



Investigation of Communication Skills and Subjective Well-being Levels in Helping Professional Groups¹

Ayşen Kovan¹  Gülen Uygarer² 

¹Department of Psychological Counseling and Guidance, Atatürk University, Erzurum, Türkiye
ayseen26@hotmail.com

²Department of Psychological Counseling and Guidance, Eastern Mediterranean University, Famagusta,
Turkish Republic of Northern Cyprus
gulen.uygarer@emu.edu.tr

Article Info

ABSTRACT

Article History

Received: 04/03/2024

Accepted: 07/05/2024

Published: 30/06/2024

Keywords:

Subjective well-being,
communication skills, psychological counseling and guidance, nutrition and dietetics, help professionals

This study examines the correlation between communication skills and subjective well-being among undergraduate students in the psychological counseling and guidance and nutrition and dietetics programs. The research, which involved 430 university students as professional candidates, investigates the impact of program, gender, grade, perceived parental behaviors, and residence on both subjective well-being and communication skills. The results indicate a significant correlation between effective communication, well-being, and family influences, highlighting their crucial role in personal and professional development. It is worth noting that gender differences in subjective well-being and communication skills levels were identified, with females exhibiting higher scores. These findings have important implications for the design of psychoeducation programs and support measures. The study provides guidance for tailoring interventions to address gender-specific needs and recognizes the influential role of familial factors in cultivating communication and well-being competencies of students in counseling and nutrition-related disciplines.

Citation: Kovan, A. & Uygarer, G. (2024). Investigation of communication skills and subjective well-being levels in helping professional groups. *Journal of Teacher Education and Lifelong Learning*, 6(1), 133-144.



"This article is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0)"

¹ This study is derived from a master's thesis on "Investigation of university students' subjective well-being levels with some variables in terms of communication skills" completed by the first author under the supervision of the second author.

¹ Parts of the study were presented as an oral presentation at the 1st International Conference on Cultural Informatics, Communication & Media Studies (CICMS; May 3-4, 2018) and the International Congress of Humanities and Social Sciences (BESOS; November 4-5, 2021).

INTRODUCTION

The development of innovative technology has profoundly affected our day-to-day existence, especially in the area of interpersonal relationships. The way individuals communicate with one another have changed as a result of the increasing use of social media, virtual platforms, and digital communication technologies. Global networking has been made easier by these technologies, as they allow for quick and easy communication over great distances (Green & Guinery, 2023). However, the quality and depth of interpersonal relationships may be compromised by the usage of smartphones and social media (Sbarra et al., 2019). According to Sun and Miller (2023), misusing these technologies can cause an individual to become distanced from interpersonal relationships. Moreover, Lundy and Drouin (2016) contend that interactions in individual can lose their emotional impact, while Kurtzberg and Gibbs (2017) discovered that individuals can become sidetracked by digital connections even while they are physically present. Maintaining good relationships requires finding a balance between digital and face-to-face contact. Furthermore, excessive social media use might lead to weak interpersonal connections (Sutcliffe et al., 2023). Face to face relationships have lost significance in favor of how one presents their life on these types of platforms. In order to witness the effects of technology today, one may say that social interactions and traditional ways of communication have been supplanted by virtual relationships (Kovan, 2017). Sutcliffe et al. (2023) claim that using technology can lead to a decline in interpersonal relationships and emotional intimacy. Recognizing how technological improvements affect interpersonal interactions in two ways is crucial. They provide opportunities for social interaction and communication, but they also put pressure on the depth and quality of connections between individuals (Guerrero et al., 2017). When it comes to using innovative technologies as tools for connection rather than disconnection, it is vital to keep a balanced perspective.

Bytiak et al. (2020) have observed a notable increase in the impact of technologicalization on social structures and individual behavior patterns. While individualization has increased recently, communal types of behavior were more common in the past (Malpas, 2013). Individuals can currently express their interests, views, and lifestyles and personalize themselves thanks to the growing availability of technologies like smartphones and personalized digital platforms. Social media breaks down geographical boundaries by allowing users to connect with like-minded individuals and show their identities in a variety of ways. The usage of technology for individualized requirements is supporting the trend toward uniqueness (Harari et al., 2016). Individuals can obtain content tailored to their tastes through algorithms and personalized recommendation systems.

