highest=.17), whereas the indirect effect was significant ($\beta=.31$, $p < .001$, CI= Lowest=.26,

Highest=.37). In light of these findings, it can be said that counselors' cognitive flexibility levels played a full mediating role in the relationship between their levels of authenticity and their perceptions of MCC.

Discussion and Conclusions

In this study, the total effect of counselors' authenticity levels on their perceptions of MCC was found to be significant, while the direct effect was found to be insignificant. Instead, the indirect effect of counselors' authenticity levels on their perceptions of MCC through their cognitive flexibility levels was found to be significant.

Based on the findings, it can be said that being authentic is an important prerequisite for counselors' MCC perceptions; however, it is not sufficient alone. Prince (2003) found that therapists' inauthenticity negatively predicted their multicultural counseling competencies. On the other hand, this result does not mean that being authentic directly predicts multicultural counseling competencies. It seems to be an expected result that an individual who is trapped in their own culture is not sensitive to different cultures. On the other hand, the differentiation of an authentic individual from the dominant culture may not make that person culturally sensitive. As a matter of fact, it is stated that communication between individuals from two different cultures has possible consequences such as discrimination, where the dominant culture excludes the minority group, or marginality, where both cultures preserve their identities without interacting (Berry, 1974; 2008; 2015). In these negative consequences, it can be said that both sides authentically preserve their own cultures without being influenced by the other side's culture. However, it can be considered that this is not enough for a culturally sensitive attitude.

Counselors' cognitive flexibility levels were found to be an important component in the relationship between their authenticity levels and their perceptions of MCC. It is stated that culture affects the way of thinking and perception (Keller, 2020), and authenticity is related to an individual's inner morality and openness to different values (Taylor, 2003). Although studies examining the relationship between authenticity and cognitive flexibility are limited in the literature, it is seen that concepts closely related to these variables have been investigated. It is seen that mindfulness, which is accepted as a component of authenticity (Kernis & Goldman, 2006), is associated with cognitive flexibility (Akyüz, 2020) and has a predictive role in cognitive flexibility (Peker Akman & Demir, 2021). In addition, there are findings in the literature that authenticity is related to a number of concepts related to cognitive flexibility such as problem-solving skills (Nas, 2020; Pullu, 2019; Tekin, 2021), coping styles (Kernis & Goldman, 2006), creativity (Anbe, 2016; Pullu, 2019) and openness to experience (Xu et al., 2021). Therefore, it can be said that the findings of this study are consistent with the literature.

In this study, it was seen that counselors' cognitive flexibility levels directly predicted their perceptions of MCC. In the literature, some studies reveal a positive relationship between MCC and cognitive flexibility levels (Alan, 2020; Weide Shibl, 2010). In addition, Martinez and Dong (2020) found that cognitive flexibility as well as cognitive rigidity had a predictive role on MCC. In addition, it is seen that variables such as openness to experience and intolerance of uncertainty are related to cognitive flexibility (Güvenç, 2019). Therefore, it can be said that the findings obtained in the study are consistent with the literature. In light of all this information, considering that providing counseling to clients from different cultures implies new situations and uncertainty, counselors' high levels of cognitive flexibility are important in terms of their perceptions of MCC.

The results of this research provide important contributions to understanding the relationships between authenticity, cognitive flexibility and multicultural counseling skills of psychological counselors. It was found that psychological counselors' multicultural counseling competencies could be increased indirectly by increasing their authenticity levels. The increase in counselors' authenticity levels will increase their cognitive flexibility levels; therefore, their perceptions of MCC can also increase. In other words, since authentic psychological counselors can get rid of the dominant cultural norms and stereotypes, they can be more cognitively flexible and thus have a higher perception of MCC. In a nut shell, authentic counselors can increase the quality of their services with their cognitive flexibility in the multicultural counseling process.

Recommendations

Difference methods can be used within the scope of measurement in future studies. First, within the scope of this study, the simple mediation model is based on the total scores of the variables. In future studies, the issue can be addressed more comprehensively by including the sub-dimensions of the variables in the model. Second, although authenticity, which is the independent variable of this study, is a characteristic that psychological counselors should possess, it is seen that this concept has not been studied much in the field of Guidance and Psychological Counseling and has been studied in different fields such as philosophy and fine arts. It can be said that authenticity has different meanings for psychological counselors than its use in other fields. Therefore, it may be important to conduct more studies on the authenticity level of psychological counselors and to examine its reflections in the counseling process to fill this gap in the field. Also, it may be useful to develop a measurement tool that measures the authenticity levels of counselors in the counseling process.

Psychoeducational programs can be developed and implemented to increase the level of authenticity and thus the level of cognitive flexibility of counselors and counselor candidates to improve their perceptions of MCC. In addition, through theoretical and practical courses at undergraduate and graduate education levels, in-service training such as seminars and classes to be organized for professional staff, counselors' authenticity levels can be improved and they can be made more cognitively flexible; thus, their perceptions of MCC can be increased. Also, in the "Psychological Counseling Skills" course taught in Guidance and Psychological Counseling undergraduate programs of universities, activities related to cognitive flexibility can be included to increase students' perceptions of MCC. In these activities, methods such as discussion and case studies can be used to focus on the development of creativity, problem-solving, and coping skills related to cognitive flexibility.

Limitations

The majority of the study group consisted of school counselors working in public schools. In this context, psychological counselors working in counseling centers could have been studied. Another limitation of the study is that the study group was selected by convenient sampling method. A more heterogeneous study group could have been used with random sampling. Also, the dimensions of the MCC scale were not included in the analysis. The relationships of awareness, knowledge and skills dimensions with authenticity and cognitive flexibility could have been examined.

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Data Availability: All data in the article can be obtained from the authors upon request.

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RESEARCH ARTICLE

Investigation into Academic Perseverance Levels of Gifted Students Regarding Some Variables

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ABSTRACT

With positive psychology, more focus is placed on the strengths of individuals. Thus, in recent years, it has been seen that features, such as courage, optimism, hope, forgiveness, gratitude and perseverance, have been the subject of more research. However, features associated with positive psychology have not been adequately studied in gifted students. In this study, perseverance, one of the positive psychology concepts, was discussed and academic perseverance in gifted students was examined. In this context, this study aimed to examine the academic perseverance levels of gifted students regarding various variables. The study group of this research consisted of 152 gifted students attending the 5th and 6th grades. The data in this study were collected using the Academic Perseverance Scale. Descriptive statistics and t-test were used in the data analysis. As a result of the analysis, when the study findings were examined, the findings showed that the academic perseverance levels of the gifted students were above average and high. It was observed that the academic perseverance levels of gifted students did not differ significantly according to gender and school type but differed significantly according to grade level. The findings were discussed together with the studies in the current literature, and suggestions were presented to researchers and practitioners.

Before the 21st century, researchers generally emphasized the significance of intelligence for success. However, especially with positive psychology, it has been seen that intelligence alone is insufficient for success and it has been realized that perseverance has an important place in success (Farrington et al., 2012). In the literature, perseverance is defined as showing passion and determination for long-term goals. It includes perseverance and effort to overcome difficulties. In this context, perseverance is considered in two dimensions. While hopeful enduring difficulties constitute the first dimension, making an effort and maintaining motivation constitute the second dimension (Duckworth et al., 2007).

When the studies in the literature on the concept of perseverance are examined, it is seen that many variables are used. While some of these studies are positive variables, such as self-control, high academic performance, and cognitive ability, some are negative variables, such as anxiety, suicide, and depression (Credé et al., 2017; Kim, 2015). In recent studies, the concept of perseverance in specific areas is the subject of research (Serin,

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2021). Academic perseverance emerges as one of these special areas (Clark & Malecki, 2019). He expressed it as an individual characteristic in the field of education that students focus on their goals and are determined and resilient on the path to their goals. It is defined as having features that enable students to resist possible difficulties in educational life and overcome obstacles (Rojas et al., 2012).

Nowadays, low achievement has become an important situation in gifted students as well as in normally developing students (National Association for Gifted Children, 2015). In this context, concepts related to social-emotional development that will reduce failure and enable students to be more successful have been the subject of some research (Eklund, 2018; Snyder & Linnenbrink-Garcia, 2013). In these studies, social-emotional factors have been shown to be important in the success process (Mohler, 2019).

Students' success at school is sometimes highlighted by their families and sometimes by their teachers (Çelik & Sarıçam, 2018). However, this situation constitutes the main source of stress in students' lives (Kapıkıran, 2016). It is also a fact that academic experiences have an important place in human life due to the long education life. It is emphasized that effort is much more important than success in the academic life process (Sarıçam et al., 2016). For success, many positive characteristics, such as intelligence, confidence and creativity must be present together. However, it is emphasized that perseverance is necessary for both well-being and success (Duckworth et al., 2007). Studies on academic perseverance have concluded that academic perseverance significantly predicts life satisfaction and academic success (Clark & Malecki, 2019). In the study conducted by Jiang et al. (2019), it is stated that perseverance has a changeable and situational aspect.

Singh and Jha (2008) examined the trait of perseverance in university students. In this study, it was concluded that as perseverance levels increased, students' life satisfaction and positive emotions increased. Consistent results were obtained in the study conducted by Vinothkumar and Prasad (2016). In the study conducted by Salles, Cohen, and Mueller (2014), the findings showed that being determined reduced burnout at work and there was a significant relationship between well-being.

It can be said that perseverance has a positive relationship with many positive characteristics, both directly and indirectly. It can be stated that it contributes to the psychological well-being of individuals. The concept of perseverance has been researched with many variables. Some of these variables are concepts, such as awareness, hyperarousal, perfectionism, self-confidence and satisfaction (Mofield & Peters, 2015; Perrone-McGovern, et al., 2015). In addition to general perseverance, concepts, such as academic perseverance in specific fields, are just now being examined. In this context, academic perseverance is a new research field that has not been studied much yet.

Student success is one of the important goals of educational institutions. The National Association for Gifted Children (2015) called for more research on social-emotional development in the process of increasing the academic success of gifted students. Thus, it is thought that the gap between the potential and performance of gifted students will be smaller, and they can use their potential more effectively. More studies on social-emotional development and academic development are needed to fill the gap in the field. Within this scope, it is thought that measuring the perseverance trait, especially in gifted students, will be important. Based on this, the question "What is the academic determination of gifted students?" constitutes the problem statement. The following sub-problems were determined to reveal more detailed findings regarding the main problem statement.

1. What is the academic determination of gifted students?
2. Do the academic perseverance levels of gifted students differ according to gender, grade level and school type?

Method

Research Model

In this study, a descriptive survey model was used because it was aimed to examine the academic perseverance levels of gifted students. Descriptive studies are studies aimed at describing what is and determining what it is (Erkuş, 2017). The dependent variable of this research was the level of academic perseverance, and the independent variables were the genders, school types and grade levels of gifted students.

Working Group

152 volunteer gifted students attending BİLSEM in Aydın province constitute the study group of this research. The characteristics of the study group are presented in Table 1.

As shown in Table 1, 78 (51.3%) of the gifted students in the study group were female, and 74 (48.7%) were male. 73 (48%) of the gifted students continued to the 5th grade and 79 (52%) to the 6th grade. When looked at by school type, 77 (50.7%) gifted students went to state school and 75 (49.3%) gifted students went to private school.

Table 1. Demographic Characteristics of the Working Group

Variables		f	%
Gender	Female	78	51,3
	Male	74	48,7
Grade Level	5	73	48,0
	6	79	52,0
School Type	State	77	50,7
	Private	75	49,3
Total		152	100

Data Collection Tool

In this research, a personal information form was used to reach the demographic characteristics of the students and the "Academic Grit Scale" was used to measure their academic perseverance levels.

Personal Information Form. The personal information form was prepared by the researchers. There were questions to determine the gender, grade level, school type, number of siblings and sibling order of the gifted students participating in this research.

Academic Grit Scale (AGS). Academic Grit Scale (Academic Grit Scale) was developed by Clark and Malecki (2019) for secondary school students and adapted to Turkish by Sağkal et al. (2020). The measurement tool consists of 10 items and a single dimension. In the Likert-type measurement tool, students can mark one of the options "does not apply to me at all," "does not apply to me," "applies to me a little," "applies to me mostly" and "applies to me completely." The lowest score from the scale is 10 and the highest score is 50. A high score of the students is interpreted as a high level of academic perseverance and a low level of academic perseverance is interpreted as a low level of academic perseverance. During the adaptation of the scale to Turkish, Cronbach's alpha coefficient was .92 and test-retest reliability was .90. Item-total correlations ranged from .63 to .80. As a result of all analyses, it has been concluded that the Turkish form of the scale is a valid and reliable measurement tool (Sağkal et al., 2020).

Data Collection

During the data collection process, necessary permissions were first obtained from the researchers who adapted the measurement tool. Later, official permission for this research was obtained through correspondence, and consent forms were received from the parents of the volunteer students who wanted to participate in this research. In addition, ethics committee approval was received from the Aydın Adnan Menderes University Rectorate Educational Research Ethics Committee with decision no 2022/4-XIV. After all permissions were obtained to conduct this study, gifted students were allowed to fill out the measurement tool at their appropriate time.

Data Analysis

SPSS 21 program was used to analyze the data. First, descriptive statistics were used on the data obtained and frequency, percentage calculations, standard deviations and arithmetic averages were used. It was checked whether the data obtained showed normal distribution and the skewness and kurtosis values of the data were

examined. As a result of the analysis, the skewness value of the academic perseverance score was calculated as -1.008 and the kurtosis value was calculated as 1.022. According to Field (2009) and Kalaycı (2014), the kurtosis-skewness value being between -2 and +2 indicates a normal distribution. Thus, it was determined that the data obtained showed a normal distribution. In line with these results, parametric test statistics were used to analyze the data. In pairwise comparisons, "independent group t-test" was used for gender, grade level and school type variables.

Findings

The findings obtained regarding the sub-problems of this research are included in this section.

“What is the academic perseverance determination of gifted students?” The finding regarding the question is presented in Table 2.

Table 2. Academic Perseverance Level Score of Gifted Students

	n	\bar{X}	sd
Academic Perseverance Level	152	41,70	6,47

Considering the average scores of gifted students according to Table 2, the academic perseverance level was $\bar{X} = 41.70$. Considering that the lowest score obtained from the scale is 10 and the highest score is 50, it can be stated that the academic determination levels of gifted students are high.

When Table 3 is examined, as a result of the analyses regarding the gender of gifted students, it is seen that there is no significant difference ($p > .05$) between the academic perseverance levels of gifted female students and gifted male students.

Table 3. t Test Results of Academic Perseverance Level Scores of Gifted Students

		n	\bar{X}	ss	t	p	Cohen's d	
Academic Perseverance	Gender	Female	78	42.22	6.62	1.005	.31	0.16
		Male	74	41.16	6.30			
	Grade Level	5 th Grade	73	42.78	5.02	1.991	.04	0.32
		6 th Grade	79	40.71	7.46			
	School Type	State	77	41.74	6.38	.070	.94	0.01
		Private	75	41.67	6.60			

According to this finding, it can be said that gifted female students and male students show similar characteristics in terms of academic determination.

As a result of the analysis of the grade levels of gifted students, it was seen that there was a significant difference ($p < .05$) between the academic perseverance levels of gifted 5th grade students and gifted 6th grade students. According to this finding, it can be said that the academic perseverance scores of gifted 5th grade students are higher than gifted 6th grade students.

As a result of the analysis regarding the school type of gifted students, it was seen that there was no significant difference ($p > .05$) between the academic perseverance levels of gifted students attending public schools and gifted students attending private schools. It can be said that the academic perseverance scores of gifted students are similar depending on the type of school. The effect size calculated to evaluate the real difference in mean scores between the groups was low in academic perseverance level scores according to gender ($d = .16$), medium in grade level ($d = .32$) and low in school type ($d = .01$). Cohen (1988) stated that if the d value is less than .2, the effect size will be considered weak, if it is .5, it will be considered medium, and if it is greater than .8, it will be considered strong.

Discussion, Conclusion and Recommendations

There are limited studies in the literature on the determination and academic perseverance of gifted students. Therefore, in this section, the results of the current study are discussed, including research conducted on typically developing students and some variables related to positive psychology. The current study aimed to examine the academic perseverance levels of gifted students regarding some variables. As a result of the

analyses made in this context, it was seen that the average academic perseverance levels of gifted students were quite high. Serin (2021), who reached a similar conclusion with this finding, examined the academic perseverance levels of 4th-grade students and found that the academic perseverance levels of the participants were high.

When the characteristics of gifted students are examined, characteristics, such as being curious and persistent, support this result of the current research. It is possible that academic perseverance, a special area of perseverance considered a psychological feature, will also be high in this sense. The success of individuals in a job depends on their determination and perseverance in that job (Sarıçam et al., 2016).

Peterson and Seligman (2004) state that perseverance can be learned. Based on the fact that students' perseverance characteristics can be improved, some studies have shown an increase in the participants' perseverance. A 10-session psycho-educational program was developed and implemented in one of these studies. As a result of the research, it was concluded that the perseverance levels of the students in the experimental group increased (Ekinçi & Hamarta, 2020). As Tough (2012) stated, determined children are more likely to be more successful individuals in the future. In this context, it is thought that it would be effective to plan studies in this direction for gifted students.

In the current study, the high levels of determination of gifted students can be explained by the characteristics of gifted students. It is also thought that the special education received by gifted students contributes to this situation. Studying at BİLSEM until secondary school gave them the opportunity to realize the importance of effort. Additionally, their high mental skills might contribute to their determination.

It has been observed that there is no difference in the academic perseverance levels of gifted students according to gender and school type. There are studies in the literature that support this finding. In the study conducted by Serin (2021), it was determined that there was no difference between the academic perseverance scores of the participants according to gender. Similarly, in the study conducted by Yıldız (2019), Duckworth et al. (2007), Gümüş (2021), Taytaş (2021) and Kaynar (2021), there was no difference in students' perseverance levels according to gender. Akyıldız (2020), who obtained the inconsistent results with these results, found a difference in students' perseverance levels according to their gender.

It was concluded that the academic perseverance levels of 5th-grade gifted students were higher than the academic perseverance levels of 6th-grade gifted students. Kaynar (2021) examined the concept of perseverance in university students and found differences according to grade levels. The determination levels of 2nd-grade students were higher. Gümüş (2021) examined the perseverance levels of high school students and found a significant difference according to grade level. It was concluded that the determination levels of 9th-grade students were higher than other grade levels. In the study conducted by West et al. (2016), it was observed that students' perseverance levels decreased as the grade level increased. While all these studies support the result in the current study, inconsistent results were obtained in the study conducted by Yıldız (2019). In this study, no significant difference was found in the perseverance scores of the participants according to their grade levels (9-12 grade levels).

In the current study, the lack of differentiation in perseverance level according to gender and school type can be explained by the fact that perseverance is also related to personality traits. Perseverance, like other character traits, is affected by both genes and environment (Duckworth, 2018). In addition, this may be the reason for the lack of variation according to school type. It can be stated that the developmental period of gifted students has an effect on the differentiation according to grade level.

Researchers, such as Ziegler and Stoeger (2012), Fletcher and Sampson (2012), Mofield and Peters (2015) and Reis and McCoach (2000), have conducted research on the social-emotional development of gifted students. In these studies, it has been determined that perfectionism has different effects on the success of gifted students. It is stated that concepts, such as emotional awareness, sensitivity, emotion regulation, and subjective well-being, are important factors in the success of gifted students (Snyder & Linnenbrink-Garcia, 2013). It is a fact that the abilities of gifted students will further develop with effort, which is one of the cornerstones of

perseverance (Dweck, 2006). Therefore, effort and struggle are important for gifted students to build success (Yeager and Dweck, 2012). Dixson et al. (2016) examined the concepts of courage, hope, and academic self-efficacy in gifted students and examined their impact on academic success. It was observed that all three variables examined strongly affected the academic success of gifted students.

Mofield and Peters (2018) found in their study that the relationship between perfectionism and success attitudes was high. Blaas (2014) stated that social-emotional difficulties and failure are inextricably intertwined. Olszewski-Kubilius (2017) emphasized that concepts, such as motivation, perseverance, endurance and courage are important levers of success. Mohler (2019) applied an intervention program in his study. After the intervention program, it was found that disciplined work, courage and perseverance were important and positive variables affecting the general intelligence level.

Students' success in life is much more important than their success in school. Individuals who are resilient, do not give up and show perseverance will often achieve success in their lives thanks to these characteristics they possess. Efforts to help gifted students achieve success in their lives should be increased. In this context, first of all, it can be recommended to conduct more research on the perseverance characteristics of gifted students. Thus, the studies to be conducted will provide us with the opportunity to understand gifted students better. In this way, data can be obtained that will shed light on the further development of their perseverance characteristics.

Psycho-educational programs can be developed to develop the determination of gifted students further. Studies to be conducted in this context are significant regarding evidence-based practices. This study was conducted by collecting data from 5th and 6th-grade gifted students attending BİLSEM. Working with gifted students in different BİLSEMs and different developmental periods will contribute to filling the gap in the field. In addition, the current study examined the differentiation between students' demographic characteristics and academic perseverance scores. Different psychological or demographic characteristics can also be considered, and the relationship or predictive levels between them can be examined. With the increasing importance of positive psychology today, research on other positive psychology concepts can be planned with gifted students.

In summary, the concept of perseverance has come to the fore with the realization that perseverance is an important predictor of success. Determined individuals can continue to work tirelessly to achieve their goals over and over again. He tries hard to achieve what he wants and maintains his goals even in the face of difficulties. While determined individuals achieve success, they also get satisfaction from the difficult process they face. Not only success comes with success, but also happiness, self-confidence and well-being. In this context, many studies need to be conducted to shed light on the concept of perseverance and its specific areas. It is important to include gifted individuals as well as normally developing individuals in these studies.

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RESEARCH ARTICLE

Problems Encountered in the Counseling Process in the Context of Cultural Sensitivity and Coping Methods: Opinions of School Counselors

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ABSTRACT

In this study, it is aimed to examine the problems that arise in the context of cultural sensitivity in the counseling process and the methods of coping with these problems based on the views of school counselors. The study included a total of 35 participants, with 25 female and 10 male, who had a minimum of three years of professional experience in private and public schools during the 2021-2022 academic year. Interviews were conducted digitally on the Zoom platform using a semi-structured form developed by the researcher. All interviews were subjected to content analysis. According to the results of the data analysis conducted with the Maxqda 2020 program, the participant's perspective on the concept of cultural sensitivity consists of self-awareness, respect, and acceptance of different cultures. The most important cultural challenges reported by the participants were gender and sex, different value judgments, socioeconomic status, and language. Feelings of inadequacy and desperation were reported as the most intensely felt emotions in the face of these challenges. Participants reported using various methods to overcome cultural challenges, such as consulting colleagues, gaining knowledge, and making various suggestions to overcome cultural inadequacies. It is thought that the findings obtained in this study will create an important awareness as it is a first in the literature, and it is hoped that it will contribute to policymakers, counselor educators, counselor candidates, and all counseling professionals in this field.

Multicultural counseling has been considered as a "fourth force" alongside traditional theories such as psychoanalytic, humanistic and cognitive-behavioral theories and has begun to be considered as a general approach that includes all other theories explaining human behavior (Pedersen, 1991). Multicultural counseling approach is defined as an approach in which counselors are aware of the effects of their culture on the counseling process in their relationships with their clients who are similar and dissimilar to them and use intervention methods and techniques appropriate to the cultures of their clients (Erkan, 2020; Sue, 2001; Sue & Sue, 2016). Since the early 2000s, researchers in Türkiye have started to conduct various studies and researches influenced by multiculturalism studies in the world. In Turkish literature, concepts such as "multiculturalism (Kararımak, 2008; Lüleci, 2014; Mocan-Aydın, 2000)," "multicultural counseling (Hatunoğlu, 2017; Kağnıcı, 2013; Kararımak & Aydın, 2007)," "cultural sensitivity in counseling (Doğan, 2000; Erdur-Baker, 2007)," or "culturally sensitive counseling (Aydın, 2014; Bektaş, 2006; Erkan, 2020; Koç,

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2003)" have been used to convey a similar meaning. In the international literature, terms such as cultural sensitivity, cultural awareness, cultural competence, culture-related competence, and multicultural competence are commonly used. The most frequently encountered term is cultural sensitivity (Whaley, 2008). In this study, the term 'culturally sensitive counseling' was preferred as it was thought to be more appropriate to the philosophy of counseling.

When we examine the need for research on cultural sensitivity from the perspective of Türkiye, it is argued that there are 47 sub-ethnic cultures in Türkiye and these are divided into sub-groups (Yüksel, 2011). In addition, there are 17 different languages and six different religious beliefs in the country and these are also divided into subgroups. Although this classification is made only in terms of ethnicity and religion, it is emphasized that Türkiye has a multicultural structure when other cultural elements are considered (Önder, 2007). In addition, when differences in sexual identity, disability status and intergenerational differences are taken into account, cultural sensitivity has an important value in Türkiye (Sezer, 2017). On the other hand, Türkiye is a country receiving migration due to its geographical location. It is reported that more than 3.5 million refugees have migrated to Türkiye in the last ten years (Akyıldız, 2022). Given this rich cultural diversity, it is believed that research on cultural sensitivity will increasingly gain significance in the field of counseling, which primarily centers around effective communication and interaction with individuals. It is emphasized that counseling services should be adapted to culturally diverse populations and experts should be competent to work with clients with cultural differences (Hays, 2008).

In Türkiye, there are schools in every region, regardless of province, district, village or neighborhood, and the psychological counseling process in these schools is carried out by school counselors. In the counseling process to be carried out in schools, students, i.e. clients, will participate in the process as a member of the culture in which they are located and will carry their own individual culture to the counseling process. For this reason, it is important for school counselors to be aware of their perceptions of different cultures, to understand the needs of their clients and to develop appropriate intervention skills for them (Kağnıcı, 2021). Knowing the difficulties faced by school counselors in this context and examining the coping skills they develop will provide reference for future research and practices.

According to the multicultural counseling approach, a healthy therapeutic relationship is only possible if counselors respect the diversity of their clients and understand the culture they are a part of (Corey, 2008; Launikari & Puukari, 2005; Pumariega et al., 2005; Sinclair & Monk, 2005). Otherwise, as Ljungber (2006) puts it, counselors will be experts who build walls against other individuals who are not from their own culture and experience cultural confinement. Similarly, it is important for counselors to be aware of the fact that their own cultural characteristics as well as their attitudes and prejudices are fed by their cultural background. Therefore, two questions such as "What does the client mean to me?" and "What do I mean to the client?" gain importance in the counseling process.

The answers to these questions are vital for the successful progress of the counseling process (Launikari & Puukari, 2005). Limited or no awareness of the client's own cultural values and attitudes can reduce or prevent the effectiveness of the process (Şahan & Akbaş, 2018). From the perspective of the clients, when they are given the chance to choose, they may prefer to work with psychological counselors with similar characteristics. However, in order for the process to progress and achieve success, it is not enough to have only similar characteristics (Erdur Baker, 2007). In this context, psychological counseling needs to have culturally sensitive competencies that include respect for individual differences and empathy.

The lack of these competencies can be a barrier to the success of the counseling process. Counselors' prejudices and attitudes, the existence of contradictory ideas about cultural sensitivity, irrational reasoning, philosophical underpinnings of counseling approaches can be barriers to effective culturally responsive counseling (Akalm & Türküm, 2021). For this reason, there are some competencies that counsellors should have in order to carry out the culturally sensitive counseling process efficiently. According to the Association for Multicultural Counseling and Development (AMCD), these competencies are a) being aware of the counsellor's own subjective evaluations and biases, b) understanding the worldview of clients from different cultures, and c) determining appropriate intervention methods and techniques. These competencies, which are divided into three dimensions: beliefs and attitudes, knowledge and skills, are the skills that every counsellor should have

in order to conduct a successful culturally sensitive counseling process (Sue et al., 1992). Counselors in Türkiye should be aware of the problems of their clients, adapt theories and skills in accordance with the needs of their clients, be aware of the effects of their clients' differences on the counseling process, and be aware of the effects of these differences on their attitudes and prejudices (Turkish Psychological Counseling and Guidance Association, 2011).

According to the researches, inadequacy in cultural sensitivity leads to the following results: a) a decrease in the empathic attitude of the counselor towards the problem experienced by the client (Ridley et al., 1994; Wrenn, 1985), b) problems such as an increase in the error rate encountered in determining appropriate intervention methods (Atkins et al., 2017), and c) negative consequences such as the inability of clients belonging to ethnic minority groups to benefit from psychological help services and early termination of the process (Ridley et al., 1994; Sue, 2001). When the negative outcomes are evaluated, it is stated that it is important for counselors to improve their awareness in order to increase cultural sensitivity (Torres-Rivera et al., 2001).

In Türkiye, Guidance and Psychological Counseling services are mainly provided in educational institutions (Korkut-Owen, 2007). The Vocational Qualifications Authority of Türkiye (VQA) emphasizes the importance of school counselors possessing the requisite competencies to offer culturally sensitive counseling (VQA, 2017). Similarly, the ethical standards of the Turkish Counseling Association (2011) emphasize the need to respect individual differences and pay attention to cultural background.

In Türkiye, psychological counseling and guidance professionals are trained at the undergraduate level, and the emphasis on cultural sensitivity is relatively new. In recent years, an elective course on culturally sensitive counseling has been added to the curriculum (Kağnıcı, 2021). Given that some school counselors may not have completed a culturally responsive counseling course, or may have only partial knowledge without full internalization, this study was designed to investigate their proficiency and competence concerning cultural sensitivity. It also aims to explore their attitudes towards cultural sensitivity, identify any encountered challenges, and propose strategies for coping with them. In Türkiye, many studies have been conducted to determine the difficulties faced by school counselors in educational environments (Hatunoğlu & Hatunoğlu, 2006; Hamamcı et al., 2004; Karataş et al., 2013; Parmaksız & Gök, 2017; Tuzgöl-Dost & Keklik, 2012), and in studies examining the needs and problems of counselors working with foreign (Syrian) students, it was stated that the problems encountered were lack of language and education (Ay-Yılmaz, 2019; Özel, 2018). The lack of an in-depth study addressing the difficulties related to cultural sensitivity, except for foreign (Syrian) students, increases the importance of this study. Uncovering counselors' perceptions of working with clients from different cultures may be a critical step in taking precautions to provide effective, sensitive, and culturally appropriate counseling services. Schools are the first social environments to which students apply. Receiving effective psychological counseling will affect both their ability to solve their current problems and their attitudes toward seeking psychological help in the future. It is thought that identifying the obstacles to culturally sensitive counseling and determining how to deal with these problems will form an important basis for the psychological counseling process to be successful and to respond to the needs of clients more effectively.

Another significant aspect of this research pertains to its methodology. A review of studies focused on the culturally responsive counseling approach reveals a predominant use of quantitative measurement methods (Ağ, 2017; Aydın, 2014; Bakioğlu, 2017; Lülecı, 2014; Özer, 2014; Yıldırım, 2020) with an emphasis on determining various variables and predictors (Aydın & Şahin, 2017; Buyruk Genç, 2019; Korban, 2018; Lülecı, 2014; Sezer, 2017). However, there is a dearth of interview-based data, a qualitative method that allows for obtaining in-depth insights from participants. It is anticipated that the data gathered through this study, which examines the perspectives and experiences of the participants, will make a valuable contribution to the evolution of a culturally sensitive approach for both current and future school counselors and candidates, thereby advancing the field as a whole.

Purpose of The Research

In this study, it is aimed to obtain the opinions of school counselors about the problems they face within the framework of cultural sensitivity and their coping methods. In line with this purpose, answers to the following questions were sought within the scope of the research.

1. What are school counselors' views on the concept of culturally sensitive?
2. What are school counselors' views on cultural differences that require cultural sensitivity?
3. How do school counselors evaluate the effects of their own culture on the counseling process?
4. What are the challenging cultural elements that school counselors face in the counseling process?
5. How do school counselors feel about the challenging cultural elements they encounter in the counseling process?
6. What are the coping methods used by school counselors for the challenging cultural elements they encounter in the counseling process?
7. What are school counselors' views on the cultural sensitivity and adequacy of counseling approaches used in schools?
8. What are the opinions of school counselors about the areas they need to carry out the culturally sensitive counseling process more effectively?

Methodology

Research Design

In this qualitative study, school counselors' perspectives were examined using a phenomenological research design. According to Yıldırım and Şimşek (2016), the data sources in phenomenological research are individuals or groups who have directly experienced the situation in question and can provide insights into it. In line with this, the research was carried out using a phenomenological design to gather the views of school counselors regarding the challenges they encounter in the context of cultural sensitivity, as well as their coping strategies.

Participants

The study group of this research consists of school counselors with at least three years of professional seniority in schools in different regions representing different cultural experiences and at various teaching levels. In order to gain a certain amount of professional experience, psychological counselors who are new to the profession were not included in the study. In order to create a heterogeneous group of school counselors, a purposive sampling method including criterion sampling was used. Purposive sampling is preferred when it is desired to work with groups that meet one or more situations that have certain characteristics or meet certain criteria in accordance with the purpose of the research (Koç-Başaran, 2017). A total of 35 participants, 25 female and 10 male, voluntarily participated in the study. For in-depth interviews, interviews with approximately 30 people are considered sufficient in terms of sample size (Başkale, 2016). Since it was desired to collect data from all regions, data completeness was reached with 35 people. Care was taken to ensure that the participants were from different regions and cities, and an interview request was sent to one person who met the research conditions. The cities of the volunteer participants who agreed to be interviewed were determined on a voluntary basis. Trabzon, Giresun, Tokat, Samsun and Kastamonu from the Black Sea region; Kayseri, Ankara and Konya from the Central Anatolia region; Mersin Isparta, Hatay and Adana from the Mediterranean region; Afyon, Muğla, İzmir, Denizli and Manisa from the Aegean region; Bitlis, Hakkâri, Van, Erzurum and Muş from the Eastern Anatolia region; Şırnak, Urfa, Mardin, Gaziantep and Diyarbakır from the Southeastern Anatolia region; Tekirdağ, İstanbul and Kocaeli from the Marmara region. It is seen that 60,6% (f=23) of the participants are 25-30 years old, 21% (f=7) are 30-35 years old and 18,4% (f=5) are 35 years old and above. 80% (f=28) of the participants have bachelor's degree and 20% (f=7) have master's degree. 34,3% (f=11) of the participants have 3-5 years of experience, 44,8% (f=18) have 6-10 years of experience, and 20,9%

(f=6) have more than 10 years of experience in school counseling. Of the school counselors, 2.9% (f=1) work in kindergarten, 17.1% (f=6) in primary school, 42.9% (f=15) in secondary school and 37.1% (f=13) in high school. It is seen that 2,9% (f=1) of the participants live in villages, 20% (f=7) in districts, 20% (f=7) in small cities and 57,1% (f=20) in metropolitan cities. It is seen that 5,7% (f=2) of the participants work in villages, 34,3% (f=12) in districts, 17,7% (f=6) in small cities and 42,9% (f=15) in metropolitan cities. While determining the participants, attention was paid to the fact that the undergraduate degree was in guidance and psychological counseling.

Data Collection Tools

In this study, a personal information form and a semi-structured interview form developed by the researcher were used to collect data. The demographic information of the school counselors was determined through the personal information form developed by the researcher by reviewing the literature on seniority, the campus unit where they live and the levels of the institution they work in. In accordance with the purpose of the interview, a literature review was conducted and a semi-structured interview form was developed. Semi-structured interview questions were prepared for the problem and sub-problem situations in accordance with the research purpose. Before the pilot interview was conducted, the semi-structured interview questions were taken to the opinions of field experts who have conducted studies on cultural sensitivity/multicultural counseling. Expert opinions were obtained from four field experts, two professors and two assistant professors in the field of Guidance and Psychological Counseling from three different state universities. In line with the feedback received, a new semi-structured interview form consisting of 10 questions was created by editing repetitive questions that were not suitable for the purpose of the research. Pilot interviews were conducted with two school counselors to test the functionality and comprehensibility of the semi-structured interview form. After the expert opinion and pilot interviews, the semi-structured interview form was made suitable for data collection. The open-ended questions and additional probing questions in the semi-structured interview form were prepared in the preparation process within the framework of the opinions of the experts and the literature and made ready for the application.

Data Collection Process

The data of the study were obtained through interviews with school counselors working in private and public institutions affiliated to the Republic of Türkiye Ministry of National Education in December and February of the 2021-2022 academic year. Interviews with the participants were conducted through online channels (Zoom platform) due to the Covid-19 pandemic and the distance of the participants from the researcher. Participants were informed about the research topic and process before the research and informed consent form and video and audio recording consent documents were sent. Interviews were recorded by video and audio recording with the permission of the participants. The interviews lasted an average of 35 minutes, the shortest being ten minutes and the longest 75 minutes. Immediately after the interviews, interview transcripts were made and explanatory notes were kept on the interviews. Participants were informed that the research was voluntary and that they could terminate the interview at any time. Great care was taken in keeping the records and the information recorded was made accessible only to the researchers.

Data Analysis

The data of the study were collected during the interviews with the participants and transcripts of the interview records were created with the code names "P1, P2...." given to the participants immediately after the interviews. Content analysis method was used to analyze the data. The aim of content analysis is to organize the data obtained within the framework of certain themes and codes and to organize and interpret them under certain headings in a way that the reader can understand (Sağlam & Kanadlı, 2019). Before analyzing the data, the transcripts created by the researcher were read again. Maxqda 2020 program was used to analyze the data, and 264 pages of data consisting of interview transcripts were analyzed. After the data analysis, primary coding was carried out by the researcher. Primary coding was followed by secondary coding and the codes obtained by the researcher were divided into categories that were thought to address similar purposes. The codes organized under categories were combined under themes in accordance with the research purpose. As a result

of the data analysis, 5 main themes, 22 sub-themes and 251 codes were obtained. In order to ensure reliability, opinions were received from field experts and the data analysis process was finalized by making the necessary revisions within the framework of the feedback received.

Researcher's Role

In qualitative studies, the role of the researcher is important in designing the research, collecting the data, analyzing the data and reporting the findings (Fink, 2000). The fact that the first writer's undergraduate and first professional experience took place within the framework of her own culture prevented her from encountering cultural differences frequently. She started to experience professional difficulties arising from cultural differences when she started working in a different region. She observed that other colleagues who were not familiar with the dominant culture of the region had similar problems with her and had difficulty in coping with these problems. She initially designed the research based on the ethnicity, sect and language differences she encountered, but when she reviewed the literature, she realized that these cultural elements were addressed in a broader framework and expanded the scope of her research to include multiculturalism elements. In all processes from the planning of the research to the reporting of the research, ethical principles were tried to be adhered to and the studies carried out were carried out within this framework. The researcher tried to adopt an objective attitude in the interviews and realized a data collection process in which the participants were motivated to actively participate thanks to their professional experience.

Validity and reliability findings of the study

In this study, certain criteria used in qualitative research were taken and references to validity and reliability were tried to be established. In the study, the criteria used for credibility, transferability, reliability and confirmability (Guba & Lincoln, 1982) were discussed.

Credibility. Following the review of the literature, semi-structured interview questions were prepared by taking the opinions of experts who have conducted studies in the field and on the research topic. The researcher used her professional skills to ensure that the participants gave sincere answers. The data obtained by obtaining participant confirmation was re-evaluated with 2 participants. It was tried to ensure credibility in the research by getting the information that the sentences were conveyed verbatim.

Transferability. In this study, in order to ensure the transferability of the research, detailed information about the sampling method, number of participants, demographic characteristics, limitations of the research, data collection methods and tools are explained in the relevant sections.

