

## Benliğin Farklılaşması ve PERMA İyi Oluş Modeli arasındaki İlişkide Kendine Yansıtma ve İçgörünün Aracı Roller

### Mediating Roles of Self-Reflection and Insight in the Relationship between the Differentiation of Self and PERMA Model of Well-Being

*Başak Beydoğan Tangör<sup>1</sup>, Ferzan Curun<sup>2</sup>, Safiye Sarıcı Bulut<sup>3</sup>*

<sup>1</sup>Dr., [basaktangor@gmail.com](mailto:basaktangor@gmail.com), (<https://orcid.org/0000-0002-9442-583X>)

<sup>2</sup>Prof. Dr., Maltepe University, [ferzancurun@maltepe.edu.tr](mailto:ferzancurun@maltepe.edu.tr), (<https://orcid.org/0000-0002-9221-2822->)

<sup>3</sup>Corresponding Author, Prof. Dr., Gazi University, [ssarici@gazi.edu.tr](mailto:ssarici@gazi.edu.tr), (<https://orcid.org/0000-0001-6557-3668>)

**Geliş Tarihi:** 09.09.2025

**Kabul Tarihi:** 26.02.2026

#### ÖZ

Bu çalışmada, öznel öz bilincin iki alt boyutu olan kendine-yansıtma ve içgörünün, benliğin farklılaşması ile PERMA iyi oluş modeli arasındaki ilişkide aracılık etkileri incelenmiştir. Çalışmaya yaş ortalamaları 21.51 (SD = 2.28) olan toplam 410 üniversite öğrencisi (321 kadın ve 89 erkek) katılmıştır. İçgörü, benliğin farklılaşması ve iyi oluş arasındaki ilişkiler pozitif ve anlamlı bulunmuştur. Bulgular, daha yüksek düzeyde benlik farklılaşması ve içgörüye sahip bireylerin daha yüksek düzeyde iyi oluşa sahip olduğunu ortaya koymuştur. Ayrıca, yüksek düzeyde benlik farklılaşmasına sahip bireylerin yüksek düzeyde içgörüye de sahip olduğu bulunmuştur. İçgörünün, benliğin farklılaşması ile iyi oluş arasındaki ilişkiye anlamlı ve pozitif bir şekilde aracılık ettiği görülmüştür. Buna göre, benliğin farklılaşmasının içgörü aracılığıyla iyi oluşla dolaylı bir katkısı da bulunmaktadır. Öte yandan, kendine-yansıtmanın benliğin farklılaşması ile anlamlı bir korelasyona sahip olmaması nedeniyle, kendine-yansıtma dayalı aracılık modeli test edilememiştir. Kendine-yansıtma ve iyi oluş arasında ise anlamlı ve pozitif bir ilişki bulunmuştur. Bulgular, klinik ve danışmanlık süreçlerinde hem benliğin farklılaşmasını hem de bireylerin içgörü düzeylerini destekleyen müdahalelerin, bireylerin iyi oluş düzeylerini artırmaya katkıda bulunacağını göstermiştir. Ayrıca artan içgörü yoluyla kişinin kendine dair net algılarını desteklemek, özellikle farklılaşma düzeyi düşük olan bireyler için daha yüksek iyi oluş düzeylerine ulaşmalarına da katkıda bulunabilir.

**Anahtar Kelimeler:** Bowen'ın Aile Sistemleri Kuramı, Benliğin Farklılaşması, İçgörü, Kendine Yansıtma, PERMA İyi Oluş Modeli

#### ABSTRACT

This study examined the mediating effects of self-reflection and insight which are two sub-dimensions of private self-consciousness, in the relationship between differentiation of self and PERMA model of well-being. A total of 410 university students (321 female and 89 male) with a mean age of 21.51 (SD = 2.28) participated in the study. The relationships between insight, differentiation of self, and well-being were positive and significant. The findings revealed that individuals with higher levels of differentiation and insight had higher levels of well-being. Furthermore, highly differentiated individuals were also found to have higher levels of insight. It was seen that insight significantly and positively mediated the relationship between differentiation of self and well-being. That is, differentiation of self also has an indirect effect with well-being through insight. The study findings also indicated that self-reflection was not significantly

correlated with differentiation of self, therefore mediating model based on self-reflection could not be tested. Self-reflection and psychological well-being were significantly and positively related. The findings indicated that interventions that support both the differentiation of the self and the insight levels of individuals in clinical and counseling processes would contribute to increasing their well-being levels. Furthermore, supporting individuals' clear perceptions of themselves through increased insight can also contribute to achieving higher levels of well-being, especially for individuals with low levels of self-differentiation.