Communication is a social process that involves the transfer of information between individuals or groups through verbal and non-verbal signals. Communication skills (CS) refer to the ability to effectively and purposefully transmit and receive information, including verbal and non-verbal aspects such as speaking, body language, and active listening (Korkut-Owen & Bugay, 2014; Reith-Hall & Montgomery, 2023). According to Kovan (2017), social success, professional development, and interpersonal relationships are crucial. As mentioned earlier, individuals today are more focused on individuality and subjective well-being (SWB). SWB is a positive psychology concept that highlights the importance of individuality (Diener & Suh, 2003), and it is to an individual's subjective perception of their happiness, satisfaction, and quality of life based on personal experiences, values, and perspectives. It encompasses various factors, including positive and negative affects, and life satisfaction. Measuring and analysing SWB is an important process as it provides insights into an individual's quality of life and mental health, contributing to the development of measures to promote well-being (Diener & Suh, 2003). The analysis of SWB, which includes cognitive and affective components, require a subtle approach. It is intrinsically connected to psychological, cognitive and emotional states. A comprehensive understanding of SWB is an important for developing interventions that foster individuals' well-being. The decisive role of SWB in shaping interpersonal dynamics and cognitive processes is further accentuated by the interplay between SWB and communication processes. It is suggested that an individual's sense of well-being is closely linked to their communication efforts, which can affect the quality and effectiveness of interpersonal interactions (Carmack, 2014). Therefore, exploring the relationship between

SWB and communication processes has the potential to advance frameworks and inform practical strategies that promote mental health and well-being in various contexts. The components of these two concepts, CS and SWB, which are an important acquisition and element of both personal and professional lives of individuals, are shown in Figure 1.

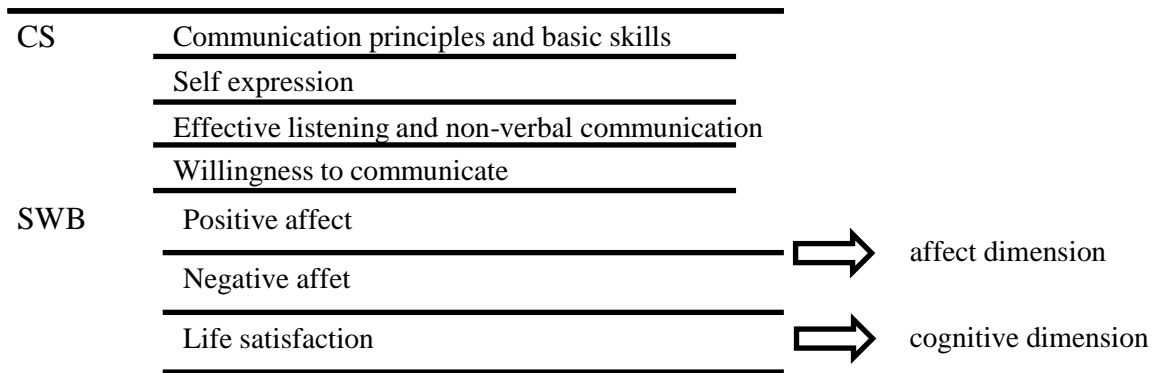


Figure 1. Components of CS (Korkut-Owen & Bugay, 2014) and SWB (Diener & Suh, 2003)

The literature supports a positive correlation between CS and SWB (Bae et al., 2021; Tekel & Erus, 2023). For instance, individuals with strong interpersonal CS tend to experience higher levels of life satisfaction (Demirdag, 2021) because effective communication not only ensures the clear expression of needs and desires, but also encourages understanding and empathy between individuals (Cairns et al., 2021). Individuals who can express their thoughts and feelings appropriately while being sensitive to others' communication tend to experience more positive social integration and emotional and psychological resilience (Cerit & Şimşek, 2021; Çiftçi, 2023). Thus, the development of CS not only facilitates the effective transfer of information but also plays an important role in enhancing individual SWB and improving the quality of interpersonal relationships.

Besides, their importance in individual lives, these elements are also valuable in helping professions. Establishing and maintaining healthy communication, understanding clients' well-being, and contributing to their well-being levels are key points in the counselling process (Ratts et al., 2016). Effective communication is crucial for counsellors to understand and help their clients. Addressing the SWB and coping strategies of students can guide helping professionals in setting goals and measures. The aim of this study is to examine the levels of SWB and CS of future candidates in psychological counselling and guidance (PCG) and nutrition and dietetics (ND) programs among undergraduate students at Eastern Mediterranean University (EMU). In the present study, selected PCG and ND programs because they both address key factors that impact clients' health and well-being. The PCG program aims to promote well-being and develop effective CS by focusing on clients' psychosocial needs (Demirtas-Zorbaz & Ulas, 2015). The ND program aims to provide clients with in-depth knowledge and skills in nutrition and diet. This also enables them to offer professional support in healthy living and nutrition (Lawrence et al., 2016). The sample group chosen for this programs were considered appropriate. Therefore, both programs aim to contribute to the well-being of individuals and assist them from a holistic health perspective. This can broaden the scope of the present study and provide a comprehensive understanding of the SWB and CS of the identified candidates in the helping professions. The present study explores these variables in detail, including program type, gender, grade level, perceived parental behavioral types, and place of residence. The aim of this analysis is to determine the SWB of students and understand the potential effects of these states on different variables. By doing so, that can gain a deeper understanding of students' perceptions of these critical issues and assess the interaction of relevant factors.