Reliability. In order to ensure the reliability of the research, inter-coder agreement was checked during the data analysis process. A certain part of the research was coded by another researcher and Maxqda program was used to check the agreement between the coders. Through the program, the data set of two different coders was analyzed and the kappa statistic was measured. Kappa test result was .42 Kappa test takes a value between 0 and 1 and reliability is accepted for .40 and above in the analyzes (Wynd et al., 2003). The obtained kappa value of 0.42 ultimately indicates a moderate level of agreement. It is believed that this situation arises from the influence of the evaluators' subjective perspectives. However, since this value falls within the accepted reliability threshold, the data is considered reliable.

Confirmability. The raw data obtained from the interviews were re-presented to the participants and they were asked to give feedback to the statements that they thought did not reflect themselves. The participants confirmed that the statements were their own.

Findings

In this section, the findings obtained as a result of the data analysis are presented based on the views of the participants regarding the questions asked for the sub-objective of the research.

School Counselors' Views on the Concept of Culturally Sensitive

In the interviews with school counselors, the question "What does the concept of culturally sensitive mean to you?" was asked for the sub-objective of the research. In Table 1, the codes related to the theme of "Knowledge

and Awareness" are presented as a table and the reference sentences containing the opinions of the participants are given.

Table 1. Participants' views on the concept of cultural sensitivity

Theme	Codes	Frequency
Knowledge and Awareness	1. Understand different cultures	18
	2. An attitude of acceptance of different cultures	15
	3. Show sensitivity	15
	4. Respect	13
	5. Treat all cultures equally	8
	6. Our basic principles in psychological counseling	2
	6.1. Unconditional acceptance	22
	6.2. Empathy	13
	6.3. Flexibility	7
	6.4. Being tolerant	5
	6.5. Being understanding	3
	6.6. Transparency	1

"I think that the concept of culturally sensitive is to fully accept the existence of all cultures and to evaluate and accept each culture on its own basis and the person it has within it when approaching them." (P21) stated that cultural sensitivity is to be accepting towards different cultures and to evaluate the individual within the cultural framework in which they i in with this awareness. The views of one of the participants who frequently emphasized unconditional acceptance and empathic approach are as follows: "It means that I should not only look at an event from my own point of view, but also from their point of view. As a psychological counselor, I find it very important to be able to feel empathy. This concept of empathy is also very meaningful and very valuable to me in terms of cultural sensitivity." (P15).

Participants who stated that awareness of the existence of different cultures other than their own is important also mentioned the perception of normality. (P29) expressed the views that a phenomenon that is normal in one culture may be considered abnormal in a different culture as follows: "It means that I am aware of the fact that not only based on the culture I grew up in, but also that they may have come from different cultures, that something that is abnormal for my culture may be normal for them."

The main reference point of the participants' views on the concept of cultural sensitivity is the basic principles of psychological counseling; self-awareness and being accepting towards different cultures, having knowledge about different cultures and having an egalitarian approach towards different cultures.

Findings on School Counselors' Views on Cultural Differences Requiring Cultural Sensitivity

In the interviews with school counselors, the question "What are the cultural differences that require cultural sensitivity?" was asked for the sub-objective of the research. In Table 2, the codes related to the theme "Differences that require cultural sensitivity" are presented as a table and the reference sentences containing the opinions of the participants are given.

Table 2. Participants' views on cultural differences that require cultural sensitivity

Theme	Codes	Frequency
Differences that require cultural sensitivity	1. Language	28
	2. Religion	21
	3. Sex / Gender	19
	4. Ethnic origin	15
	5. Family structure and attitude	11
	6. Lifestyle	10
	7. Geographical location	8
	8. Socioeconomic level	8

9. Different value judgments	7
10. Perspective	6
11. Political opinion	3
12. Sexual orientation	3
13. Identity gains	2
14. Disability status	1
15. Being in a minority position	1
16. Age	1
17. Marital status	1

Participant (P33), who stated that cultural differences that require cultural sensitivity are determined by feeding on subjective experiences: *"In my opinion, this may vary according to the most important element in people's lives. For some people, religion is very important, it is religion for that person. If they is a person whose racism is predominant, or if they are very fond of his/her own nation and race, it is race for that individual."*

Stating that individuals can even have different neighborhoods in the same community, the participant said that this small change can make a difference in individuals: *"I think even something is effective, you know? Neighborhood, neighborhood culture. Because even those who live in different neighborhoods have very different cultures or age, the period they were born...Here, age, the neighborhood they live in, the structure of their family, the family's attitude to raising children, I think they all affect the culture of the person."* (P12) The participant stated that age and family structures are cultural differences that require cultural sensitivity.

The opinions of the participants regarding cultural differences that require cultural sensitivity are as follows:

"Simply put, I work with Syrian students. Language comes to my mind first. There are many sub-ethnic groups in Türkiye and the group I work with is Syrian students, language comes first. Then there are sectarian differences, which are subgroups of religion, although not so much religion. There are sub-sects of Islam. Socioeconomic level comes to mind. Right now I work with people who are in a very poor economic situation, but there are also people with a very good socioeconomic status among them. Or there are those who are really much worse, there is the middle level. Apart from that, I think of political views. People's perspectives on life can actually stem from cultural differences. I think the saying that geography is destiny is true in certain areas." (P2)

"It could be family structures, the concept of gender, the perspective of boys and girls. It can be marital status. Apart from that, it could be whether the other person has children or not. Then, it could be the way they speak or their lifestyle, religious life, that is, their view towards religion. In my opinion, these can be cultural differences that require cultural sensitivity." (P3)

"There are many different languages in the regions where we work. Even though we live in the same country, language is actually one of the main ones. I have worked in the east and I am working in the west now. We can call language among the differences. Likewise, sometimes we encounter homosexual or other clients or students with sexual preferences, sexual identities." (P22).

"Religion, gender, color, ethnicity, as you just mentioned, our origin, our socioeconomic status, whether we live in the village or in the center. I mean, even these are the points that we will include cultural sensitivity." (P26)

"It's basically a lifestyle for me. What I call lifestyle can include many things. I don't know, it could be clothing, it could be the way of speaking, it could be someone who came from a region, someone who came from that region, someone who doesn't speak Istanbul Turkish, or someone who comes from Eastern Anatolia, or someone who speaks a different language, we used to speak Kurdish and then they could hardly speak Turkish, or someone who speaks Turkish and doesn't speak Kurdish working in the east, it could be language. It could be ethnic origin, it could be gender. In addition, evaluating gender in the context of gender roles can also be something that requires sensitivity to culture... When we put the culture part, I think of things like gender, socioeconomic level, religion, language, ethnicity. Lifestyle can basically be called lifestyle." (P32).

One of the participants (P31) said, *"Also the disability status, actually, let me not forget this. If the person has any type of disability, I think it also expresses that difference."* emphasized the dimensions of multiculturalism by emphasizing disability.

Findings on How School Counselors Evaluate the Effects of Their Own Culture on the Counseling Process

For the sub-objective of the study, the participants were asked the question "How does your own culture affect the counseling process?". In Table 3, the codes related to the theme of "Self-awareness" are presented as a table and the reference sentences containing the views of the participants are presented.

Table 3. Participants' Views on the Effects of Their Culture on the Counseling Process

Theme	Codes	Frequency
Self-awareness	1. Self-awareness	53
	2. Impact of culture on the process	43
	3. Defining its culture	31
	4. Prejudiced approach	15
	5. Conflict of norms	10
	4. Growing up with certain cultural codes	4

Note. The same statements were stated by more than one participant.

In their statements, the participants frequently emphasized that self-awareness serves as a roof, and awareness of their subjective culture and knowledge of different cultures. ((P1), who stated that he has two different cultural identities in the society due to his ethnic origin and religious sect, expressed this situation as follows: "Culturally, I am a person who hosts very different cultures, in fact, I am very close to the minority part of this society, in fact, I am not very close, I am twice black for this country, I always say so. I always say that I am twice "Black". That is why I have a more liberal perspective." The participant (P26) expressed her views on self-awareness as follows: "This is both a difficult and easy question. We need to ask this question first, am I aware of my own culture? Are we aware of ourselves? Because I think being aware of having these cultural values can also come from thinking that there may be different cultures."

The participants who mentioned the negative impact of subjective culture on the psychological counseling process expressed their views as follows:

"The Alevi (A sect of Islam) population is very high in the region where I work now. Sometimes I can encounter them a lot or on the contrary, there may be people who think that I will not understand them because of my religious view. You know, they try to be more certain. In the early days of my profession, I used to involuntarily use words like inshallah, mashallah, thank God, but I realized that for the other person, this can be an obstructive word, it can be an obstructive attitude, and when I hear it, it is as if I say that there will be no solution, we refer it to God, I can't do anything, and I try to completely remove them from the therapeutic process and my professional life. Instead, I start to use words like I hope, we will try to solve it or we will move forward together, we will follow the process. My religious orientation can affect our therapeutic process sometimes positively and sometimes negatively. Or people who have very strong religious beliefs can easily find support from me because of my outward appearance. For example, they can expect support from me, such as "It came from God, it will go like this, right, teacher?". I don't say anything about my beliefs in the counseling process as much as possible. I try not to. I mean, I wouldn't want this to be an obstacle, but my years of experience, my appearance can negatively affect our therapeutic process." (P13)

"In the past years, my own culture could sometimes put my counseling process into narrow molds. In recent years, I think I have been able to improve myself more or gain more awareness in this regard. But in the previous years, I realized that my own culture obviously limited me, and that these limits sometimes hindered progress in the counseling process. To the extent that I can get out of these limits, I can relax the other party more and the other party can express himself more easily. This is because even though we think that we do not reflect, or at least I think that I do not reflect for myself, when I look back, I unintentionally reflected my past processes, let me say the norms of my own cultural structure, to my counselees. I think this has been a big disadvantage and one of the obstacles to progress." (P18)

Emphasizing the similarity between their subjective culture and the culture they work in, (P31) said, "And now, when I want to have an impact on the parent or the child, knowing the channel through which I can reach the

parent, knowing the social norms, as I said, informs me through which channel I can reach the parent... Sometimes we approach the parent in such a way that what we say to the parent does not make much sense to us, that is, what we say to the parent does not make much sense to him, we even get very angry, we come to him differently. But when I know her sensitivity, it is actually better, we can understand each other more easily." stated that this situation facilitates the process.

(P35), who stated that subjective culture has a facilitating role in establishing the therapeutic relationship in the psychological counseling process, expressed this situation as follows:

"In our Alevism culture, we have this thing that everyone is a person. In fact, that unconditional acceptance, that word "Can" (Alevi saying means soul, life) is a thing, for example, even when I address my students, even when I address my clients: -Hello, "Canlar", sit down, come" Canlar", "Can" sit down... That's why I believe that the culture I grew up in has a positive effect on my counseling process."

The participants who stated that their subjective culture had no effect on the counseling process stated that they learned not to reflect it in the education they received as follows: *"I can say that I learned not to reflect my own culture because of the education I received... I think we have blunted it thanks to the education we received, pedagogical formation..."* (P8).

The opinions of the participants who shared the effect of their prejudiced attitudes and behaviors on the psychological counseling process are as follows:

"Actually, this is our biggest disadvantage in counseling. Sometimes we do this even though we don't want to. At first, we can feel that the other party thinks the way we think and we act accordingly... For example, I am working at the high school level now, but I was working at the kindergarten level before. You say something to the parent about the way they raise children or the way they treat their children, but when you add a little bit of your own culture into it, you say, "Hodja, but it is like this here. This is how it is here" ... "These are our rules", and the therapeutic relationship is cut off somewhere." (P3)

"Speaking for myself, I was a person who had prejudices about race because of the city I lived in. I grew up in a culture where Turkish nationalism was more dominant. But of course, I think that I have sculpted myself a lot in this regard due to my profession. Another issue is that I still have prejudices about people's orientation in terms of gender. I mean, I can't compromise on this issue. Sometimes there are obstacles in front of me. These are obstacles that come from within myself... For example, last year I had this experience with my children. They started to reflect their political views at school. You know, I guess the political views of our parents more or less, after the stories they shared on WhatsApp, you know, their attitudes at school, you know, because I come from a very nationalist environment on this issue, sometimes I involuntarily feel as if the other student is not a student but someone from the opposite view. This is a situation I really have difficulty with. Especially since I can communicate more with my 8th grade students, I really had difficulty in this regard." (P7)

The statements in which the participants stated that they may experience conflict between the norms accepted in the culture they work in and the truths they have in their subjective cultures are as follows

"It is a fact that the value judgments in the place where I was born and where I live now definitely conflict, and this can sometimes negatively affect my counseling process. I sometimes feel that I am in a dead end." (P10). "Sometimes what you know right and what the client knows right can sometimes conflict, but when I am in such a situation, I think: Now this is my client, he does not live in my culture, he does not live my truth, and after our one-hour meeting, he will continue his own life. It is important for him to be harmonious in that life. Therefore, I know that it would be more beneficial to provide services in accordance with his/her life while helping him/her. Therefore, I think it is more important to provide services in accordance with his/her life, not according to my own truths." (P14)

Findings Regarding the Challenging Cultural Elements Encountered by School Counselors in the Counseling Process

The participants were asked the question "What are the challenging cultural elements you encounter in the counseling process?" for the sub-objective of the study. In Table 4, the codes related to the theme of

"Challenging Cultural Elements" are presented as a table and the reference sentences containing the views of the participants are given.

Table 4. Participants' Views on the Challenging Cultural Aspects They Encountered in the Counseling Process

Theme	Codes	Frequency
Challenging cultural factors	1. Sex /Gender	35
	2. Different value judgments	18
	3. Socioeconomic level	17
	4. Language	15
	5. Religion	14
	6. Family	12
	7. Ethnic origin	10
	8. Sexual identity	5
	9. Past experiences	4
	10. Rituals	3
	11. Did not meet	1
	12. Age	1

Participants mentioned many challenging issues they encountered in the counseling process. Their views on sex and gender roles, one of these factors, were combined under a common code. Participants' views on gender and gender roles are as follows:

"If we talk a little bit about gender again ... I come across this a lot, especially in terms of vocational guidance. In the work I do in terms of vocational guidance or career counseling, especially when I emphasize that professions are not limited to genders, male students or female students group some professions with certain genders as professions for boys or professions for girls. This is actually a reflection of gender in the counseling process in the sense of vocational or career counseling." (P5)

"Regarding gender, I can say that there are of course differences when interviewing a male student or a female student. Especially when meeting with a men student of different ethnic origin, for example a Syrian male student, I have to pay extra attention to the value judgments he has. Because there is a woman in front of him, they are not in favor of opening themselves more, or when we meet outside the school, in the garden, etc., I try not to touch them, because they do not like it, considering the culture they come from..." (P11).

The problems experienced by the participants regarding gender roles are as follows: the relegation of girls to a secondary role, the value given to men majority, the place of female in society, and the boundaries of the sexes. (P18) expressed her views on the context of sexual identity as follows: *"I don't know if you know about this k-pop and some of these bts k-pop groups, I work at an all-girls high school and I started to encounter a lot at an all-girls high school. We are faced with a generation that doesn't like the opposite sex anymore, likes their girlfriends, tries to take on a male identity...In other words, we are faced with a generation that prefers genderlessness. This is one of the things I encounter the most. I mean, I think we are experiencing a cultural difference and a change right now."*

The participants stated that they encounter students with different mother tongues due to the coexistence of different ethnic identities in the institutions where they work. The opinions of the participants regarding the language factor as a difficulty they face are as follows:

"Especially, for example, the language issue is very challenging. As I just explained, if the other person does not speak Turkish at all- and there are a lot of such students- of course, it disrupts the communication in the counseling process or at work... I don't want to bring an interpreter in between or I don't want to bring another student who speaks Turkish. Because how will what I say be conveyed to the other party, how will that person convey it, or how will what they say come to me, at that point, yes, I have difficulties." (P11)

"For example, at this point it was language. For example, when my students in Eastern Anatolia were expressing themselves, I could not fully understand what they were telling me because they spoke a different language in their families." (P29)

In terms of language as a challenging factor, participants frequently reported difficulties in understanding and being understood. They expressed the drawbacks of using translators and the damage caused to the process by the shift of meaning in the transfer of language.

Stating that family structures were also a challenging factor in the psychological counseling process, the participants stated that the cultural dynamics within the family could be an obstacle in the process. The views of the participants regarding the family are as follows:

"There was cultural intertwining. What I mean is that in a house there are grandmothers, grandfathers, uncles, in other words, in every room in a house, there is a different member of the family and they are all in the same house, and everyone interferes in each other's lives. Especially grandparents, grandmothers, grandfathers, even in a matchmaking style. Let our girl marry that family's child. So there are no boundaries. Exactly, there were absolutely no boundaries, there were no boundaries in the family. Everyone was interfering and especially the older parents were always interfering too much in the boundaries of the younger ones." (P16)

"This is about the value judgments of families. Some families, I'm going to be a bit sexist again, but some families raise girls to be, how should I put it, confident and self-confident individuals, while some families raise them in such a way because they have their own value judgments that girls should not be educated or that they should be more quiet, calm and not get involved in social events. And at this point, the presence of both groups together in a school causes serious conflicts. And these value judgments are effective in the development and upbringing of children, up to the low self-esteem of other individuals." (P33)

The participants stated that the transparency of the boundaries within the family and the difficulties experienced by their clients at this point cannot be overcome, the existence of family dynamics, parental attitude and the ambiguity of parental roles as the background of the difficulties they face while working with clients in the psychological counseling process.

The participants who mentioned the difficulties they encountered in the psychological counseling process due to religious rituals and sectarian differences expressed this situation as follows:

"The biggest difficulty in the province where I work is not religion, but sectarian discrimination. Alevism and Sunnism (A sect of Islam) is not really a problem in my city, but I can say it is a difficulty. Because there are two different cultures. They live together, but since it is a distinction that affects their lifestyles, it actually affects me in many ways." (P13)

"For example, if I need to meet with a parent, that parent has to stay at home for 40 days or 4 months, for example, if she is a woman and her husband has died. Here our work is interrupted. I mean, I see that I cannot do that when in fact that is the person I need to meet with, when I need to meet with him/her. I mean, you cannot change the reason for this. The other person has a religious value, a tradition. You can't just say, "Come on, break it down and adapt it there. Of course, these things make it difficult." (P23)

Participants who stated that socioeconomic level was a challenging factor in the psychological counseling process associated this situation with low socioeconomic level. Regarding the main opinion of the participants, which is that physical needs are not met, (P30) stated her views as follows:

"First of all, socioeconomic level and the need for security really come first. You are working with a community that has come out of war, and let alone empathizing with the children there, or imposing some values, understanding their world view, they have a need for security... A student community that has come out of war and shows signs of post-traumatic stress disorder. You cannot speak the same language, they have great problems in trusting you. You cannot express that you understand them... So yes, one of their biggest problems is the need for security, low socioeconomic status, and value judgments."

It was stated by the participants that the studies that can be done to improve the psychological resilience of individuals whose physiological needs and security needs cannot be met may be insufficient, and that this situation is often encountered as a challenging factor in the psychological counseling process.

Individuals who stated that they did not experience difficulties when working with individuals from different cultures expressed that there would be no difficulties if they adhered to their subjective experiences and the basic principles of psychological counseling. The opinions of the participants are as follows:

I had already learned to respect people because I grew up seeing different kinds of people. Because accent makes a difference, speech makes a difference. Religious sect makes a difference. I learned to respect them. I don't have any problems in this sense. This is the positivity it adds to me." (P2)

"...I don't have much trouble with the background I have gained from my previous work and the years I have worked. I mean, I don't think I would have much trouble even if there were many differences. Because I think that everyone should accept each other with their differences, treat each other with their differences, treat, behave and address each other accordingly. In this way, I don't think I can have too much trouble." (P21)

Findings on School Counselors' Feelings Regarding Challenging Cultural Elements They Encountered in the Counseling Process

In the interviews with school counselors, the question "What do you feel when you encounter cultural elements that challenge you in the counseling process?" was asked for the sub-objective of the study. In Table 5, the codes related to the theme of "Challenging emotions" are presented as a table and the reference sentences containing the opinions of the participants are given.

Table 5. Participants' views on how they feel about the challenging factors they encountered in the counseling process

Theme	Codes	Frequence
Compelling emotions	1. Inadequacy	13
	2. Despair	12
	3. Anger	7
	4. Sadness	7
	5. Anxiety	5
	6. Uneasiness	4
	7. Wasteful rowing	3
	8. Sympathy	3
	9. Bewilderment	3
	10. Fear	3
	11. Self-confident	2
	12. Psychological fatigue	2
	13. Panic	2
	14. Tension	2
	15. Feeling alien	1
	16. Compassion and pity	1
	17. Depersonalization	1
	18. Professional dissatisfaction	1
	19. Conflict	1

Participants expressed that they experienced negative emotions such as feelings of inadequacy, helplessness, fear, tension, professional dissatisfaction and anxiety when they encountered challenging cultural elements. The feelings of the participants regarding the challenging situations they experienced are as follows:

"I feel inadequate. I feel inadequate in situations that require cultural sensitivity. That is my biggest feeling. Inadequacy. I feel incomplete." (P1)

"How do I feel... I mean, first of all, I'm scared. Why am I scared? I wonder if I will do something that will make the other person feel bad or if they will feel excluded, that's why I am stiff. There were times when I realized this during the interview." (P11)

"Honestly, my first feeling is uneasiness. I inevitably experience a fear, wondering how I should proceed, what I should do." (P13)

"Umm...Well, there is helplessness actually. I mean... For example, in such situations or for example, you know, sometimes you listen to the child, but he was born and raised in the family. So there are certain limits. And you know, you can't change some things. I mean, you can't change his mother, his father, the house he was born and raised in, the culture there. Yes, you know, it makes you feel helpless. It makes you feel very small." (P24)

It was stated that the basis of the negative emotions experienced by the participants was a lack of knowledge and therefore they experienced competence concerns. In neutral emotion expressions such as depersonalization, participants referred to the word "getting used to" and stated that they started to get used to the process or the challenging elements that they might encounter.

Findings Related to Coping Methods Used by School Counselors for Challenging Cultural Elements Encountered in the Counseling Process

The participants were asked the question "Which coping methods do you use when you encounter cultural elements that challenge you in the counseling process?" for the sub-objective of the study. In Table 6, the codes related to the theme of "Coping Skills" are presented as a table and the reference sentences containing the opinions of the participants are given.

Table 6. Participants' Opinions on the Coping Methods They Use for Challenging Factors

Theme	Codes	Frequency
Coping Skills	1. Consultation with colleagues	15
	2. Learning about culture	9
	3. Communication skills	8
	4. Parent / Home visits	7
	5. Trying to understand	7
	6. Activities	6
	6.1. Embodiment	2
	6.2. Story books/ fairy tales	1
	6.3. Story cubes	1
	6.4. Role playing	1
	6.5. Emotion recognition/concretization	1
	7. Sustaining the therapeutic process	6
	8. Reading/Research	6
	9. Empathic approach	5
	10. Trust	4
	11. Using social support mechanisms	4
	12. Change the focus	4
	13. Consultation with teachers / Supervision	4
	14. Solution-oriented approach	3
	15. Using an interpreter	3
	16. Calming down / Taking a break	3
	17. Social activities	2
	18. Making a painting	2
	19. Adaptation skills	2
	20. Seeing the client's coping skills	2
	21. Self-confidence	1
	22. Peer mediation	1
	23. Social assistance	1
	24. Method change	1
	25. Bibliotherapy	1
	26. Receiving therapy trainings	1
27. Movie/book/documentary	1	
28. Play therapy	1	
29. Obtaining information about the client	1	
30. Providing information	1	
31. Confrontation	1	

Participants stated that they often consulted with colleagues and exchanged opinions or information when they encountered a challenging factor. Participants' views on consultation with colleagues are as follows:

"For example, when I had difficulties, I consulted with my colleagues, and as a result of the support I received from them, or as a result of the consultations I had with other colleagues working in a similar culture, I developed a more solution-oriented perspective towards these problems." (P5)

"Apart from that, I was trying to get ideas from other psychological counselors in the region where I was working or from the teachers who were born and raised in that region and who also taught in the same place. In terms of guiding me at this point. These were useful for me. Or I was meeting with teachers who had worked there and then transferred to a different place. I was getting suggestions on what the differences were and what I could do." (P29)

It was shared by the participants that participants who had the opportunity to exchange information with their colleagues or supervision received support from their teachers. In this way, the participants stated that they were able to manage the process better and felt more comfortable.

As another coping method, participants mentioned learning about the culture. They stated that having information about the culture helps to understand and make sense of the existing problems. They stated that visits such as home visits, neighborhood visits, and visits to shopkeepers are useful. The opinions of the participants about these activities are as follows:

"I think that parent visits are especially very effective. I think that parent visits are very valuable in order to get to know the cultures and to get to know the student in a way that covers multiple purposes. Because we both know that culture, we know the culture, neighborhood, geography, environment where we work, and we improve our awareness of our clients and students." (P5)

"It is important to get into cultures to understand them. I even went to the students' houses as a guest for this. I ate their very famous food. We had tea conversations with them. For example, I was very surprised, coffee culture was very important in their culture and they would never send coffee without drinking it. This was a great disrespect. I mean, there are so many interesting things, as I said, I experienced it by going into it and my perspective changed as I experienced it." (P30)

The participants explained their coping methods: consulting with colleagues, using an interpreter, drama and game activities or using psychological counseling theories and techniques.

Stating the importance of empathy and its contribution to the process, the participants shared that the strength of the therapeutic relationship to be established is beneficial in the process and the methods they use to create it. They expressed this situation as follows:

"I try to stay calm, I try to be cool, I know that I really want to help the other person and the other person wants help from me. What can I do in this situation, I try to solve it by staying calm. This is what I use. Since the rest is very problem-oriented, it is actually easy after establishing this in the first place. I realized that the stronger I build that relationship, the better it goes." (P13)

"I try to move forward on issues that we can agree on, because if I strengthen the communication between us, it is easier to resolve whatever cultural issues we are blocked on in the later stages of the negotiations. But if our communication is not strong, there is a blockage there, then he doesn't ask for your help or he doesn't want to meet with you, he feels judged. You can't be useful... If different values and judgments cause me difficulties, I take a break. I move forward on issues where we can meet on common ground. I strengthen communication. When I strengthen communication, we already solve it in the next stage." (P14)

School Counselors' Findings Regarding the Culturally Sensitive and Adequacy of Counseling Approaches Used in Schools

The participants were asked the question "Do you think that the counseling approaches you use in schools are culturally sensitive and adequate?" for the sub-objective of the study. In Table 7, the codes related to the theme

of "Cultural sensitivity and adequacy of the approaches used in schools" are presented as a table and the reference sentences containing the opinions of the participants are given.

Table 7. Participants' Views on the Culturally Responsive and Adequate Approaches Used in Schools

Theme	Codes	Frequency
Cultural Competence and Sensitivity of Approaches Used in Schools	1. Not enough	20
	2. Not quite enough	14
	3. Adequate	10
	4. Sensitive	2

When the opinions of the participants regarding the cultural sensitivity and adequacy of the theories used are examined, it is seen that the theories developed in a different culture are generally not sufficient for our country. The opinions of (P13), who stated that the theories developed in individualistic societies are not suitable for the collectivist structure in our culture, are as follows: *"Most techniques and theories have not come out of our culture anyway, in fact, they have not come out of our culture at all. Naturally, it can be different, for example, many theories are very individualistic, but when I tell the person that you are a special individual apart from your family, you can do this, it is not very functional. We have to manage the situation with the family because we have a collective culture. At school, it is not possible to say that you are unique and you can do anything you want. He goes to class, there is a teacher, he goes to recess, there is a teacher on duty, he goes out, there is an administrator. So it is actually not very effective. But when we consider all of them together with their environment, psychological counseling services at school are of course effective. But if we use these theories one-to-one, I think they are not very effective. It is not very effective if we use them exactly as we received them."* (P13)

The participants stated that the adaptability of the approaches used in schools to the process depends on the ability of the counselor and that theories alone are not appropriate or sufficient.

The participant (P15), who stated that the approaches used in schools are culturally sensitive and adequate, expressed this view as follows: *"I am a psychological counselor who believes that psychological counseling can be shaped according to itself within the framework of ethical rules and without leaving that bone structure. Therefore, I try to use whichever counseling approach and theory is appropriate for the culture I am in."*

Findings Regarding School Counselors' Needs for More Effective Culturally Sensitive Counseling (CSC) Process

The participants were asked the question "What do you think you need for the culturally responsive counseling process to be carried out more effectively?" for the sub-objective of the study. In Table 8, the codes related to the "Need" theme are presented as a table and the reference sentences containing the opinions of the participants are given.

Table 8. Participants' Views on the Studies Needed to Conduct the CSC Process More Effectively

Theme	Codes	Frequency
The Need	1. Training Need	21
	2. More about cultures	15
	3. Seeing a case / analyzing a case	9
	4. Wednesday meetings	8
	5. Theoretical knowledge	7
	6. Being aware of one's own prejudices	5
	7. Supervision studies	5
	8. Training of all educators	5
	9. Booklet	3
	10. Orientation activities	3
	11. Adding as a course to universities	3
	12. Free thinking environment	2
	13. I can ensure my personal development	2
	14. I need to feel the need	1
	15. Being open to innovations	1

Participants mentioned the need for training in order to carry out the CSC process effectively. They stated that it would be useful to provide training not only theoretically but also practically. The views of the participants are as follows:

"If I talk about being a teacher, in this sense, it can be very useful for the ministry or the individual who belongs to that culture to get to know that culture through his/her colleagues. For example, I think that the value judgments of that culture should be explained to the individual, the activities of that culture or that culture's gender roles, stereotypes, priorities, red lines, perspective on life, perspective on the world, philosophy of life should be explained to the individual, but I think that the individual should listen to this not only from an individual or from one source, but from many different sources in a plural way. Because in this way, they will get more realistic and more concrete and healthy information. Otherwise, when the individual tries to learn these cultures alone, the process may take a little longer...I think it would be useful to ensure the adaptation and adaptation process in a cultural sense, especially with the trainings to be held at the level of colleagues in that culture or the workplace or the ministry, for example at the ministry level if we are going to think on a large scale." (P5)

"You know those Wednesday meetings Freud used to have. People gather and talk about it. I think it would be more useful if studies, trainings, seminars are organized where such people can be influenced by each other and get support." (P2). "Maybe coming together with psychological counselors from different cultures who work with different cultures and sharing their experiences can be guiding for us." (P9). "Taking applied courses on such cases during the undergraduate program. I mean, I am not talking about a verbal book, maybe it can be in the form of theatrical drama, but I think there should be applied courses that can prepare us for certain conditions, I think we should observe how we will carry out a process with a person from a different religion, sexual orientation, a different race or a person whose customs and traditions are completely different from us, with a supervisor, with a counselor. I think we should go through this process first with his guidance." (P16)

In addition to the need for training and case studies, the participants stated that a guide that could be prepared could be useful for them to carry out the process effectively. (P11) expressed this view of the participants as follows:

"Maybe a training or, I don't know, a booklet to guide us while counseling against cultural differences. I think these would be useful, like a guide that we can refer to during the interview."

When the opinions of the participants are analyzed, it is seen that obtaining information about culture, structured modular guides or case studies can be useful.

Discussion

In this study, the participants' views on the problems faced by school counselors in the context of cultural sensitivity and their coping skills during the counseling process carried out in schools were examined. The study aims to raise awareness about school counselors' competencies in working with cultural differences by focusing on the views of the participants. As the first finding of the study, school counselors' views on the concept of culturally sensitive were determined. When these views are examined, it is seen that the perception of cultural sensitivity is basically shaped around the acceptance of different cultures, respect for different cultures and the basic principles of counseling (transparency, unconditional acceptance, empathic approach, respect and tolerance). This finding is in line with the views of Bush et al. (2001), who put empathy at the center of cultural competence and pointed out that the individual should be effective and competent in communicating with individuals from other cultures. Participants' views on empathic approach are also supported by studies predicting the relationship between empathy and cultural sensitivity in the literature (Aydm & Şahin, 2017; Constantine, 2000; Kağnıcı, 2011; Sezer, 2017).

Participants' views on basic counseling skills are similar to those of Patterson (2004). According to Patterson (2004), it is sufficient to know the principles of person-centered therapy such as unconditional acceptance, empathic communication, respect, and transparency. All counseling is multicultural and no other competencies are needed for multicultural counseling. However, the concept of cultural sensitivity goes beyond basic

counseling skills. Cultural sensitivity also aims to raise awareness about the existence of different cultures in society, in other words, to provide social justice (Bemak & Chung, 2017; Kağnıcı, 2015). Although no data were obtained from participants in this context, it can be said that there is an awareness of the existence of other cultures when expressed as acceptance and respect for different cultures.

It is thought that the knowledge and awareness of the experts participating in the study regarding the concept of cultural sensitivity are sufficient. However, cultural sensitivity includes not only understanding the cultural differences of the client, but also being aware of the counselor's own assumptions, values and prejudices, and developing appropriate intervention strategies and techniques (Sue et al., 1992). Although there was no data on these dimensions in the findings, when counselors were asked about their views on the impact of their own culture on the counseling process in the third question of the study, it was seen that responses were also received in this context.

The second finding obtained from the participants' views includes their views on cultural differences that require cultural sensitivity. Individual differences are effective in the formation of cultural differences (Gülmüş, 2021). Therefore, the individual differences of each individual nourish the ground for multiculturalism. According to Gülmüş (2021), the main starting point of cultural sensitivity is to prevent conflicts by understanding the similarities and differences in the subjective cultures of individuals. For this reason, the participants' views on cultural differences that require cultural sensitivity are important. Language, religion, sex/gender, ethnicity, family structure and attitudes, lifestyle, socioeconomic level, geographical location, different value judgments, point of view, sexual orientation, political view, disability status, being in a minority, age and marital status were considered as issues that require cultural sensitivity in the clients they work with. These views of the participants are largely consistent with the definition of multiculturalism by APA (2002). According to APA (2002), factors such as age, sexual orientation, disability, socioeconomic level, ethnic origin, language, religion, etc. constitute the wide range of multiculturalism, that is, cultural sensitivity. It is seen that the participants have developed knowledge about issues that require cultural diversity. The fact that the participants frequently emphasize language and religion is due to the fact that Türkiye hosts different ethnic origins on its vast geographical structure and that each group has differences in their mother tongues. The fact that Turkish, the national language, cannot be used by immigrants and that each region has dialectal differences in language use can be cited as reasons for this. When we evaluate it in the religious context, it can be explained as the differentiation of sectarian differences within groups and the determining role of religion on social norms.

In this research, there are different opinions from the APA's definition that emerged in the context of cultural differences that require cultural sensitivity. It is thought that these opinions of the participants who think that geographical location should be addressed at the point of cultural sensitivity have emerged due to the cultural differences in Türkiye's unique geographical structure. Another finding is that differences in political views should also be approached sensitively. In terms of Türkiye, this finding is thought to be related to the fact that politics is an important phenomenon in society and that polarization is experienced from time to time over political identity (Kiriş, 2010). In the context of Türkiye, it is thought that political thoughts should be handled carefully in terms of culturally sensitive counseling.

The findings regarding the participants' views on how they evaluate the effects of their own culture on the counseling process were self-awareness, being aware of the effects of their own culture on the process, prejudiced approach and conflict of norms. Counselors should first be aware of their own cultural norms and prejudices; they should have knowledge about the effects of their own subjective process on their thoughts towards clients from different cultures, their counseling approach and process (Stampley & Slaght, 2004). Participants' views are that counselors with self-awareness can consciously approach the problems of clients from different cultures they encounter in the counseling process and carry out the culturally sensitive counseling process in a healthy way. These views of the participants are supported by the studies on counselors' mindfulness predicting their competencies in CSC (Bakioğlu, 2017; Ivers et al., 2016; Tourek, 2014; Torres-Rivera et al., 2001). Counselors' awareness of their culture is related to their multicultural/culturally sensitive awareness development (Atkins et al., 2017; Constantine et al., 2001; Johnson & Williams, 2015; Ottavi et al.,

1994). It is important for school counselors to be aware and conscious of their subjective cultures and to be sensitive to their effects on the counseling process.

When the views of the participants regarding the problems they face in the context of cultural sensitivity in the counseling process, which is the fourth finding of the study, were examined, gender and gender roles were stated as the most important challenging factor. In addition, clients with different value judgments, socioeconomic level, language, religion, family, ethnicity, sexual identity, past experiences, rituals and age were mentioned as challenging issues. In this study, the most common challenging issue encountered by counselors was sex/gender. It is similarly found in other studies that gender or gender phenomenon can create various obstacles or resistances in the counseling process within the cultural context (Haskan Avcı et al., 2019; Landes et al., 2013). Similar findings were found in the study conducted by Koçyiğit and Meşe (2020) on gender attitudes of mental health workers. According to this study, there are opinions that the gender of mental health professionals and the gender of the client affect counseling.

Another response to the fourth question of the study was that the participants had difficulties with family structure and attitudes. While Mattis and Kurter (2014) supported this finding, Güçlücan (2016) found that the most challenging factor was language, followed by different value judgments. In the data obtained by Güçlücan (2016), the fact that the family factor is not frequently mentioned in the challenging factors differs from the views of our participants. The expression of socioeconomic level as a challenging cultural factor expressed by the participants is evaluated as the fact that psychological counseling approaches address the needs of clients with medium and high socioeconomic levels, and that it is difficult to understand the needs of individuals with low socioeconomic levels and to determine the appropriate intervention approach (Koç, 2003). The lack of sufficient studies in the literature on the approaches to be applied to clients with low socioeconomic status may cause counselors to ignore socioeconomic status or create difficulties in developing coping skills with this factor (Çetin & Akgül, 2023). Participants' views on the language factor are supported by studies in the literature. It is seen that language is a challenging factor when working with groups from different cultures (Akay et al., 2018; Apak, 2014; Deniz et al., 2016; Güçlücan, 2016; Şimşir & Dilmaç, 2019). Apart from family, gender/sex and language, no supportive qualitative or quantitative study was found in the literature on challenging factors such as ethnic origin and different value judgments stated by the participants. Cultural elements such as ethnic origin, language, and lifestyle of individuals can be shaped and vary within geographical location.

When the findings on how the participants felt about the challenging cultural elements they encountered in the psychological counseling process were examined, it was seen that the participants mostly felt inadequacy, helplessness, anger, sadness, as well as anxiety, uneasiness, frustration, sympathy, bewilderment, fear, self-confidence, psychological fatigue, panic, tension, feeling alien, compassion and pity, insensitivity, professional dissatisfaction and conflict. Erkan (2020) and Korban (2018) explained their views on inadequacy, helplessness and professional dissatisfaction they felt when they encountered challenging cultural elements. According to these studies, the perceptions of helplessness, professional dissatisfaction (Korban, 2018), competence and professional satisfaction (Erkan, 2018) that they felt when they encountered challenging cultural elements support the views of the participants. It is seen that the participants struggle with predominantly negative emotions when they encounter challenging situations. In order for counselors to feel more competent, they need to gain the necessary knowledge, skills and competence, and have more knowledge and awareness about cultural sensitivity (Anuar & Jaladin, 2017; Barden & Greene, 2014; Greene et al., 2014; Kağnıcı, 2011; Özer, 2014). It is reported that there is no differentiation in the culturally sensitive competencies of psychological counselors depending on age and professional experience (Kılıç et al., 2022). These competencies are developed by taking courses (Chao & Nath, 2011; Kağnıcı, 2013).