**Keywords:** Bowen's Theory of Family Systems, Differentiation of Self, Insight, Self-Reflection, PERMA Model of Well-being

## INTRODUCTION

People have wondered about the nature of well-being since Ancient Greece and perhaps even earlier. Various empirical studies have recently been conducted to understand well-being (Diener et al., 2009; Kesebir & Diener, 2008; Tatarkiewicz, 1976). There are two main perspectives on well-being in the literature, namely; subjective and psychological well-being. Individuals' cognitive and affective evaluation of their life satisfaction levels refers to subjective well-being (Diener, 2000). Psychological well-being, on the other hand, emphasizes the existential challenges of life, as well as the potential of individuals for self-realization and meaningful life (Keyes et al., 2002). We used the PERMA model which was proposed by Seligman (2011) to assess well-being in the present study. PERMA, which is described as a model that covers both areas of well-being (Butler & Kern, 2016).

Numerous studies were conducted to determine the predictors of both types of well-being. In this regard, the effects of various variables, such as personality traits and demographic characteristics have been examined (i.e., Gutiérrez, et al., 2005; Ryff & Keyes, 1995; Schmutte & Ryff, 1997). Furthermore, the impacts of self-related variables on well-being are also important. Therefore, the relationships between self-related variables and well-being have also been examined by previous studies (e.g., Paradise & Kernis, 2005; Hofer et al., 2011; Plaut et al., 2012; Ridder & Gillebaart, 2016). Following adolescence, which represents the period of identity formation versus identity confusion in a developmental sense, young adulthood (Erikson, 1950), encompassing the developmental tasks of intimacy or isolation (19-40 years), is no longer considered merely a transition but a distinct period in the course of life. Arnett (2004) defines this period by five characteristics that differentiate adults: the age of identity exploration, the age of instability, the self-focused age, the age of feeling in between, and the age of possibilities. During this period, when personality becomes more stable, depressive symptoms decrease and self-esteem increases (Galambos et al., 2006), a positive potential self supports current well-being and optimism about the future (Cross & Markus 1994). It is observed that the instability observed during this period does not imply a complete rejection or denial of adult roles, but instead involves behaviors such as recognizing the potential of the transition to adulthood (Arnett, 2007). This study investigated the mediating roles of insight and self-reflection variables in the relationship between self-differentiation and the PERMA Model of well-being among university students in the emerging adulthood period described above. The relevant literature on these variables is given below.

### 1.1. The PERMA Model of Well-being

Seligman (2011) stated that well-being consists of five elements: positive emotions, engagement, relationship, meaning, and accomplishment (PERMA). In Seligman's model, positive emotions refer to the extent to which the individual feels pleasure and joy. While engagement is related to giving oneself to a job, hobby, or an activity, the positive relationships that individuals have are seen as another dimension of well-being. The dimension of meaning refers to belonging to something bigger than oneself, making it valuable, and being a part of it.

The sense of achievement, which is referred to as mastery or competence, relates to individuals striving to achieve their goals, reaching their goals, and having intrinsic motivation to achieve them (Butler & Kern, 2016).

Several studies were conducted on the PERMA Model. For instance, the effects of the PERMA Model on employees' well-being (Mayo & Guerrero, 2019; Kun et al., 2016), education (Shanmugam & Hidayat, 2022), resilience and mindful self-care (Varan, 2022), cognitive flexibility (Özhan & Boyacı, 2021), psychosocial health (Farmer & Cotter, 2021), optimism, hope, resilience, coping flexibility, and secure attachment (Umucu et al., 2024) have been revealed.