METHOD

Research Design

The present study employed a quantitative research methodology, which emphasises drawing conclusions and identifying patterns within a given population. This methodology enables a methodical and organised investigation, allowing for the measurement and quantification of variables. As a result, it provides a more objective and generalised understanding of the research questions at hand (Fryer et al., 2018). The use of a survey as a research design is consistent with the chosen quantitative methodology, and also they are effective in gathering statistical data from a large sample of participants, making them well-suited for quantitative research. This approach also enables the collection of responses to predetermined questions, facilitating standardized data collection and subsequent statistical analysis (Mellinger & Hanson, 2020). Surveys are an effective tool for providing a snapshot of participants' perceptions, attitudes, and behaviors. From the point of view of the present study, they contribute to the aim of comprehensively examining the SWB and CS of PCG and ND programs candidates in relation to various variables, such as program type, gender, grade level, perceived parental behavior types, and place of residence.

Research Sample

This study utilised the relational model and employed purposive sampling to select 430 participants, consisting of 236 3rd and 4th year PCG students (55%) and 194 ND undergraduate students (45%). The reason for using a relational model is to examine possible correlations and differences between PCG and ND undergraduate students in this study. Purposive sampling aims to investigate the characteristics of these groups in more depth by selecting groups of participants with certain characteristics (Cohen et al., 2002). In the present study, undergraduate programs in the group of two different but common purpose helping professions. In this way, by using the relational model and purposive sampling, the correlations and differences between student groups with certain characteristics were examined more effectively. The majority of participants were female (58%) and 3rd year students (57%) from a state university (EMU) in Northern Cyprus. The present study also noted that the majority of students resided in urban areas (85%). The undergraduate students in both programs responded to the perceived behavior type of mother (68%) and father (56%) as tolerant-reassuring.

Research Instruments and Processes

Subjective Well-being Scale

The scale developed by Dost (2005) consists of 46 items and a five-point Likert type (1 = not suitable at all, 5 = completely suitable). The aim of the scale is to determine the level of subjective well-being by determining the cognitive evaluations of individuals about their lives and the frequency and intensity of positive and negative emotions they experience. A higher score indicates a higher level of SWB. The scale was subjected to factor analysis, resulting in a Cronbach's α coefficient of .93. The stability coefficient was calculated through test-retest, with a Pearson product-moment correlation coefficient of .86. In this study, the calculated Cronbach's α was .84.

Communication Skills Scale

The scale, consisting of 25 items and a five-point Likert type (1 = never, 5 = always), was developed by Korkut-Owen and Bugay (2014) to determine the levels of communication satisfaction among students. A higher score on the scale indicates a higher positive level of CS. The internal consistency coefficients of the subscales of the scale, which are communication principles and basic skills, self-expression, active listening and non-verbal communication, and willingness to communicate, were determined as .79 for communication principles and basic skills, .72 for self-expression, .64 for active listening and non-verbal communication, and .71 for willingness to communicate. The internal consistency coefficient of the scale was found to be .88, and the Pearson's product-moment correlation coefficient was .81 as a result of the test-retest. For this study, Cronbach's α was calculated to be .78.

Data Analysis

The application process was conducted in accordance with ethical guidelines, following the necessary permissions obtained from the deanships of the faculties where the scales would be applied. Prior to distribution, the authorized personnel of the relevant units were interviewed, and suitable days and hours were determined. Prior to the application, the students received a brief explanation of the research's aim and the measurements that would be taken. They were also assured that their personal information would be kept confidential. The data was analysed using Pearson correlation, t-test, and multiple variance analyses with IBM SPSS (v.23). The correlation between SWB and CS was examined first, followed by the application of t-tests (gender, program, grade, place of residence), and Kruskal Wallis-h tests (perceived types of parental behavior) to determine significant differences.

Ethic

The Eastern Mediterranean University Scientific Research and Publication Ethics Committee approved the present study with decision number ETK00-2017-0049 (2017/39-22).

RESULTS

Pearson correlation analysis was conducted to establish the correlation between undergraduate students' SWB and CS levels. The results revealed a significant positive correlation between undergraduate students' SWB and CS levels ($r_{\text{pearson}} = .55, p < .05$).

Table 1. Program and correlation between SWB and CS

Program-SWB	N	M	SD	Df	t	p
PCG	236	165.52	23.81	428	-.16	.87
ND	194	165.89	24.25			
Program-CS	N	M	SD	Df	t	p
PCG	236	94.75	11.71	428	1.90	.06
NS	194	92.54	12.41			

The independent t-test did not find a significant difference in the SWB of students based on their program ($t(428) = -.16, p > .05$). Likewise, there was no significant difference in the levels of CS between the PCG and ND programs ($t(428) = 1.90, p > .05$).