Regarding the sixth finding of the study, which is the coping methods they used for the challenging cultural elements they encountered in the counseling process, it is seen that the participants mainly consulted with colleagues, learned about cultures and tried to improve their communication skills. In addition to these, it is seen that they used coping methods such as trying to understand the client, making parent/home visits,

maintaining the therapeutic process, reading/researching, using activities, using an empathic approach, creating a trust relationship, using a social support mechanism, changing the focus, receiving supervision support, calming down/taking a break, offering a solution-oriented approach, using an interpreter, and trying to instill hope. Coping or coping skills are behavioral and cognitive methods to solve a problem (Bedel & Kutlu, 2018). The coping skill to be developed for a challenging situation encountered is shaped by our efficacy belief for that situation. Similar to the findings of this study, Mattis and Kurter (2014) reported that the coping skills of psychological counselors are obtaining information and consultation. In this finding of the study, it is determined that counselors need to learn more about culture and need various skills for culturally sensitive counseling.

The seventh finding of the study, which is the seventh finding of the research, is that the views on the culturally sensitive and adequacy of the counseling approaches used in schools are largely insufficient or not fully adequate. Fewer respondents saw them as adequate or sensitive. It is frequently emphasized by researchers that therapy theories are healing methods created for individuals who fit Western cultural understandings (Bedi, 2018; Bektaş, 2006; Kağıtçıbaşı, 1994; Sue & Sue, 2016). The views that psychological counseling approaches are not suitable for Turkish culture because the individual community structure and family structures in Türkiye are not similar (Doğan, 2000; Mocan-Aydın, 2000) are in parallel with the views of our participants. These views of the participants, who stated that it is important to adapt the approaches used, are in line with the views of the participants who evaluated the suitability of various traditional theories to Turkish culture in the literature (Beyazyüz & Göka, 2010; Gültekin & Voltan-Acar, 2004; Poyrazlı, 2003); Şenol-Durak & Fışiloğlu, 2007; Tagay et al., 2016; Voltan-Acar, 2004; Yorgun & Voltan-Acar, 2014) and expressing opinions on how they can be adapted (Ak et al., 2014; Sarı, 2015; Tanrıku, 2011). This finding emphasizes the necessity of making the methods and techniques used culturally sensitive.

The last finding of the study is the opinions of school counselors about their needs in order to carry out the culturally responsive counseling process more effectively. Participants stated the need for training and the need to learn about cultures as the most important needs. In addition to this, other needs they mentioned were seeing cases/case analysis, Freud's Wednesday meetings, theoretical knowledge, being aware of their own prejudices, supervision studies, all educators having knowledge, orientation studies, adding to be added as a course at universities, preparing a booklet/guide, providing personal development, having a free thinking environment and being open to innovations. In this context, the participants stated that in addition to the theoretical trainings they would receive for the CBCC approach, gaining skills through practical trainings would facilitate them to carry out the process more effectively. Studies have shown that culturally responsive counseling training enables counselors to create perceptions of competence (Bakioğlu, 2017; Constantine, 2001; Holcomb-McCoy & Myers 1999; Tourek, 2014) and that they can get the outcomes of the process healthier (Holcomb-McCoy, 2005; Pietrantonio & Glance, 2019). In response to these studies, it has been stated both by the participants and studies in the literature (Chao, 2013; Farmer et al., 2013; Kağnıcı, 2013) that the theoretical education given alone will not be sufficient and that skills training should also be provided. Participants who expressed their need for supervision training with the theme of multicultural approaches stated that being able to access the ease of consulting faculty members could improve their perceptions of competence. There are studies in the literature that multiculturalism and culture-oriented supervision trainings increase counselors' perceptions of competence and improve the therapeutic process (Chopra, 2013; Gatmon et al., 2001). Participants expressed their views that a guideline or structured counseling modules that can be prepared under the leadership of the ministry or authorized institutions can be useful. In this sense, it is thought that supportive and informative studies will be useful. It is believed that methods such as organizing cultural awareness days, symposiums, congresses, organizing meetings, and preparing written materials will be beneficial for the professional development of counselors.

Limitations of the study and suggestions for future research

The main limitation of this study, which examines the problems and coping methods of school counselors in the context of cultural sensitivity in the counseling process, is that the data obtained are based on the subjective views of the participants. For this reason, it is thought that observational studies as well as quantitative studies in the field will be effective in determining the current problems and coping methods. Another limitation of

the study is that the data obtained cannot be compared with the data of another study since there is no other study similar to this study. Repetition of this and similar studies would be useful in terms of comparing the results.

During the interviews, it was learned that the participants' perceptions of competence regarding the CSC approach were low. It is seen that it is important that the multicultural/culturally sensitive counseling course, which is given in a limited number of universities within the scope of doctoral or master's courses, should be reduced and expanded to undergraduate levels as a compulsory course rather than an elective course. It is thought that a region-specific study can be an effective resource for educators working in that region and researchers who will conduct research. The fact that the participants stated that they frequently consulted their colleagues as a coping method for the difficulties they encountered shows that there is an effective source of help in this field. It is thought that professional solidarity groups that can be formed or orientation studies to be conducted can strengthen this resource. In addition to these, making use of the methods that counselors use or state that it would be useful to use in coping with difficulties can be a guide for future studies.

It is thought that in-service trainings to be organized by the Ministry of National Education, guidelines to be prepared, and increasing supervision trainings in universities may be beneficial to increase the competence of experts working in the field in the context of cultural sensitivity. In the dimensions addressed by the research, it is seen that there are deficiencies in the adaptation of counseling theories to Turkish culture. In future studies, what do counselors do in the context of cultural sensitivity in the use of intervention techniques based on theories? Seeking answers to the questions of how they make the techniques culturally sensitive can pave the way for new research.

This research was conducted with psychological counseling field experts. It is possible to conduct similar studies with other professional groups. It is thought that multidisciplinary interventions can be developed with the data emerging from various studies that can be conducted with different professional groups.

Conclusion

In this study, the views of the participants on the difficulties encountered in the cultural context in the counseling process in schools and the coping methods they use in response to the subjective cultural evaluations that form the basis for these difficulties were taken. In the research, the participants frequently mentioned gender and sex, different value judgments, language, religion, and family as the challenging cultural elements they encountered, and frequently stated that the coping methods they used in response to these challenging cultural elements were consulting their colleagues and obtaining information about the culture. During the research process, it was seen that the participants stated that being aware of their own subjective culture, being aware of its effect on the counseling process and intervention skills, and gaining knowledge about different cultures are important in gaining competence. In this context, it was seen that it is important to revise the curriculum in the context of cultural sensitivity while training psychological counselors in universities and to raise awareness of the effects of psychological counselor candidates' subjective experiences on the counseling process. The coping skills obtained from the participants show that the field workers struggle with the difficulties they face within the framework of their knowledge and experience. It is hoped that this study will provide a new perspective on the development of individual awareness of school counselors, school counselor trainers and in-service training planners.

Author Note: This study is derived from the thesis prepared by the first author under the supervision of the second author at Giresun University, Institute of Social Sciences

Author Contributions. This study is derived from the thesis prepared by the first author under the supervision of the second author at Giresun University, Institute of Social Sciences. Each of the authors played a role in formulating and designing the study. Data collection and analysis was carried out by the first author. The second author controlled and guided all stages. Furthermore, all authors meticulously reviewed and endorsed the ultimate manuscript.

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RESEARCH ARTICLE

Predictive Role of Emotional Intelligence in Authenticity and Self-Disgust Levels of University Students

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ABSTRACT

The aim of this study is to investigate the relationships between emotional intelligence, authenticity, and self-disgust levels of university students. A total of 555 students, 440 females and 115 males, from different universities in Turkey in the year 2022 were part of the study. The research model of this study is a type of quantitative research called the relational survey model. Demographic Information Form, Trait Emotional Intelligence Questionnaire–Short Form, Self-Disgust Scale–Revised, and Authenticity Scale were used in the study for data collection. The results of the research state that the subscales of emotional intelligence (well-being, self-discipline, emotionality, and sociability) were significant predictors of authenticity. The subscales of emotional intelligence, including well-being, self-discipline, emotionality, and sociability together explained 53% of the variance in authenticity scores. The results also indicate that the subscales of emotional intelligence and gender were significant predictors of self-disgust. The subscales of emotional intelligence, including well-being, self-discipline, emotionality, sociability, and gender together explained 43% of the variance in self-disgust scores. According to the results obtained, emotional intelligence seems to be effective in increasing authenticity and decreasing self-disgust. For this reason, it is recommended to give importance to increasing emotional intelligence skills in terms of psychological health.

The notion of emotional intelligence has opened a new window on human nature, rejecting the supposed discrepancy between emotion and mind by emphasizing that emotions should work with the mind. Emotional intelligence is the ability to perceive and discriminate between one's own emotions and those of others, and to use this emotional information functionally in life (Salovey & Mayer, 1990). Individuals with high emotional intelligence have skills such as knowing and effectively expressing their needs and emotions, delaying impulses, distinguishing emotions, understanding and managing others' emotions, resilience to stress, problem-solving, and adaptation (Bar-On, 2006; Goleman, 2006; Salovey et al., 2004). Numerous studies in the literature (Bar-On, 2010; Özer & Deniz, 2014; Sánchez-Álvarez et al., 2016; Wapaño, 2021; Yüksel et al., 2021) confirm that emotional intelligence is a powerful factor in mental health. Looking at psychotherapy theories it seems that there are therapy goals such as self-knowledge, unconditional self-acceptance, empathy, healthy communication, managing emotions and stress, and self-awareness which show parallelism with emotional intelligence abilities and skills. Emotional intelligence skills have an impact on work-life (Goleman, 2021; Güllüce & İşcan, 2010), marriage (Alp, 2021), social relationships (Salovey & Mayer, 1990), psychological parameters such as psychological resilience, happiness, subjective well-being (Özer & Deniz,

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2014; Sánchez-Álvarez et al., 2016; Yılmaz Akbaba, 2020), and other areas of life. Therefore, it can be said that studies on emotional intelligence help to determine the essence and solutions to different problems in various areas of life.

Depending on the existence of different views on emotional intelligence, different models of emotional intelligence have emerged (Cooper, 1997; Bar-On, 2006; Goleman, 2006; Salovey et al., 2004). Current emotional intelligence models are mostly classified under two categories: ability and mixed models (Çakar & Arbak, 2004; Livingstone & Day, 2005). Some skills such as perceiving emotions of self and others, empathizing with others, managing emotions, using emotions effectively in interpersonal relationships are common in these models. There is a consensus in emotional intelligence literature that it can be developed (Ciarrochi & Mayer, 2007; Goleman, 2021; Shapiro, 2010). Various studies conducted at different age groups also confirm that emotional intelligence can be improved (Altunbaş & Özabacı, 2019; Gilar-Corbi et al., 2018; Gilar-Corb et al., 2019; Gürsoy & Balcı Çelik, 2020; Karahan & Özçelik, 2006; Sarısoy & Erişen, 2018; Şahin & Ömeroğlu, 2015; Yılmaz, 2021). When examining the evolution of emotional intelligence studies, the focus is on the conceptualization of emotional intelligence and the development of various models and measurement tools in the 1990s. However, since the 21st century, there has been an increase in experimental studies that confirm the theoretical structure (Fernández-Berrocal & Extremera, 2006).

Authenticity has gained growing attention among researchers as a result of modern life and the rapid changes in daily life. Authenticity is defined as being aware of who you are, accepting your true self and behaving as your true self to others (Wood et al., 2008). Another definition of it is knowing your thoughts, feelings, desires, choices, needs and acting consistently with them (Harter, 2002). Authenticity is about being honest with oneself and due to this fact that individuals can be authentic to the extent that they remain true to themselves (Vannini & Franzese, 2008). Studies carried out in recent years emphasize the benefits of authenticity for personal development and mental health (Zhang, 2022). The studies confirm that authenticity is also related to psychological functionality. For instance, behaving or feeling authentic increases satisfaction with decisions (Schlegel et al., 2013), supports subjective well-being (Goldman & Kernis, 2002), and increases the meaning of life (Schlegel et al., 2009), self-esteem (Wenzel & Lucas-Thompson, 2012) and problem-solving skills (Tekin, 2021). Besides it helps to give more adaptive responses in various contexts and situations (Zhang, 2022).

It is assumed that emotional intelligence skills such as recognizing emotions and thoughts and knowing how emotional situations will lead to effects on oneself can be effective in providing self-awareness required for authenticity. In addition, authentic individuals protect themselves against external influences and avoid acting in line with the expectations of others (Wood et al., 2008). At this point, it is thought that emotional intelligence skills for self-expression in interpersonal relationships and personal and interpersonal skills such as stress management, adaptation, problem solving, understanding and managing others' emotions may be effective. In a variety of studies, emotional intelligence has been found to have a positive relationship with authenticity (Bağdiken, 2021; Kocaoğlu, 2020; Tohme & Joseph, 2020).

Disgust is defined as a reaction that serves mainly to external stimulus (Jin et al., 2020). However, it is inevitable that the feeling of disgust will be directed toward the self when people fail to conform to social standards of behavior (Roberts & Goldenberg, 2007). Self-disgust is a permanent state of disgust reflecting a violent, dysfunctional, and embodied reaction (Jin et al., 2020). Lazuras et al. (2019) stated that self-disgust is an emotional, cognitive, and physiological response to one's permanent self and characteristics. According to this view, self-disgust is triggered by various external stimuli and internal stimuli such as memories, thoughts, and experiences as in schemas. Self-disgust can occur if an individual constantly evaluates oneself and his or her own behavior negatively in a non-objective way. When the development of self-disgust is examined, its origins go back to childhood and adolescence. Exposure to negative criticism, humiliation, and ridicule from parents or others at different developmental periods has a role in the development of self-disgust (Powell et al., 2014). According to the literature, self-disgust is categorized as related feelings such as self-hatred, guilt, and shame (Clarke et al., 2019; Power & Dalgleish, 2016; Robins & Schriber, 2009). Previous studies show that self-disgust is related to negative psychological factors such as depression, loneliness (Ypsilanti et al.,

2019), suicide ideation (Özden, 2021), anxiety (Gao et al., 2022), and obsessive-compulsive disorder (Doğan, 2022).

The ability to control and manage emotions is a very important skill for emotional intelligence (Salovey et al., 2004). This skill helps to experience and manage negative emotions in a controlled way. This can prevent negative emotions from being experienced in unpredictable dimensions and harming the individual. Individuals with high emotional intelligence are more successful at regulating their emotions, including negative emotions such as self-disgust. In addition, accurate observation of emotional disturbances or negative emotions provides early relief from negative effects and distress (Goleman, 2021). It is thought that these features of emotional intelligence may be effective in the experience of self-disgust.

In recent years, various virtual platforms have enabled individuals to present the self they want. Individuals can appear different than they really are. However, this raises questions about authenticity and the true self. Individuals' tendency to show themselves flawless can affect many individuals psychologically negatively. Constantly comparing oneself with others and focusing on one's flaws increases negative criticism against oneself and it is estimated that this will contribute to self-disgust. In studies on self-disgust, it is generally stated that self-disgust is experienced as a result of various behaviours. For instance, it is indicated that negative criticism from the environment, erroneous parenting attitudes (Powell et al., 2014), traumatic experiences (Powell et al., 2015b), and factors related to physical appearance (Palmeira et al., 2019) play a role in the formation of self-disgust. However, this overlooks the possibility that various psychological traits may also be influential in the formation of self-disgust (Lazuras et al., 2019). Therefore, it is clear that psychological factors related to self-disgust have not been adequately examined in the literature. This study aims to fill this gap by focusing on psychological mechanisms such as emotional intelligence underlying self-disgust.

Emotional intelligence is a trait that can be improved (Ciarrochi ve Mayer, 2007; Goleman, 2021; Shapiro, 2010). This situation provides an advantage in terms of factors related to emotional intelligence. Because increasing emotional intelligence skills can increase authenticity and reduce self-disgust. Determining the effects of emotional intelligence skills on self-disgust and authenticity seems to be important in terms of leading a more functional life. Research has shown that high levels of authenticity (Goldman & Kernis, 2002; Schlegel et al., 2009; Wenzel & Lucas-Thompson, 2012) and low levels of self-disgust (Ypsilanti et al., 2019; Gao et al., 2022) are crucial for a healthy and functional life. It is necessary to investigate the dynamic mechanisms that may be effective in increasing authenticity and decreasing self-disgust. Therefore, this study aims to examine the predictive role of emotional intelligence in authenticity and self-disgust. In addition, the predictive role of gender and income status variables on authenticity and self-disgust is also examined in the study.

Methodology

Research Model

This research was conducted using the relational survey model, which is a type of quantitative research and one of the survey models. Survey models allow a situation to be defined and described as it is in its context. The relational survey model refers to studies that examine at least two variables and how and to what extent the variables change together (Karasar, 2008).

Participants

Participants were selected by convenient sampling method. There are a total of 555 college students in the study group, 440 (79%) female and 115 (21%) male. The age of the students ranged between 17-34 (mean age = 22.53, SD= 3.63). Of the participants were 11% of them stated that they had low income, 85% had medium income and 4% had high income. The distribution according to education level is as follows: associate degree 3%, bachelor's degree 92%, master's degree 4% and doctorate 1%.

Ethics Committee Approval

The research was approved by the Ethics Committee of Necmettin Erbakan University, Social and Human Sciences (Decision no: 2022/325). In addition, the participants answered to the data collection tools after completing the consent form which they declared that they voluntarily participated in the study.

Data Collection Tools

Demographic Information Form: This form is formed by researcher. There are questions about age, gender, income status, department, and educational level in it.

Trait Emotional Intelligence Questionnaire–Short Form: This scale was developed by Petrides and Furnham (2001) and adapted into Turkish by Deniz, Özer, and Işık (2013). The results of exploratory factor analysis yielded a four-dimensional structure, and confirmatory factor analysis confirmed the four solution structure. It consists of subscales that “well-being,” “self-discipline,” “emotionality,” and “sociability.” The 7-point Likert-type scale contains 20 items. There are 4 items in each subscale. A high score indicates high emotional intelligence. Cronbach's alpha coefficient of the scale is .81. In this study, it was calculated as .68 for well-being, .69 for self-discipline, .70 for emotionality, .70 for sociability and .84. for the whole scale.

Authenticity Scale: This scale was developed by Wood et al. (2008) and adapted into Turkish by İlhan and Özdemir (2013). As a result of the confirmatory factor analysis, a three-dimensional structure was revealed. The subscales are “self-alienation,” “accepting external influence,” and “authentic living.” The scale is a 7-point Likert-type scale consisting 12 items. There are 4 items in each subscale. Each subscale is evaluated separately by summing the items belonging to it, and a pure authenticity score is obtained by subtracting the scores of the other two subscales from authentic life. Cronbach’s alpha coefficients of the scale were found to be .79 for self-alienation, .67 for accepting external influence, and .70 for authentic living. In this study, it was calculated as .82 for self-alienation, .82 for accepting external influence, .62 authentic living and .70 for the whole scale.

Self-Disgust Scale-Revised: This scale was developed by Overton et al. (2008) considering that self-disgust may be related to depression and revised by Powell et al. (2015). Its adaptation into Turkish was carried out by Bahtiyar and Yıldırım (2019). The two-dimensional structure was confirmed by factor analysis. These subscales are named as “behavioral-based disgust” and “physical appearance-based disgust”. The scale consists of 21 items in total. Cronbach’s alpha coefficient of the scale was found to be .83. In this study, it was calculated as .82 for behavioral-based disgust, .83 for physical appearance-based disgust and .84 for the whole scale.

Data Analysis

SPSS-21 Packet Program was used for data analysis and multiple regression analysis were carried out. Since the skewness and kurtosis values of the distributions were between -2 and +2, it was determined that they had a normal distribution (George & Mallery, 2016). There were no significant outliers in the data distributions. For multiple regression analyses, the Durbin-Watson scores calculated for assumptions of independence of observations were 1.843 and 1.778 and it was seen that there was a linear relationship between the groups. The homoscedasticity assumption was satisfied, and there is no linearity between the independent variables. The inclusion of categorical variables as independent variables in the regression analysis was achieved by the creation of dummy variables . Thus, dummy variables were created using the values "0" and "1" for gender and income status. In order to avoid the dummy variable trap, one dummy variable for each dummy variable type was excluded from the analysis. Male in gender and low income status in income status is considered as the base category.

Findings

The findings obtained as a result of the analysis of the data are given below. Firstly, preliminary analyses were conducted, and descriptive statistics were examined. Descriptive statistics and correlations among variables are presented in Table 1.

Table 1. Descriptive Statistics and Correlations Among Variables

Variables	1	2	3	4	5	6
Emotional Intelligence						
1. Well-Being	1	.45**	.36**	.46**	.50**	.55**
2. Self-Discipline		1	.38**	.40**	.64**	-.45**
3. Emotionality			1	.37**	.41**	-.37**
4. Sociability				1	.53**	-.48**
5. Authenticity					1	-.58**
6. Self-Disgust						1
\bar{X}	20.58	17.12	19.73	20.36	-2.37	28.68
SD	3.82	4.68	3.7	4.2	10.75	11.12
Skewness	-0.59	-0.11	-0.20	-0.52	-0.22	-0.88
Kurtosis	0.10	-0.56	-0.38	-0.13	-0.44	-0.06

Note. ** $p < 0.01$

A multiple regression analysis was conducted to examine the extent to which the well-being, self-discipline, emotionality and sociability sub-subscales of emotional intelligence, in conjunction with gender and income status, predict authenticity. The regression analysis results are presented in Table 2.

Table 2. Predictive Role of Emotional Intelligence, Gender and Income Status in Authenticity

Variables	B	Std. Error	β	t	p	F	R^2
Constant	-45.57	2.35		-19.32	0.00		
Well-Being	0.43	0.10	0.15	4.34	0.00		
Self-Discipline	0.98	0.08	0.43	12.30	0.00		
Emotionality	0.28	0.09	0.09	2.97	0.00	88.95	0.53
Sociability	0.62	0.08	0.25	7.13	0.00		
Gender (Female)	-0.39	0.78	-0.01	0.46	0.61		
Income Status (Middle)	-1.02	1.02	-0.34	-1.00	0.31		
Income Status (High)	0.83	1.81	0.00	0.46	0.96		

Note. $F_{(7,547)} = 88.95$ $R = 0.73$

As a result of the multiple regression analysis given in Table 2, it was found that the well-being, self-discipline, emotionality, and sociability subscales of emotional intelligence ($R = 0.73$, $R^2 = 0.53$) were significant predictors of authenticity, $F_{(7,547)} = 88.95$, $p < 0.05$. Well-being, self-discipline, emotionality, and sociability together explain 53% ($R^2 = 0.53$) of the change in authenticity scores. It was found that gender, middle income status and high-income status did not predict authenticity, $p > 0.05$. According to standardized regression coefficients, the order of importance of predictor variables on authenticity is self-discipline ($\beta = 0.43$), sociability ($\beta = -0.25$), well-being ($\beta = -0.15$), and emotionality ($\beta = -0.09$).

A multiple regression analysis was conducted to examine the extent to which the well-being, self-discipline, emotionality and sociability sub-subscales of emotional intelligence, in conjunction with gender and income status, predict self-disgust. The regression analysis results are presented in Table 3.

Table 3. Predictive Role of Emotional Intelligence, Gender and Income Status in Self-Disgust

Variables	B	Std. Error	β	t	p	F	R^2
Constant	78.44	2.68		29.23	0.00		
Well-Being	-0.91	0.11	-0.31	-7.98	0.00		
Self-Discipline	-0.42	0.09	-0.17	-4.60	0.00		
Emotionality	-0.30	0.10	-0.10	-2.73	0.00	59.82	0.43
Sociability	-0.63	0.10	-0.24	-6.35	0.00		
Gender (Female)	-3.74	0.89	-1.13	-4.16	0.00		
Income Status (Middle)	-2.03	1.16	-0.06	-1.74	0.08		
Income Status (High)	-3.63	2.06	-0.06	-1.76	0.07		

Note. $F_{(7,547)} = 59.82$ $R = 0.65$ $p < 0.05$

As a result of the multiple regression analysis given in Table 3, it was found that the well-being, self-discipline, emotionality, sociability subscales of emotional intelligence and gender (female) ($R=0.65$, $R^2=0.43$) were significant predictors of self-disgust, $F_{(7-547)}= 59.82$, $p < 0.05$. Well-being, self-discipline, emotionality, sociability and gender (female) together explain 43% ($R^2=0.43$) of the change in self-disgust scores. According to standardized regression coefficients, the order of importance of predictor variables on self-disgust is well-being ($\beta=-0.31$), sociability ($\beta=-0.24$), self-discipline ($\beta=-0.17$), gender ($\beta=-0.13$) and emotionality ($\beta=-0.10$). It was found that middle income status and high-income status did not predict self-disgust, $p > 0.05$.

Conclusion, Discussion and Recommendations

This study examines the predictive role of emotional intelligence and some demographic variables on authenticity and self-disgust. The study findings indicate that emotional intelligence, including well-being, self-discipline, emotionality, and sociability subscales, significantly predicts authenticity. Together, these four factors account for 53% of the variance in authenticity scores. Kumru (2021) discovered similar findings in her research. It is found that emotional intelligence is a significant predictor of various subscales of authenticity. Similarly, Tohme and Joseph (2020) found that there is a significant relationship between emotional intelligence and authenticity. Kocaoğlu (2020) found a low and significant positive relationship between authenticity and emotional intelligence variables in the study. Similarly, Günar Eren (2019) discovered that there is a significant positive correlation between emotional intelligence and authenticity. Bağdiken (2021) found a medium and significant positive relationship between authenticity and emotional intelligence variables in the study. From the theoretical framework, it is seen that authenticity shares many commonalities with emotional intelligence competencies. For instance, self-awareness is a vital competence for the emotionality subscale of emotional intelligence (Goh & Kim, 2021; Goleman, 2021b). Individuals with high emotional intelligence have an increased awareness of their internal processes, including their emotions, thoughts, desires, and needs. They utilize this awareness to guide their actions. It is considered that emotional intelligence's self-awareness skills impact the actions of authentic individuals, and emotional intelligence's self-awareness skills impact the actions of authentic individuals based on their emotions, thoughts, and needs (Bağdiken, 2021). Furthermore, the effective expression of emotions, needs, and desires can be possible in favor of emotional intelligence (Salovey et al., 2004), and these skills are included in emotionality and sociability subscales of emotional intelligence (Goh & Kim, 2021). It could be asserted that these skills are capable of limiting external influences that clash with one's own emotions and thoughts. It is known that authentic people tend to respond to stressful situations in proactive and constructive ways rather than exhibiting avoidant behaviors. Effective stress management skill is an important skill in the self-discipline sub-dimension of emotional intelligence (Bar-On, 2006). The well-being subscale is related to utilizing your own potential and high self-esteem (Goh & Kim, 2021). Koole and Kuhl (2003) stated that high self-esteem is important and encouraging for a secure self and authenticity.

The study found that gender did not predict authenticity. In the literature, several studies suggest that there is no disparity in the levels of authenticity between genders (Neff & Harter, 2002; Tekin, 2021; Yılmaz & Gündüz, 2021). Social expectations and values can limit both women and men in different contexts such as work life, marriage and family life. Therefore, it can be considered that gender does not have a distinctive predictive effect on authenticity. Additionally, the study revealed that income status did not predict authenticity. The concept of authenticity is closely linked to one's inner world and their relationship with the self. Consequently, when assessing the authenticity of an individual, it may be more accurate to consider it as a personal and private matter, independent of the material opportunities they possess or their socio-economic background.

In conclusion of the study, it was found that the well-being, self-discipline, emotionality, sociability subscales of emotional intelligence and gender (female) negative impact on self-disgust. Together, these factors account for 43% of the variance in self-disgust scores. It is thought that various aspects of emotional intelligence may be effective in explaining self-disgust with emotional intelligence. Emotional intelligence helps to accept painful feelings and transform them into positive ones instead of avoiding or denying them. Therefore, it

ensures efficient coping strategies with a helpful emotional approach. Consequently, emotional intelligence cultivates the growth of self-compassion (Neff, 2003). People act sympathetically and dispensatively towards themselves in favor of self-compassion. However, if an individual fails to exhibit self-compassion and persists in self-criticism, they may develop self-disgust. There is evidence within the literature indicating a negative correlation between self-disgust and self-compassion (Bektaş, 2020; Marques et al., 2021; Özden, 2021). Thanks to emotional intelligence, individuals can regulate their emotions and avoid being controlled by them. As a result, effective management of negative emotions contributes to a more thriving and healthy life (Gerçek, 2020). Through emotion regulation, which is an important skill for emotional intelligence, the effects of events, situations, and thoughts can be reduced, and thus lower levels of self-disgust can develop (Lazarus et al., 2019). There is evidence in the literature that emotion regulation, an essential ability for the emotionality sub-dimension of emotional intelligence, can effectively decrease negative emotions like self-disgust (Gao et al., 2022; Lazarus et al., 2019; Ypsilanti et al., 2019). While self-disgust is commonly associated with psychological disorders and negative experiences in the literature (Brake et al., 2017; Gao et al., 2022; Ille et al., 2014; Ypsilanti et al., 2018), emotional intelligence is widely known to enhance life satisfaction and promote optimism (Bar-On, 2006). In particular, the well-being subscale of emotional intelligence includes the feeling of fully utilizing one's potential, happiness, well-being, and high self-confidence (Goh & Kim, 2021). Therefore, it can be considered that the well-being subscale has an effect on reducing self-disgust. Furthermore, it can be argued that emotional intelligence contributes to the activation of several psychological mechanisms that have a profound impact on self-disgust levels. Specifically, emotional intelligence skills promote self-awareness and enhance an individual's ability to cope more adaptively with negative criticism about themselves (Goleman, 2021b). This may lead to a lower level of self-disgust. Because there are a series of negative evaluations and self-criticism in the formation of self-disgust (Fox et al., 2015). In addition, low scores on the sociability subscale of emotional intelligence indicate being shy and introverted (Goh & Kim, 2021). Therefore, high sociability scores are expected to have an inhibitory effect on emotions such as shame and pride, which are usually associated with self-disgust (Lazarus et al., 2019; Power & Dalgleish, 2016). For these reasons, it can be said that emotional intelligence has a negative predictive effect on self-disgust.

According to this study, being in the female gender negatively predicts self-disgust. In the literature, there are results showing that gender is both unrelated to self-disgust (Kıvrak, 2021; Yıldırım & Bahtiyar, 2022) and related (Atmaca, 2022; Avşaroğlu et al., 2021; Ille et al., 2014; Öz, 2022; Palmeira et al., 2019). Also, it was found that income status did not predict self-disgust. In addition, many studies in the literature have shown that income status is not related to self-disgust (Avşaroğlu et al., 2021; Doğan, 2022; Öz, 2022). The lack of effect of income status on self-disgust can be explained by the fact that self-disgust has a multidimensional nature or that individuals have different coping mechanisms. More studies are needed to explain the mechanisms underlying self-disgust more clearly.

This study has some limitations. Firstly, the measurement tools used are based on self-report. This situation may lead to individuals not responding objectively. In addition, the sample of the study is limited to 555 university students. Further research is needed to generalize the results to adolescents and older age groups.

In the literature, there are very few studies examining similar relationships between emotional intelligence, authenticity, and self-disgust variables. To ensure the generalizability of the findings, it is advisable for scholars to conduct studies investigating similar relationships in diverse samples. Furthermore, studies on the psychological formation of self-disgust have typically overlooked the potential influence of various psychological characteristics while focusing on the examination of the impact of certain behaviors and traumatic events. There is a need, therefore, for increased research on the psychological aspects of self-disgust. Many psychological disorders have been linked with psychological factors like authenticity and self-disgust, and it is important to consider these factors in psychological counselling processes. For this reason, it is recommended that practitioners should pay attention to increasing emotional intelligence skills in psychological counselling processes and develop various psycho-education.

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Author Contributions. The authors carried out the study design and data collection together. After the first author completed the reporting of the study, all sections of the manuscript were reviewed and edited by both authors.

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Data Availability. Data are available from the authors upon request.

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RESEARCH ARTICLE

Instagram Story Effects Usage Scale (ISEUS): A Scale for User Tendencies in Social Media

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ABSTRACT

In today's technology, especially on Instagram, story effects have been used frequently by women. These effects make the face perfect by performing aesthetic procedures and make-up on the face. As a result of this perfection, the use of Instagram story effects can negatively affect women's perceptions of beauty. Additionally, the usage of beauty affects might make women have poor body image by diminishing their self-esteem and confidence and raising their social anxiety. This may lead to a rise in young girls seeking plastic surgery, particularly during adolescence. A scale related to the use of Instagram story effects and its effect on the perception of beauty has not previously been developed in order to measure this situation. Including this scale in the literature will open the door for further research that will support and raise awareness of the issue. As a result, an 8-item Instagram Story Effects Usage Scale (ISEUS) was developed in this study using data from 147 Instagram story effects users. In order to reveal the construct validity of ISEUS, exploratory and confirmatory factor analysis was applied. The results show that the developed scale's psychometric properties are satisfactory. ISEUS is intended to be used in a variety of research projects that bring together different disciplines.

Instagram has evolved into a social media platform that people of all ages use on a daily basis, allowing its users to be visible. Social media platforms affect people in different ways. However, the most prominent factor among them is beauty standards (Siddiqui, 2021). While users display the appearance they want to have on Instagram or the life they want to live; they may cause others to have unrealistic expectations. Eldaly and Mashaly (2021) emphasize that social media leads to unrealistic expectations among users. It is becoming easier to be visible because of the updates that are released each year. Instagram story effects, which entered our lives not long ago, are one of the innovations that help in this situation. Story effects appear as photo editing tools that allow users to change their images (Siddiqui, 2021). According to Javornik et al. (2022), these effects increase the appearance of users. In the past, filters that would only improve the appearance of the photo (e.g. the brightness) could be added to the photos shared on Instagram, but now there are effects that can improve the appearance of the person in the photo. According to research, 600 million users use these effects on various social media platforms (Bhatt, 2020). These beauty effects, which are especially popular among women in selfies, give the person a completely different appearance than they do in the mirror. The effects' surreal appearance reflects today's ideal beauty patterns. Briefly, full lips, slanted eyes, an archless thin and upturned nose and beautiful cheekbones etc. Effects can provide all of this, as well as meet the person's

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make-up and hair needs. Sometimes it can even improve to the point where users become unrecognizable (Mendoza, 2022). For this reason, many women use effects to define their jawline, enlarge their lips, smooth their skin and make many other appearance improvements (Siddiqui, 2021). According to Sari and Susilawati (2022) these filters not only become the most popular feature today, but also make users dependent on the use of effects before posting photos or videos. As a result, the increasing use of these face-enhancing effects in Instagram stories among people of all ages may cause women to dislike their ineffective state and move away from their naturalness, leading to a variety of negative psychological situations. Taking and posting selfie photos is among the important features that increase social anxiety (Eldaly & Mashaly, 2021). Instagram, as an image-based application, has evolved into a social media platform where hundreds of thousands of selfie photos are shared every day, as well as an environment where effects are frequently used. As the aforementioned effects become more advanced in terms of beautification, it may become difficult for users to distinguish between the effected and non-effected versions, and they may begin to prefer the effected versions (Burnell et al., 2021). As a result, most selfies are now shared with effects, and users find selfies without effects odd. This situation may negatively affect the perception of beauty of the face of women using beauty effects. When women look in the mirror, they may not like themselves and may feel unhappy. Thus, with the use of effects, women's self-confidence may decrease (Siddiqui, 2021). In addition, they may want to display their appearance on social media in the real world. As the researchers, we specifically targeted women in this study because existing research provides strong justification for women's greater use of Instagram story effects compared to men (Slater et al., 2017; Tiggemann et al., 2018; Engeln et al., 2020). Multiple studies have indicated that women spend significantly more time on Instagram and engage more actively with all features, especially those related to photo/video editing and sharing (Geurin-Eagleman & Burch, 2016; Engeln et al., 2020). A 2022 Pew Research study found over 63% of young women use Instagram filters and editing tools before posting photos of themselves, compared to only 38% of young men (Daneshjo, 2023). Given the disproportionate pressure women feel to meet beauty standards through image editing practices, sampling women would provide unique insights into the effects of Instagram story filters that accentuate or conceal certain facial features and body types. However, these effects provide an insatiable perfection and create an unattainable beauty perception. Even if they resort to various beautification procedures, hoping to approach this perception of beauty in women who use effects every day, they will always want more. Maes and Lenne's study results (2022) show that the use of effects plays an important role in adolescents' acceptance of plastic surgery, increasing socially motivating beliefs to have plastic surgery. Even if women resort to these surgical procedures, they can always ask for more. Because the effects can create a surreal perception of beauty. As far as we know, the lack of a valid and reliable scale for the use of Instagram story effects hinders quantitative research in this sense. Mendoza (2022) reported that the absence of any scale for effects was a shortcoming. ISEUS aims to pave the way for research on this subject and to bring different disciplines together. Thus, awareness of conducting preventive research for mental health would be raised.

Instagram Story Effects

Instagram is an image-based social media platform that derives its name from the combination of the English words instant (quick) and telegram (telegram). It enables users to instantly share the pictures and videos they take on their own profiles by applying different filters and effects, along with a text caption (Aslan & Ünlü, 2016; Öztürk et al., 2016; Faelens et al., 2021). Kevin Systrom and Mike Krieger's endeavors brought Instagram into our lives in 2010, and Facebook's acquisition of Instagram in 2012 helped it gain further prominence. Since Instagram is primarily an image-based application, it has evolved with many upgrades over time and had a significant impact on the notion of photography, which has seen many changes since its creation, in terms of its production and presentation style (Gümüş, 2021). Instagram's updated filtered photo sharing feature is one of the most significant examples of this impact. With the help of these Instagram filters, users may enhance the appearance of the photographs they upload by adjusting the color tone, light, brightness, sharpness, etc. Users also have the option to alter their images in the editing section without using any of the available filters. The perception of photo editing as a specialty of professional photographers has changed because of this update. Everybody can now experience what professional photographers do.

One of the most important updates after filters is undoubtedly the story feature. After updating the Instagram story feature, it has increased its audience considerably. Instagram stories, which entered our lives in August 2016, have 500 million daily users (Statista, 2022). This feature has become one of the most used features of Instagram. Thanks to the story feature, users can share photos and videos that can only be viewed 24 hours a day, unlike the posts they share on their profiles. These stories appear at the top of Instagram's home page as red circles drawn outside users' profile pictures. In this way, users can watch by clicking on the stories of their friends they follow. They can create stories with their own photos and videos.

The story function has begun to receive changes because of its regular use. The user can submit photographs with different effects, disclose their location, add a clock, use text styles, tag their friends, and pin their stories to their profiles in the story area. Since quite some time ago, Instagram's story feature has employed effects that are comparable to those that were previously used in Snapchat. The beautifying effects were the upgrade that, out of all these updates, had the most impact on women in particular.

Users can create effects, which mostly apply make-up and visually enhance the face, and add them to the story portion of a photo, either at the moment the photo is shot or subsequently. The fact that effects are frequently used on selfies is an essential issue about effects. With effects, a very basic and unremarkable selfie can become an ideal picture (Sanlav, 2014). The importance of portraying oneself and an image on social media has grown with the rise in popularity of the selfie, which is particularly popular among young people (Gümüş, 2021). Selfie images are regarded as playing a significant role in the formation of an individual's identity (Özdemir, 2015). The effects are especially applied to selfies and directly beautify the face. Thanks to these effects that beautify the face, women can recreate themselves, be happy with the result, and thus become dependent on the effects (Güzel & Çizmeci, 2018). In short, the person presents the image she has created by editing rather than her own image and draws a misleading image (Gümüş, 2021).