Table 2. Gender and correlation between SWB and CS

Gender-SWB	N	M	SD	Df	t	p
Female	249	167.80	23.43	428	2.15	.03
Male	181	162.79	24.48			
Gender-CS	N	M	SD	Df	t	p
Female	249	95.31	12.00	428	3.17	.00
Male	181	91.61	11.86			

A significant difference was found between the SWB levels of male and female undergraduate students ($t(428) = 2.15, p < .05$), with females ($X = 167.80$) reporting higher levels of SWB than males ($X = 162.79$). Similarly, a significant difference was found between gender and CS levels ($t(428) = 3.17, p < .05$), with females ($X = 95.31$) reporting higher levels of CS than males ($X = 91.61$).

Table 3. Grade and correlation between SWB and CS

Grade-SWB	N	M	SD	Df	t	p
Junior	246	165.78	24.34	428	.09	.93
Senior	184	165.57	23.55			
Grade-CS	N	M	SD	Df	t	p
Junior	246	94.54	12.05	428	1.56	.12
Senior	184	92.70	12.04			

There was no significant difference found between grade and SWB level ($t(428) = .09, p > .05$). Similarly, the results of the t-test conducted to determine whether there was a significant difference between grade and CS levels also showed no significant difference ($t(428) = 1.56, p > .05$).

Table 4. Perceived mother behavior type (PMBT) and correlation between SWB and CS

PMBT-SWB	N	RM	SD	X ²	p	
Dominant-authoritarian	29	267.74				
Over-tolerant	36	200.44				
Unstable-erratic	11	207.14				
Over-protective	38	198.36	6	9.65	.14	
Tolerant-reassuring	292	211.47				
Inconsistent	9	233.67				
Perfectionist	15	267.80				
PMBT-CS	N	RM	SD	X ²	p	Difference
1Dominant-authoritarian	29	148.38				
2Over-tolerant	36	173.71				
3Unstable-erratic	11	218.05				1-5
4Over-protective	38	197.01	6	20.31	.00	1-7
5Tolerant-reassuring	292	227.66				
6Inconsistent	9	180.61				
7Perfectionist	15	274.77				

The study found no significant difference between the PMBT and SWB scores of the undergraduate students ($X^2_{(6, 430)} = 9.65, p > .05$), indicating that PMBT does not predict SWB. However, a significant difference was found between PMBT and CS scores ($X^2_{(6, 430)} = 20.31, p < .05$), suggesting that PMBT has an effect on CS. The Kruskal Wallis H-test was used to determine if there was a significant difference between the groups, and multiple comparisons were used to determine the difference between the groups. The analysis revealed significant differences between the dominant-authoritarian ($X = 148.38$), tolerant-reassuring ($X = 227.66$), dominant-authoritarian ($X = 148.38$), and perfectionist ($X = 274.77$) behavior types.

Table 5. Perceived father behavior type (PFBT) and correlation between SWB and CS

PFBT-SWB	N	RM	SD	X ²	p	Difference
1Dominant-authoritarian	74	224.16				
2Over-tolerant	30	238.03				
3Unstable-erratic	19	189.84				
4Over-protective	25	273.80	7	15.05	.03	7-4
5Tolerant-reassuring	241	205.77				5-4
6Inconsistent	22	251.73				
7Rejector	5	106.20				
8Perfectionist	14	201.71				
PFBT-CS	N	RM	SD	X ²	p	Difference
1Dominant-authoritarian	74	184.51				
2Over-tolerant	30	193.98				
3Unstable-erratic	19	180.79				
4Over-protective	25	230.68	7	24.05	.00	6-5
5Tolerant-reassuring	241	234.45				6-4
6Inconsistent	22	145.20				6-8
7Rejector	5	131.80				
8Perfectionist	14	259.50				

A significant difference was found between the scores of PFBT and SWB, $X^2_{(7, 430)} = 15.05, p < .05$. Therefore, it can be concluded that PFBT has an impact on the SWB levels of undergraduate students. Furthermore, a Kruskal Wallis H-test was conducted to identify the groups with significant differences, and the differences between the groups were determined through multiple comparisons. The analysis revealed a significant correlation between the rejector group ($X = 106.20$) and the over-protective group ($X = 273.80$), as well as between the tolerant-reassuring group ($X = 205.77$) and the over-protective group ($X = 273.80$). Additionally, there was a significant difference between the PFBT and CS scores of the students ($X^2_{(7, 430)} = 24.05, p < .05$), indicating that PFBT has an effect on CS. Following this stage, the Kruskal-Wallis H-test was used to analyse the differences between groups and determine which groups exhibited significant differences. The results showed a significant correlation between the inconsistent ($X = 145.20$) and tolerant-reassuring (X

= 234.45) groups, as well as between the inconsistent ($X = 145.20$) and over-protective ($X = 193.98$) groups, and finally between the inconsistent ($X = 145.20$) and perfectionist ($X = 259.50$) groups.

Table 6. Place of residence and correlation between SWB and CS

Residence-SWB	N	M	SD	Df	t	p
Rural	66	156.39	21.77	428	-	.00
Urban	364	167.37	24.00		3.47	
Residence-CS	N	M	SD	Df	t	p
Rural	66	88.27	11.32	428	-	.00
Urban	364	94.75	11.95		4.08	

The comparison of SWB levels with the place where the students live resulted in a significant difference ($t(428) = -3.47, p < .05$). Specifically, students living in the city ($X = 167.37$) had higher levels of SWB than those living in rural areas ($X = 156.39$). However, the analysis revealed a significant difference ($t(428) = -4.08, p < .05$) between the place of residence of the students and their CS. Students residing in urban areas ($X = 94.75$) had higher levels of CS than those residing in rural areas ($X = 88.27$).

DISCUSSION, CONCLUSION, RECOMMENDATIONS

The aim of the present study was to examine the correlation between CS and SWB among 3rd and 4th grade undergraduate students who are candidates for psychological counselling and dietetics. The analysis examined several variables, such as gender, program, grade, perceived types of parental behavior, and place of residence. The findings were both expected and unexpected. Notably, no significant difference was found between grade and SWB and CS. Students in these two groups of helping professions, who are at the end of their education stages, can reflect on their SWB and CS due to the holistic and comprehensive education system and internships they receive. However, some studies in the literature report no significant correlation between grades and CS (Güldemir, 2023; Şahinoğlu, 2023). The present study indicates that an individual's CS can be influenced by their life experiences, social interactions, and personal development. It is important to note that while grade levels typically consist of a homogeneous student group, individual differences can still impact this correlation (Felder & Brent, 2013). Some studies in the literature report no significant correlation between grade and SWB (Duman, 2016; Turp, 2017), while others have found different results (Steinmayr et al., 2018; 2019). The presence of varying results in the assessment of grade in terms of SWB shows that it is a subjective measure that can be influenced by individuals' personal experiences, social interactions and various external factors. Examining the correlation between grade level and this measure can shed light on factors such as students' adjustment to academic demands, social development, and learning experiences (Steinmayr et al., 2018). In addition, the student population's heterogeneity can encompass personal differences that affect individuals' SWB.

Furthermore, a significant finding is that the presence and involvement of the mother plays a crucial role in the development of an individual, which is supported by the Attachment Theory (Bowlby & Ainsworth, 2013). It is widely acknowledged that primary caregivers have a significant impact on the development and personality of an individual. According to Videon (2005), both mothers and fathers have an equal degree of influence on their children's lives. However, the findings of this study suggest that while the type of mother's behavior perceived by the students had no effect on their SWB, the type of father's behavior perceived by the students made a significant difference to their SWB. This situation can suggest that the fatherly behaviors of the sample group, who grew up in a collectivistic society, had an impact on their subjective well-being. The fathers were active in the background but not as visible in the front (Gürmen & Kılıç, 2022). In summary, the correlation between PMBT and students' SWB may differ from that of PFBT due to various factors. For example, there can be differences in the roles of mother and father figures, and certain behaviors that impact students' SWB can vary between mothers and fathers (Nagy et al., 2023; Satrio et al., 2024). This fragment discusses the potential factors that can influence the effects of perceived parental behavior on children's psychosocial development. Additionally, it is worth noting that cultural and social factors can also contribute to the observed differences. Parental roles in different cultures can create varying norms and expectations for children's behavior (Lansford et al., 2023; Scheibling & Milkie, 2023). The apparent influence of the perceived

type of father's behavior can be attributed to the father figure playing a more influential role on the students.

Ultimately, the researchers concluded that there was no significant difference in the CS of students in the PCG and ND programs. Although both programs emphasise fostering mutual communication, empathy, interpersonal skills, and interaction, as outlined in the works of Ratts et al. (2016) and further supported by Kaya (2013; 2018), it was found that these shared characteristics did not have a significant impact on students' overall communication proficiency. The finding highlights the importance of program-specific knowledge and experiential nuances in promoting effective communication across disciplines. The undergraduate students who in these programs have different levels of knowledge and experience, which influence their initial interaction with the academic content. Furthermore, the development of CS during the program significantly contributes to their professional growth (Zhao et al., 2023). It is important to note that the diverse professional paths taken by students after graduation can greatly enhance their experiences (Ma et al., 2023). This, in turn, can improve their practical application of theoretical knowledge gained during their undergraduate education. The interplay between theoretical grounding and practical experience is crucial in developing CS in specialized academic programs (Yeşilyaprak, 2016). As undergraduate students progress in their professional development, they gain experiences that connect theoretical knowledge with practical application, providing valuable insights into the relationship between academic preparation and professional proficiency.