In conclusion, Instagram has a negative aspect that frequently fails to reflect reality, presents the image of a flawless existence, and promotes impossible expectations (Staniewski & Awruk, 2022). The image manipulation capabilities known as filters and effects, according to Sherlock and Wagstaff (2018), are what feed this sinister side of Instagram. As a result, many people exert a lot of effort to achieve unachievable goals. Lup et al. (2015) claim that Instagram users may tend to exaggerate their idealized versions of the world because of the proliferation of beautiful editing tools. All these things can encourage social comparison, undermine one's self-worth, and lead to body dissatisfaction (Staniewski & Awruk, 2022). According to a study by Holland and Tiggemann (2016), creating and consuming picture-based content can have a negative impact on one's body image. Therefore, the popularity of selfies and story effects may have an impact on consumers' psychological well-being. As a result, additional study should be done on this topic.

The Present Study

Purpose of the study. The story effects used on Instagram have become a hot topic recently. These effects are Filter VS Reality on Instagram is the main topic of many occasions, such as interviews in popular magazines, statements by plastic surgeons, and self-confidence projects where brands like Dove aim to protect the psychological health of young girls. However, the literature for such an important subject is rather empty. This is because there is no valid and reliable scale for the beauty effects in question. Since we believe that the use of Instagram stories may have an impact on women's psychology and preferences, the purpose of this study is to develop a valid and reliable scale about these effects. With the aid of this scale, various research can be done in the literature, by mental health professionals working in the field, by aesthetic surgeons, by social media experts, and, of course, by the entire society to provide benefits and gain new perspectives.

Development Procedures of the Scale. The message of “always look for the more beautiful” given to women through the media is given more insistently thanks to the beauty effects available through Instagram today (Güzel & Çizmeci, 2018). Image-based content shared on Instagram is generally transformed into different versions with effects to achieve a more aesthetically pleasing appearance (Kınlı et al., 2021). Therefore, with the expansion of these opportunities offered by technology, women can approach ideal beauty thanks to the effects they use on Instagram (Güzel & Çizmeci, 2018). However, it also has negative consequences. Although applying effects offers women an ideal appearance, it can blur their perception of reality (Youn, 2019). The

fact that the use of effects is increasing day by day in the population of all ages, the fact that women begin to dislike their ineffective state and move away from naturalness reveals the importance of this situation. The lack of a valid and reliable scale for the use of Instagram story effects hinders quantitative research and hinders research on such an important subject. During the scale development process, a literature review was conducted, and expert opinion was taken for the questions. Basic concepts of scale, theoretical frameworks and previously used measuring materials were identified. This information formed the basis for the content of the scale. Academics with experience in the field were contacted to obtain expert opinion. Feedback from experts was received through structured discussions and surveys on the first draft articles being prepared. Experts commented on whether the items adequately reflect transparency, validity, integrity of meaning and related concepts. Based on literature review and expert opinions, the draft scale was produced. Each item is designed to reflect the concept clearly and comprehensively to be measured. The content was taken care to be simple, clear, and understandable. As a result of all the feedback and evaluations, the scales have ended.

Method

Research Design

The research type for the development and validation of the "Instagram Story Effects Usage Scale (ISEUS)" is a Quantitative, Instrument Development Research. This refers to the process of creating a new tool or scale for measuring a specific construct or variable (Elangovan & Sundaravel, 2021). In this study, the ISEUS is being developed to measure the impact of Instagram story effects on users' perceptions of beauty.

Data Collection and Study Group. The online survey created using Google Forms was sent over several social media platforms (Instagram, Whatsapp, and Facebook), as well as email groups, to recruit the 149 women who ultimately took part in the study. Participants range in age from 17 to 45. The survey was conducted between November 2021–December 2021. Considering the extreme values, the data of two of the participants were excluded from the analysis. Thus, the sample of the study consists of 147 women. The average age of the participants participating in the scale development study is 25.09. 16.3% (24) of the participants were married and 83.7% (123) were single. 1.4% (2) of the participants were at primary school, 6.1% (9) at high school, and 92.5% (136) at university level. 40.1% (59) of the participants are working, 59.9% (88) are not working. 59.2% (87) of the participants think about having aesthetic or cosmetic applications, while 40.8% (60) do not.

Statistics. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed for validity examination. SPSS was used for exploratory factor analysis and reliability tests, and SPSS Amos was used for confirmatory factor analysis. Explanatory factor analysis was performed, varimax rotation was applied over the main components analysis and the factor formation status of the scale was examined. As a result of the calculation, Kaiser-Meyer-Olkin (KMO) value was calculated for sample size adequacy. In addition, Barlett's sphericity test was performed to determine the suitability of the scale items for analysis. For the reliability analysis of the scale, Cronbach's Alpha and internal consistency item statistics were examined. Cronbach's alpha values above .700 were considered sufficient (Terwee et al., 2007; Greco et al., 2018). In addition, when the item was removed, Cronbach's alpha values were also calculated and evaluated. Item-total correlation values, which are generally required to be above .300–.400, were also calculated (Rouquette & Falissard, 2011).

Results

The findings show that the sample fit coefficient was found to be .855 (>.600), the Barlett Sphericity test χ^2 value was 627.339 ($p < .01$), and it was understood that the scale was suitable for factor analysis.

Table 1. Factor structure of the scale and factor loadings.

	Component		Eigenvalues
	1	2	
i5	.815		.764
i6	.813		.710
i7	.785		.699
i4	.727		.670
i8	.713		.519
i2		.827	.726
i1		.751	.618
i3		.685	.530
Variance explained %	52.863	12.597	
Total variance explained %	52.863	65.461	

As shown in the Table 1, in the first analysis performed for exploratory factor analysis in the context of principal component analysis for all items, the component matrix was examined, and some items were removed since it was seen that the difference between the factor loading values of some items and the loading values of the other factor did not have to be at least .100 (Büyüköztürk, 2010). This process was repeated until there was no overlapping item, and a total of 4 items were removed. After these items were removed, sampling adequacy and Barlett Sphericity tests were checked again. At the end of the analyzes, it was determined that the sample fit coefficient was .856 ($>.600$), the Barlett Sphericity test χ^2 value was 523.489 ($p<.01$), and it was understood that the scale was suitable for factor analysis (McCroskey & Young, 1979). Varimax rotation was performed again to determine the factor structure of the scale, which had 8 items. When the Varimax rotation table was examined, it was seen that the 8-item scale had two factors. These two factors explain 65,461% of the total variance. The first factor (Perception of Beauty) consists of 5 items and explains 52,863% of the total variance. Considering the factor loadings of the items in this factor, it was observed that it varied between .519 and .764. The second factor (Use of Effect) consists of 3 items and explains 12.597% of the total variance. Considering the factor loadings of the items in this factor, it was observed that it varied between .530 and .726.

Table 2. Regression Weights

Model			β_1	β_2	S.E.	C.R.	p
i3	<---	F1	.465	1			
i2	<---	F1	.708	1.775	.47	3.777	<.001
i1	<---	F1	.576	1.334	.359	3.713	<.001
i8	<---	F2	.513	1			<.001
i7	<---	F2	.734	1.315	.237	5.548	<.001
i6	<---	F2	.729	1.341	.242	5.529	<.001
i5	<---	F2	.852	1.504	.256	5.886	<.001
i4	<---	F2	.728	1.176	.213	5.524	<.001

In Table 2, it is seen that the items that provide the formation of the two-factor structure of the scale have a significant contribution to the factor formation ($p < .01$). It is seen that the error variance values for CFA vary between .213 and .470 and all values are at a significant level.

Table 3. CFA Fit Indices Values

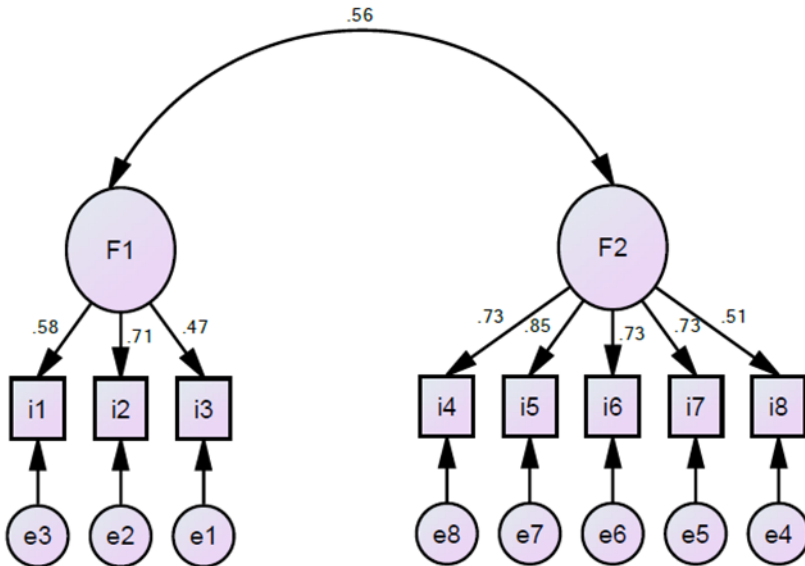
Model	χ^2/df	SRMR	RMR	GFI	AGFI	NFI	CFI	RMSEA
Default	1.865	.050	.058	.942	.889	.900	.949	.081

Note. $\chi^2=35.444$; $df=19$; $p=.012$

As shown in the Table 3, fit indices values of the current model is as follows: $\chi^2= 35.444$ ($df=19$, $p=.012$), $\chi^2/sd=1,865$, SRMR=.050, RMR=.058, RMSEA=.081, GFI=.942, AGFI=.889, CFI=.949 and NFI=.900. The fit index values found by Schermelleh-Engel et al. (2003) and Çokluk et al. (2012) were examined and it was reported that χ^2/sd , RMSEA, SRMR, GFI, AGFI, CFI, NFI, NNFI values showed acceptable fit. It was demonstrated with these values that the level of fit of the model obtained from the CFA is sufficient.

As shown in the Figure 1, the factor load value for CFA is between .56. It is seen that the path coefficients between the items and the dimensions are between .47-.58 for the first factor and between .51-.85 for the second factor.

Figure 1. Measurement Model for the Scale.



Reliability Analysis

The reliability of the scale was examined based on Cronbach Alpha methods. Considering that, the measurement results with a reliability coefficient of .700 and above are reliable (Greco et al.). It has been revealed that Cronbach Alpha reliability coefficient is .871 for Perception of Beauty subscale, .704 for Use of Effect subscale and, .869 for total scale.

In order to determine the discrimination levels of the items and to determine the predictive power of the total score, corrected item-total correlations were calculated. The findings obtained as a result of item analysis are shown in Table 4.

Table 4. Item Statistics

	Mean	Sd	Corrected item-total correlation	When the item is removed scale Alpha
i1	19.86	37.790	.525	.863
i2	20.35	37.091	.544	.862
i3	20.95	38.826	.492	.866
i4	19.86	34.849	.724	.843
i5	20.03	33.280	.766	.837
i6	20.74	33.508	.694	.845
i7	20.53	33.867	.719	.842
i8	20.20	35.529	.534	.865

Table 4 reveals that item-total score correlations vary between .492 and .724. Items with item-total score correlations over .300 are considered discriminating. All these findings reveal that the items are discriminatory.

Evaluation of Scores Obtained from the Scale

There are 8 items in the scale and there is no reverse item. The scale is a five-point Likert-type as; "Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1)". The scale has two dimensions. The total score obtained from the scale indicates that the person's use of Instagram story effects is intense and therefore the perception of beauty is negatively affected.

Discussion

The main purpose of this research is to provide a valid and reliable scale to the literature on the use of Instagram story effects and the effect of these effects on the perception of beauty. In this direction, the data of 147 Instagram story effects user women were used to develop ISEUS and to examine its psychometric suitability. To determine the sample size, the number of participants was used as 10 times the number of items (Nunnally, 1978).

The factor analysis process in this study further strengthens the construct validity of ISEUS. Construct validity refers to how well a test or tool measures the concept that it's intended to measure (Stone, 2019). In the context of the ISEUS, this would be the impact of Instagram story effects on users' perceptions of beauty and their usage behavior. By conducting both exploratory and confirmatory factor analyses, the study rigorously tests the scale's structure and the interrelationships among its items, ensuring that they effectively capture the underlying constructs they are intended to measure (Brown, 2015). The Bartlett's test of sphericity and Kaiser-Meyer-Olkin (KMO) analyzes outcomes are critical in assessing the suitability of the data for factor analysis, which is a fundamental step in validating a new scale. As a result of the analyzes, it was determined that the sample fit coefficient was .856 (>.600), the Barlett Sphericity test χ^2 value was 523.489 ($p < .001$). Based on the KMO value of .856, it is evident that the partial correlations among variables are not too small, supporting the appropriateness of conducting a factor analysis on the data. According to (Watkins, 2018), KMO values greater than .800 are considered 'meritorious' for factor analysis, indicating that the data is suitable for this statistical technique. Additionally, Nkansah (2018) states that in scientific studies, it is only possible to apply factor analysis if the KMO value is higher than .60, further supporting the suitability of the data for factor analysis. It was understood that the scale was suitable for factor analysis (McCroskey & Young, 1979).

Varimax rotation was used to determine the factor structure of ISEUS. Varimax rotation maximizes the variance of the squared loadings of a factor on all the variables. It simplifies the interpretation of the factors by making the factor structure more distinct. The use of Varimax rotation helps in achieving a clearer, more interpretable factor structure by making the loadings of each item on their respective factors as high as possible while minimizing cross-loadings (Sass, 2010). In accordance with Churchill's (1979) statement that items with

a corrected item-total correlation value less than .300 should be deleted, 4 items with insufficient factor loading were removed from the scale and an 8-item scale was formed. When the Varimax rotation table was examined, it was concluded that the remaining 8 items formed a two-factor structure and these factors explained 65,461% of the total variance. Explaining over 65% of the total variance is a strong outcome, especially in social sciences and psychological research where complex behaviors and traits are often measured (Smedslund et al., 2022). The first factor obtained consists of 5 items and explains 52.863% of the total variance. Considering the expressions in the factor, this factor was named as Beauty Perception, since there were expressions about the negative impact of the perception of beauty. The second factor consists of 3 items and explains 12.597% of the total variance. Since the three questions in the factor were created to determine the frequency of effect usage, this factor was named as Effect Usage.

The two dimensions identified in ISEUS offer valuable insights into how Instagram story effects impact users, particularly in the context of beauty perception and usage behavior. The items in the first dimension revolve around the negative impact of Instagram story effects on the perception of beauty. This suggests that the use of these effects significantly influences how users perceive beauty, potentially altering their natural perception of what is considered beautiful. This dimension likely captures psychological aspects such as self-image, body image, and internalization of beauty standards influenced by the frequent viewing or use of filtered images. The significant variance explained by the Beauty Perception dimension indicates that the perception of beauty is a major area affected by Instagram story effects. It suggests a strong psychological impact, potentially leading to issues like lowered self-esteem, body dissatisfaction, or the adoption of unrealistic beauty standards. While the second dimension has a smaller percentage compared to the first dimension, it still represents a notable aspect of how users interact with Instagram story effects. The items in this dimension focus on the frequency of using Instagram story effects. This dimension measures the behavioral aspect of how often users apply these effects to their stories. This could reflect habits, preferences, or the degree of reliance on these effects for social media interactions. Even though it accounts for a smaller portion of the variance, the Effect Usage dimension is crucial for understanding the practical aspect of interaction with Instagram story effects. A high frequency of effect usage may correlate with an increased influence on beauty perceptions.

Cronbach's alpha and internal consistency coefficients were examined to measure the reliability of the ISEUS. The Cronbach's alpha reliability coefficient, which was found to be .871 for the Perception of Beauty subscale, indicated a very high level of internal consistency. This suggests that the items within this subscale are closely related to each other in measuring the construct of beauty perception among Instagram users. Furthermore, the Use of Effects subscale with a reliability coefficient of .704 falls just above the threshold identified by Greco et al. (2018) for acceptable reliability. While this indicates satisfactory internal consistency, it is marginally lower than that of the Perception of Beauty subscale. This difference could imply that the concepts covered under the Use of Effects subscale are slightly more diverse or that respondents might have interpreted these items in a more varied manner. However, it still reflects a reliable measure of the effects of Instagram story effects on users. The total scale's Cronbach's alpha reliability coefficient of .869 highlights the overall consistency and reliability of the ISEUS. This high level of reliability across the scale suggests that the ISEUS is a reliable tool for measuring the impact of Instagram story effects on users' perceptions of beauty and their usage behaviors. In summary, the reliability analysis of the ISEUS demonstrates its potential as a valuable instrument for research in social media psychology, particularly in the context of Instagram usage and its impact on beauty perceptions and related behaviors. The scale's reliable psychometric properties open avenues for interdisciplinary research, contributing significantly to the understanding of social media's influence on contemporary beauty standards and self-esteem issues, particularly among young women.

Limitations and Implications

This study has a major limitation. The scale was developed for only women. As the researchers, we specifically targeted women in this study because existing research provides strong justification for women's greater use of Instagram story effects compared to men (Slater et al., 2017; Tiggemann et al., 2018; Engeln et al., 2020). Multiple studies have indicated that women spend significantly more time on Instagram and engage more

actively with all features, especially those related to photo/video editing and sharing (Geurin-Eagleman & Burch, 2016; Engeln et al., 2020). A 2022 Pew Research study found over 63% of young women use Instagram filters and editing tools before posting photos of themselves, compared to only 38% of young men (Daneshjo, 2023). Given the disproportionate pressure women feel to meet beauty standards through image editing practices, sampling women would provide unique insights into the effects of Instagram story filters that accentuate or conceal certain facial features and body types. The ISEUS aims to assess women's motivations, emotions, and attitudes related to the effects on their self-perception, body image, and comparisons to societal beauty ideals. In summary, ample precedent in social science literature demonstrates women's heavier and more complex use of Instagram story editing tools to "improve" self-presentation and feel more positively about appearance. Thus, Instagram Story Effects Usage Scale intentionally focuses on women as the target population given the distinct role these filters play in impacting their beauty ideals and self-image in relation to powerful sociocultural standards. It is obvious that these beautifying effects have the potential to harm women's perceptions of beauty. Different consequences on human psychology and behavior may result from these factors. While in the past women struggled to achieve the ideals of beauty depicted on magazine covers, with the proliferation of beauty effects, they now compare themselves not only to models or other beautiful women in the media, but also to their friends who appear attractive on social media and even to themselves, who appear more attractive because of the effects (Egger, 2021). Considering all these, it is clear that the use of effects can cause psychological problems for women. Even if the use of effects does not negatively affect the self-esteem of every woman, most women can feel bad by comparing the effect they see in the mirror with the effect they see in the mirror. In addition, individuals in adolescence may be more affected by this situation. It has been seen that there are trends in this regard on Instagram as well. Filter & Reality videos have gone viral. In these videos, it can be seen how unhappy they are in the facial expressions of most of the women when they switch to their neutral state (Tiggemann & Anderberg, 2020). Therefore, the use of effects has become a serious global problem, and this problem is growing day by day.

Developing a scale to evaluate all these with quantitative research provides multidisciplinary benefits. The reason for this is that the use of these effects is a subject that closely concerns both social media experts, plastic surgeons, and mental health experts. In a study, it was concluded that the use of effects has significant correlation with accepting plastic surgery and self-esteem. Accepting plastic surgery and low self-esteem can be explained by the beautifying effects used in Instagram stories (Tabak, 2022). The results of a previous qualitative study also support these findings (Eshiet, 2020). However, research is limited. It is thought that one of the biggest reasons why such an important subject could not be investigated further is the lack of a valid and reliable scale on the subject. At the same time, the fact that the use of effects has become widespread in our lives in the last few years shows that the concept is up-to-date and will take more place in future research.

In its current form, ISEUS was decided to be a Likert-type additive scale with 8 items and two sub-scales. The lowest score that can be obtained from ISEUS is 8, and the highest score is 40. The high score obtained from ISEUS indicates that the person's use of Instagram story effects is intense and therefore the perception of beauty is negatively affected. Considering that the scale, which was developed for the first time in the international literature, is short, easy to apply and easy to score, it is predicted that it will contribute to research that can be carried out in different societies and different geographies. Thanks to this scale, which we believe will lead to studies that are hoped to raise awareness for mental health professionals, plastic surgeons, and especially all women working in the field, the importance of developing self-confidence projects for women, recognizing the role of social media on the perception of beauty, and acting is further emphasized.

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Data Availability. Datasets analyzed during the current study are available from the corresponding author upon reasonable request.

Ethical Approval. All procedures performed in studies involving human participants comply with the ethical standards of the institutional and/or national research committee and the 1964 Helsinki declaration and subsequent amendments or comparable ethical standards. Ethical approval for this study was obtained from the Istanbul Beykent University Publication Ethics Committee for Social Sciences and Humanities (20.12.2021, Decision: 137)

Informed Consent. Informed consent was obtained from all participants for inclusion in the study.

Conflict of Interest. The authors declare that there is no conflict of interest.

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Appendix 1

Instagram Story Effects Usage Scale (ISEUS)

1-) Never 2-) Rarely 3-) Sometimes 4-) Often 5-) Always

1. I use effects when sharing a selfie story on Instagram.
2. I look for new story effects to save on Instagram.
3. I save to use a story effect I just saw on Instagram, and I like.
4. When sharing a selfie story on Instagram without using effects, it bothers me.
5. Using story effects for selfies on Instagram makes me feel better than I am.
6. When using effects for my selfie stories on Instagram, I often say "I wish my face looked like this".
7. After I started using the story effects for my selfies on Instagram, I started to think about plastic surgery.
8. I think that using Instagram story effects negatively affects my perception of beauty.



RESEARCH ARTICLE

The Role of Life Satisfaction and Sexual Self-Consciousness in Marital Disaffection*

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ABSTRACT

In this research, it was aimed to investigate life satisfaction and sexual self-consciousness as the predictors of marital disaffection and to reveal whether marital disaffection differs significantly according to determined demographical variables. The form including the scale items was transferred to the digital environment (Google Forms) and sent online to the participants, and the research data were collected between May 2021 and July 2021. This study was conducted with the data collected from 435 married individuals (239 women and 196 men) living in various cities of Türkiye, in a correlational survey model, using multiple regression analysis. The findings obtained in the research suggested that life satisfaction and sexual self-consciousness significantly predicted marital disaffection and the present two predictive variables of the research together explain 28% of the total variance in the scores of marital disaffection. It was also concluded that life satisfaction was negatively and moderately related to marital disaffection, and that there was a low related positive relationship between sexual self-consciousness and marital disaffection and it was found that marital disaffection it differed significantly according to gender, type of marriage, duration of marriage and the number of children.

According to Kayser (1993), marital disaffection occurs when the feeling of love between couples decreases after the increase in dissatisfaction in the marital relationship. In other words, marital disaffection can be defined as the weakening of the bonds between couples when the positive features perceived by the individual regarding the marital relationship are in the background and negative features are in the foreground (Kumcağız & Ertuğ, 2016). This emotional bond between couples is defined as the basis of the marriage relationship (Johnson, & Whiffen, 2003). Marital disaffection is another term for emotional bond disruption (Kayser & Rao, 2006). Research on the breakdown of marriages has revealed that there are numerous varieties in terms of the length and nature of this process (Hagestad & Smyer, 1982; Baxter, 1984; Lee, 1984; Vaughan, 1986).

In marriages where the level of disaffection gradually increases, couples not only feel feelings of resentment, anger, regret, and self-pity and move away from each other, but these feelings may also lead to mental health problems such as depression and suicide attempts (Dokur & Profeta, 2009).

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Examining the concept of marital disaffection, two types of disaffection can be mentioned. The first one is direct marital disaffection and the second one is indirect marital disaffection. Direct marital disaffection is defined as the woman's marital disaffection as a result of the effect of the disaffection experienced by the man on the woman. The second type of disaffection, indirect marital disaffection, is defined as the man's marital disaffection as a result of the woman's behaviours that weaken communication in the marriage (Westmann, et al., 2004). In other words, being exposed to the feeling of disaffection of one of the spouses can be directly transmitted to the other spouse and cause the emergence of mutual, emotional dissatisfaction.

Kayser and Rao (2006) state that marital disaffection consists of three stages. Disillusionment is the initial stage of marital discontent and is brought on by a progressive decline in the emotional bond between partners. This is phase of acute hurt and wrath that occurs in the second stage. At this point, the couples no longer value the good old days and are more focused on their problematic behaviors. The third and last stage of marital disaffection is the stage of indifference and indifference, in which negative and indifferent states peak and emotional distance replaces intense emotions. While couples experience emotional tiredness rather than rage, individuals report feelings of mourning as their discontent grows.

The assessment of the disaffection levels and stages of couples seeking psychological counselling support is a central point in family and marital therapy. Information on the level of disaffection of couples provides an understanding of the extent to which the couple's emotional bonds exist, while on the other hand, it provides clues to the psychological counsellor on the way to solve the problem (Kersten, 1990). In other words, analysing marital disaffection as a process shows that the psychological counselling service to be provided to couples experiencing disaffection should be structured on different qualities (in terms of intervention strategies).

When the studies investigating marital disaffection in Turkey are examined; socio-demographic variables, solution orientation, fear of compassion, conflict resolution styles and attachment styles, jealousy and emotion regulation, marriage types and sexual self-efficacy perceptions were investigated (Kumcağız & Ertuğ, 2016; Üçgöl, 2019; Karasu et al., 2021; Şahin, 2023; Aytan, 2023). When the related foreign literature was examined, it was seen that marital disaffection was investigated with the concepts of workaholism, attachment styles, marital conflict, social media addiction and marital satisfaction (Robinson et al., 2006; Hojatifar & Noori, 2017; Sarathchandra & De Silva, 2018; Abbasi et al., 2019).

When the positive psychology literature is analysed, it is seen that life satisfaction is an important concept that affects individuals' mental health as well as their relationships with family, couple, society and work (Neugarten et al., 1961). In terms of life satisfaction, the marital relationship can provide a healthier and higher quality life by providing benefits through social, economic and psychological support mechanisms. In other words, research shows us that the role of marriages in increasing the life satisfaction of couples is clear (Koydemir et al., 2005; Çağ & Yıldırım, 2013; Demirel, 2018). The permanence of families and marriages depends on couples' satisfaction with their marriages. It can be said that couples who experience disaffection in their marriages have a higher risk of ending their marital relationship than other married couples (Üçgöl, 2019).

Another dependent variable of our research is sexual self-consciousness. Sexuality is a fundamental part of human life (İncesu, 2005) and is also an important factor in marriage. The concept of sexual self-consciousness, which can affect the marital relationship, consists of two components known as sexual self-focus (focusing on oneself, one's body) and sexual shame (individuals being sensitive to the judgments and opinions of others when displaying sexual behavior) (Van Lankveld et al., 2007; Durlik et al., 2014; Brand & Waterink, 2018). In other words the higher the sexual focus on oneself and one's body, the higher the sexual shyness. This situation causes negative effects on the sexual experience of the person (Van Lankveld et al., 2008). Studies have concluded that sexual harmony and sexual self-consciousness affect the marital relationship (McCharty, 1997; Synder, 1997; Trudel, 2002; Litzinger & Gordon, 2005; Sanchez & Kiefer, 2007; Gülsün et al., 2009; Brand & Waterink, 2018; Çolak & Cin 2019; Bilal & Rasool, 2020).

In summary, marriage is one of the most beneficial (increasing life satisfaction) relationships in individuals' lives. But it might be one of the relationships which cause the most problems or disaffection as well (Dush et

al., 2008; Gordon et al., 2004). Thus, couples have more negative thoughts and feelings about their relationship than positive ones in marriages in which disaffection is being experienced. The disaffection phenomenon can be experienced due to many reasons. These can be summarized with cases such as socio-economic changes, communication problems, sexual problems, violence, burdening the marital responsibilities onto one of the couples, not sharing the parental responsibility fairly, impairment of physical or psychological health of one of the couples and manipulation of the families of couples on the marriage relationship (Westmann et al., 2004; Şendil & Korkut, 2008; Duba et al., 2012; Güren, 2017; Sidi et al., 2017; Brand & Waterink, 2018).

In This Study

This research was conducted within the framework of Kayser's concept of marital discontent. When the related literature is reviewed, it is seen that fewer studies focused on positive support mechanisms of married couples such as life satisfaction, healthy communication and well-being (Gable & Haidt, 2005). For this reason, this research is considered important since it investigates the variable of life satisfaction, which is believed to be effective on marital disaffection. Thanks to healthy and satisfying relationships that are built in family system in which the grounds for personality traits of individuals are laid, individuals can be satisfied with their lives and build healthy relationships. In addition to the development of these personality traits, individuals are also expected to form and develop characteristics such as sexual self-assertion, sexual self-efficacy, sexual shyness (Sanchez & Kiefer, 2007; Van Lankveld & Bergh, 2008) or courage by means of the relationships in their families. Therefore, family structures should be arranged in atmospheres in which personality traits enabling individuals to have life satisfaction can develop and positive attitudes exist (Çelik, 2012).

Providing individuals with this atmosphere becomes a positive indicative factor in their development process. Investigating the reasons of individuals' disaffection in marriages in which this positive atmosphere cannot be experienced, determining the factors affecting individuals' disaffection and carrying out studies for preventing these disaffections are of great importance in the formation of a healthy society and maintaining its continuity. The main purpose of this research is to investigate the roles of the variables of life satisfaction and sexual self-consciousness on the disaffection in marriages. Besides, determining whether there is a significant difference between the marital disaffection of married couples and some particular demographic variables (gender, the type of marriage, the duration of the marriage, the number of children) is also among the subgoals of this research. Based on discussions above, general hypotheses of this study were that:

H1: While sexual self-consciousness of married individuals predicts their marital disaffection positively and significantly, their life satisfaction predicts their marital disaffection negatively and significantly.

H2: Marriage disaffection of married individuals differs depending on the determined demographic variables

- i) Marital disaffection of married individuals differs depending on gender.
- ii) Marital disaffection of married individuals varies depending on the type of marriage.
- iii) Marital disaffection of married individuals varies depending on the duration of marriage.
- iv) Marital disaffection of married individuals varies depending on the number of children they have.

Method

Research Design

In this research, the relationship between marital disaffection, life satisfaction and sexual self-consciousness and the extent to which life satisfaction and sexual self-consciousness predicted marital disaffection were investigated. The predictive variables of the research were life satisfaction and sexual self-consciousness and the predicted variable as marital disaffection. While the first two goals of this research refer to a correlational survey model, the demographic variables present that this research has a descriptive character.

Participants

The sample of this research consists of 435 married couples (239 women and 196 men) living in various regions of Turkey and snowball sampling method has been used in this research. Snowball sampling method is used in cases where it is difficult to access the units that make up the universe (by subject or person) (Patton, 2005). In this technique, people and situations where rich data can be obtained are focussed and the universe is reached by following these people and situations (Creswell, 2013). The frequency and percentage values related to the demographic information of the married individuals who participated in the study are given in Table 1

Table 1. Frequency and Percentage Values of Demographic Variables Related to the Study Group Participating in the Research

	<i>Category</i>	<i>Frequency</i>	<i>Percent</i>
Gender	Female	239	54.9
	Male	196	45.1
Age	20-30	96	22.1
	31-40	156	35.9
	41-50	130	29.9
	51+	53	12.2
Type of Marriage	Arranged Marriage	81	18.6
	Convenience Marriage	42	9.7
	Love Marriage	312	71.7
Duration of Marriage	0-5 year	133	30.6
	6-10 year	89	20.5
	11-20 year	108	24.8
	21 years and over	105	24.1
Number of Children	No child	100	23.0
	1 child	118	27.1
	2 children	159	36.6
	3 and more children	58	13.3
	Total	435	100

As it is seen in Table 1, 239 (54.9%) and 196 (45.1%) of the 435 participants were female and male, respectively. When the ages of the participants in the sample are analysed, it is seen that there are 96 participants aged 20-30 (54.9%), 156 participants aged 31-40 (35.9%), 130 participants aged 41-50 (29.9%), and 53 participants aged 51 and over (12.2%).

Data Collection Tools

The form which contains personal and demographic information of individuals, the Marital Disaffection Scale, the Life Satisfaction Scale and the Sexual Self-Consciousness Scale were transferred into digital environment (Google Forms) due to the pandemic and sent to the participants online. The data was collected between May 2021 and July 2021.

The Marital Disaffection Scale. This scale was developed by Kayser in 1996 in order to assess the marital disaffection of married couples. The scale was adapted into Turkish by Çelik in 2013. The scale is the one which is based on the purpose of an individual's, who assesses the marital disaffection, giving information about himself and it contains 21 four-point likert type (not true=1, completely true=4) items. In the scale, items 1, 3, 5, 6, 7, 9, 11, 14, 16 and 21 are reversely coded. The scores obtained from the items of the scale are summed up and marital disaffection score is acquired. The possible score that can be acquired from the scale ranges between 21 and 84. A high score means that marital disaffection is proportionately high. It was found as a result of the study to determine the reliability of the original form of the scale that Cronbach-alpha coefficient was 0.97 (Kayser, 1996). On the other hand, it was 0.89 for the reliability of the Turkish form of the scale. Cronbach Alpha internal consistency coefficient was calculated as 0.92 in this particular study.

The Life Satisfaction Scale. This scale was developed by Diener et al. (1985). It is a five-point likert type scale. It consists of 5 items and assesses the subjective well-being of an individual (Dağlı & Baysal, 2016).

The higher the scores obtained from the scale, the higher the life satisfaction. The adaptation, validity and reliability studies of the scale were carried out by Dađlı & Baysal in 2013- 2014 academic year spring semester and the consistency between English and Turkish forms of the scale was calculated as .92. This result suggested that there was a high-level, positive and significant correlation between English and Turkish forms of the scale (Dađlı & Baysal, 2016). The Cronbach Alpha internal consistency coefficient was found as .88 and the test-retest reliability was found as .97. As a result of validity and reliability analysis, it was concluded that the scale was valid and reliable in determining the perceptions about life satisfaction (Dađlı & Baysal, 2016). In this particular study, the Cronbach Alpha internal consistency coefficient was calculated as 0.88.

The Sexual Self-Consciousness Scale. This scale was developed by Van Lankveld et al., (2007) in order to determine the sexual self-consciousness levels of individuals. The validity and reliability studies of the scale were carried out by Çelik (2013). This scale was developed to determine the sexual self-consciousness levels of individuals and it is based on self-report of individuals. The scale consists of 12 items and it has two sub-dimensions of sexual shyness (items 1, 2, 3, 4, 5, 6) and sexual self-focusing (items 7, 8, 9, 10, 11, 12). The internal consistency coefficient for the whole scale was found to be 0.84, for the sexual shyness subscale 0.83, and for the sexual self-focus subscale 0.79. The scale provides the score of 40 both as a total score and a score for two subscales. A high score indicates that the individual has high sexual self-consciousness. The possible score range that can be obtained from the scale ranges between 0 and 48. There are no items which are reversely coded (Van Lankveld et al. 2008; Çelik, 2013) The sub-scales of the scale were not included in this particular study so when the internal consistency coefficient for the whole scale was considered, Cronbach Alpha coefficient was found to be 0.80.

Personal Information Form. Information about some demographic variables of the research was collected by Personal Information Form. In this form, the participants were asked about their gender, age, type of marriage, duration of marriage and the number of children.

Data Analysis

The data was analysed by SPSS 26 program. In the analysis of quantitative data, “Correlation Analysis, Analysis of Normality, Independent Groups t-test, One-way Variance Analysis and Multiple Regression Analysis” techniques were made use of. Before starting the data analysis, the responses to the scales were checked. Data that were found to be invalid or incorrectly completed by the participants were excluded from the data set.

First of all, normality analysis was performed to determine whether the data had a normal distribution. Findings show that skewness and kurtosis values were within the range of -1.5 and +1.5 (Tabachnick & Fidell, 2013), Scatterplot values were within the range of -3.3 and +3.3 (Pallant, 2007) it was found. These values showed that the data were considered normal (Pallant, 2007).

Before the regression analysis, whether there is a multicollinearity problem among the independent variables should be investigated as well. The multicollinearity problem exists when the correlation coefficient is $r = .9$ and above among the independent variables (Pallant, 2007). Moreover, multicollinearity problem can be discussed when tolerance values are below .10 and Variance Inflation Factor (VIF) values are above 10 (Pallant, 2007). In addition to the Durbin Watson value is expected to be between 1-3 (Field, 2005). In this research, VIF and Tolerance Values of independent variables were investigated. The results showed that there were no values lower than .10 among tolerance values and higher than 10 among VIF values and Durbin Watson value was determined to be between 1-3. Besides, the correlation coefficient between the independent variables was lower than .90 so it can be concluded that there was not a correlation between independent variables. In other words, no multicollinearity problems were observed. As the data had a normal distribution, parametric statistical analysis were used in the data analysis. The significance level of .05 was used as a criterion in interpreting whether the findings were significant or not.

Findings

In this part, the findings about whether the life satisfaction and sexual self-consciousness of married individuals predicted their marital disaffection were presented. In addition, the findings obtained from the statistical analysis about investigating the relationship between the determined demographic variables and marital disaffection were also presented.

Table 2 shows the results of multiple regression analysis which was made to determine to what extent life satisfaction and sexual self-consciousness of married individuals predicted their marital disaffection.

Table 2. The Results of Multiple Regression Analysis About Predicting The Marital Disaffection

	B	Standart Error B	β	t	p	Binary r	Partially r
Fixed	53.533	2.398		22.320	.000		
Life Satisfaction	-1.270	.110	-.472	-11.509	.000	-.491	-.484
Sexual Self- Conscious	.287	.061	.194	4.735	.000	.239	.222
R=0.528	R ² =0.278						
F(2,432)=83.334	p=.000						

As it is seen in Table 2 and when partial correlations between marital disaffection, life satisfaction and sexual self-consciousness are considered, it can be said that there is a negative and moderate level correlation between life satisfaction and marital disaffection ($r=-.491$) and a negative and moderate level correlation between life satisfaction and marital disaffection in terms of sexual self-consciousness variable is observed ($r=.484$). It is also notable that there is a positive and low level correlation between sexual self-consciousness and marital disaffection ($r=.239$). Besides, the positive and low level of correlation between sexual self-consciousness and marital disaffection attracts attention when the variable of life satisfaction is considered ($r=.222$). It is also seen that marital disaffection is in a significant and low level correlation with the variables of life satisfaction and sexual self-consciousness together ($R=0.528$, $R^2=0.278$, $p<.01$). The present two predictive variables of the research together explain 28% of the total variance in the scores of marital disaffection. According to standardized regression coefficients (β), the relative order of importance of the predictive variables on marital disaffection is life satisfaction ($\beta=-.472$, $p<.01$) and sexual self- consciousness ($\beta= .194$, $p<.01$). When the results of t-test about the significance of regression coefficients are studied, it is seen that life satisfaction ($t=-11.509$, $p<.01$) and sexual self- consciousness ($t=4.735$, $p<.01$) are predictive on marital disaffection. Independent groups t-test analysis was made so as to determine whether marital disaffection of married couples differ according to to their gender and the results were shown in Table 3.

Table 3. The Results of Independent Groups T-Test About Marital Disaffection Of Married Couples According To Their Gender

Gender	N	\bar{x}	Sd	df	t	p
Female	239	39.15	13.68	433	3.464	.001
Male	196	35.08	10.83			

As it is seen in Table 3, the mean and standard deviation of the marital disaffection scores of married females are $\bar{X}=39.15$ and $Sd=13.68$, the mean and standard deviation of the marital disaffection scores of married males are $\bar{X}=35.08$ and $Sd=10.83$. It was concluded by the results of t- test done to find out whether there was a significant difference between the obtained values that there was a significant difference between marital disaffection of married couples according to their gender ($t=3.363$, $p=.001$, $p<.01$). The descriptive statistics about the marital disaffection of married couples according to their types of marriage were presented in Table 4.