The present study research provides a comprehensive understanding of the intricate correlations between SWB and CS among undergraduate students enrolled in the PCG and ND programs as helping professional groups. The findings highlight the multifaceted factors that influence CS and SWB among students in these disciplines. The study highlights the importance of effective communication and a nuanced understanding of SWB, especially in counseling-oriented professions. Additionally, it recognizes the significant impact of perceived parental behaviors on both SWB and CS, emphasizing the pervasive role of family influences in shaping the personal and professional development of undergraduate students. These insights have valuable implications for the further development of educational programs and support measures tailored to undergraduate students in PCG and ND programs. It is important to acknowledge the significant influence of gender on SWB and CS levels, with females exhibiting higher scores. Educators and practitioners can tailor interventions to address potential gender-specific needs. Furthermore, the focus on parental behaviors informs the design of interventions that consider familial influences on undergraduate students' psychosocial and SWB and CS. The conclusions drawn from this research can serve as a foundational guide for refining curricula and implementing targeted support measures to enhance the competencies of students pursuing careers in PCG and ND. In addition to this, an exemplary psychoeducational program (Enhancing SWB and Enhancing CS) was developed based on the present study's findings. The program aimed to improve undergraduate students' ability to positively address SWB, CS, and perceived types of parental behavior.

Session 1 (Sessions 1-2): Awareness of SWB

1.1 Introduction and expectations:

Informing participants about the program's goals and its operational process.

Providing an opportunity for participants to share their expectations and goals.

1.2 What is SWB?

Definition and components of SWB

Strategies for enhancing SWB in daily life.

1.3 Personal assessment

Providing students with scales to assess their SWB levels.

Discussing assessment results and setting personal goals.

1.4 Practical skills

Deep breathing, mindfulness, and positive thinking exercises.

Session 2 (Sessions 3-4): Fundamentals of CS

2.1 The importance of CS

Daily life impacts of effective communication.

Fundamental elements of good communication.

2.2 Active listening and empathy

Developing active listening skills.

Empathic communication strategies and example situations.

2.3 Open communication

Expression of emotions and skills for open communication.

Positive language usage in communication.

2.4 Role play and group activities

Role-playing and group activities to reinforce communication skills.

Session 3 (Sessions 5-6): Parental behaviors and their effects

3.1 Perceived parental behavior types

Description of parental behavior types.

Sharing and evaluating students' personal experiences.

3.2 Impact of parental behaviors on SWB

Information on how parental behaviors influence students' SWB.

3.3 Change strategies

Strategies to understand and positively change parental behavior.

Techniques for improving SWB through parental communication

Throughout the program, participants can receive regular feedback on SWB and CS. Initial and final assessments can be conducted to evaluate the program's effectiveness, allowing for a comprehensive analysis of its impact. This psychoeducation program proposal can be an important guide for psychological counsellors and nutritionists. It aims to increase participants' SWB and improve their effective CS. The program provides practical strategies that individuals can use to enhance their own well-being and also provides strategies to understand and change the effects of parental behaviour on SWB. It is thought that this implementation proposal can contribute to both the personal development of the participants, especially those in the helping professions, and to become more effective in counselling practices.

REFERENCES

- Bae, J. S., Cho, E. H., & Lim, T. H. (2021). Examining the role of life skills in mediating the relationship between the basic psychological needs and subjective well-being of taekwondo student-athletes. *International Journal of Environmental Research and Public Health*, 18(21), 11538. <https://doi.org/10.3390/ijerph182111538>
- Bowlby, J., & Ainsworth, M. (2013). *The origins of attachment theory*. *Attachment Theory: Social, Developmental, and Clinical Perspectives*, 45(28), 759-775.
- Bytiak, Y. P., Danilyan, O. G., Dzeban, A. P., Kalinovskiy, Y. Y., & Chalapko, V. V. (2020). Information society: The interaction of tradition and innovation in communicative processes. *Amazonia Investiga*, 9(27), 217-226. <https://doi.org/10.34069/AI/2020.27.03.23>
- Cairns, P., Pinker, I., Ward, A., Watson, E., & Laidlaw, A. (2021). Empathy maps in communication skills training. *The Clinical Teacher*, 18(2), 142-146. <https://doi.org/10.1111/tct.13270>
- Carmack, S. (2014). *Making sense of well-being: A mixed-methods study applying sense-making theory to explore the role of communication competence and social support in physical, emotional, mental and comprehensive well-being*. Unpublished Doctoral Dissertation, George Mason University, Fairfax, VA.
- Cerit, E., & Şimşek, N. (2021). A social skills development training programme to improve adolescents' psychological resilience and emotional intelligence level. *Archives of Psychiatric Nursing*, 35(6), 610-616. <https://doi.org/10.1016/j.apnu.2021.08.001>
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. Routledge.
- Çiftçi, İ. (2023). The effect of psychological resilience and social/emotional competence on communication skills. *Synesis*, 15(4), 331-344.
- Demirdag, S. (2021). The mediating role of life satisfaction in the relationship between time management and communication skills. *Educational Administration: Theory & Practice*, 27(1), 967-984. <https://doi.org/10.14527/kuey.2021.002>

- Demirtas-Zorbaz, S., & Ulas, O. (2015). Views of psychological counselor candidates about psychological counseling and guidance education. *Procedia-Social and Behavioral Sciences*, 186, 1298-1301. <https://doi.org/10.1016/j.sbspro.2015.04.198>
- Diener, E., & Suh, E. M. (2003). Culture and subjective well-being. MIT.
- Dost, M. (2005). Öznel iyi oluş ölçeğinin geliştirilmesi: Geçerlilik güvenilirlik çalışması [Developing the subjective well-being scale: A study of validity and reliability]. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 3(23), 103-111.
- Duman, S. (2016). *Üniversite öğrencilerinde öznel iyi oluş ve benlik saygısının stresle başa çıkma tarzlarıyla ilişkisinin incelenmesi* [Examining the relationship between subjective well-being and self-esteem and coping styles with stress in university students]. Unpublished Master's Thesis, Beykent University, Istanbul.
- Felder, R. M., & Brent, R. (2013). Understanding student differences. *Journal of Engineering Education*, 94(1), 57-72. <https://doi.org/10.1002/j.2168-9830.2005.tb00829.x>
- Fryer, L. K., Larson-Hall, J., & Stewart, J. (2018). *Quantitative methodology*. The Palgrave Handbook of Applied Linguistics Research Methodology, 55-77.
- Green, L., & Guinery, R. (2023). *Framing technology*. Taylor & Francis.
- Guerrero, L. K., Andersen, P. A., & Afifi, W. A. (2017). *Close encounters: Communication in relationships*. Sage.
- Güldemir, E. (2023). *Öğretmen adaylarının dijital bağımlılık düzeyleri ile iletişim becerileri arasındaki ilişkinin çeşitli değişkenler açısından incelenmesi* [Examining the relationship between pre-service teachers' digital addiction levels and communication skills in terms of various variables]. Unpublished Master's Thesis, Sivas Cumhuriyet University, Sivas.
- Gürmen, M. S., & Kılıç, S. (2022). *Parenting in Turkey. Parenting Across Cultures: Childrearing, Motherhood and Fatherhood in Non-Western Cultures*, 243-257. Springer.
- Harari, G. M., Lane, N. D., Wang, R., Crosier, B. S., Campbell, A. T., & Gosling, S. D. (2016). Using smartphones to collect behavioral data in psychological science: Opportunities, practical considerations, and challenges. *Perspectives on Psychological Science*, 11(6), 838-854. <https://doi.org/10.1177/1745691616650285>
- Kaya, A. (2013). *Kişilerarası ilişkiler ve etkili iletişim* [Interpersonal relations and effective communication]. Pegem Akademi.
- Kaya, A. (2018). *İnsan ilişkileri ve iletişim* [Human relations and communication]. Pegem Akademi.
- Korkut-Owen, F. & Bugay, A. (2014). İletişim becerileri ölçeğinin geliştirilmesi: Geçerlik ve güvenilirlik çalışması [Developing a communication skills scale: Validity and reliability studies]. *Mersin University Journal of the Faculty of Education*, 10(2), 51-64.
- Kovan, A. (2017). *Üniversite öğrencilerinin öznel iyi oluş seviyelerinin iletişim becerileri açısından bazı değişkenlerle incelenmesi* [Investigation of university students' subjective well-being levels with some variables in terms of communication skills]. Unpublished Master's Thesis, Eastern Mediterranean University, Famagusta.
- Kurtzberg, T. R., & Gibbs, J. L. (2017). *Distracted: Staying connected without losing focus*. Bloomsbury.
- Lansford, J. E., Alampay, L. P., & Oburu, P. (2023). An international perspective on parenting and family influences on adolescents and young adults. Handbook of Adolescent and Young Adult Development, 209–224. *American Psychological Association*. <https://doi.org/10.1037/0000298-013>
- Lawrence, K., Pelly, F., & Rocks, T. (2016). Nutrition knowledge of dietetic undergraduate students: An exploratory study. *Nutrition & Dietetics*, 73(3), 260-267. <https://doi.org/10.1111/1747-0080.12232>
- Lundy, B. L., & Drouin, M. (2016). From social anxiety to interpersonal connectedness: Relationship building within face-to-face, phone and instant messaging mediums. *Computers in Human Behavior*, 54, 271-277. <https://doi.org/10.1016/j.chb.2015.08.004>