Table 4. Descriptive Statistics About Marital Disaffection of Married Couples According To Their Types Of Marriage

Type of Marriage	N	\bar{X}	Sd
Arranged Marriage	81	38.74	13.53
Convenience Marriage	42	45.95	14.02
Love Marriage	312	35.78	11.69

As it is seen in Table 4, among the married participants of this study, the ones who had convenience marriage has the highest life satisfaction score ($\bar{X} = 45.95$, $Sd = 14.02$) while the ones who had love marriage has the lowest life satisfaction score ($\bar{X} = 35.78$, $Sd = 11.69$) compared to the others who had other types or marriages. The mean life satisfaction score of the participants who had arranged marriages is $\bar{X} = 38.74$, $Sd = 13.53$. One-way variance analysis was made in order to determine whether marital disaffection of married couples differs according to their marriage types and the results were shown in Table 5.

Table 5. The Results of One-way Variance Analysis About Marital Disaffection Of Married Couples According To Their Types of Marriage

Resource of the Variance	Sum of Squares	Df	Mean of Squares	F	p	Significant Difference (Scheffe)
Between-Groups	4025.085	2	2012.543	13.327	.000	Convenience- Arranged, Love
Within Groups	65235.499	432	151.008			
Total	69260.584	434				

As it is seen in Table 5, the results of analysis show that marital disaffection of married couples who had convenience marriage is significantly higher than of the married couples who had arranged or love marriages ($F = 13.327$, $p = .000$, $p < .01$). The descriptive statistics about the marital disaffection of married couples according to the duration of their marriages were presented in Table 6.

Table 6. Descriptive Statistics About Marital Disaffection of Married Couples According To The Duration Of Their Marriages

Duration of Marriage	N	\bar{X}	Sd
0-5 years	133	33.12	9.52
6-10 years	89	37.01	12.83
11-20 years	108	40.23	13.02
21 years and above	105	39.89	14.09

As it is seen in Table 6, among the married participants of this research, the ones whose duration of marriage is between 11 and 20 have the highest marital disaffection score ($\bar{X} = 40.23$, $Sd = 13.02$) while the ones whose duration of marriage is between 0 and 5 years have the lowest marital disaffection score ($\bar{X} = 33.12$, $Sd = 9.52$). The mean life satisfaction score of the married couples whose duration of marriage is between 6 and 10 years is $\bar{X} = 37.01$, $Sd = 12.83$ and the mean marital disaffection score of the ones whose duration of marriage is 21 years and above $\bar{X} = 39.89$, $Sd = 14.09$. One-way variance analysis was made in order to determine whether marital disaffection of married couples differs according to the duration of their marriages and the results were shown in Table 7.

Table 7. The Results of One-way Variance Analysis About Marital Disaffection Of Married Couples According To Duration of Their Marriage

Resource of the Variance	Sum of Squares	Df	Mean of Squares	F	p	Significant Difference (Scheffe)
Between-groups	3957.707	3	1319.236	8.707	.000	21+, 11-21 > 0-5, 6-10
Within-groups	65302.876	431	151.515			
Total	69260.584	434				

As it is seen in Table 7, the results of analysis show that marital disaffection of married couples whose duration of marriage is between 11 and 20 years and 21 years and above differs significantly compared to the ones whose duration of marriage is between 0 and 5 years and 6 and 10 years ($F = 8.707$, $p < .01$). The descriptive statistics about the marital disaffection of married couples according to the number of children were presented in Table 8.

Table 8. Descriptive Statistics About Marital Disaffection of Married Couples According To The Number Of Children

Number of Children	<i>N</i>	\bar{X}	<i>Sd</i>
No children	100	33.97	10.73
1 child	118	37.64	12.85
2 children	159	38.51	13.35
3 or more children	58	39.15	12.39

As it is seen in Table 8, among the married participants of the research, the ones who have 3 or more children have the highest marital disaffection score ($\bar{X} = 39.15$, $Sd = 12.39$) while the ones who have no children have the lowest mean marital disaffection score ($\bar{X} = 33.97$, $Sd = 10.73$). The mean marital disaffection score of the married individuals who have 1 child is $\bar{X} = 37.64$, $Sd = 12.85$ and the mean marital disaffection score of the married individuals who have 2 children $\bar{X} = 38.51$, $Sd = 13.35$. One-way variance analysis was made in order to determine whether marital disaffection of married couples differs according to the number of children they have and the results were shown in Table 9.

Table 9. The Results of One-way Variance Analysis About Marital Disaffection Of Married Couples According To The Number of Children They Have

Resource of the Variance	Sum of Squares	Df	Mean of Squares	F	p	Significant Difference (Scheffe)
Between-groups	1557.309	3	519.103	3.305	0.020	3 or more children, 1 child, 2 children, no children
Within-groups	67703.275	431	157.084			
Total	69260.584	434				

As it is seen in Table 9, the results of the analysis show that marital disaffection of individuals who have 3 or more children differs significantly compared to the ones who have no children, who have 1 child and who have 2 children ($F = 3.305$, $p < .05$).

Discussion

Discussion of Marital Disaffection, Life Satisfaction and Sexual Self- Consciousness

In this research, it was investigated whether life satisfaction and sexual self-consciousness of married individuals predict their marital disaffection or not. The findings obtained showed that the hypotheses which sexual self-consciousness of married individuals predicts their marital disaffection positively and significantly while their life satisfaction predicts their marital disaffection negatively and significantly were confirmed. The results of the analysis showed that aforesaid two predictor variables of the research explained 28% of the total variance in the scores of marital disaffection. It was seen that there was a negative and moderate level correlation between life satisfaction and marital disaffection while there was a positive and low level correlation between sexual self-consciousness and marital disaffection. The individuals with high life satisfaction level and low sexual self-consciousness level have high level of well-being about life and it is expected that the satisfaction from their marriage will increase when shame is not considered as a factor in their sexual behavior with their spouses. On the contrary, individuals with low life satisfaction and high levels of sexual self-consciousness and sexual shame are expected to express disaffection with their marriage. While Yıldız & Baytemir (2013) found similar to our findings that marital dissatisfaction (not feeling disaffection in marriage) was a significant predictor of life satisfaction, Çetinkaya & Gençdoğan (2014) concluded that the quality of a marriage was a significant predictor of life satisfaction. According to the study of Westmann et al., (2004), it was reported that marital disaffection showed an increase as a result of spouses' stress experiences and males reported relatively more marital disaffection than females. Sanchez & Kiefer (2007) found a correlation between an individual's sexual self-consciousness and feeling shy of his/her body during physical intimacy, sexual pleasure level, sexual problems and sexual self. Trudel (2002) investigated the correlation between couple's sexual lives and course of their marriages and determined that there was a positive correlation between sexual behaviours and the course of marriage. Accordingly, it was concluded that the

quality of the relationship between couples and sexual life increased marital satisfaction. Another study presented that individuals who could express themselves without feeling sexually shy had high level of sexual satisfaction (MacNeil & Byers, 2004). According to these findings, it can be said that low sexual shame and high life satisfaction may be a factor that reduces disaffection in marriages.

Discussion of Marital Disaffection to Socio-Demographic Variables

In this research, it was also investigated whether there was a difference between marital disaffections of married couples according to gender. The findings confirmed the hypothesis that marital disaffection of married individuals differs according to gender. As a result of the analysis, it was found that females' marital disaffection was higher than male's. From this point of view, in the definition of marriage in Turkish society, women's responsibilities (feeding the family, housework, childcare, shopping) are more than men's responsibilities (paying bills, earning money) and this situation may cause them to experience marital dissatisfaction by reducing their marital satisfaction (Geçtan, 1982; Türkiye Family Structure Survey, 2011). In addition unfortunately, sexuality is still a taboo in Türkiye. Women's inability to express themselves sexually and not knowing their bodies may be the reason for different marital disaffection (Brand & Waterink, 2018; Else-Quest, et al., 2012). Some studies in the literature obtained findings similar to ours and concluded that males had higher level of marital satisfaction than females (Üncü, 2007; Çağ, 2011; Koçkan, 2015). Sarathchandra & De Silva (2018) found out in their study that gender and business sector were significantly correlated with marital disaffection. On the contrary to our findings, Anar (2011) determined that marital satisfaction of females were greater than that of males. Saraç (2021) was not able to find a significant correlation between life satisfaction of females and males in his study. The findings of Westmann et al., (2004) suggested that males reported marital disaffection more compared to females. In this particular research, whether there was a difference between marital disaffection of married individuals and the type of their marriages was investigated.

In the findings obtained, the hypothesis that marital disaffection of married individuals differed depending on the type of their marriages was confirmed. As a result of the analysis, it was found that the marital disaffection of individuals who had convenience marriages was significantly higher than that of individuals who had arranged and love marriages. Based on this finding, the fact that individuals in love marriages had the chance to flirt before marriage and individuals in arranged marriages stepped into the marriage relationship with the expectation of traditional marriage may have led to lower marital disaffection scores. Or, the fact that an arranged marriage woman thinks that she will not return to her father's house may have caused her marital disaffection scores to be lower. However, individuals who had convenience marriages may have had high marital disaffection scores as they stepped into the marriage relationship within the framework of some certain criteria and rationale. Similar to the findings of our research, it was found that marital satisfactions of those who got married by falling in love were higher than of the ones who had arranged or convenience marriages (Yanar Güngör, 2019). In contradiction with the findings of our research, Üçgül (2019) conducted a study with married females and revealed that marital disaffection of females who had arranged marriages was higher than of ones who had convenience marriages. Similarly in Çimen's research (2007), it was concluded that the satisfaction level which individuals who had convenience marriages perceived was higher than the perceived satisfaction level of individuals who had arranged marriages.

In this research, it was also focused on if there was a difference between marital disaffection of married individuals according to the duration of their marriage. The findings confirmed the hypothesis that marital disaffection of married individuals differed according to the duration of their marriages. The results of the analysis showed the marital disaffection of individuals who had been married for 11-20 and over 21 years differed significantly compared to those who had been married for 10 years or less. Although it is possible otherwise, when the family development process starting with marriage is taken into consideration, while couples are young, energetic and have high coping skills in the first years of marriage, they later face socioeconomic changes, recurrent problems, having children, caring for the child and crises in the child's growth and development process. Therefore, it can be thought that marital disaffection would increase over

the years. There are also some research findings which overlap ours. It was found in Sancaktar's study (2016) that marital satisfaction of newly married couples were higher than that of long-term married couples. Güren (2017) determined that marital satisfaction differed significantly according to the duration of marriage and the couples had the highest marital harmony in the first 5 years. Şener & Terzioğlu (2002) concluded that marriage satisfaction of couples decrease as the duration of their marriage increases. In contrast to the findings of our research, Yalçın (2014) claimed that marriage harmony of individuals increase as the duration of their marriages increases. Taycan & Kuruoğlu (2014) and Çelik (2006) presented that there was not a significant correlation between the increase in the duration of marriages and the marriage harmony between couples.

In this research, it was also investigated whether there was a difference between marital disaffections of married couples according to the number of children they had. The hypothesis that marital disaffection of married individuals differs according to the number of children they had was confirmed. The results of the analysis showed that marital disaffection of individuals who had 3 or more children differed significantly according to the number of children they had compared to ones who had 1 or 2 children. Marriage contains many responsibilities. The responsibility of having a child is one of the most critical among them. In addition to the psychological and social needs of children, especially in countries with economic problems such as Turkey, it is thought that the responsibilities brought about by the increasing needs of children may increase the marital disaffection of married couples in parallel with the number of children. Similar to the findings of our research, it was observed in Üçgöl's study (2019) that marital disaffection increased as the number of children increased. Şendil & Korkut (2008) concluded that the increase in the number of children predicted the decrease in the couple harmony. On the contrary to our findings, Yanar Güngör (2019) and Yıldız (2013) revealed that marital satisfaction did not differ significantly according to the number of children.

Conclusion

When life satisfactions and sexual self-consciousness of individuals were considered, it was revealed that the variables of both life satisfaction and sexual self-consciousness were significant predictors of marital disaffection, there was a negative moderate level correlation between life satisfaction and marital disaffection and there was a low level significant correlation between sexual self-consciousness and marital disaffection. While marital disaffection decreases as life satisfaction increases, marital disaffection increases as sexual self-consciousness increases. It was observed that 28% of total variance about marital disaffection could be explained by life satisfaction and sexual self-consciousness together. When marital disaffection was investigated according to the determined demographic variables, it was concluded that marital disaffection of individuals differed significantly in terms of gender and marital disaffection of females was significantly higher than that of males. It was seen that marital disaffection of individuals differed significantly in terms of the type of marriage and marital disaffection of couples who had convenience marriages was significantly higher than that of couples who had arranged or love marriages. It was concluded that marital disaffection of individuals differed significantly in terms of the duration of marriages and those who had been married for over 21 years and 11-21 years had significantly higher marital disaffection than those who had been married for 0-5 and 6-10 years. It was revealed that marital disaffection of individuals differed significantly in terms of the number of children; the couples who had 3 or more children had significantly higher marital disaffection than those who had 1 child or 2 children and those who did not have children.

The results of this study might be beneficial for professionals who work in the field of marriage and family counselling to hold views about the factors that make marriages dissatisfying and to develop approaches to make individuals become satisfied with their marriages. Besides, while the experts working in the field of marriage counselling or premarital counselling are assessing marital disaffection, they can consider the effects of gender, type of marriage, duration of marriage and the number of children on marital disaffection with the help of this study. It is seen that there are very few studies in our country about the concepts of marital disaffection and sexual self-consciousness.

Limitation and Recommendations

This research has some limitations and delimitations. This research was conducted during the COVID- 19 epidemic, which caused changes in the lives of individuals. The fact that couples are in the same house more

than before due to quarantine during the pandemic and their efforts to make their marriage (which is a private subject) look good may be a confusing factor in understanding marital disaffection among couples. This situation is thought to be a limitation in the research. On the other hand from this study, sexual self-consciousness was evaluated based on the total score which was a delimitation. In researches about sexual self-consciousness, the sub-scales of sexual self-consciousness scale, self-consciousness and sexual shyness can also be included in the analysis. Couples did not participate in this study together. In researches new about marital disaffection, ensuring the participation of married couples together in the research might result in obtaining more productive results.

On the other hand, for Turkish literature new studies aimed at increasing the understanding of the concepts of marital disaffection and sexual self-awareness may contribute to the relevant literature. Especially considering the values attributed to family and the importance of family in Turkish society, researchers in the future should act together with a community-based approach; It is thought that the situations/variables that cause marital disaffection and perhaps indirectly divorce should be further investigated.

This research topic can be dealt with by including more dependent variables which might affect marital disaffection (marriage satisfaction, attachment injuries, conflict solving strategies, attachment dimensions, psychological resilience, communication strategies, coping with stress, the use of social media) and socio-demographic variables that could not be included in this study (economic status, presence of chronic diseases, women's working life, number of marriages, relationships outside of marriage, sharing household responsibilities). In this research, the concept of marital disaffection was tried to be described by quantitative research methods. Marital disaffection can also be identified using qualitative research methods and techniques, such as Online Photovoice (OPV), Online Interpretative Phenomenological Analysis (OIPA), or the Community Based Participatory Research (CBPR) approach, which aims to solve problems and contribute to well-being by developing commonalities with individuals and groups.

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RESEARCH ARTICLE

Reduction of Social Anxiety and Increase in Academic Adjustment through Motivational Enhancement Therapy in Freshmen College students in Indonesia

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ABSTRACT

Academia in college is different from high school because college students will meet people who have different cultures, personalities, points of view, and interests. Personal adjustments are essential for these college students in this different scenario. Not only can it boost social interaction but it will help how to be persistent and resilient in their academic life. Failure in developing personal adjustments could turn the college students into anxiety in their social interaction which the freshman students may encounter when they face the changes in their environment and culture. An attempt to increase personal adjustment and decrease social anxiety through Motivational Enhancement Therapy (MET) is possible. There are five stages used in MET, that are pre-contemplation, contemplation, preparation, action, and maintenance. This study used an experimental method with one group of pretest and post-test design which included 100 freshman college students. This research aims to know the effect of MET treatment to reduce social anxiety and increase personal adjustment in freshman college students in Indonesia. The instruments are the Social Anxiety Scale (La Greca & Lopez, 1998) consisting of 18 items, and the adjustment scale (Haber & Runyon, 1984) consisting of 25 items. The analysis in this study is a paired sample t-test that examines decrease in social anxiety and increase in personal adjustment before and after being given MET treatment. The results revealed that MET significantly reduced social anxiety and increased personal adjustment in freshman college students in Indonesia. The results have been discussed and recommendations are given.

College students are individual in the age range 18 to 25 years old which are in the identity exploration stage. Arnett (2000) stated that college students which predominantly in the emerging adults stage, mostly do not see themselves as adolescents nor entirely as adults. In this stage, college students take many roles as students, employee (part-time or full-time) and try to live separately from their family.

As the environmental interaction expand widely in emerging adulthood, college students participate and carry out their duties, as community members in university and they required social interaction that can later assist them in self-development (Rageliene, 2016). Also, college students should be shifting their point of view when

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dealing with problems from one point of view to other from multiple perspectives (Sackl-Pammer et al., 2019). College students will experience different situations in the new place, such as new social circles and behavior, new life perspectives, new friendships, new academic and cultural identities, and social exclusion (Clark, 2005). From these new experiences, freshmen students must be able to adapt to their new environment (Akram et al., 2020).

Since mostly college students live separately from their family, Beck, Taylor, and Robbins (2003) stated that they could experience depression and homesickness as there is a disruption of their social network. Previously Ainsworth (1979) stated that homesickness could be occurred when an individual left their social support network and subsequently difficult to adapt in a new environment and as a sign of separation anxiety. Align with that, Dyson and Renk (2006) also stated that college students may have difficulty in transition to university life, so it would be beneficial for the institution to assessed their gender role, the stress level during the first year of university, the coping strategies they used, and their depressive symptomatology levels.

Kessler et al., (2007) conducting research about age of onset of mental disorders. The results revealed that from 18 to 25 years of age is the stage which is considered to be a vulnerable time for mental ill health onset whereas their age range is when they attend the university. The results was confirmed by Laidlaw, McLellan, and Ozakinci (2016) who stated that university students experienced stressful event in the transition to adulthood. College students aware that they have two identities that are as student and an adult who were expected to be responsible for their own welfare and life in general. Nevertheless, they still do not know how to manage their life since most of their needs were provided by their family before they enrolled to the university.

Based on Nunn (2015) anxiety is the most frequently mental health condition which experienced by university students. Furthermore, according to Farokhi and Tahmassian (2017) one of the most anxiety types which mostly experienced by university students is social anxiety. Social anxiety could appeared by symptoms such as sweating or blushing as an individual feel an intense fear and worries in social conditions (Dalbudak et al., 2013). Social anxiety also could occurs when college students meet new friends, lecturers, or university rules, then they tend to worry and have negative perceptions of the environment towards them (Mutahari, 2016). In anxious situation, socially anxious individuals tend to be shy and withdrawn, and might get ineffective in social interactions. Social anxiety will interfere with the normal state of development related to social and personal relationships and will result in avoidance or rejection (Teachman & Allen, 2007).

Although study conducted by Richardson (2015) revealed that not most of students with mental health difficulties have low achievement in their college. The difficulties have impact on their social activities, emotional problems and social adjustment (Bulathwatta et al., 2017). Similarly, Raymond (2019) also stated that that there is a strong relationship between loneliness, anxiety, and adjustment in newcomers in the first year.

Research in recent years in Indonesia has mostly discussed that social anxiety is one of the factors that affect the adjustment of new students. The research conducted by Arjanggih and Kusumaningsih (2016) found that student adjustment is influenced by social anxiety and this study recommend that there should be the appropriate interventions to overcome social anxiety in new students. Then, research conducted by Suryaningrum (2021) also analysed the problem of social anxiety among new and old college students and showed that 76.9% of students experienced social anxiety, and this study recommend to design interventions to overcome these social anxieties (Suryaningrum, 2021). Another study using the systematic review method, which examines the factors behind the adjustment of higher education among first-year students from 18 studies published between 2011 and 2021, found important points for future research to be able to adopt the interview method to gain more insight into the adjustment of new students in higher education (Purnamasari et al., 2022). Therefore, there is an idea to fill the gaps which are recommended by previous studies. Thus, this study will examine and intervention to improve the adjustment ability of students who experience social anxiety.

One of intervention which has been shown to be effective in reducing anxiety disorders is Motivational Enhancement Therapy (MET). Buckner, Ledley, Heimberg, and Schmidt (2008) conducted study with 33 year

old man who diagnosed as social anxiety disorders and alcohol used disorders. The results showed that MET successfully reduced anxiety in the patients with social anxiety disorders and alcohol used disorders even after six months of follow up. Korte and Schmidt (2013) conducted a study with 80 individuals with mean age range 18.66 years old which divided into experiment and control group. Results revealed that individuals who were in the MET condition (experimental group) showed a significant reduction in anxiety in comparison to the control group.

MET is a systematic intervention to generate behavioural changes. It is based on motivational psychology principles designed to produce rapid and internally motivated change. MET assumes that the responsibility and ability for change reside with the client. The researcher's job creates a series of conditions that will enhance the client's motives and commitment to change. These conditions help effective personal adjustments, such as correct perception of reality, ability to cope with individual anxiety and stress, realizing an interest in dealing with others, positive self-image, ability to express feelings, and good interpersonal relationships. Some of this can be achieved through five stages, which are pre-contemplation, contemplation, preparation, action, and maintenance (Miller et al., 1999),

These five stages support intrinsic motivation for change, which will lead clients to initiate, survive, and comply with behavior change efforts. This behavioural change will make individual to socially adapt whereas there are two needs i.e., survival and personal adjustments which encourage humans to interact with other humans (Deci & Ryan, 2000). In anxious situations, a person tends to carry out self-defence mechanisms (fight) or escape (flight) as a form of adjustment to the anxiety. Through the five stages of MET, freshman students are aware of their needs and make decisions to achieve harmony and balance with the new environment. So, freshman students can interact socially well, develop their potential, and are not anxious about all the changes that may occur in the future (Miller et al., 1999). MET focuses on exploring uncertainty and increasing internal motivation to increase readiness to change behavior (Westra & Norouzian, 2018). The goal is to identify and increase individual motivation about consistent change in self for the adjustment. Individuals must face challenges, cope with pressures, become a socially individuals, and adjust well to a new environment. So, we assume that increasing personal adjustment in first-year students will reduce social anxiety through MET.

Methodology

Study Design

The design used in this study was an experimental in which motivational enhancement therapy was used as an independent variable while social anxiety and personal adjustment were used as the dependent variables. The design experiment used in this study is one group experiment with pre-test and post-test. The researcher used this type design of experiment because the aim of this study is want to increase personal adjustment and reducing social anxiety for students with social anxiety through motivational enhancement therapy. The inclusion criteria of participants included in this study is students who were in middle and high category of social anxiety.

Population and Sample

Population in this study was freshman students of state Islamic University of Raden Intan Lampung class 2022 and 100 students being as a purposive sample were taken. Purposive sampling were conducted by distributed the information about calling participants to join in this study and we distribute the social anxiety and personal adjustment as screening for the subjects. The inclusion criteria for the subjects in this study were an individual who categorized in low criteria of personal adjustment and high criteria of social anxiety based on descriptive statistics of mean hypothetic of the data. We used social anxiety which developed by La Greca and Lopez (1998) also personal adjustment scale developed by Haber and Runyon (1984) to screen the participants based on the criteria to join this study and also as a pre-test session of this study.

Instruments

Social anxiety scale which developed by La Greca and Lopez (1998) was used to measure social anxiety. This scale consisted of 18 items with three aspects which are fear of negative evaluation (2, 5, 6, 7, 9, 11, 13, & 14),

social avoidance (1, 3, 4, 8, 10, & 16), and distress (12, 15, 17, & 18). Responses are marked on four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The composite score was calculated by summing all responses, higher score indicated higher level of social anxiety and vice versa. The scale has good internal consistency with Cronbach’s alpha 0.93 and internal validity of each item was more than 0.3.

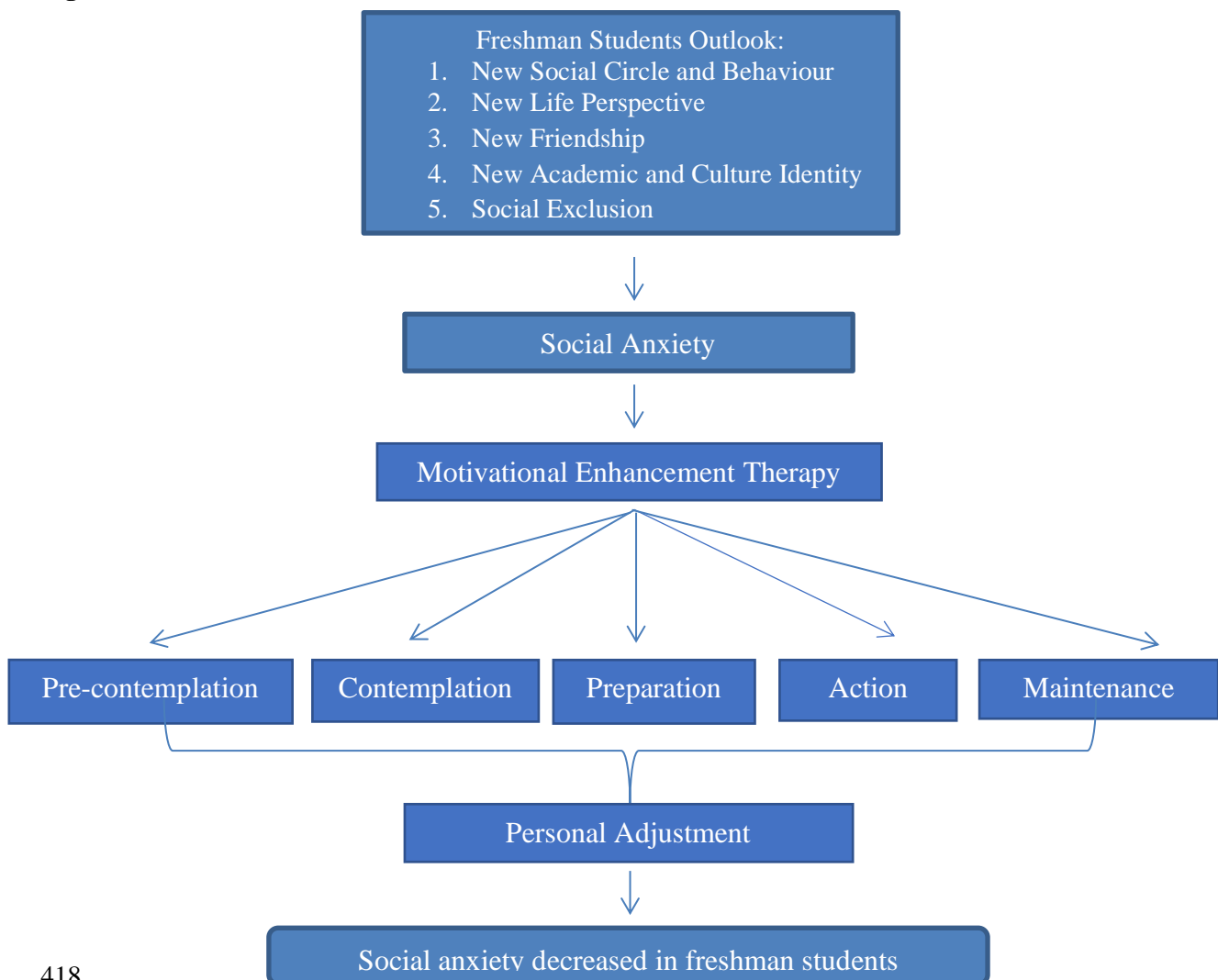
Personal adjustment was measured by personal adjustment scale which based on theory of Haber and Runyon (1984). This scale consisted of 25 items with five aspects which are the perception of reality (1, 6, 10, 17, & 22), the ability to deal with stress and anxiety (2, 7, 11, 15, 18, & 23), a positive self-image (3, 12, 19, & 24), the ability to express emotions well (4, 8, 13, 20, & 25), and good interpersonal skills (5, 9, 14, 16, & 21). Eleven items (6, 7, 8, 9, 15, 16, 22, 23, 24, & 25) were reversed items. Responses are marked on four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The composite score was calculated by summing all responses, higher score indicated higher level of personal adjustment and vice versa. The scale has good internal consistency with Cronbach’s alpha 0.96 internal validity of each item was more than 0.3.

Social anxiety and personal adjustment scale used in pre-test and post-test section which we’ve been formulated to reduce testing bias. We’ve randomized the item in post-test to avoid the participant learnt and remembered the item in pre-test.

Procedure

The intervention given was motivational enhancement therapy, which has five stages which are pre-contemplation, contemplation, preparation, action, and maintenance to increase the personal adjustment and decreasing social anxiety of freshmen students. The trainer which brings the motivational enhancement therapy is two psychologists who conducted the treatment in a classroom which has been conditionally controlled such as light, sound, amenities, and the equipment we used.

Figure 1. Framework



1. Pre-contemplation. At this stage, participants did not consider changes in behavior. The researcher builds communication with participants, accepts participants as they are, and building trust with the participants. Researcher also avoids communication that implies a superior/inferior relationship between the researcher and the participants. The role of the researcher is a supportive companion and a knowledgeable consultant. The researcher seeks to motivate the participants to move into contemplation, describes the forms of social anxiety, the participants then react with surprise, denial, distrust, and eventually give the acceptance. Building relationships and trust are very important at this stage. Here the researcher simply asks participants for permission to discuss some topics as researcher showed respect for the client's autonomy.

Next, the researcher tells the participants about how this treatment operates and how the researcher and the participants can work together. The researcher states how long the session will last and what you want to achieve now and within the specified time. In this case, the researcher does not burden the participants with all the rules and regulations of the program. assessments or formal arrangements are adjusted as needed. At this stage, the researcher did not tell the participants each step of the sessions instead the researcher will ask the participants to provide their perspective on what happened and how they felt about that, also ask the participants' point of view about their hope and goal.

2. Contemplation. In this stage participants have to consider that they have a problem and desire to change their behavior. Researcher expressed empathy (consider praising rather than condescending, building rather than destroying, listening rather than telling, soft, subtle persuasion, assuming that the change in behavior is on client dependent)

In the counselling session, it was expected that several freshman students will be able to solve all their problems. Whatever their expectations, the researcher emphasized their courage and willingness to attend the counselling session by saying "I am very impressed and enthralled that you are trying to join this counselling session." Researcher increase their confidence that behavioural changes can occur, increased confidence in them about the bad effects of social anxiety and personal adjustment inability can raise their concern and awareness.

At this stage, the researcher encourages participants to find beliefs through motivating dialogue. The dialogue presented by the researcher eliciting self-motivational statements which could participants believe that there will be changes. The researcher seeks to get statements from participants who confirm how valuable they are, to motivate themselves. One of the way is to ask it directly, through open-ended questions, such as:

"Assume that you are here, that you have some concerns or difficulties related to your social interactions. Tell me about it. "

"Tell us about habits in social interactions. What happens to you when you withdraw from the social environment? What are your concerns about the social environment? "

"Tell me what you have noticed about your habitual behaviour when avoiding social interactions. How has it changed over time? What things have you noticed that worried you, which you think could be a problem?"

"What do other people say about your behaviour? Why are other people worried about you? What makes you think that maybe you need to change your behaviour about personal adjustment? "

After that, the researcher summarizes the participants self-motivated statements. The summary enables the participants to hear their own self-motivated statements, following the participants' initial statement and the researcher's reflection about it.

3. Preparation. It is a decision stage in which decision should take and make the participants ready for a behavioural change. here the participants develop a strong determination and the researcher enhances the focus on individual attention about disparities related to social anxiety. honest discussion is taken place about changing options to reduce disparities and recover the emotional balance. The researcher does not try to prove or convince with some arguments but the researcher uses strategies to help participants to see the consequences of their behavior and begin to evaluate the positive aspects which felt when they engage in social avoidance.

The change process occurred in this stage is self-liberation, participants make a strong commitment to change. The researcher guides individuals to make plans for behavioural change, such as when to change or reduce the behaviour that is an indicator of social anxiety, Further, the participants begin to think about the strategies to resolved it. The researcher guides individuals, asking them to consider the effects of inability of their personal adjustments. For example, by asking, "How do personal adjustments affect your studies? How do your habits in social interaction affect your life in society?"

Also, the researcher explores the impact of inability of personal adjustment in participant's life and identifies concrete and emotional barriers to change. The participants begin to prepare physically and mentally to act to initiate change. The process of change that occurs at this stage includes consciousness-raising (learning new ideas for effective personal adjustments to support behavioural change), dramatic relief (which are negative feelings, such as fear or anxiety about the risk of social anxiety), Environmental re-evaluation (which is positive influence on the environment of the individual) and Self-re-evaluation (which is realizing that behavioural change is important as part of self-identity).

4. Action. Here Participants apply strategies to change problematic behaviour by changing their habits in adapting to the new environment. The researcher provides Change Plan Worksheets (CPW) in which participants can take notes for their plan. The Change Plan Worksheet (CPW) is used through motivational dialogue in which participants state their needs and what they can do. The researcher did not define plans for how individuals should change or teach specific skills to do so. The researcher simply asks questions like, "How do you think you could do that? What do you think would help?" Change Plan Worksheet (CPW) serves as a guide to ensure that the objectives cover aspects of the participants' plan.

This stage also involves several processes of behaviour change, which are contingency management, namely increasing appreciation for new, better behaviours and reducing appreciation for unhealthy behaviour related to social anxiety. Helping relationships, seeking and using social support for healthy behaviour change, in which the researcher tells them the importance of their significant to other. Counterconditioning, which is replacing irrational thinking and behaviour with alternative behaviours that support behavioural change. Stimulus control, namely removing reminders that can lead participants to engage in wrong behaviour and adding reminders that lead to better behaviour.

5. Maintenance. At this stage, the individual has to sustain the change. The researcher provides a broad summary of what has happened, such as repeated reasons for anxiety, new information obtained during the session, the roles of important people in life. It is the stage, where researcher and participants plan the follow-up for ongoing commitments. The participants compare the benefits they have obtained from effective personal adjustments, with a desire to return to the inability of personal adjustments. The behavioural change process at this stage is the same as the action stage. If the participants have had effective and consistent personal adjustments for more than six months, the participants are assumed to have been in the maintenance stage with reduced social anxiety.

Results

Data analysis was conducted through a paired sample t-test. To test the normality of the data, the Shapiro-wilk test was conducted through which it was found that the data are normally distributed with $p > 0.05$.

Table 1. Descriptives of Pretest and Post-test of Personal Adjustment

	N	Mean	SD	SE
Pre-Test	100	73.740	6.240	0.624
Post Test	100	78.480	4.869	0.487

Table 1 showed the descriptives of personal adjustments in which there are differences in the mean scores of the pretest and post-test. The mean score of pretest was 73.740, while the mean score of post-test was 78.480. In this case, there was an increase in test scores before and after MET which concluded that MET could enhance freshman students' personal adjustments.

The further inferential results of the pretest and post-test of personal adjustment are described as follows:

Table 2. Paired Samples T-Test of Personal Adjustment

Measure 1	Measure 2	t	Df	P	Mean Difference	SE Difference	Cohen's d
Pre-Test	- Post Test	-12.100	99	< .001	-4.740	0.392	-1.210

Note. Student's t-test.

Table 2 above showed the results of pretest and post-test of personal adjustment with values $t = -12.100$ and $p = < .001$ ($p < 0.05$), this can be interpreted that there is a significant difference related to the personal adjustment of freshman students before and after get motivational enhancement therapy with an average difference of -4.740. While Cohen's $d = -1.210$ states that the effect of motivational enhancement therapy has large effect on improving the freshmen's personal adjustment.

Table 3. Descriptives of Pretest and Post-test of Social Anxiety

	N	Mean	SD	SE
Pre-Test	100	57.450	4.518	0.452
Post Test	100	48.580	6.759	0.676

Based on Table 3, it can be concluded that there are differences in the mean scores of the pretest and post-test of social anxiety. The pretest mean score was 57.450, while the post-test mean score was 48.580. In this case, there was a decrease in test scores after MET is given. These descriptive findings lead to the conclusion that MET is effective in reducing social anxiety of freshman college students in Indonesia.

Table 4. Paired Samples T-Test of Social Anxiety

Measure 1	Measure 2	t	df	P	Mean Difference	SE Difference	Cohen's d
Pre-Test	- Post Test	13.193	99	< .001	8.870	0.672	1.319

Note. Student's t-test.

Based on Table 4 above, there are differences between social anxiety's pretest and post-test are $t = 13.193$ and $p = < .001$ ($p < 0.05$), this can be interpreted that there is a significant difference of social anxiety among freshman college students in Indonesia before and after MET with mean difference of 8.870. While Choen's $d = 1.319$ states that the effect of MET treatment has a large effect on reducing social anxiety in freshman college students in Indonesia.

Discussion

The results at each stage show that participants at the pre-contemplation stage tend to be aware of what they are feeling but cannot get out of uncomfortable feelings in a new environment. Environmental factors (Akram et al., 2020) influence problems related to personal adjustment to freshman students, but there are several other factors such as physical conditions, developmental factors, maturity, psychological factors, and cultural factors (Akram et al., 2022). Participants feel less pleasant in their social environment, are not physically attractive, and do not understand what their new environment wants (LaMorte, 2022). These factors bring inability to adaptation in individuals or groups, the adaptation process can increase compatibility between individuals and their environment (Spielberger, 2004).

Furthermore, at the contemplation stage, the researcher tries to present empathy and invites participants to imagine the reality that occurs and its relation to their behaviour. At this stage, participants begin to argue about the inaccuracy of their perceptions of reality; participants can also recognize the consequences of each

action so that they can direct the action to be carried out. Also, participants recognize an interest in dealing with other people. At the preparation stage, the participants stated a need or desire to change and has plans to be carried out. At this stage, the participants also communicating free choice; the researcher gives responsibility to the participants and the freedom to choose a plan according to the consequences they already know (Corey, 2013).

This result is in accordance with study conducted by Asale, Ayalew, and Kibret (2021) which revealed that when an individual accept their problem, thoughts, and feelings that cannot be controlled, then they have committed to living a life with the their values they can adapt with the new environment their faces. Study conducted by Huang et al., (2015) also confirmed that motivational enhancement therapy could increase psychological adjustment. Through contemplation, individuals know their self, values, and problems more deeply and this session becomes a life evaluation stage, then they make planning through preparation and action, also building commitment to change in maintenance stage.

At the action stage, participants who are initially unable to express emotions freely are seen to express feelings according to the needs of the adjustment process to the environment. Change Plan Worksheets (CPW) are used by dialogue sessions to motivate participants to systematically change their habits, which are written in a Change Plan Worksheet (CPW). Furthermore, in the Maintenance stage, participants are motivated to commit to continuous change. At this stage, participants' interpersonal relationships increase, and a positive self-image is present. Participants with good personal adjustment able to achieve the right level of familiarity in their interpersonal relationships (Miller et al., 1999). Besides that, a positive self-image is also very necessary to eliminate the reality of themselves so that participants recognize and realize their weaknesses and strengths, with that the participants able to achieve the full source of strength from himself (Haber & Runyon, 1984).

The results of this study proved that motivational enhancement therapy could increase personal adjustment with $t = -12.100$, $p < 0.001$. Although the results revealed that there is a significant result, the negative value of t interpreted that the mean sample of the results of this study were lower than the mean value of the population. It could be explained also by the results of Crane and Eckhardt (2013) study with a different sample which showed that men who are abusive and do violence to their partner. The study used motivational enhancement therapy with experimental design to reduce the violence behaviour. Although the motivational enhancement therapy is not directly associated with reduction of violence behaviour, the results showed that motivational enhancement therapy increased the participants' adjustment to their partner.