- Ma, Y., Bennett, D., & Chen, S. C. (2023). Perceived organisational support and university students' career exploration: The mediation role of career adaptability. *Higher Education Research & Development*, 42(4), 903-919. <https://doi.org/10.1080/07294360.2022.2115983>
- Malpas, J. (2013). *The place of mobility: Technology, connectivity, and individualization*. Mobile Technology and Place, 26-38. Routledge.
- Mellinger, C. D., & Hanson, T. A. (2020). *Methodological considerations for survey research: Validity, reliability, and quantitative analysis*. Linguistica Antverpiensia, New Series–Themes in Translation Studies, 19.
- Nagy, B., Róbert, P., & Geszler, N. (2023). Like parent, like child? The intergenerational transmission of subjective well-being in Hungary. *Journal of Family Studies*, 29(4), 1645-1665. <https://doi.org/10.1080/13229400.2022.2071164>
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48. <https://doi.org/10.1002/jmcd.12035>
- Reith-Hall, E., & Montgomery, P. (2023). Communication skills training for improving the communicative abilities of student social workers: A systematic review. *Campbell Systematic Reviews*, 19(1), 1309. <https://doi.org/10.1002/cl2.1309>
- Satrio, P., Wu, L., Cheng, C., Qian, K., Ho, Y. M., & Prihadi, K. D. (2024). Parenting style and students' happiness in China. *Journal of Education and Learning*, 18(1), 185-193. <https://doi.org/10.11591/edulearn.v18i1.20878>
- Sbarra, D. A., Briskin, J. L., & Slatcher, R. B. (2019). Smartphones and close relationships: The case for an evolutionary mismatch. *Perspectives on Psychological Science*, 14(4), 596-618. <https://doi.org/10.1177/1745691619826535>
- Scheibling, C., & Milkie, M. A. (2023). Shifting toward intensive parenting culture? A comparative analysis of top mommy blogs and dad blogs. *Family Relations*, 72(2), 495-514. <https://doi.org/10.1111/fare.12824>
- Steinmayr, R., Heyder, A., Naumburg, C., Michels, J., & Wirthwein, L. (2018). School-related and individual predictors of subjective well-being and academic achievement. *Frontiers in Psychology*, 9, 2631. <https://doi.org/10.3389/fpsyg.2018.02631>
- Steinmayr, R., Wirthwein, L., Modler, L., & Barry, M. M. (2019). Development of subjective well-being in adolescence. *International Journal of Environmental Research and Public Health*, 16(19), 3690. <https://doi.org/10.3390/ijerph16193690>
- Sun, J., & Miller, C. H. (2023). Insecure attachment styles and phubbing: The mediating role of problematic smartphone use. *Human Behavior and Emerging Technologies*, 2023. <https://doi.org/10.1155/2023/4331787>
- Sutcliffe, A., Dunbar, R., & El-Jarn, H. (2023). Investigating the use of social media in intimate social relationships. *Behaviour & Information Technology*, 42(4), 379-391. <https://doi.org/10.1080/0144929X.2021.2023634>
- Şahinoğlu, V. (2023). *Ritim eğitimi ve dans dersi alan ve almayan spor bilimleri fakültesi öğrencilerinin iletişim becerilerinin incelenmesi [Investigation of communication skills of sport sciences faculty students who take and do not take rhythm education and dance course]*. Unpublished Master's Thesis, Fırat University, Elazığ.
- Tekel, E., & Erus, S. (2023). Mediating role of teachers' effective communication skills in the relationship between interpersonal mindfulness and subjective well-being. *Journal of Learning for Development*, 10(3), 452-463. <https://doi.org/10.56059/jl4d.v10i3.709>
- Turp, H. H. (2017). *Rehberlik ve psikolojik danışmanlık öğrencilerinin öznel iyi oluş ve bağlanma stilleri arasındaki ilişkinin incelenmesi [Investigation of the relationship between subjective well-being and attachment styles of guidance and psychological counselling students]*. Unpublished Master's Thesis, Atatürk University, Erzurum.

- Videon, T. M. (2005). Parent-child relations and children's psychological well-being: Do dads matter? *Journal of Family Issues*, 26(1), 55-78. <https://doi.org/10.1177/0192513X04270262>
- Yeşilyaprak, B. (2016). *Mesleki rehberlik ve kariyer danışmanlığı: Kuramdan uygulamaya [Vocational guidance and career counselling: From theory to practice]*. Pegem Akademi.
- Zhao, M., Mathews, C. J., Mulvey, K. L., Hartstone-Rose, A., McGuire, L., Hoffman, A. J., Winterbottom, M., Joy, A., Law, F., Balkwill, F., Burns, K. P., Butler, L., Drews, M., Fields, G., Smith, H., & Rutland, A. (2023). Promoting diverse youth's career development through informal science learning: The role of inclusivity and belonging. *Journal of Youth and Adolescence*, 52(2), 331-343. <https://doi.org/10.1007/s10964-022-01694-2>