On the five stages in MET, the contemplation and preparation stages are the most critical stages because these two stages aim to help participants' focus on considering two fundamental problems. The first problem is how much trouble the ineffective personal adjustment creates for them; the second, how does the personal adjustment affects them (both positively and negatively). The balance of the pros and cons of personal adjustment to change is essential for the movement from contemplation to preparation. At the contemplation stage, participants assess the possibilities and benefits of problematic behaviour changes. Participants consider whether they will be able to make changes and how those changes will affect their lives. In the preparation stage, which can also be called the determination stage, the participants a strong determination and the researcher provides self-efficacy support. This is important because self-efficacy is a critical determinant of behaviour or change. Participants who are convinced that they have serious problems will still not move towards change unless there is hope for success (Miller et al., 1999). According to Bandura (1997) the participants who have self-efficacy include having a commitment to themselves, believing that they are able to face problems, focusing on tasks, and also thinking of strategies that must be used when experiencing failure or threats, and having confidence that participants able to deal with them.

The application of motivational enhancement therapy proven in reducing social anxiety of freshman college students with value of $t = 13.193$, $p < 0.001$. The positive value of t indicated that the mean value of the research sample was bigger than the mean value of the population. With a different sample, a study conducted by Stapinski et al., (2020) confirmed that motivational enhancement therapy could reduce social anxiety of the persons who experienced alcohol use disorders. After 6 months of follow-up the results revealed that the participants in the experimental group achieved greater improvements in decreasing social anxiety, confidence, and quality of life.

The results of this study also could be explained by the results of study conducted by Korte and Schmidt (2013). Motivational enhancement therapy proved in reducing social anxiety by the confidence to change which can be concluded that motivational enhancement therapy effect the cognitive change of the persons with social anxiety. In the session psychoeducation which the trainer give a psychoeducation about social anxiety, discussing how social anxiety impacts daily life may have altered social anxiety related cognitions, thereby resulting in a reduction in social anxiety.

Conclusion

This study has proven that motivational enhancement therapy could reduce social anxiety and increase personal adjustment of freshman students. Motivational enhancement therapy could be contribute to reducing social anxiety symptoms by addressing barriers to change and enhancing motivation for seeking help and making behavioural changes. Motivational enhancement therapy also can play a significant role in personal adjustment by helping individuals identify their motivations, set goals, and develop strategies for making positive changes in their lives.

This study has a limitation which used only an experimental group rather than used a control group also which could decreasing the internal validity of this study.

Author Contributions: Andi Thahir, S.Psi., M.A., Ed. D is the first author who designed the research, conducted the research and supervised the whole research. Siti Zahra Bulantika, M.Pd who conduct and manage the research intervention, and also collects the data. Citra Wahyuni, M.Si as the author who analyzes the data, manages the literature, and provides the latest findings that could support this research. Dr. Muhammad Kamran is the author who gives the insight about the latest researchs and relevant literature to maximize the research results.

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Ethical Disclosure: The researcher already gave the informed consent to the participant and the participant already gave an agreement before they fill the questionnaire.

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RESEARCH ARTICLE

Adaptation of Well-being Literacy Scale to Turkish: Validity and Reliability Study

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ABSTRACT

The view that well-being cannot be taught directly to individuals, but rather individuals can be taught to use language to improve their well-being, has led to the concept of "well-being literacy". Recent studies in the field of positive educational practices emphasize the importance of well-being literacy, which is defined as the ability to improve the well-being of oneself and others, in the social field as well as in the field of education. This study aimed to adapt the Well-being Literacy Scale to Turkish and test its validity and reliability in adults. Also, the relationship between well-being literacy, socioeconomic status, perceived general success, and health was investigated. The study group consists of 307 adults, 210 women, 96 men, and an unspecified person. Personal Information Form, Well-being Literacy Scale, General Well-being Scale Short Form, and Subjective Socio-economic Scale were used as data collection tools. It was found that the Well-being Literacy Scale had good levels of fit index in the confirmatory factor analysis results. Within the scope of criterion validity studies, a positive and moderate relationship was found between the Well-being Literacy Scale and the General Well-being Scale Short Form ($r=.413$, $p=.000$). Within the scope of reliability analysis, a .75 test-retest coefficient and a .88 Cronbach Alpha coefficient were determined. In correlational analyses, socioeconomic status was found to predict welfare literacy, though very low. Also, it was found that well-being literacy predicted individuals' perceived success at a low level but did not have a significant predictive effect on perceived general health levels. It is suggested that studies to investigate the sources and outputs of well-being literacy, which has started to become an essential focus in positive education practices and social health policies, will contribute to the field. In addition, adapting measurement tools in lower age groups may be necessary to focus on these skills in educational institutions.

Well-being is a concept studied in many different disciplines, such as sociology, psychology, economics, anthropology, and has a long history (Alexandrova, 2017). However, the concept of well-being has gained a different dimension with positive psychology and started to be reflected in educational practices. Positive education, reflections of positive psychology in education, is interested in students' well-being and academic achievement (Norrish et al., 2013; Seligman et al., 2009). In fact, it has been emphasised that only success will not make individuals happy and that happy individuals are more prone to be successful (Lyubomirsky et al., 2005). In support of this, it is stated that education should serve the individual to be healthy (Hahn & Truman,

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2015; Hoare et al., 2017). At this point, it can be said that positive educational practices aimed at improving the well-being of individuals are essential in terms of educational policies.

The World Health Organisation [WHO, 2020] defines health as "a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity". As understood from this definition, well-being is a term that consists of different components and expresses more than the absence of negative situations (Hou et al., 2021). Ryan and Deci (2001) state that well-being refers to optimal psychological functioning and experience. On the other hand, well-being is evaluated based on basic functions such as having a healthy body, adequate nutrition, vitality, and complex functions such as being happy, having adequate self-esteem, taking part in a community, and being able to participate in social life without embarrassment (Sen, 1993). Halbreich (2022) states that optimal well-being includes several components, such as physical and emotional health, daily functionality, economic status, and social interactions with a broader community.

Hou et al. (2021) draw attention to the importance of well-being in terms of public health. The United Nations defines well-being as one of the 17 most fundamental goals of the 2030 Sustainable Development Goals (United Nations, 2015). In Turkey, within the scope of the 2023 Education Vision, the role of schools in children's well-being is emphasised (Ministry of National Education, 2023). WHO (2023) states that approximately 280 million people in the world suffer from depression, and approximately 700 thousand people commit suicide every year. Many studies reveal the relationship between depression and psychological and subjective well-being (Alim, 2018; Gürkan & Gür, 2019; Hou et al., 2021; Layous et al., 2011; Schütz et al., 2013). Similarly, well-being is associated with stress (Kidger et al., 2016; Nurius et al., 2015; Saleh et al., 2017), job satisfaction (Horasan, 2017; Kidger et al., 2016), and academic achievement (Choi et al., 2019; Cobo-Rendón et al., 2020; Erdem, & Kaya, 2021; Getir, 2015). This point confirms that having a high level of well-being is a protective factor against stress and depression and an enhancing factor for phenomena such as job satisfaction and academic achievement.

In recent years, there have been studies focusing on the well-being of students and teachers in schools within the scope of positive educational practices (Aelterman et al., 2007; Allison et al., 2021; Borkar, 2016; Gander et al., 2013; Noble & McGrath, 2015; Shoshani et al., 2016; Soutter, 2011; Waters, & Higgins, 2022). Seligman et al. (2009) emphasize that improving students' well-being in schools has a protective effect against depression, as well as helps students' learning processes and creative thinking. On the other hand, it is stated that well-being cannot be developed directly; instead, individuals can be taught to use language to improve their well-being (Hou et al., 2021; Oades et al., 2020). It is emphasized that well-being literacy (Oades et al., 2021b), which is defined as "the capability of comprehending and composing well-being languages, across various contexts, that may be intentionally used to maintain or improve the well-being of oneself, others or the world", should be acquired through education in early childhood (Baker et al., 2021). The Australian Curriculum, Assessment and Reporting Authority [ACARA, 2022] defines students' well-being literacy among general skills and provides recommendations for developing this skill.

This study aimed to adapt the measurement tool regarding well-being literacy (Hou et al., 2021) integrated by ACARA (2022) into the education system in Turkish and test its validity and reliability values on the adult group. In addition, this study aimed to examine the relationship between well-being literacy and subjective socioeconomic status, perceived success, and health. It is thought that this study will contribute to the literature in Turkey in terms of providing a measurement tool for determining well-being literacy in adults and revealing some internal and external sources associated with this skill. Because despite the increasing conceptual arguments about well-being literacy (Oades, 2017; Trask-Kerr et al., 2019; Huang et al., 2020), the fact that there is very little published research on this concept is considered important in terms of bringing the measurement tool related to this concept to Turkey. In this respect, the current study can give an idea of how individuals' well-being literacy can be improved.

Well-being and Well-being Literacy

The concept of well-being is addressed from different hedonic and eudaimonic perspectives. Subjective well-being is people's evaluations of their lives (Diener & Chan, 2011). Subjective well-being includes not only the absence of negative criteria but also a general subjective evaluation of all aspects of one's life, including

positive criteria (Diener, 1984). Subjective well-being, based on the hedonic perspective that sees the purpose of life as the maximum amount of pleasure of the individual, consists of three components: life satisfaction, more positive emotions, and less negative emotions (Ryan & Deci, 2001). On the other hand, psychological well-being, based on the eudaimonic perspective, which states that even if the individual is happy, the results of his/her actions may not be good for him/her, focuses on psychological health (Ryan & Deci, 2001). Psychological well-being is defined as a structure that includes six dimensions: self-acceptance (accepting oneself with its good and bad aspects, accepting past life), positive relationships with other people (close, transparent, and satisfying relationships), autonomy (personal freedom in the social context), environmental mastery (the individual's ability to manage the environment and use external opportunities effectively), life purpose (life goals, objectives, and beliefs) and personal development (sense of development, openness to new experiences, realisation of potential) (Keyes & Ryff, 1999). As a result, well-being, which is described as an experience (Hou et al., 2021), is handled from different perspectives due to the comprehensiveness of the concept. Keyes and Annas (2009) argue that hedonic and eudaimonic parts of well-being cannot be handled separately from each other. According to the researchers, an individual with high well-being should have both psychological and subjective well-being. If both are not high, the individual cannot be considered to have a high level of well-being (Keyes & Annas, 2009). Within the scope of this study, well-being is addressed in a way to cover both psychological and subjective well-being.

Well-being literacy is defined as individuals' conscious use of language to increase the well-being of themselves and their environment (Oades et al. 2021b). It is stated that well-being is an experience, and the language spoken about well-being is a state of literacy. Therefore, well-being literacy includes using language that can serve well-being (Hou et al., 2021; Oades et al., 2020).

Language is a communication system that facilitates the transmission of emotions, thoughts, and information processing among individuals. Well-being literacy pertains to how and why individuals use language in their daily lives and how this awareness can enhance their and others' well-being (Oades et al., 2020). Language, which provides insights into well-being experiences (Sun et al., 2020), serves as an active source for individuals to construct their psychological and social realities, and people actively construct meanings in their experiences through language (Barton, 1994; Brothers, 2005).

Well-being literacy, defined as skills that can influence both one's own and others' well-being, is conceptualized as a five-component structure. (Oades et al., 2021a; 2021b; 2022):

1. *Vocabulary and knowledge about well-being*: It means that the individual's vocabulary and knowledge are at a level that can express his/her own well-being. It means that the individual has the vocabulary and scientific knowledge about well-being to put into sentences something that he/she values that affects his/her well-being.
2. *Comprehension of multimodal text related to well-being*: This component refers to the individual's reading, listening, and watching/examining about/for well-being. The individual uses receptive language (ACARA, 2022). Reading and discussing a well-being-themed novel to develop a sense of empathy; listening to music about/for well-being to feel positive emotions; viewing a portrait that evokes positive emotions such as awe or inspiration about/for well-being are some examples (Oades et al., 2021a; 2022).
3. *Composition of multimodal text related to well-being*: It refers to the individual's ability to write, speak, and create something about/for well-being (ACARA, 2022). It is stated that activities such as verbally sharing their feelings with others, writing a blog, singing a song that will increase their well-being, choreographing a dance or painting that represents the joys and sorrows of life, sending messages to family members living far away to strengthen their ties, etc. can strengthen this component (Oades et al., 2021a; 2021b; 2022).
4. *Context awareness and adaptability*: It refers to the ability to adapt the language used concerning well-being in accordance with the needs and situations of different contexts. An example of this is a person's ability to choose words and adjust their communication style in accordance with the requirements of the context when speaking at home, at work, with family, friends, or colleagues (Oades et al., 2021a; 2021b; 2022).
5. *Intentionality for well-being*: It means that the individual not only uses the language of well-being but also is aware of why he/she uses it and its importance. Well-being literacy is more than a single behavior or intention. The language used concerning well-being should become a habit in the individual's life, and this should happen spontaneously (Oades et al., 2022).

Researches indicate that individuals can consciously enhance their well-being by using language in specific ways. For instance, Pennebaker and Seagal (1999) found that writing about significant personal experiences using more positive emotion words improved psychological and physical health. King (2001) demonstrated that writing about life goals provided psychological and physical benefits. Moreover, while the development of well-being literacy primarily concerns the enhancement of personal competencies, it also aims to increase individuals' capacity for assuming responsibility for fostering the well-being of others. This perspective contributes to improving well-being and quality of life (Oades et al., 2020). According to Keefe and Copeland (2011), literacy is not solely an individual attribute; it requires building relationships with others, making literacy a collective responsibility of every individual in society (Oades et al., 2021b). Considering the critical role of well-being in various aspects of life, such as families, communities, workplaces, and healthcare services, it is essential to identify the variables associated with well-being literacy and develop programs to enhance well-being literacy. Therefore, studies focusing on measuring well-being literacy behaviors are deemed significant.

Purpose

This study first, aimed to adapt the Well-being Literacy Scale developed by Hou et al. (2021) into Turkish and test its validity and reliability. The second aim of the study is to examine the relationship between individuals' well-being literacies and subjective socioeconomic status, perceived success and health status. In line with this main purpose, answers to the following questions were sought:

1. Are the psychometric properties related to the validity and reliability of the adapted Well-being Literacy Scale satisfactory?
2. Is there a significant relationship between individuals' well-being literacy and their subjective socioeconomic status, perceived general success, and perceived general health? In this direction, answers to the following questions were sought.
 - 2.a. Does the subjective socioeconomic status of individuals predict their well-being literacy in a significant way?
 - 2.b. Do individuals' well-being literacies significantly predict their perceived general success?
 - 2.c. Do individuals' well-being literacies significantly predict their perceived general health?

Method

Research Design

This research was a scale adaptation study. In addition, the relational research model was used to reveal the predictive relationship between variables. In this design, the relationship between multiple variables is investigated without any manipulation (Fraenkel et al, 2009). In this respect, firstly, a scale adaptation study was conducted. Then, the predictive relationships between well-being literacy and perceived health, perceived success and subjective socioeconomic status were examined.

Study Group

Data were collected from adults through convenient sampling (Creswell, 2014; Krippendorff, 2004). The study group comprised 210 women (68.4%), 96 men (31.3%) and an unspecified person (%0.33) totaling 307 participants. The participants were between 18 and 58, with an average age of 27.58. Among the participants, 168 (54.7%) were university students, and 139 (45.3%) were not. Among the participants who were university students, 54 (17.6%) were 1st year, 34 (11.1%) were 2nd year, 32 (10.4%) were 3rd year and 47 (15.3%) were 4th year. In terms of educational status, 2 participants were primary school (0.7%), 5 participants were secondary school (1.6%), 167 participants were high school (54.4%), 74 participants were undergraduate (24.1%) and 59 participants were postgraduate (19.2%).

Data Collection Tools

Four data collection tools, namely the Personal Information Form, Well-being Literacy Scale, General Well-being Scale Short Form, and Subjective SES Scale were used in the study.

Personal Information Form. The Personal Information Form included demographic information (gender, age, education level, and grade level if a university student) and graded questions about perceived success and health status. How successful and healthy individuals see themselves, in general, was asked as a single item by giving five options (between very unsuccessful and very successful for perceived success; between very bad and very good for perceived health).

Well-lit 6 Items. For the analyses of the measurement tool developed by Hou et al. (2021), data were collected from three different samples: students (N = 1392), parents (N = 584), and school staff (N = 317). The measurement tool is a 7-point Likert-type scale (1=strongly disagree, 7=strongly agree) and consists of 6 items and a single-factor structure. The increase in the score obtained from the scale indicates an increase in well-being literacy. As a result of the exploratory factor analysis, it was found that the one-factor structure explained 56.6% of the total variance in the student group, 69.7% in the parent group, and 70% in the school staff group. The factor loadings of the items in the measurement tool ranged between .68 and .81 in the student group, between .79 and .90 in the parent group, and between .81 and .86 in the school staff group. Within the scope of criterion validity studies, significant relationships were found positive with well-being and negative with ill-being. Within the scope of reliability studies, the internal consistency Cronbach alpha coefficient of the scale was calculated as .84 for the student group, .91 for the parent group, and .91 for the school staff group.

General Well-being Scale Short Form (GWBSF). The measurement tool developed by Longo, Coyne, & Joseph (2018) was adapted into Turkish by Odacı, Kaya, and Kınık (2021). The 5-point Likert type (1=Never true, 5=Always true) measurement tool consists of a single factor with 14 items. The increase in the score obtained from the scale indicates that the general well-being level of the person increases.

Confirmatory Factor Analyses (CFA) were conducted with data collected from 468 university students. As a result of the CFA, the structure of the scale in its original form was confirmed. CFA fit indices were found as $\chi^2 = 337.01$; $Sd = 75$; $\chi^2/Sd = 4.49$; $NFI = .92$; $CFI = .93$; $RMSEA = .086$; $SRMR = .066$. Within the scope of criterion validity studies, moderately significant relationships were found between general well-being level and positive mood ($r = .59$), life satisfaction ($r = .54$), and need satisfaction ($r = .61$) in the positive direction and negative mood ($r = -.34$) in the negative direction. Within the scope of reliability studies, Cronbach Alpha internal consistency coefficient and construct reliability of the scale were found to be .84, and the two-half test correlation was found to be .77.

Subjective SES Scale. The single-item measurement tool developed by Adler et al. (2000), which is scored between 1 and 10, measures individuals' perceptions of their socioeconomic status. In this study, the single-item question was organized by remaining appropriate to its original form. In the question, the participants were asked to rate their own status by considering their income, educational status, and professional prestige.

Procedure

The researchers who developed the measurement tool were contacted by e-mail, and permission was obtained. Afterward, the permissions were obtained for scale adaptation with research numbers 2023 - 149 within the scope of the Gazi University Ethics Commission meeting dated 10.01.2023. The data collection process lasted approximately five months between January and June. Data were collected in two ways: online via Google form and face-to-face via paper and pencil tests. Participants who participated online were informed in writing about volunteering, and participants who provided in-person support were informed verbally and in writing. All participants participated voluntarily, and no reward was given. It took approximately 5 minutes to complete the scales within the scope of the study.

Translation of Items into Turkish

This study followed the scale adaptation steps described by Hambleton and Patsula (1999). First, the researchers translated the original version of the scale into Turkish. Two English language experts checked the translations, and necessary corrections were made. Then, five experts in Guidance and Psychological Counseling examined the scale items in terms of meaning, and necessary corrections were made. The field experts were fluent in English and had studies in well-being. A language expert translated the agreed version of the scale back into English. This version of the scale was sent to the researchers who developed it, and their opinions were taken to see if there was a lack of meaning in the adaptation. In line with the practitioner's feedback, the scale items were examined once again. Finally, the scale was examined by a Turkish language

expert, and necessary corrections were made. Then, the main application was made, and a test-retest was applied to a separate group to test the scale's reliability.

Data Analysing

The data were analyzed using SPSS25 and AMOS 21 package programs. CFA was conducted to test the construct validity of the adapted measurement tool. χ^2/df Chi-square/Degree of freedom, Root Mean Square Error of Approximation (RMSEA), Standardised Root Mean Square Residual (SRMR), Normed Fit Index (NFI), and Comparative Fit Index (CFI) fit indices were used to evaluate the model. Within the scope of validity studies, criterion validity studies were conducted. Within the scope of reliability studies, Cronbach Alpha internal consistency coefficient and test-retest correlations were analyzed. After the measurement tool was adapted, simple regression analyses were conducted to determine the relationship between well-being literacy and the variables in the study. Pearson Product Moment Coefficient was used for the analysis.

In the preliminary analyses, 21 participants who gave incorrect answers to the control item in the measurement tool were not included in the data analysis. In addition, the data of one participant whose number of missing data in the data set exceeded 5% (Tabachnick & Fidell, 2015) were not included in the analysis. Before the analyses, missing items were assigned a value as the series average.

There are multiple methods for identifying outliers and removing them from the data set. Outliers can be detected as a result of Mahalanobis Distance, Cook distance values greater than 1, values whose z scores are not within ± 2 (Andrade, 2021), and box plot analysis (Field, 2009; Kline, 2010; Tabachnick & Fidell, 2015). Using these four methods, 14 outliers were identified and removed from the data set. Thus, 307 applications were analysed from the data set with a raw number of 321. Table 2 shows the skewness and kurtosis coefficients for the variables in the study.

Table 1. Skewness and Kurtosis Coefficients

	Skewness Coefficients	Kurtosis Coefficients
WLS	-.125	-.697
GWBSSF	-.540	.321
Subjective SES	-.299	.344
PGH	-.423	.812
PGS	-.592	.533

Note. WLS: Well-being Literacy Scale, GWBSSF: General Well-being Scale Short Form, Subjective SES: Subjective Socioeconomic Status, PGH: Perceived General Health, PGS: Perceived General Success

It is stated that the skewness and kurtosis coefficients are “ideal” for the range of ± 1 for normal distribution (George & Mallery, 2001). In this context, it can be said that the data in the study show normal distribution in terms of skewness and kurtosis coefficients.

Findings

The lowest, highest, and average scores and standard deviation values are presented in Table 2.

Table 2. Lowest, Highest, Average Scores and Standard Deviation Values of Measurement Tools

Measurement Tools	Min	Max	\bar{X}	Sd.
WLS	18	42	30.391	5.980
GWBSSF	20	69	49.742	9.225
Subjective SES	1	10	6.29	1.529
PGH	1	5	3.66	.695
PGS	1	5	3.632	.6963

Note. WLS: Well-being Literacy Scale, GWBSSF: General Well-being Scale Short Form, Subjective SES: Subjective Socioeconomic Status, PGH: Perceived General Health, PGS: Perceived General Success

Table 2 shows that the lowest score obtained from the Well-being Literacy Scale is 18; the highest score is 42; the mean score is 30.39; the standard deviation is 5.98. The lowest score obtained from GWBSSF is 20, the highest score is 69, the mean score is 49.74 and the standard deviation is 9.22. The lowest score obtained from Subjective SES is 1, the highest score is 10, the mean score is 6,29; and the standard deviation is 1,529. The lowest score obtained from perceived general health is 1; the highest score is 5; the mean score is 3.66; and the standard deviation is .695. The lowest score for perceived general success is 1; the highest score is 5; the mean score is 3,632; and the standard deviation is .696.

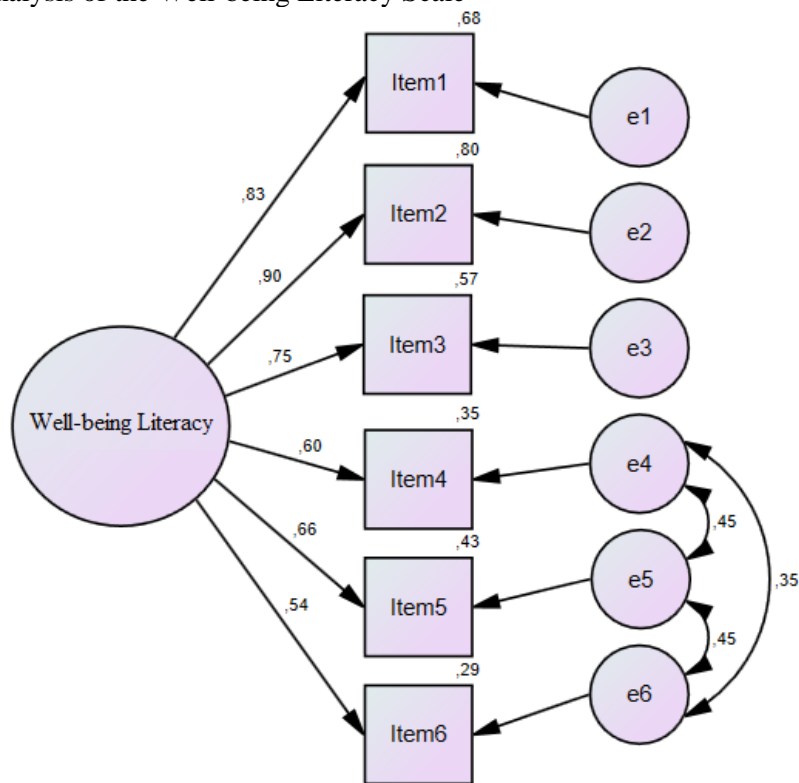
Validity Studies

Within the scope of validity studies, CFA, and criterion validity of the scale were analyzed.

Confirmatory Factor Analysis (CFA)

CFA was conducted on a group of 307 participants.

Figure 1. Factor Analysis of the Well-being Literacy Scale



Initial fit indexes were found as [$\chi^2/df=13.853$ ($p=.000$); RMSEA= .205; CFI=.88; NFI= .88; SRMR= .067]. Byrne (2016) suggests modifying items with the highest error covariances, which are clearly higher than others. Modification values were examined based on the first-level confirmatory factor analysis results conducted in this direction. Three modifications were made between items 4 and 5, items 5 and 6, and items 4 and 6, which showed highest covariance values between them. After the modifications, the goodness of fit values of the CFA results of the scale are as follows: [$\chi^2/df=2.91$ ($p=.000$); RMSEA= .079; CFI=.99; NFI= .98; SRMR= .023]. It can be said that these values are acceptable in line with the criteria (RMSEA<.08; NFI>.95; CFI>.95; SRMR<.08) stated in the literature (Browne & Cudeck, 1992; Hooper et al., 2008; Hu & Bentler, 1999; Kline, 2010; Tabachnick & Fidell, 2015), and the factor structure provides a good fit. Additionally, the average variance extracted value was found to be .53. Its value should be more than .50 because it indicates that fewer errors remain in the items than the variance explained by the latent factor structure imposed on the measure (Hair et al., 2010). The average variance extracted value in this study is deemed acceptable.

Criterion Validity

In parallel with the original scale development study (Hou et al., 2021) and considering the structure of the concept, its relationship with the concept of general well-being was examined. In this respect, we investigated the relationship between the measurement tool and GWBSSF. It was found that the Well-being Literacy Scale was positively and moderately correlated with GWBWB ($r=.413$, $p=.000$).

Reliability

Internal consistency and test-retest values were analysed within the scope of reliability studies.

Internal Consistency

The scale's Cronbach Alpha internal consistency coefficient was found to be .88. DeVellis (2021) states that an internal consistency coefficient above .80 is very good. In this respect, it can be said that the measurement tool shows a high level of internal consistency. Additionally, within the scope of this study, the composite reliability value was found to be .8654. It is noted that this value should be above .70 (Fornell & Lacker, 1981). Therefore, it can be observed that the composite reliability value is at a reasonable level.

Test-Retest

A group of 57 university students (12 males, 45 females) between the ages of 19 and 32 were administered a test-retest at 2-week intervals. The test-retest score was found to be .75 ($p<.001$).

The Relationship of Well-being Literacy with Subjective Socioeconomic Status, Perceived General Success, and Perceived General Health

Within the scope of the second aim of the study, the relationship between well-being literacy and socioeconomic level, perceived success and perceived health was examined. Table 3 presents regression analysis results regarding the predictive role of socioeconomic status on well-being literacy.

Table 3. Simple Regression Analysis Results on the Prediction of Socioeconomic Status on Well-Being Literacy

Variables	B	SH	β	t	p	R	R ²	ΔR^2
Constant	26.149	1.428		18.311	.000			
WLS	.674	.221	.172	3.057	.002	.172	.030	.027

Note. $F(1, 305) = 9.343$, $p<.005$. WLS: Well-being Literacy Scale,

Table 3 shows that socioeconomic status significantly predicts well-being literacy ($R = .172$, $R^2 = .030$, $F(1, 305) = 9.343$, $p<.005$). Socioeconomic status explains 4% of the variance in well-being literacy. Table 4 presents regression analysis results regarding the predictive role of well-being literacy on perceived general success.

Table 4. Simple Regression Analysis Results for the Prediction of Well-Being Literacy on Perceived General Success

Variables	B	SH	β	t	p	R	R ²	ΔR^2
Constant	2.523	.196		12.844	.000			
PGS	.037	.006	.322	5.759	.000	.314	.098	.095

Note. $F(1, 304) = 33.166$, $p<.001$. PGS: Perceived General Success

Table 4 shows that well-being literacy significantly predicts the perceived general success ($R = .314$, $R^2 = .098$, $F(1, 304) = 33.166$, $p<.001$). Well-being literacy explains 10% of the variance in perceived general success. Table 5 presents regression analysis results regarding the predictive role of well-being literacy on perceived general health.

Table 5. Simple Regression Analysis Results on the Prediction of Well-Being Literacy on Perceived General Health

Variables	B	SH	β	t	p	R	R ²	ΔR^2
Constant	3.725	.207		18.016	.000			
PGH	-.002	.007	-.020	-.340	.734	.020	.000	-.003

Note. F (1, 303) = .116, p >.05. PGH: Perceived General Health.

In Table 5, it is seen that well-being literacy does not significantly predict individuals' perceived general health levels (R = .020, R² = .000, F (1, 303) = .116, p >.05).

Conclusion and Discussion

This study aimed to adapt the Well-being Literacy Scale developed by Hou et al. (2021) into Turkish and test its validity and reliability values in the adult group. The adapted measurement tool consists of six items and a single-factor structure in accordance with the original form. As a result of CFA conducted on a group of 307 adults, it was observed that the scale had goodness of fit values. Within the scope of criterion validity studies, a positive, moderate correlation ($r=.413$, $p=.000$) was found between the scale and the GWBSSF. Within the scope of reliability studies, the test-retest correlation coefficient was .75, and the Cronbach alpha internal consistency coefficient was .88. From all these results, the Well-being Literacy Scale was adapted into Turkish as a valid and reliable measurement tool that measures adults' well-being literacy. A high score on the scale indicates a high level of well-being literacy, and a low score indicates a low level of well-being literacy.

Within the scope of the second aim of the study, socioeconomic status was found to have a significant predictive effect on well-being literacy. In the literature, many studies show that the socioeconomic status of adults is related to their well-being (Ayçiçek, 2020; Navarro-Carrillo et al., 2020; Reyes et al., 2020; Wu et al., 2022). On the other hand, this relationship seems to be significant up to a certain threshold rather than linear. In other words, while socioeconomic status positively affects individuals' well-being up to a certain point, it does not have a significant effect after a certain point (Borghesi & Vercelli, 2012; Graham et al., 2017; İşgör, 2017; Yıkılmaz & Demir GÜdül, 2015). Similarly, Oades et al. (2021) state that well-being literacy is associated with many external resources, such as accessibility to education, unemployment, and the national economy. In fact, individuals with high socioeconomic status may benefit more from opportunities such as theatre, holidays, trips, and books to improve their well-being.

Well-being literacy was found to have a predictive effect on perceived general success. Similarly, Chng et al. (2022) found that perceived success is an essential indicator of well-being literacy in their study on adults. In addition, many studies show that well-being has a predictive role in subjective personal and financial achievements (Dijkhuizen et al., 2018; Zakaria et al., 2014) and is positively related to academic success (Choi et al., 2019; Cobo-Rendón et al., 2020; Erdem, & Kaya, 2021; Getir, 2015). In this respect, the predictive role of well-being literacy on success perception is consistent with the literature. In their meta-analysis study, Lyubomirsky, King, and Diener (2005) revealed that positive emotions protect individuals from negative factors such as burnout and quitting and make them more successful. Another study conducted on university students found that individuals with high psychological well-being used healthy coping styles more in the face of stressful situations (Freire et al., 2016). Therefore, well-being is a factor that protects individuals against challenging life events, and therefore well-being literacy can positively affect the perception of success.

Contrary to the studies that reveal the relationship between well-being and health in the literature (Graham et al., 2017; Martinez, & Custodio, 2014; Ryff, 2013; Sabatini, 2014; Steptoe et al., 2015; Vázquez et al., 2009), no significant relationship was found between well-being literacy and perceived health in the current study. On the other hand, well-being literacy may not directly predict individuals' perception of health. The health perception of individuals may be affected by many environmental factors, such as air pollution, access to resources, crowded city life, working conditions, and socioeconomic status, in addition to well-being literacy.

Recommendations

It is stated that well-being literacy can be affected by many external factors such as social environment, economic and educational components, environmental pollution, clean water resources, and many internal factors, such as personality, genetics, and physiological (Oades et al., 2021b). Quantitative studies on this

subject are limited. The sources and effects of well-being literacy can be investigated. In addition, it is seen that studies about well-being literacy are conducted with adolescent and child groups rather than adult groups (e.g., ACARA, 2022; Baker et al., 2021; Borkar, 2016). The construct validity of this scale can be tested on different groups. Another suggestion is to investigate in more depth how well-being literacy is related to well-being. Finally, although there is awareness about the role of schools on children's well-being in Turkey, there is no study on well-being literacy. It seems to provide this skill to students and teachers and include it in the education curriculum in line with positive education practices.

Limitations

Since "well-being" is not a frequently used concept in Turkish, the concept of well-being used in the research was explained in the instructions of the measurement tools in accordance with the general structure of well-being (psychological and subjective well-being). Another limitation is that the research data were collected approximately 2 months after the 6 February Kahramanmaraş Earthquake in Turkey. Considering that the effects of the social trauma may continue, the participants were asked to evaluate their general well-being, success, and health perceptions by considering their situation before the earthquake.

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RESEARCH ARTICLE

Investigation of the Mediator Role of Career Adapt-abilities in the Relationship Between Big Five Factor Personality Traits and Career Distress

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ABSTRACT

Career distress is an important concept for understanding career in young adults. Revealing the variables associated with this concept has the potential to contribute to the reduction and prevention of career distress. The aim of this study, which was carried out in this direction, is to examine the mediating role of career adapt-abilities in the relationship between career distress and five-factor personality traits of university students. The research was conducted with 369 university students. Big Five Personality Traits Scale, Turkish five-factor short form of the Career Adapt-Abilities Scale and Career Distress Scale were used as data collection tools. Data analyzes were performed using Pearson correlation analysis and structural equation modeling method. The findings of the study showed that career adapt-abilities play a full mediator role in the relationship between career distress and extraversion, agreeableness, and conscientiousness personality traits. In addition, career adapt-abilities have a partial mediator role in the relations between career distress and neuroticism and openness to experience personality traits. The results of the study were deliberated upon, taking into account the theoretical framework and preceding research. Recommendations for both practitioners and researchers are proffered.

The process in which a student studies at university (i.e., higher education) contains many problems that students have to cope with. During this period, individuals may experience academic, emotional and behavioral problems such as exam anxiety, sleep problems, depression, loneliness, conflict with parents, procrastination of academic work, acquiring a profession, sexual problems, excessive alcohol use, and substance use (Dinis & Bragança, 2018; Fouad et al., 2006; Köksal ve Topkaya, 2021). Among these problem areas, career-related ones also have an important place (Gizir, 2005; Ulas-Kilic, 2021). In the literature examining the needs of university students for psychological counseling services, it was concluded that the students' need for support for their career development processes is frequent (Yerin-Guneri & Capa Aydin, 2010; 2012). Considering the important career needs and development tasks of this period, to know themselves better, to know about education and job opportunities, to have job search and interview skills, to be able to make career plans, to access the career information they need or to know the sources of support are among the highlights (Korkut-Owen, 2018; Ulas & Ozdemir, 2018). In addition to the efforts to fulfill these developmental tasks, university students have employment concerns about the future (Korkmazer, 2020). The efforts of young individuals to be aware of these expressed developmental needs, to meet them, and to fulfill various developmental tasks, as

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well as to experience employment concerns, can be a source of difficulties and career distress for them. Because career distress is significantly related to variables such as roles and duties related to vocational identity, as well as the perception of employability (Hirschi, 2011; Praskova et al., 2015; Skorikov & Vondracek, 2011).

Career distress can be defined as individuals having trouble making career decisions, avoiding career thoughts, or setting goals (Creed & Gagliardi, 2015). Career distress can affect university students in many ways. For example, research shows that career distress is associated with self-efficacy, career indecision, state and trait anxiety, and depression (Creed & Hood, 2013; Fuqua & Hartman, 1983; Hinkelman & Luzzo, 2007). In addition, career distress has a negative impact on people's future career choices and interpersonal relationships (Hinkelman & Luzzo, 2007; Lucas et al., 2000; Sharkin, 2004; Turner & Berry, 2000). Finally, career distress is associated with exploration, commitment, and career compromise (Creed & Blume, 2013; Creed & Gagliardi, 2015; Creed & Hennesy, 2016). The findings of the studies show that career distress can have a negative impact on both life and career field of individuals. For this reason, it can be said that it will be important to determine the relationships of the career distress.

Research on the career development of individuals; it includes obtaining and analyzing information about personal characteristics as well as on jobs, organizations, and occupational fields (Stumpf et al., 1983). In this context, besides the different variables related to the career, some basic personality traits of individuals can also be effective in their career processes. This situation has been considered in previous studies and the Five Factor Personality Model, which provides a perspective on personality traits, has provided an important framework in the predictive position in research on career processes (Nauta, 2007, Reed et al., 2004). On the other hand, some competencies related to the career field of individuals can also affect their career development processes (Savickas, 2005). In this context, career adaptability, which is an important competence, has the potential to serve as an important predictor variable in career processes (Savickas, 2005). In the light of literature information, addressing career distress in the context of personality traits and career adaptability can provide important contributions to the structuring of career development processes of university students.

Big Five Factor Personality Traits and Career Distress

One of the important psychological factors affecting the career development of individuals is personality traits (Kayadibi & Kirdok, 2020). It is known that personality plays a decisive role in the decisions and choices of individuals (Yesilyaprak, 2011). Many different theories have been put forward about how personality is formed. However, it is stated that among these theories, the theory that researchers mostly refer to is the Five-Factor Model (or Big 5) (Thomas & Segal, 2006). Unlike many personality theories based on clinical experience, the Five-Factor Model is based on various individual characteristics and research findings on their functioning (McCrae, 2018). According to this approach put forward by Costa and McCrae (1992), personality traits have five dimensions. These personality constructs are extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Extraversion refers to the fact that individuals are energetic and thrill-seeking, as opposed to being solitary and stagnant. People with this trait are sociable, fun-loving, affectionate, friendly, caring, and talkative (Chauvin et al., 2007). Agreeableness refers to the individual being polite, adaptable, and modest, as opposed to being competitive. Individuals with this trait are also cooperative, forgiving, and tolerant individuals (Patrick, 2011). Conscientiousness is a trait that expresses being disciplined and meticulous as opposed to being messy and careless. Individuals with this trait are self-disciplined, cautious, planned, and organized (Arthur & Graziano, 1996). Neuroticism refers to states of emotional stability or volatility, and whether an individual is prone to emotional distress. It is stated that individuals with this trait experience rapid emotional transitions (Luthans, 2010). Openness to experience expresses a curious and inquisitive attitude as opposed to being traditional. Individuals with this trait are experienced, they are willing to dream and participate in new activities (Cervone & Pervin, 2018; Costa & McCrae, 1995; Digman, 1990).

It is emphasized that personality-environment interaction is also important for this approach (Caspi & Roberts, 2001). In other words, individuals show intellectual, emotional, and behavioral reactions towards the environment in line with their personality traits and receive reactions from the environment in this direction (Mottus, 2017). In this context, it can be expected that the personality traits of individuals will be effective in

their thoughts, feelings, and behaviors towards their career life. For example, a qualitative study conducted in Türkiye revealed that personal characteristics are the source of individuals' career distress (Özgül, 2023). The pushful and adaptive nature of extroverted individuals (Costa & McCrae, 1995; Digman, 1990) can be a source for finding solutions to the career barriers they encounter and may prevent them from experiencing career distress. On the other hand, these individuals are energetic and social (Cervone & Pervin, 2018; Chauvin et al., 2007). In their career life, where they cannot reveal these characteristics, they may experience problems and have career problems. Individuals with the agreeableness trait are prone to cooperation and can avoid potential career difficulties in terms of their ability to adapt to teamwork (Digman, 1990; Moody, 2007; Patrick, 2011), but being overly empathetic and sensitive is also a factor in career distress as it may delay the resolution of problems. Individuals with a strong sense of conscientiousness may not have career problems due to their strong self-discipline and sense of duty (Cervone & Pervin, 2018; Costa & McCrae, 1995), but their tendency to be overly meticulous, perfectionist, and orderly may cause them to have career problems due to their ability to delay the solution of problems (Cervone & Pervin, 2018; Costa & McCrae, 1995). Neurotic individuals may experience career distress due to lack of stability in their emotions and weakness in their ability to cope with stress (Coleman et al., 2023; Digman, 1990). Finally, individuals who are open to experience can prevent possible career difficulties in terms of their willingness to participate in new experiences and be open to learning (Presbitero, 2018). However, these individuals, who are curious, innovative, and creative, may experience career difficulties in career environments where they cannot exhibit these characteristics (Cervone & Pervin, 2018; Costa & McCrae, 1995; Digman, 1990). Therefore, it can be expected that the personality traits of individuals will affect individuals positively or negatively in the context of their career environment. In this direction, the following hypothesis has been developed to be tested:

H1: The five-factor personality traits (extraversion, agreeableness, conscientiousness, neuroticism, and openness) are significant predictors of career distress.

Career Adapt-Abilities as a Mediator Variable

The world of work has become an uncertain, borderless, global, and non-linear structure dominated by high variability (Jiang, 2017). In this unlimited and uncertain process, career adapt-abilities have become much more important for individuals to avoid career problems (Savickas et al., 2009). Because career adapt-abilities are the ability to adapt seamlessly to career challenges when career environments are uncertain (Zacher, 2014). Career adapt-abilities are a psychosocial resource that refers to the ability of individuals to adapt to professional development tasks, professional transitions, and personal traumas by solving often unusual and often complex problems (Savickas & Porfeli, 2012).

Career adapt-abilities were first suggested as four sub-dimensions in the relevant literature. These are concern, control, curiosity, and confidence (Savickas, 2005). Interest is the dimension that expresses orientation to the future, being planned, and being interested in the future. Control refers to self-determination, the individual's taking over the management of her/his life, and the individual's responsibility. Curiosity refers to being in the process of researching, exploring, and attempting to gain knowledge. Finally, confidence reflects the individual's belief in her/his own competencies in solving the problems and problems encountered (Savickas, 2005; Savickas & Porfeli, 2012). In recent years, it is seen that there are attempts to add cooperation as a culturally sensitive sub-dimension in addition to the four sub-dimensions (Korkmaz & Kirdok, 2023; Prasad et al., 2021). The fifth dimension, cooperation, reflects the degree of willingness to compromise and contribute to other people (Einarsdóttir et al., 2015).

These psychosocial adaptation resources (i.e., career adapt-abilities) are considered an important competence in overcoming the problems that individuals experience in their careers (Savickas, 1997). These competencies help the individual to be flexible and take a proactive attitude (Savickas et al., 2009). Thus, career adapt-abilities can be considered as a very important source of power for individuals to overcome the problems they will experience in their careers. In addition, the increase in career adapt-abilities was associated with a decrease in the stress level of individuals and an increase in the level of happiness (Johnston et al., 2013). Increased stress and decreased happiness can be a source of career distress. Therefore, it can be said that career adapt-abilities may be related to career distress due to the relationship between increased career adapt-abilities and increased happiness, and decreased stress.

It can be said that personality traits, which have been shown by studies to be effective in career processes, may also have an effect on career adapt-abilities. Personality traits are the most basic factors that affect individual characteristics such as career adapt-abilities (Armstrong et al., 2012; Li et al., 2014; Shane et al., 2010; Woo, 2018). As a matter of fact, it is seen that career adapt-abilities are related to personality traits. Studies have shown that extraversion, openness to experience, and conscientiousness personality traits are related to career adapt-abilities (e.g., Teixeira et al., 2012, van Vianen et al., 2012). Besides, Teixeira et al. (2012) found that career adapt-abilities were positively associated with agreeableness and negatively with neuroticism. Based on the research and literature information, it can be stated that career adapt-abilities may have predictive power on career distress and may also be affected by the personality traits of individuals. Considering this information, it can be argued that career adapt-abilities may have a mediating role in the relationship between personality traits and career distress. H2 was developed to test this argument.

H2: Career adapt-abilities have a mediating role in the relationship between the five-factor personality traits (extraversion, agreeableness, conscientiousness, neuroticism, and openness) and career distress.

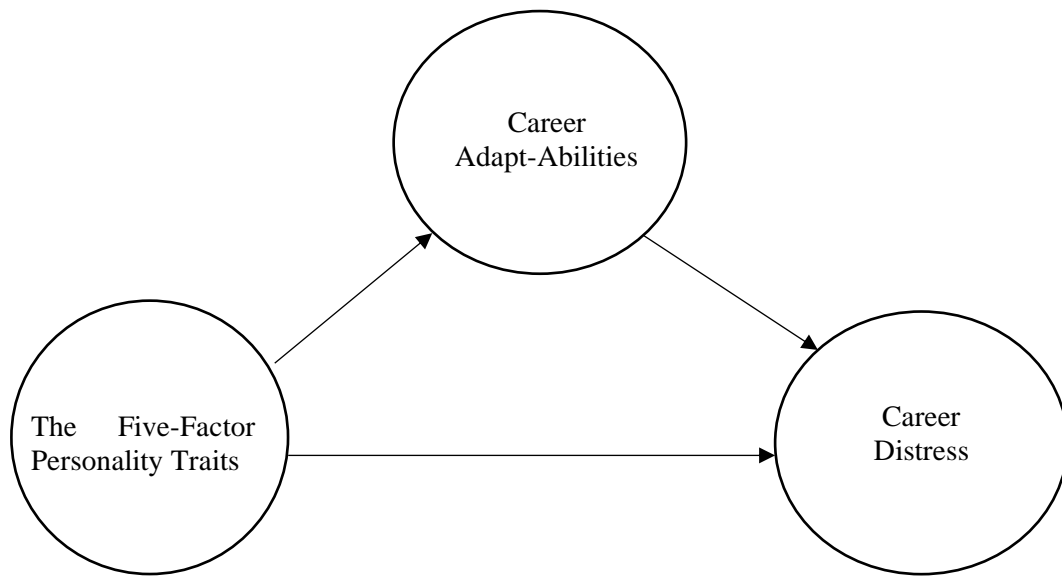
The Present Study

It is claimed that career distress is an important construct for understanding career development in young adults. Despite this claim, it is emphasized that surprisingly few studies have been done about career distress and the relationship pattern of career distress is not yet fully understood (Creed et al., 2016). For example, an experimental study based on the Chaos Approach was conducted on university students in Türkiye (Özaydın & Siyez, 2023). In this study, the role of the developed program in reducing career distress was examined. Another study examined the mediating role of career distress in the relationship between career self-efficacy expectation and vocational outcome expectation of university students (Gürpınar et al., 2021). Another study is a qualitative study conducted by Özgül (2023) to reveal the underlying reasons for the career distress of university students. Career distress has begun to be addressed with different methods and concepts when the studies are examined in the relevant literature.

Career distress refers to a set of negative emotions related to a person's career, such as depression, stress, anxiety, and helplessness. In addition, career distress is a common cause of stress in educational settings, with up to 25% of students participating in campus counseling services experiencing it (Benton et al., 2003; Creed et al., 2016). Therefore, identifying the variables associated with career distress of young individuals will shed light on interventions to prevent this distress. Thus, the problems experienced by university students due to career distress can be prevented. This is one of the main motivations for conducting the current study.

It is widely believed that determining the relationship between individuals' stress factors and their careers can contribute to the career guidance process (Hanks, 2018). The results will be obtained in the current study have the potential to contribute to career guidance processes. Both individual and environmental factors are effective in the career development and career adapt-abilities of individuals (Krumboltz, 1996). Personality traits should be evaluated in the context of individual factors (Nauta & Derckx, 2007). On the other hand, career adapt-abilities are a psychosocial resource that is affected by the interaction of the individual with the environment (Chen et al., 2020). Therefore, in the current study, the career distress of university students was discussed from multiple perspectives in the context of both individual factors such as personality traits, and both individual and environmental factors such as career adapt-abilities. Thus, the relationship patterns of university students towards career distress will be evaluated in different contexts.

In this study, university students' career distress was examined within the framework of their personality traits and career adapt-abilities. The main purpose of the research is to examine whether career adapt-abilities have a mediating role in the relationship between the personality traits and career distress of university students. The hypothetical model developed for this purpose is presented in Figure 1.

Figure 1. Research Model

Method

The Participants

Participants of the study are 369 university students aged between 18-27 (Mean = 20.76, SD = 1.70). 41.5% (N = 153) of the participants were male and 58.5% (N = 216) were female. 14.9% (N = 55) of the participants perceive their socioeconomic level as low. In addition, 80.8% (N = 298) of these participants perceive it as moderate, and 4.3% (N = 16) as high.

Measures

Big Five Personality Traits Scale (BFPTS). BFPTS was developed by Rammstedt and John (2007). It measures big five personality traits (i.e., extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience). The scale, a 5-point Likert-type (1: Never to 5: Always), consists of five dimensions and 10 items. Each of the sub-dimensions reflects a personality trait. An increase in the scores obtained from the sub-dimensions means that the personality trait associated with that sub-dimension is higher. The Turkish version of the scale (Horzum et al., 2017) was used in the current study. The Cronbach Alpha internal consistency coefficients obtained for the sub-dimensions in the Turkish adaptation study are as follows: Extraversion is .88, Agreeableness is .81, Conscientiousness is .90, Neuroticism is .85, and Openness to experience is .84. The Cronbach Alpha internal consistency coefficients obtained for the sub-dimensions in this study are as follows: Extraversion is .80, Agreeableness is .74, Conscientiousness is .77, Neuroticism is .76, and Openness to experience is .79.

Career Adapt-Abilities Scale (CAAS-5-SF). Turkish five-factor short form of the Career Adapt-Abilities Scale (CAAS-5-SF) was developed by Korkmaz and Kirdok (2023). It measures individuals' career adapt-abilities (i.e., concern, control, curiosity, confidence, and cooperation). The scale, a 5-point Likert-type (1: Not strong to 5: Strongest), consists of five dimensions and 15 items. Sub-dimension and total scores of the scale can be calculated. Increasing total scores from CAAS-5-SF means that career adaptability is increasing. The Cronbach Alpha internal consistency coefficients obtained for the sub-dimensions and total score in the original form are as follows: Total score is .80, Concern is .75, Control is .60, Curiosity is .61, Confidence is .61, Cooperation is .73. The Cronbach Alpha internal consistency coefficient for the total score and sub-dimensions are as

follows: Total score is .85, Concern is .73, Control is .72, Curiosity is .74, Confidence is .76, Cooperation is .83.

Career Distress Scale (CDS). CDS was developed by Creed et al. (2016). It measures individuals' career-related distress. The scale, a 6-point Likert-type (1: Strongly disagree to 6: Strongly agree), consists of one dimension and nine items. An increase in total scores indicates an increase in the individual's career-related stress. The Turkish version of the scale (Sensoy & Siyez, 2019) was used in the current study. The Cronbach Alpha internal consistency coefficient obtained for the total score in the original form is .81. The Cronbach Alpha internal consistency coefficient for the total score of the CDS was calculated as .83.

Data Analysis

First, it was seen that the skewness and kurtosis values of the variables used in the study were within the range of the criteria (between ± 1.5) considered (Table 1) (Tabachnick & Fidell, 2012). Descriptive statistics, and Pearson correlation coefficients were calculated. In addition, structural equation modeling was used to analyze the research model. In the analysis of the significance of the research model, $\chi^2/df < 5$; CFI, GFI $> .90$; RMSEA $< .10$ criteria were considered (Tabachnick & Fidell, 2012). The bootstrapping method (10.000 resampling) was used to examine the mediating role. 'Confidence intervals not including 0 (zero)' was taken as a criterion in the examination of the significance of the mediating role (Hayes, 2013). Analyzes of the study was carried out with IBM SPSS 28 and IBM AMOS 24.

Ethical Approval

Information about the study was provided to all participants with an informed consent form. All the students who were the participants of the study declared that they participated in the study voluntarily. Within the scope of the study, the 1975 Helsinki Declaration and the ethical standards of the corresponding author's institution were followed. In addition, ethical approval was obtained from the corresponding author's institution (Social and Human Sciences Ethics Committee of Karamanoglu Mehmetbey University; Approval Date: 27.04.2023 Number of Committee Decision: 113-119).

Findings

The descriptive statistics of the study's data are shown in Table 1.

Table 1. Descriptive Statistics of the Variables

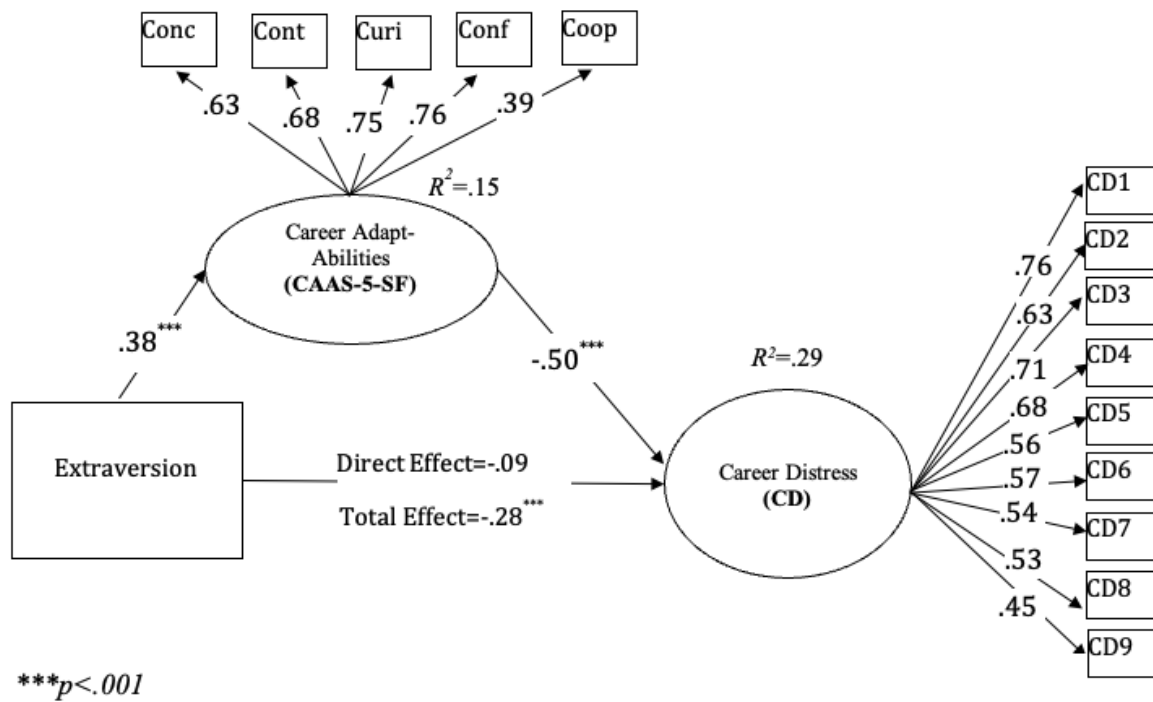
Variable	1	2	3	4	5	6	7
1. Extraversion	(.80)						
2. Agreeableness	.06	(.74)					
3. Conscientiousness	.34***	.23***	(.77)				
4. Neuroticism	-.18***	-.19***	-.26***	(.76)			
5. Openness to experience	.11*	.14**	.17**	-.15**	(.79)		
6. Career adapt-abilities	.36***	.27***	.45***	-.29***	.32***	(.85)	
7. Career distress	-.26***	-.13*	-.30***	.35***	-.10*	-.41***	(.83)
Mean	6.60	8.02	7.32	6.18	6.64	56.92	28.64
SD	1.86	1.37	1.56	1.74	1.65	7.33	8.20
Skewness	-.09	-.41	-.29	-.02	-.15	-.16	.07
Kurtosis	-.63	-.43	-.46	-.47	-.10	-.05	-.27

Note: $N = 369$. * $p < .05$, ** $p < .01$, *** $p < .001$. Reliabilities presented in diagonal.

As seen in Table 1, big five personality traits have significant relationships with career adaptability and career stress. Career adapt-abilities are positively associated with all personality traits except Neuroticism. It is negatively associated with Neuroticism. On the other hand, career distress is negatively associated with all personality traits except Neuroticism. It is positively associated with Neuroticism. There is a negative significant relationship between career adapt-abilities and career distress ($r = -.41, p < .001$). Below are the

findings related to the structural equation models in which each personality trait takes place, respectively. First, the model with the Extraversion was tested, as seen in Figure 2.

Figure 2. Findings Regarding the Research Model



It is seen that the goodness of fit values of the research model shown in Figure 2 are within acceptable limits [$\chi^2 = 230.210$, $df = 87$, $p < .001$, $\chi^2/df = 2.65$; $GFI = .921$; $CFI = .916$; $RMSEA = .067$ (90% CI = .056 to .077)]. As seen in Figure 2, Extraversion predicts the career adapt-abilities positively ($\beta = .38$, $p < .001$). In addition, it is seen that the direct effect of the Extraversion on the career distress was not significant. The indirect effect of the Extraversion on career distress is significant ($\beta = -.19$, $p < .001$). The findings show that career adapt-abilities have a full mediator role in the relationship between Extraversion and career distress. Confidence intervals of the direct and indirect effects of the variables show that this mediating role is significant (Table 2).

Table 2. Mediation Analysis Findings

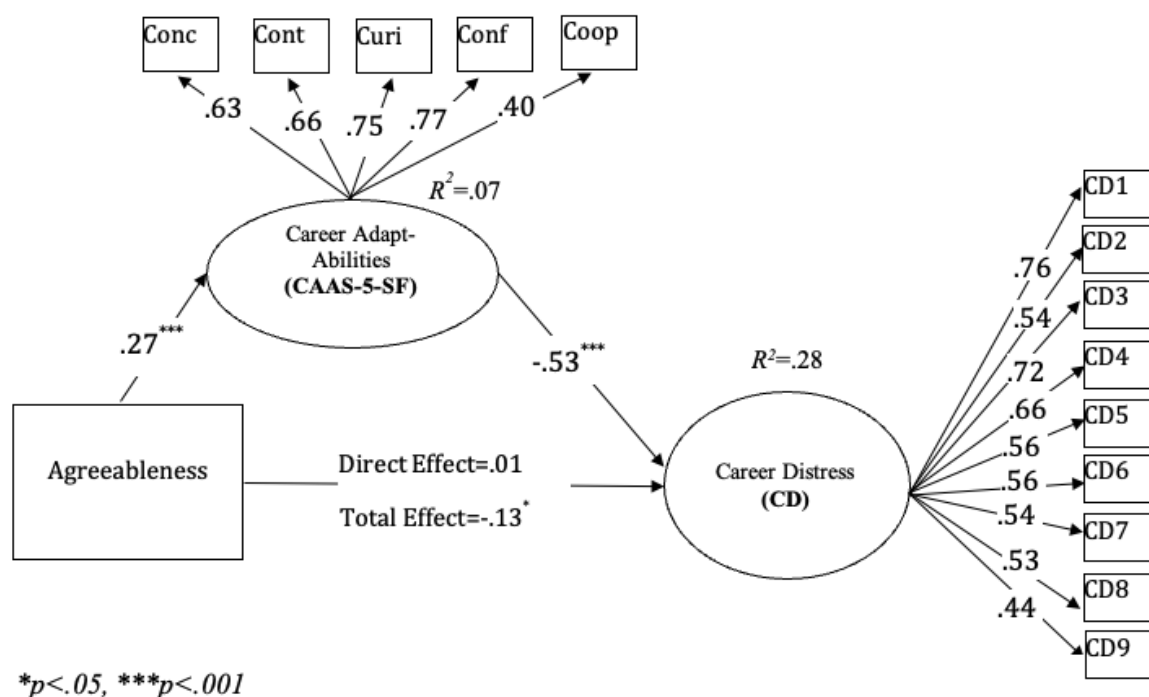
Pathway	Coefficient	CI Lower-bound	CI Upper-bound
Total effect			
Extraversion → CD	-.28***	-.39	-.16
Direct effects			
Extraversion → CD	-.09	-.21	.04
Extraversion → CAAS	.38***	.27	.49
CAAS → CD	-.50***	-.63	-.36
Indirect effect			
Extraversion → CAAS → CD	-.19***	-.28	-.12

***p < .001; N = 369.

Note: CI: Confidence Interval Bias %95; CD: Career Distress; CAAS: Career Adapt-Abilities.

In Figure 3, the research model in which Agreeableness was included was tested.

Figure 3. Findings Regarding the Research Model



It is seen that the goodness of fit values of the research model shown in Figure 3 are within acceptable limits [$\chi^2 = 246.364$, $df = 87$, $p < .001$, $\chi^2/df = 2.83$; $GFI = .916$; $CFI = .901$; $RMSEA = .071$ (90% CI = .060 to .081)]. As seen in Figure 3, Agreeableness predicts the career adapt-abilities positively ($\beta = .27$, $p < .001$). In addition, it is seen that the direct effect of the Agreeableness on the career distress was not significant. The indirect effect of the agreeableness on career distress is significant ($\beta = -.14$, $p < .001$). The findings show that career adapt-abilities have a full mediator role in the relationship between Agreeableness and career distress. Confidence intervals of the direct and indirect effects of the variables show that this mediating role is significant (Table 3).

Table 3. Mediation Analysis Findings

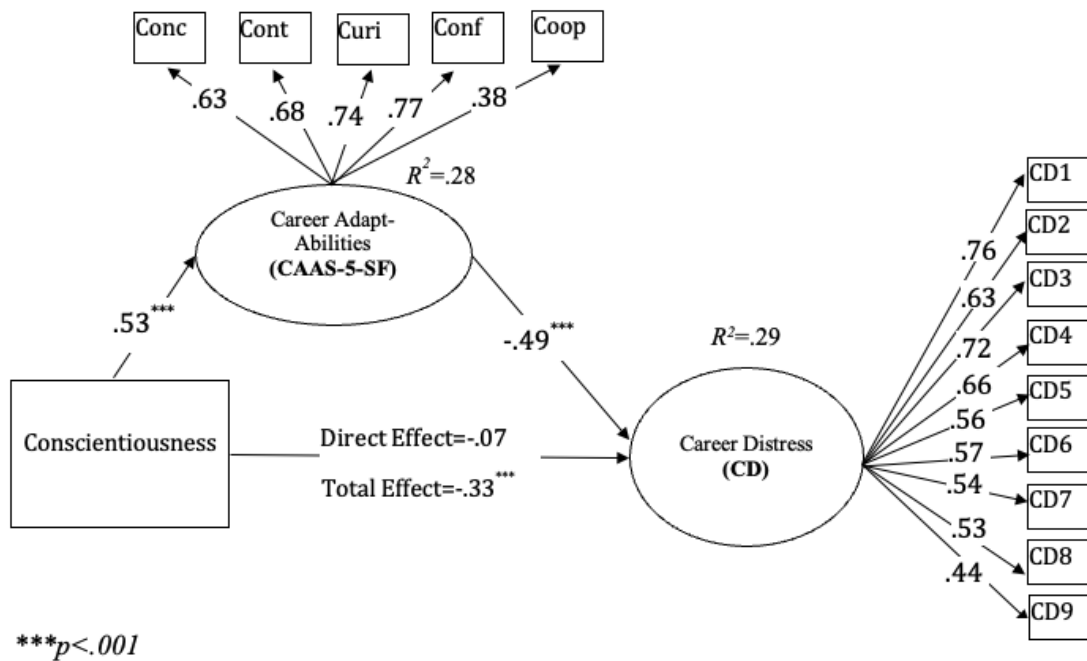
Pathway	Coefficient	CI Lower-bound	CI Upper-bound
Total effect			
Agreeableness → CD	-.13*	-.25	-.004
Direct effects			
Agreeableness → CD	.01	-.11	.13
Agreeableness → CAAS	.27***	.15	.38
CAAS → CD	-.53***	-.65	-.40
Indirect effect			
Agreeableness → CAAS → CD	-.14***	-.22	-.08

* $p < .05$; *** $p < .001$; $N = 369$.

Note: CI: Confidence Interval Bias %95; CD: Career Distress; CAAS: Career Adapt-Abilities.

In Figure 3, the research model in which Conscientiousness was included was tested.

Figure 4. Findings Regarding the Research Model



It is seen that the goodness of fit values of the research model shown in Figure 4 are within acceptable limits [$\chi^2 = 230.025$, $df = 87$, $p < .001$, $\chi^2/df = 2.64$; $GFI = .922$; $CFI = .914$; $RMSEA = .067$ (90% CI = .056 to .077)]. As seen in Figure 4, Conscientiousness predicts the career adapt-abilities positively ($\beta = .53$, $p < .001$). In addition, it is seen that the direct effect of the Conscientiousness on the career distress was not significant. The indirect effect of the Conscientiousness on career distress is significant ($\beta = -.26$, $p < .001$). The findings show that career adapt-abilities have a full mediator role in the relationship between Conscientiousness and career distress. Confidence intervals of the direct and indirect effects of the variables show that this mediating role is significant (Table 4).

Table 4. Mediation Analysis Findings

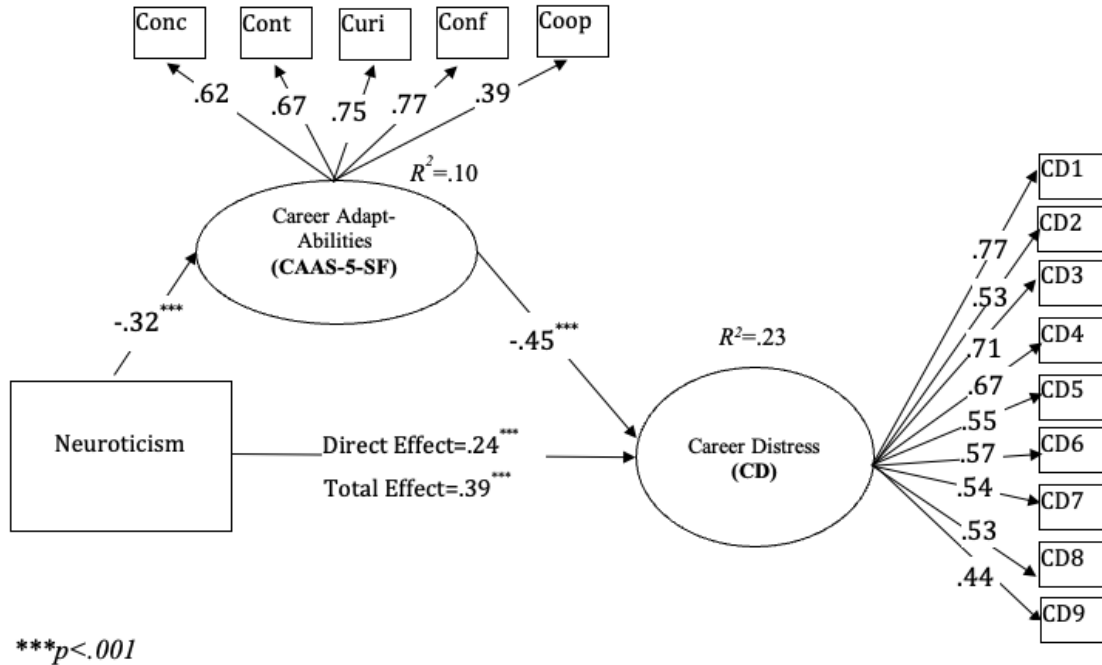
Pathway	Coefficient	CI Lower-bound	CI Upper-bound
Total effect			
Conscientiousness → CD	-.33***	-.45	-.21
Direct effects			
Conscientiousness → CD	-.07	-.23	.09
Conscientiousness → CAAS	.53***	.43	.61
CAAS → CD	-.49***	-.65	-.33
Indirect effect			
Conscientiousness → CAAS → CD	-.26***	-.37	-.17

*** $p < .001$; $N = 369$.

Note: CI: Confidence Interval Bias %95; CD: Career Distress; CAAS: Career Adapt-Abilities.

In Figure 5, the research model in which Neuroticism was included was tested.

Figure 5. Findings Regarding the Research Model



It is seen that the goodness of fit values of the research model shown in Figure 5 are within acceptable limits [$\chi^2 = 244.833$, $df = 87$, $p < .001$, $\chi^2/df = 2.81$; $GFI = .918$; $CFI = .904$; $RMSEA = .070$ (90% CI = .060 to .081)]. As seen in Figure 5, Neuroticism predicts the career adapt-abilities negatively ($\beta = -.32$, $p < .001$). In addition, it is seen that the direct effect of the Neuroticism on the career distress was significant ($\beta = .24$, $p < .001$). The indirect effect of the neuroticism on career distress is significant ($\beta = .15$, $p < .001$). The findings show that career adapt-abilities have a partial mediator role in the relationship between Neuroticism and career distress. Confidence intervals of the direct and indirect effects of the variables show that this mediating role is significant (Table 5).

Table 5. Mediation Analysis Findings

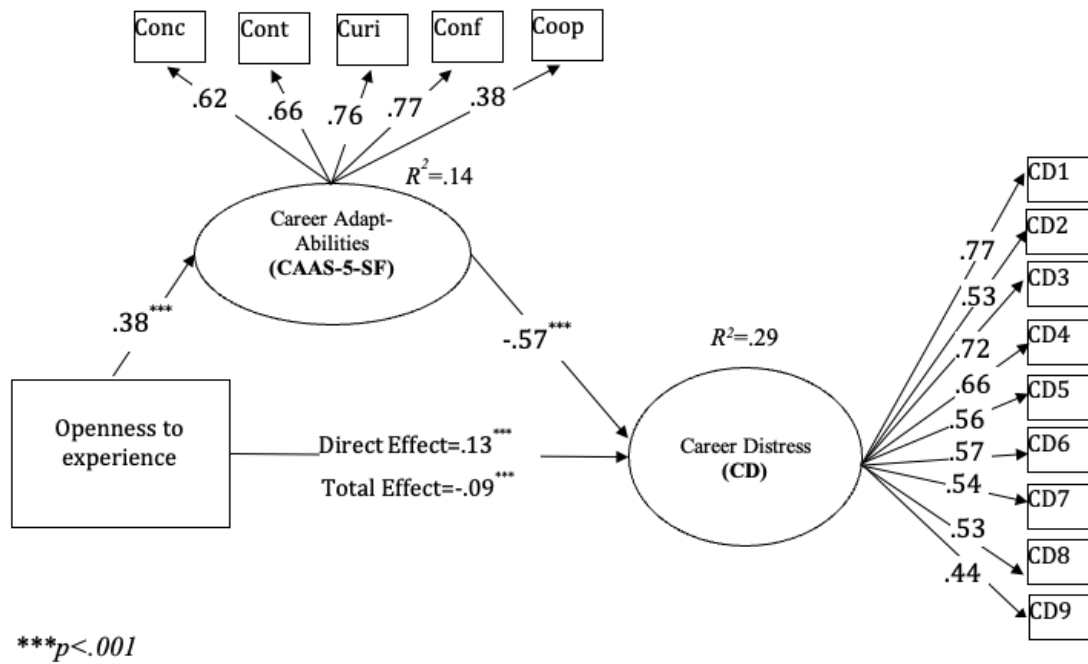
Pathway	Coefficient	CI Lower-bound	CI Upper-bound
Total effect			
Neuroticism → CD	.39***	.28	.49
Direct effects			
Neuroticism → CD	.24***	.13	.36
Neuroticism → CAAS	-.32***	-.42	-.22
CAAS → CD	-.45***	-.57	-.32
Indirect effect			
Neuroticism → CAAS → CD	.15***	.09	.22

*** $p < .001$; $N = 369$.

Note: CI: Confidence Interval Bias %95; CD: Career Distress; CAAS: Career Adapt-Abilities.

In Figure 6, the research model in which Openness to experience was included was tested.

Figure 6. Findings Regarding the Research Model



It is seen that the goodness of fit values of the research model shown in Figure 6 are within acceptable limits [$\chi^2 = 220.942$, $df = 87$, $p < .001$, $\chi^2/df = 2.54$; $GFI = .923$; $CFI = .917$; $RMSEA = .065$ (90% CI = .054 to .075)]. As seen in Figure 6, Openness to experience predicts the career adapt-abilities positively ($\beta = .38$, $p < .001$). In addition, it is seen that the direct effect of the Openness to experience on the career distress was significant ($\beta = .13$, $p < .001$). The indirect effect of the Openness to experience on career distress is significant ($\beta = -.22$, $p < .001$). The findings show that career adapt-abilities have a partial mediator role in the relationship between Openness to experience and career distress. Confidence intervals of the direct and indirect effects of the variables show that this mediating role is significant (Table 6).

Table 6. Mediation Analysis Findings

Pathway	Coefficient	CI Lower-bound	CI Upper-bound
Total effect			
Openness to experience → CD	-.09***	-.21	-.02
Direct effects			
Openness to experience → CD	.13***	.01	.24
Openness to experience → CAAS	.38***	.27	.47
CAAS→CD	-.57***	-.69	-.44
Indirect effect			
Openness to experience → CAAS → CD	-.22***	-.30	-.15

*** $p < .001$; $N = 369$.

Note: CI: Confidence Interval Bias %95; CD: Career Distress; CAAS: Career Adapt-Abilities.

Discussion and Conclusions

In the current study, the relationships between career distress, personality traits, and career adaptability of Turkish university students were examined. The results showed that career distress was predicted by all personality traits and career adapt-abilities in the five-factor model. In addition, it has been concluded that career adapt-abilities have a full mediator role between career distress and some personality traits and a partial

mediator role with some personality traits. The results are discussed based on with previous research and theoretical knowledge.

In the current study, it was concluded that extraversion, conscientiousness, and agreeableness personality traits do not have a direct effect on career distress, but they have an indirect effect on career distress through career adapt-abilities. On the other hand, openness to experience and neuroticism personality traits were found to positively predict career distress and career adapt-abilities had a partial mediator role in these relationships. Therefore, the hypotheses of the current study (H1, and H2) were confirmed. As a result, career adapt-abilities play a mediating role in the relationship between the five-factor personality traits and career distress.

Career adapt-abilities refer to fulfilling responsibilities, taking on necessary roles, and overcoming career-related uncertainties (Savickas, 1997). In addition, career adapt-abilities include important strategies in realizing career behaviors (Savickas & Porfeli, 2012; Savickas et al., 2018). Individuals with a high level of career adapt-abilities look for opportunities by observing the environment, evaluate themselves, make optimum choices, and have the power to dominate their environment (Creed et al., 2009). Savickas (1997) emphasizes that career adapt-abilities has a positive effect on individuals' ability to make future plans. In addition, an increase in career adapt-abilities was associated with a decrease in individuals' stress levels (Johnston et al., 2013; Raque et al., 2024). On the other hand, individuals' career distress is significantly related to stress, indecision, lack of planning, lack of knowledge of the individual and her/his environment, and lack of dominance (Creed & Hood, 2013; Fuqua & Hartman, 1983; Hinkelman & Luzzo, 2007; Ma et al., 2020). Consistent with the findings of the research, a study conducted in Türkiye (Gürpınar et al., 2021) found a negative relationship between career self-efficacy expectation, which expresses the cognitive resource similar to career adaptability skills, and career distress. Bandura (1977) also stated that cognitions can have an impact on negative emotions such as stress and anxiety. In another study (Korkmaz & Doğanülkü, 2022), it was found that university students' hope, optimism, and pessimism were negative predictors of career distress. Therefore, it can be said that the increase in career adapt-abilities will contribute to the reduction of career distress by activating the psychosocial competencies of university students.

One of the most striking findings of the research is that openness to experience has a positive effect on career distress. On the other hand, openness to experience has a negative effect on career distress through career adapt-abilities. When the relevant literature is examined, no research has been found that examines the relationship between openness to experience and career distress. Openness to experience personality trait has features such as a strong imagination, a willingness to be open to different ideas, versatile thinking and mental curiosity (Burger, 2014; Li et al., 2024). Individuals who are open to experience have a structure that is creative, curious, flexible, able to think original and free, open-minded, have an understanding of art and aesthetic values, and often see themselves away from the definite rules of society (Costa & McCrae, 1992). When the findings of the research are examined, it can be said that university students can reach more career options due to the use of personality traits such as the desire to be open to different ideas, sociable, versatile thinking, energetic, and excitement seeking. Therefore, university students will encounter troubles in making career decisions, avoiding career thoughts, or setting goals. On the other hand, the effect of openness to experience on career distress appears to be negative when career adapt-abilities, which includes important strategies in realizing career behaviors, are used together with the personality trait open to experience. This situation shows that career distress will decrease when the right career behavior strategies (i.e., career adapt-abilities) regarding the career options reached with openness to experience are used. Therefore, it can be said that career adapt-abilities reduce career distress in the individual by transforming the direct increasing effect of openness to experience on career stress. As a result, this finding may be related to the fact that career adapt-abilities include strategies that direct career-related behaviors.

Another finding obtained in the current study is that the neuroticism personality trait has a direct and indirect negative effect on career distress. A high level of neuroticism indicates that the individual is in negative emotions such as anxiety, depression, anger, and mood swings (Smiseth & Gillebert, 2023; Weisberg et al., 2011). Neurotic individuals lack the ability to adjust themselves positively to the situations they encounter (Brown & Hirschi, 2013). Due to the lack of ability to adjust to new situations, individuals may have troubles

in making career decisions, avoiding career thoughts, or setting goals in their careers. The meta-analysis study by Martincin and Stead (2015) supports this finding of the research. A positive relationship was found between troubles in career decision-making, which reflects career distress, and neuroticism. Therefore, it can be mentioned that there is an increasing career distress with the increasing neuroticism personality trait. On the other hand, predicting career distress through career adapt-abilities of neuroticism highlights career adapt-abilities as an important factor in reducing the positive effect of neuroticism on career distress. As a result, it can be said that neuroticism increases career distress in the individual and when career adaptability is included in this relationship, the positive effect of neuroticism on career distress may decrease somewhat.

In the current study, it was concluded that conscientiousness, extraversion, and agreeableness were not directly effective on career distress, but were predictive of career distress through career adapt-abilities. Conscientiousness, extraversion, and agreeableness can be considered positive and developer personality traits. In this context, it could be expected that these three personality traits would directly reduce career distress. However, the findings obtained within the scope of the research revealed that these three personality traits were not directly effective on career distress but were effective on career distress through career adapt-abilities. This result is valuable and important.

Conscientiousness refers to individuals being disciplined, meticulous, and duty conscious. Extraversion refers to the individual being sociable, social, and energetic (Cervone & Pervin, 2018; Costa & McCrae, 1995). Agreeableness means being prone to cooperation and being harmonious (Costa & McCrae, 1995; Digman, 1990; Moody, 2007). Individuals with high conscientiousness display an orderly and careful attitude rather than being messy (Cervone & Pervin, 2018; Costa & McCrae, 1995). Control, which is one of the dimensions of career adapt-abilities, reflects the consciousness and responsibility of the individual in decision-making, such as self-discipline (Savickas & Porfeli, 2012). Therefore, consciousness can be effective in reducing an individual's career distress by using the strategy that activates the personality trait in career adapt-abilities. Individuals with extroverted personality traits display a curious and inquisitive attitude depending on their sociability and pushful (Cervone & Pervin, 2018; Costa & McCrae, 1995). On the other hand, one of the important dimensions of career adapt-abilities is curiosity. This refers to the researcher and entrepreneurial attitude of the individual (Savickas & Porfeli, 2012). Accordingly, it can be said that extroverted personality trait can be effective in reducing career distress when used together with career adapt-abilities. Finally, the agreeable personality trait is adaptive and cooperative (Costa & McCrae, 1995; Digman, 1990; Moody, 2007). The dimension that has recently become one of the important dimensions of career adapt-abilities is cooperation (Einarsdóttir et al., 2015; Korkmaz & Kirdok, 2023; Prasad et al., 2021). Therefore, the agreeableness personality trait can be effective in reducing the difficulties experienced by the individual in the career field, together with the use of the cooperation sub-dimension of career adapt-abilities. Past research has revealed that there is a relationship between conscientiousness, extraversion, and agreeableness personality traits and career adapt-abilities (Ocampo et al., 2020; Teixeira et al., 2012, van Vianen et al., 2012; Yang et al., 2020). In addition, it has been revealed that career adapt-abilities is negatively related to career stress (Fiori et al., 2015). However, there is no research finding that these three personality traits are directly related to career distress. In conclusion, although conscientiousness, extraversion, and agreeableness personality traits do not directly contribute to reducing career distress, it can be said that the potential of these personality traits cannot be helped in reducing career distress without the assistance of a resource (i.e., career adapt-abilities). In other words, it can be said that the university students should use career adapt-abilities in order to reveal the effect of conscientiousness, extraversion, and agreeableness, which are positive personality traits, in reducing career distress.

In the current study, the relationship between five-factor personality traits and career distress was examined. In addition, the mediating role of career adapt-abilities in this relationship was tested. The result of the current study showed that the five-factor personality traits directly or indirectly affect career distress. It has been observed that career adapt-abilities reduce the negative effects of the five-factor personality traits, which are innate and relatively permanent characteristics of the individual. Therefore, it has been revealed that the role of career adapt-abilities is important in reducing the career distress that may arise from the personality traits of individuals.

There are some limitations in the current study that can be considered in future research. In addition, some recommendations for researchers and practitioners are presented. First, the current research was conducted with university students in Turkish culture. Culture is an effective factor in the career processes of individuals (Smale et al., 2019). In his research with a group of university students, Eskin (2013) revealed that individualistic tendencies may be more prominent than collectivist tendencies in Turkish society. In addition, it was determined that approximately 40% of the participants in the study had both collectivist and individualistic characteristics. In other words, although the collectivist structure in Turkish society has lost its influence, it continues to exist. Another study conducted in Türkiye found that individuals living in cities have more individualistic tendencies than those living in rural areas (Aycicegi-Dinn ve Caldwell-Harris, 2013). The fact that the data of the current study were collected from individuals living in urban areas may have been effective in making individual characteristics more prominent and collectivist characteristics remaining in the background. For this reason, it is recommended to repeat the research with individuals from different cultures. Secondly, the current research was designed in a cross-sectional. It should not be overlooked that it does not allow for causal inferences. Third, the current study was conducted with university students. The troubles faced by individuals who have not yet been involved in working life and the faced by individuals who have career distress of individuals in working life may differ. While the most important career problems for students who have not started working life are finding a suitable job and being employed, the prominent career problems of individuals in working life are not only maintaining their current employment, but also adapting to changing business conditions and maintaining their productivity (Creed & Ruth-Eva, 2015; Li et al., 2023; Liu et al., 2015; Urbanaviciute et al., 2020). Therefore, conducting similar studies with working individuals and comparing the results will add breadth to the literature.

It is recommended for researchers to carry out studies that include career adapt-abilities, as well as variables that may have other mediator or mediator roles, to clarify the relationship between personality traits and career distress. In the current study, the effect of the department of the students was ignored. Some occupations in Turkey have a more limited structure in terms of employment. This situation can be associated with career distress. Therefore, a similar study can be conducted in which the effect of the university student's department variables is also examined. On the other hand, there are some recommendations for practitioners. In particular, university career centers and psychological counseling units can carry out studies aimed at reducing the career distress of individuals by working to strengthen their career adapt-abilities for students who have career troubles. Thus, the effect of personality traits of individuals on possible career distress is reduced. The level of openness to experience and neuroticism personality traits of students who have career distress in the transition from university to work can be examined. It can be tested whether the career adapt-abilities are high in individuals with these personality traits. Individual or group studies of these individuals with low career adapt-abilities can help them prepare for working life by strengthening their career adapt-abilities.

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Data Availability: The data set are available from the corresponding author on reasonable request.

Ethics Approval and Consent to Participate: Information about the study was provided to all participants with an informed consent form. All the students who were the participants of the study declared that they participated in the study voluntarily. Within the scope of the study, the 1975 Helsinki Declaration and the ethical standards of the corresponding author's institution were followed. In addition, ethical approval was obtained from the corresponding author's institution (Social and Human Sciences Ethics Committee of Karamanoglu Mehmetbey University; Approval Date: 27.04.2023 Number of Committee Decision: 113-119).

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RESEARCH ARTICLE

Examining the Relationship Between School Administrators' Attitudes Toward Reporting Child Sexual Abuse and Their Perceptions of Self-Efficacy

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ABSTRACT

The purpose of this research is to examine the relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions. The research was conducted in the 2019-2020 academic year and the research sample consists of 205 school administrators, 44 of whom are women and 161 of whom are men, working at preschool, primary and secondary education levels in Rize province. The relational screening model, one of the quantitative research methods, was used in the research. Demographic Information Form, Attitude Scale towards Reporting Child Sexual Abuse and School Administrators' Self-Efficacy Perception Scale were used as data collection tools. As a result of the research, a positive, moderately significant relationship was found between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions. It was concluded that self-efficacy perceptions are a significant predictor of school administrators' attitudes towards reporting child sexual abuse. While there was no significant difference between the attitudes of school administrators in reporting child sexual abuse and the variables of gender, educational level, management seniority and in-service training, it was observed that school administrators who received pre-service training showed more positive attitudes towards reporting child sexual abuse. In the light of the findings, it may be recommended to focus on studies aimed at improving self-efficacy beliefs and increasing their knowledge and skills on child abuse through various trainings in order to positively increase the attitudes of school administrators in reporting cases of sexual abuse against children.

It is known that children have been subjected to maltreatment in different cultures and ages throughout history. Today, although there are important developments in many countries to protect children's rights such as health, education and security, acts of neglect, abuse and violence against children are not over (Akyüz, 2012: 504; Merey, 2018: 208). Although there are differences between cultures, any action that hinders the physical and psychosocial development of the child is considered child abuse. Lynch (1991) defines child abuse as exposing the child to harmful experiences by parents or caregivers; It defines child neglect as the failure of the parent or caregiver to fulfill their obligations to care for and protect the child (Lynch, 1991 as cited in Topçu, 2009a). As can be understood from these definitions, abuse is an active action, while neglect is a passive phenomenon that occurs as the basic obligations towards the child are not fulfilled (Akyüz, 2012: 505). The common point of all actions considered within the scope of child abuse is that the child is harmed, in other words, the child

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is victimized. Research studies address child abuse with different classifications. But in general; It is divided into physical abuse, sexual abuse, emotional abuse and economic abuse (Aktay, 2020). The child may be exposed to one of these or may be exposed to more than one type of abuse and neglect. For example; A child who is exposed to sexual abuse can also be abused physically and emotionally. For this reason, it is the responsibility of the whole society, especially the parents, to meet the basic needs of the child and protect him/her from all kinds of attacks and maltreatment.

Reporting any crime of neglect or abuse committed against a child to the relevant public units is an encouraged situation in Turkey and around the world (Merey, 2018: 2012). According to the Turkish Penal Code No. 5237, it is a constitutional obligation for anyone who learns that an act considered a crime has been committed to notify the relevant official units. Article 279 of the Turkish Penal Code states that if a public official learns of the crime and does not report it to the competent authorities or delays in this regard, he will be sentenced to imprisonment from six months to two years. In this sense, educational institutions have an important role in both preventing and reporting child abuse. The effectiveness of schools, their ability to achieve their predetermined goals and their ability to manage the crisis depends on many variables, but especially on the effectiveness of administrators who are responsible for the implementation of educational programs and curricula. In order for a manager to successfully perform the roles strategically expected from him, he must have a healthy perception of being an "effective manager", in other words, a strong sense of self-efficacy (Çobanoğlu and Yürek, 2018). Therefore, it is thought that the healthy management of difficult processes such as child sexual abuse is related to the self-efficacy belief of the school administrator. The question of what kind of relationship there is between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions constitutes the starting point of this research.

Child Sexual Abuse

Child sexual abuse refers to a type of child abuse that has a wide range from sexual conversations to sexual penetration through individuals under the age of 18 who have not yet completed their psychosocial development (Finkelhor, 1999; Green, 1980; Topçu, 2009b). . The impact of child sexual abuse on the child may vary depending on many factors. For example; Factors such as repeated sexual abuse many times, accompanied by physical violence, and the abuser being a member of the family affect the severity of psychological problems developing in the child (İbiloğlu, Atlı, Oto, & Özkan, 2018).

Although child sexual abuse is easy to diagnose compared to other types of abuse, it is the most difficult form of abuse to reveal. For this reason, it is very difficult to give a rate on its prevalence on a national and international scale. Although there is no consistency between the statistical data obtained as a result of the research, it is stated that, on average, girls are exposed to sexual abuse at a rate of 12-17% and boys at a rate of 5-8%, and the girl/boy ratio in sexual abuse is 3/1 (Bayraktar, 2015: 53; Çeçen, 2007). Moreover, when sexual abuse cases are examined, it is seen that most of the time the abuser is an adult and the victim is a child (Polat, 2007: 95).

Educational institutions and educators undoubtedly have a very important place in preventing child sexual abuse. However, when the findings of studies consisting of educators are examined, it is seen that there is difficulty in recognizing the signs of child abuse (Abraham, Casey, & Dora, 1992; Tugay, 2008; Yaşar, Şenol, & Akyol, 2015), and insufficient knowledge about the reporting process and legal responsibilities (Kenny, 2001). There are risk factors such as ; Goldman, 2010; Sağır and Gözler, 2014; Flores et al., 2016) and concern about what might happen if the notification turns out to be false (Abraham et al., 1992; Aksel and Irmak, 2015). It is seen that studies to minimize these risk factors are carried out at primary, secondary and tertiary levels. The main purpose of primary level studies is to prevent the incident from occurring. In the studies carried out at this level, the entire society is informed, all employees directly or indirectly involved in child abuse and neglect are constantly trained and projects on the subject are developed. It also includes studies carried out in schools, which are the second most important social environment of the child. It aims to increase the knowledge level of children, especially those in the risk group, against sexual abuse and to provide them with skills on how to behave in a possible situation. Secondary level studies include identifying risk factors and groups in society for sexual abuse, taking measures for the safety and protection of children exposed to abuse, and making the necessary legal regulations. Third level studies include the early diagnosis of children exposed to sexual abuse, the physical and psychological healing process to reduce the short and long-term effects of the

trauma they experience, and the regular follow-up of these children (Bayraktar, 2015: 97-114; Çeçen, 2007; Topçu, 2009a). : 225-229).

Self-Efficacy

Self-efficacy is defined as the skills a person has to fulfill the requirements of a job and the belief that he can use these skills (Bandura, 1977). Although there are many factors that affect human nature, numerous scientific study data support that self-efficacy beliefs affect almost every aspect of human life (Pajares, 2002). People with strong self-efficacy beliefs approach difficult tasks as challenges to be mastered rather than threats to be avoided. This perspective increases the person's motivation and encourages the person to start and finish the job. In contrast, people who doubt their abilities and have low self-efficacy avoid difficult tasks that they perceive as personal threats. They have difficulty regaining their sense of competence after failure or setbacks (Bandura 1994; Pajares, 2002).

The number of studies on school administrators' self-efficacy perceptions is increasing. Tschannen-Moran and Gareis (2004) viewed self-efficacy as the fundamental characteristic of an effective school leader and expressed it as an important perception that affects change and development within the institution. In the literature, self-efficacy belief is associated with conflict resolution strategies (İnandı, Tunç, & Gündüz, 2013), initiative taking (Akın, 2014), job satisfaction (Caprara, Barbaranelli, Steca, & Malone, 2006; Federici, 2012; Aldridge & Fraser, 2016; Baltacı, 2017b), organizational commitment (Ayık, Savaş and Yücel, 2015), organizational creativity (Nartgün and Demirer, 2015), anxiety over the use of authority (Toşgörür and Arıkan, 2017), leadership styles (Nir and Kranot, 2006; Mehdinezhad and Mansouri , 2016; Çobanoğlu and Yürek, 2018), school effectiveness (Nemiş Işık and Gümüş, 2015).

Self-efficacy, which is one of the most important characteristics required to solve a problem or complete a task, is thought to have a critical importance in organizing and performing certain movements in relatively difficult situations such as child sexual abuse. When the relevant literature is examined, there is no adequate and comprehensive research on school administrators' knowledge levels about child sexual abuse, their ability to detect sexual abuse, and their attitudes towards reporting. In the light of the above-mentioned reasons, the problem of this research was determined as examining the relationship between school administrators' attitudes in reporting child sexual abuse to relevant institutions and organizations and their self-efficacy perceptions regarding management.

Purpose of the Research

This research aimed to determine the relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions towards the management profession. The other purpose of this study is to examine the differences between school administrators' attitudes towards reporting child sexual abuse and various demographic variables (gender, administrative seniority, educational status, pre-service training and in-service training on child abuse). In this context, answers were sought to the following questions:

1. Is there a significant relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions regarding management?
2. Do school administrators' self-efficacy perceptions regarding management predict their attitudes towards reporting child sexual abuse at a statistically significant level?
3. Do school administrators' attitudes towards reporting child sexual abuse differ significantly according to gender, management seniority, educational level, pre-service training and in-service training on child abuse?

Method

Research Model

In this research, the relational survey model, which is one of the quantitative research models, was used. The relational screening model is defined as a research model based on determining whether two or more variables change together and, if there is a change, in what direction (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2018; Karasar, 2018). The dependent variable of the study was determined as the attitude towards

reporting child sexual abuse, and the independent variable was the self-efficacy perception of school administrators. In addition, demographic variables such as gender, educational status, managerial seniority, pre-service training and in-service training on child abuse were determined.

Study Group and Procedure

The study group of the research consists of 205 school administrators working at various levels in Rize and its districts. The distribution of school administrators by gender is 44 women (21.5%) and 161 men (78.5%). The distribution of school administrators according to the levels of the schools they work in is as follows: pre-school 15 (7.3%), primary school 125 (61%) and secondary school 65 (31.7%). Convenience sampling method was used when determining the population and sample of the research. According to this sampling method, the researcher begins to create the sample, starting from the most accessible participants (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2018, p.95). The data were collected by the researchers themselves. The data collection process took approximately 20 minutes.

Instruments

In the research, the school principals and deputy principals were given the "Demographic Information Form" prepared by the researcher, Akın et al. "Attitude Scale towards Reporting Child Sexual Abuse" adapted to Turkish by Baltacı (2013) and "School Administrators' Self-Efficacy Perception Scale" adapted to Turkish by Baltacı (2017a) were applied.

Attitude Scale Towards Reporting Child Sexual Abuse. This scale was developed by Choo, Walsh, Chinna and Tey (2013) and adapted to Turkish by Akın, Aşut, Demirci, Akbaş, Güler, Demir and Kaymaz (2013). The eight-item scale consists of four sub-dimensions: (1) value, (2) anxiety, (3) obligation and (4) trust. As a result of the confirmatory factor analysis applied for the construct validity of the scale, it was found that the model consisting of four dimensions (value, anxiety, obligation, trust) and eight items, as in the original form of the scale, had a good fit ($\chi^2=23.91$, $SD=14$, $RMSEA=.047$, $NFI=.98$, $IFI=.99$, $CFI=.99$, $GFI=.98$, $SRMR=.023$). The internal consistency reliability coefficients of the scale for four subscales were found to be .88 for the value subscale, .75 for the anxiety subscale, .87 for the obligation subscale and .58 for the trust subscale. According to these results, it can be said that the Turkish form of the Child Sexual Abuse Attitude Scale is a valid and reliable measurement tool. The highest score that can be obtained from the scale, which is scored on a five-point Likert scale (1, I strongly disagree - 5, I strongly agree), is 40 and the lowest is 8. Rising scores indicate high levels of positive attitudes.

School Managers' Self-Efficacy Perception Scale. This scale was developed by Tschannen-Moran and Gareis (2004) and adapted to Turkish by Baltacı (2017a). The scale, which consists of 18 items, consists of three sub-dimensions: (1) administrative competence, (2) instructional competence and (3) moral competence. As a result of the confirmatory factor analysis applied for the construct validity of the scale, it was found that the model consisting of three dimensions (managerial competence, instructional competence and moral competence) and 18 items, as in the original form of the scale, had a good fit ($[X^2 [244]= 387,244, p<0.01]$, $X^2/ sd=1.58$, $RMSEA= .056$, $GFI= .93$, $IFI=.95$, $NFI=.96$, $NNFI=.97$ and $CFI=.96$). Cronbach's Alpha reliability coefficient of the scale is .88; The composite reliability coefficient was determined as .92. As a result of these analyses, it was decided that the School Administrators' Self-Efficacy Perception Scale could be used as a valid and reliable scale consisting of three factors (administrative, instructional, ethical). The scale, consisting of 18 items, has a five-point Likert-type rating ranging from (1) Fairly Insufficient to (5) Fairly Adequate. The lowest score that can be obtained from the scale is 18 and the highest score is 90. Rising scores indicate high levels of positive thoughts.

Analysis of Data

The data of the research was collected from school administrators working at various levels in Rize. During the implementation process, school administrators were contacted and the purpose of the study was explained and scale forms were distributed to those who agreed to participate in the study. The scales were received from the participants within a week.

SPSS 15.0 (Statistical Package For Social Sciences) program was used to analyze the data collected for the research. In this research, primarily the compliance of the obtained data with parametric standards was examined. Skewness and kurtosis values were checked to check the normality assumption. After testing its

suitability for normal distribution, the data were analyzed using Pearson Product Moment Correlation Coefficient Technique, Multiple Linear Regression Analysis, t-Test and One-Way ANOVA Test.

Results

Demographic information about the research group is given in Table 1.

Table 1. Demographic Information of the Research Group

Variables	Category	Frequency (F)	Percent %
Gender	Famale	44	21,5
	Male	161	78,5
Seniority in Management	1-10 years	152	74,1
	11-20 years	35	17,1
	21 years and above	18	8,8
School Type	Preschool	15	7,3
	Primary School	125	61,0
	Secondary School	65	31,7
Education Stuation	Associate Degree	8	3,9
	Bachelor Degree	158	77,1
	Master Degree	39	19
Participating in Pre-Service Training	Yes	59	28,8
	No	146	71,2
Participating in In-Service Training	Yes	46	22,8
	No	159	77,2

When Table 1 is examined, it is determined that the number of female participants is 44 (21.5%) and the number of male participants is 161 (78.5%) according to the gender variable. The distribution of participants according to the managerial seniority variable is; It is seen that 152 people (74.1%) have a service period of 1-10 years, 35 people (17.1%) have a service period of 11-20 years, and 18 people (8.8%) have a service period of 21 years or more. When the distribution of school administrators according to the variable of school level where they work is examined; It was determined that there were 15 people in pre-school (7.3%), 125 people in primary education (61%) and 65 people in secondary education (31.7%). According to the educational level variable, it is stated in the table that 8 of the participants (3.9%) had an associate degree, 158 people (71.1%) had a bachelor's degree, and 39 people (19%) had a master's degree. When the distribution of school administrators according to their pre-service and in-service training on child sexual abuse is examined; 59 people (28.8%) received pre-service training, 146 people (72.2%) did not receive pre-service training, 46 (22.4%) people received in-service training, and 159 people (77.2%) received in-service training. It was determined that he had no education.

In this research, primarily the compliance of the obtained data with parametric standards was examined. Skewness and kurtosis values were determined to check the assumption of normality. Skewness and kurtosis values of this research are given in Table 2.

Table 2. Descriptive Statistics for Variables

	Sexual Abuse (Total Point)	Self-Efficacy (Total Point)
Participations (N)	205	205
Average (\bar{X})	4.54	4.53
Standart Deviation (SD)	0.46	0.35
skewness	-1.15	-0.37
Standard Error of Skewness	0.17	0.17
kurtosis	1.25	-0.79
Standard Error of kurtosis	0.33	0.33

The fact that the skewness and kurtosis coefficients are between +1.5 and -1.5 is considered as evidence for the existence of normal distribution (Tabachnick and Fidell, 2013). Based on this, it can be stated that the

attitude towards reporting child sexual abuse (Skewness = -1.15, Kurtosis = 1.25) and self-efficacy (Skewness = -.37, Kurtosis = -.79) is in accordance with the normal distribution.

Correlation analysis was conducted to examine the relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions. When evaluating the results of the analysis, the correlation coefficient between 0.70 and 1.00 is considered high; Between 0.70 and 0.30 is medium; A value between 0.30 and 0.00 is defined as a low level relationship (Büyüköztürk, 2017:32). The analysis results are given in Table 3.

Table 3. Correlations Between Variables

	1	2	3	4	5
1. Attitudes to Reporting Sexual Abuse (Total Point)	1	0.45**	0.45**	0.35**	0.42**
2. Self-Efficacy (Total Point)		1	0.85**	0.86**	0.84**
3. Managerial Self-Efficacy			1	0.59**	0.63**
4. Instructional Self-Efficacy				1	0.56**
5. Moral Self-Efficacy					1
Average	4.54	4.53	4.52	4.42	4.64
Standart Deviation	0.46	0.35	0.39	0.46	0.38

As a result of the analysis, it was determined that there was a moderately significant and positive relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions ($r=0.459, p<0.001$). In addition, attitude towards reporting child sexual abuse and administrative self-efficacy ($r=0.450, p<0.01$), instructional self-efficacy ($r=0.359, p<0.01$) and moral self-efficacy ($r=0.424, p<0.01$). It is seen that there is a moderately significant and positive relationship between the dimensions. The results of the analysis conducted to determine the effect of school administrators' self-efficacy perceptions on their attitudes towards reporting child sexual abuse are given in Table 4.

Table 4. Multiple Linear Regression Analysis

Predictive Variables	B	Standart Error B	β	F	sd	t	P
Constant	1.60	0.38		20.50	3	4.22	0.000
Managerial Self-Efficacy	0.35	0.10	0.29			3.45	0.001*
Instructional Self-Efficacy	0.01	0.08	0.01			0.18	0.854
Moral Self-Efficacy	0.27	0.10	0.22			2.68	0.008*

* $p<0.05, R=0.48, R^2=0.23, \text{Adjusted } R^2=0.22$

According to the analysis, managerial self-efficacy ($\beta=0.29, t=3.45, p<0.05$) and moral self-efficacy ($\beta=0.22, t=2.68, p<0.05$), which are sub-dimensions of self-efficacy perception, are effective in preventing child sexual abuse. It was determined to be a significant predictor of attitude towards reporting. Together, these sub-dimensions explain 22% of the total variance in attitudes towards reporting child sexual abuse ($F=20.50, df=3, p<0.05$).

The t-Test was conducted to determine whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to the gender variable, and the results are given in Table 5.

Table 5. t-Test Results Showing The Changes In School Administrators' Attitudes Towards Reporting Child Sexual Abuse By Gender

Variables	Gender	N	\bar{X}	SS	t	Sd	p
Sexual abuse attitude (Total Point)	Female	44	4.60	0.45	0.99	203	0.320
	Male	161	4.52	0.46			
Obligation	Female	44	4.89	0.27	2.04	203	0.004*
	Male	161	4.71	0.56			
Anxiety	Female	44	4.63	0.78	0.80	203	0.424
	Male	161	4.53	0.71			
Value	Female	44	4.64	0.66	0.89	203	0.370
	Male	161	4.54	0.71			
Confidence	Female	44	4.22	-0.88	-0.54	203	0.587
	Male	161	4.29	0.72			

$p<0.05$

According to the analysis results, no significant difference was found between the gender of school administrators and their total attitude scores towards reporting child sexual abuse ($t = 0.99, p > 0.05$). In addition, while there was no significant difference in the anxiety, value and trust sub-dimensions, gender did not differ in the obligation sub-dimension. It was determined that there was a significant difference between the variable and the attitude towards reporting sexual abuse ($t=2.04, p<0.05$). Accordingly, in the obligation sub-dimension, women's attitude scores towards reporting sexual abuse ($\bar{X}=4.89, SD=.27$) were higher than men's ($\bar{X}=4.71, SD=.56$) was found.

One-Way ANOVA Test was conducted to determine whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to the educational level variable and the results are given in Table 6.

Table 6. One-Way ANOVA Test Results Showing The Changes In School Administrators' Attitudes Towards Reporting Child Sexual Abuse According To Educational Status

Variables	Education Status	N	\bar{X}	SS	F	<i>p</i>
Sexual abuse attitude (Total Point)	Associate Degree	8	4.25	0.71	1.70	0.18
	Bachelor Degree	158	4.55	0.45		
	Master Degree	39	4.52	0.42		
	Total	205	4.54	0.46		
Obligation	Associate Degree	8	4.50	0.59	1.00	0.36
	Bachelor Degree	158	4.76	0.52		
	Master Degree	39	4.75	0.48		
	Total	205	4.75	0.52		
Anxiety	Associate Degree	8	4.37	0.74	0.26	0.76
	Bachelor Degree	158	4.56	0.70		
	Master Degree	39	4.56	0.83		
	Total	205	4.55	0.72		
Value	Associate Degree	8	4.18	0.99	1.33	0.26
	Bachelor Degree	158	4.59	0.66		
	Master Degree	39	4.52	0.79		
	Total	205	4.56	0.70		
Confidance	Associate Degree	8	3.93	0.77	0.91	0.40
	Bachelor Degree	58	4.30	0.75		
	Master Degree	39	4.25	0.81		
	Total	205	4.28	0.76		

As a result of the analysis, no significant difference was found between the educational level of school administrators and their attitude scores towards reporting child sexual abuse ($F=1.70, p>0.05$). Accordingly, it can be stated that school administrators' attitudes towards reporting child sexual abuse do not show a statistically significant difference according to the educational level variable.

One-Way ANOVA Test was conducted to determine whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to the managerial seniority variable and the results are given in Table 7.

Table 7. One-Way ANOVA Test Results Showing The Change In School Administrators' Attitudes Towards Reporting Child Sexual Abuse According To Administrative Seniority

Variables	Seniority in Management	N	\bar{X}	SS	F	<i>p</i>
Sexual Abuse Attitude (Total Point)	1-10 years	152	4.55	0.44	1.78	0.17
	11-20 years	38	4.58	0.49		
	21 years and above	15	4.34	0.54		
	Total	205	4.54	0.46		
Obligation	1-10 years	152	4.76	0.54		
	11-20 years	38	4.80	0.44		

(Table 6 – continued)

	21 years and above	15	4.61	0.50	0.82	0.43
	Total	205	4.75	0.52		
Anxiety	1-10 years	152	4.57	0.71		
	11-20 years	38	4.62	0.68		
	21 years and above	15	4.27	0.89	1.55	0.21
	Total	205	4.55	0.72		
Value	1-10 years	152	4.59	0.69		
	11-20 years	38	4.62	0.70		
	21 years and above	15	4.19	0.68	2.80	0.06
	Total	205	4.56	0.70		
Confidance	1-10 years	152	4.27	0.75		
	11-20 years	38	4.28	0.85		
	21 years and above	15	4.30	0.66	.009	0.99
	Total	205	4.28	0.76		

As a result of the analysis, no significant difference was found between the seniority of school administrators and their attitude scores towards reporting child sexual abuse ($F=1.78, p>0.05$). Accordingly, it can be stated that school administrators' attitudes towards reporting child sexual abuse do not show a statistically significant difference according to the administrative seniority variable.

The t-Test was conducted to determine whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to the pre-service education variable, and the results are given in Table 8.

Table 8. t-Test Results Showing the Change in School Administrators' Attitudes Towards Reporting Child Sexual Abuse According to the Status of Receiving Pre-Service Training

Valuables	Participating in Pre-service training	N	\bar{X}	SS	t	sd	p
Sexual Abuse Attitude (Total Point)	Yes	59	4.63	0.36			
	No	146	4.50	0.36	1.87	203	0.03*
Obligation	Yes	59	4.82	0.39			
	No	146	4.72	0.56	1.14	203	0.18
Anxiety	Yes	59	4.64	0.70			
	No	146	4.52	0.73	1.07	203	0.28
Value	Yes	59	4.64	0.55			
	No	146	4.53	0.75	1.04	203	0.29
Confidance	Yes	59	4.43	0.61			
	No	146	4.22	0.81	1.78	203	0.04*

* $p<0.05$

According to the results of the analysis, it was determined that there was a significant difference between the pre-service training variable of school administrators and the total scores of attitudes towards reporting child sexual abuse ($t=1.87, p<0.05$). Accordingly, it was determined that the attitude scores of school administrators who received pre-service training on sexual abuse towards reporting child sexual abuse ($\bar{X}=4.63, SD=.36$) were higher than those who did not receive pre-service training ($\bar{X}=4.50, SD=.36$). . In addition, when the analysis is examined at the sub-dimension level, it is seen that there is a significant difference only in the trust sub-dimension ($t=1.78, p<0.05$). Accordingly, in the trust sub-dimension, the attitude scores of school administrators who received pre-service training towards reporting child sexual abuse ($\bar{X}=4.43, SD=.61$) are higher than the scores of school administrators who did not receive pre-service training ($\bar{X}=4.22, SD=.81$).

The t-Test was conducted to determine whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to the in-service training variable, and the results are given in Table 9.

Table 9. t-Test Results Showing the Change in School Administrators' Attitudes Towards Reporting Child Sexual Abuse According to the Status of Receiving In-Service Training

Valuables	Participating in In-service training	N	\bar{X}	SS	t	Sd	p																																												
Sexual Abuse Attitude (Total Point)	Yes	46	4.56	0.44	0.45	203	0.64																																												
	No	159	4.53	0.47				Obligation	Yes	46	4.69	0.58	-0.89	203	0.37	No	159	4.77	0.50	Anxiety	Yes	46	4.65	0.44	0.99	203	0.32	No	159	4.53	0.76	Value	Yes	46	4.60	0.58	0.49	203	0.62	No	159	4.55	0.73	Confidance	Yes	46	4.31	0.84	0.32	203	0.74
Obligation	Yes	46	4.69	0.58	-0.89	203	0.37																																												
	No	159	4.77	0.50				Anxiety	Yes	46	4.65	0.44	0.99	203	0.32	No	159	4.53	0.76	Value	Yes	46	4.60	0.58	0.49	203	0.62	No	159	4.55	0.73	Confidance	Yes	46	4.31	0.84	0.32	203	0.74	No	159	4.27	0.74								
Anxiety	Yes	46	4.65	0.44	0.99	203	0.32																																												
	No	159	4.53	0.76				Value	Yes	46	4.60	0.58	0.49	203	0.62	No	159	4.55	0.73	Confidance	Yes	46	4.31	0.84	0.32	203	0.74	No	159	4.27	0.74																				
Value	Yes	46	4.60	0.58	0.49	203	0.62																																												
	No	159	4.55	0.73				Confidance	Yes	46	4.31	0.84	0.32	203	0.74	No	159	4.27	0.74																																
Confidance	Yes	46	4.31	0.84	0.32	203	0.74																																												
	No	159	4.27	0.74																																															

As a result of the analysis, no significant difference was found between school administrators' in-service training and their attitude scores towards reporting child sexual abuse ($t=0.45$, $p>0.05$). Accordingly, it can be stated that school administrators' attitudes towards reporting child sexual abuse do not show a statistically significant difference depending on whether they receive in-service training.

Discussion, Conclusion and Recommendations

First of all, the research examined the relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions regarding management. As a result of the analyses, it was determined that there was a moderately significant and positive relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions. In addition, in the analysis made on the basis of self-efficacy sub-dimensions, it was determined that there was a moderately significant and positive relationship between the attitude towards reporting child sexual abuse and the administrative self-efficacy, instructional self-efficacy and moral self-efficacy sub-dimensions. No research has been found in the literature that evaluates school administrators' attitudes and self-efficacy beliefs towards reporting child sexual abuse together. In addition, Akbaşı et al. (2019) in their study on school administrators' attitudes towards reporting child sexual abuse, similar results were obtained in the sub-dimensions of value, anxiety, obligation and trust. In his research with teacher candidates, Yeğin (2020) found a significant relationship between the attitude of reporting sexual abuse against children and their general self-efficacy levels. According to this research, as the general self-efficacy level increases, the positive attitude towards reporting child sexual abuse also increases. When the literature on school administrators' self-efficacy beliefs is examined, conflict resolution skills, taking initiative (Akın, 2014), organizational creativity (Nartgün and Demirer, 2015), job autonomy (Federici, 2012), job satisfaction (Aldridge and Fraser, 2016). It seems that many issues such as are related to the self-efficacy belief of school administrators. Luszczynska, Scholz, and Schwarzer (2005) found in their research that self-efficacy is related to the ability to cope with stressful situations. Therefore, the importance of self-efficacy belief on the attitude of reporting sexual abuse against children becomes even more evident.

One of the most important results of the research is how much school administrators' self-efficacy beliefs predict their attitudes towards reporting child sexual abuse. As a result of the analysis, it was found that the managerial self-efficacy dimension and the moral self-efficacy dimension, which are among the sub-dimensions of self-efficacy perception, were significant predictors of the attitude towards reporting child sexual abuse, and these sub-dimensions together explained 22% of the total variance in the attitude towards reporting child sexual abuse. conclusion has been reached. Abraham et al. (1992) concluded in their study that only 30% of the cases known to teachers were reported to official institutions. In his study, Kenny (2001) revealed that as teachers' sense of responsibility for child abuse increases, they report more, but as their lack of self-confidence and anxiety about reporting increases, they tend to report these incidents less. Therefore, self-efficacy belief remains important in reporting sexual abuse cases, specifically child abuse. It is thought

that a high self-efficacy belief in this regard is only possible if the person receives adequate education and is protected by law.

It was determined that the total attitude scores of school administrators towards reporting child sexual abuse did not show a significant difference according to the gender variable. However, while there was no significant difference in terms of gender in the anxiety, value and trust sub-dimensions, it was determined that women's attitude scores towards reporting sexual abuse were higher in the obligation sub-dimension. When the literature on this result is examined, there are findings that there is no significant relationship between the attitude towards reporting child abuse and the gender variable (Ayekin, 2014; Çakır, 2015; Kenny, 2001; Şenol et al., 2015; Tugay, 2008). In addition, Akbaşlı et al.'s (2019) study concluded that the attitudes of male school administrators were more negative than female administrators. Based on the findings of the research, it is thought that attitudes towards reporting child sexual abuse do not make a significant difference according to gender.

In the research, it was examined whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to whether they received pre-service and in-service training. According to the findings obtained from the analyses, school administrators' attitudes towards reporting child sexual abuse did not show a significant difference in terms of receiving in-service training. On the other hand, it was concluded that there was a significant relationship in terms of receiving pre-service training and that school administrators who received pre-service training had higher attitude scores towards reporting sexual abuse against children. According to the research findings, the majority of school administrators have not received any pre-service (71.2%) or in-service training (77.2%) regarding child sexual abuse. When the literature in Turkey regarding this finding is examined, similar results are reached (Aksel and Irmak, 2015; Aslan and Çelik, 2020; Dilsiz and Mağden, 2015). Similar results to the studies conducted in Turkey are seen in the international literature. Results obtained from research groups consisting of teachers or teacher candidates; It was observed that the participants felt inadequate about child sexual abuse and mandatory reporting and did not know the education policies regarding sexual abuse (Golman, 2010), the majority of them had not received any training on child sexual abuse and were not familiar with the methods used to determine child sexual abuse (Flores, Hernandez and Gamez, 2016). In contrast, Walsh et al. (2013) concluded in their research that teachers who had previously received pre-service and in-service training on reporting child sexual abuse had a higher level of knowledge, attitudes towards reporting sexual abuse were more positive, and they reported sexual abuse at least once in their teaching career. Teachers and school administrators must have sufficient knowledge and skills to recognize the signs of sexual abuse, intervene and report to official authorities. Relevant national and international literature shows that the pre-service and in-service training that education workers, such as teachers and school administrators, receive on child sexual abuse is very important in preventing child sexual abuse and revealing existing cases of abuse. However, there is no comprehensive teacher training program in Turkey to prevent and rehabilitate child sexual abuse.

The study examined whether there was a significant relationship between school administrators' attitudes towards reporting child sexual abuse and administrative seniority, and it was concluded that there was no significant difference in terms of administrative seniority. Ayekin (2014) and Çakır (2015) reached a similar conclusion in their studies and determined that there was no significant relationship between professional seniority and child abuse. According to the research of Akbaşlı et al. (2019), those with low seniority among school administrators show more positive attitudes towards reporting child sexual abuse.

The analysis result of the relationship between school administrators' attitudes towards reporting child sexual abuse and their educational status showed that there was no significant relationship between these two variables. When the literature was examined, a similar result was reached in Akbaş et al.'s (2019) study on school administrators and Aslan and Çelik's (2020) study on preschool teachers, and it was determined that the attitude of reporting child abuse to the authorities did not have a significant relationship with the level of education. Based on all these results, the relationship between school administrators' attitudes towards reporting child sexual abuse and their perception of self-efficacy regarding management is a finding that should be evaluated by school administrators and relevant institutions and organizations.

Recommendations for Practitioners

There is no comprehensive in-service training program for teachers and administrators on child sexual abuse in Turkey. In this sense, school-based programs addressing child sexual abuse should be prepared and disseminated throughout the country. School administrators cooperate with relevant institutions and organizations (such as provincial/district units of the ministries of internal affairs, health, justice) to increase the awareness level of all school stakeholders (administrators, teachers, parents, students, auxiliary staff, etc.) about child sexual abuse. can organize trainings. In this way, communication between institutions can be strengthened and a healthier cooperation can be achieved in case of possible child sexual abuse. A comprehensive guide can be prepared by the Ministry of Education on recognizing the signs of child sexual abuse, protecting the child, reporting, rehabilitating, and problems that may be encountered during the process and solution suggestions.

The relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions can be examined using qualitative or mixed methods. The relationship between variables such as organizational trust, leadership styles, self-esteem, determination, and legal obligations, which may affect attitudes towards reporting child sexual abuse, can be examined. A training program to prevent child sexual abuse can be prepared and the effectiveness of this program can be investigated using experimental or quasi-experimental methods.

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