## **1.2. Bowen's Family Systems Theory: Differentiation of Self**

In the Family Systems Theory put forward by Bowen (1976), the differentiation of one's self depends primarily on the emotional dependence on relationships in one's family. Therefore, the quality of one's emotional relationships with one's family environment affects both one's differentiation of self) and his/her relationships with others throughout life (Bowen, 1976). Differentiation of self is defined as an individual's ability to create an independent self without cutting off the emotional bond or becoming fusion with his/her family (Bowen, 1976). Bowen (1976) considered a dimension that extends from forming an independent self (high differentiation of self) to being in an intertwined position emotionally dependent on other (low differentiation of self). According to the theory, the level of individuals in self-differentiation determines their intrapersonal and interpersonal dynamics thus, their entire lives. Bowen (1976) stated that the intrapersonal dimension is related to the ability to discriminate their emotions and thoughts. As that type of discrimination increases, individuals can differentiate their emotions and thoughts; in this way, they may get closer to objective reality. Intrapersonal processes are named as emotional reactivity and I-position. Emotional reactivity is the inability to cope with intense emotions and to respond to external influences without thinking. Emotional reactivity represents low differentiation of self. The I-position, which expresses high differentiation of self, defines a highly differentiated individual, the ability to take a stance, and show willpower even under pressure (Bowen, 1976; Skowron & Dendy, 2004). On the other hand, the interpersonal dimension is related to the capacity to establish a balance between intimacy and autonomy, which forms the basis of human relationships (Bowen, 1976; Kerr & Bowen, 1988). This dimension includes two sub-dimensions: fusion and emotional disengagement (Bowen, 1976; Kerr & Bowen, 1988). Scores at a low level in both sub-dimensions indicate a low level of differentiation of self. Fusion is the inability to separate oneself from the other, in other words these individuals find it difficult to separate themselves from the other (Bowen, 1976; Kerr & Bowen, 1988). Individuals in fusion prioritize the needs and demands of others and try to fulfill the expectations of others (Bowen, 1976; Kerr & Bowen, 1988). On the other hand, emotional disengagement refers to isolating oneself by not being able to cope with the intensity of emotions experienced in close relationships (Bowen, 1976; Choi & Murdock, 2017; Kerr & Bowen, 1988).

In summary, according to Bowen (1976), as the level of differentiation of self increases (high levels of differentiation of self), individuals can distinguish between emotions and objective reality in their inner worlds and thus evaluate reality more clearly. On the other hand, by striking a balance between autonomy and intimacy in their relationships, they can maintain their relationship without intertwining and experiencing dramatic ruptures. A large number of researchers who have tested the theory have empirically demonstrated the positive consequences of high levels of differentiation of self and the negative impacts of low levels of differentiation of self; for instance, on personal development (Vancea, 2013), stress (Krycak et al., 2012), anxiety (Lampis et al., 2019), narcissism and perfectionism (Hosack et al., 2023), and social expectations (O'Hara & Meteyard, 2011).

As can be seen, a highly differentiated individual tends to direct attention to himself/herself but also able to has the clarity about himself/herself while doing so. In this regard, it can be suggested that individuals with high or low levels of differentiation of self would differ in their levels of insight and self-reflection which are two sub-dimensions of private self-consciousness.

### **1.3. Self-reflection and Insight**

Private self-consciousness (Fenigstein et al., 1975), also known as self-focused attention (Newman & Nezlek, 2019), has long been a topic of interest to researchers (Silvia & Phillips, 2011). Private self-consciousness is the process of focusing on one's feelings and thoughts and is considered a stable individual difference (Fenigstein et al., 1975). However, it has been noted that there are several measurement problems with the private self-consciousness scale (Trapnell & Campbell, 1999; Silvia & Phillips, 2011). In addition, there were inconsistent results with various variables related to psychological well-being (e.g., Trapnell & Campbell, 1999). In other words, according to the results of studies, the process of self-directed attention can sometimes lead to adaptive and sometimes maladaptive outcomes (Nakajima et al., 2017). In this regard, Trapnell and Campbell (1999) proposed the concept of the self-absorption paradox. Accordingly, excessive self-focus may negatively influence well-being by increasing negative affect. Based on this, various researchers have put forward different theoretical points of view on the sub-dimensions of private self-consciousness. Grant et al. (2002) defined the concept of private self-consciousness with the sub-dimensions of insight and self-reflection. Insight refers to "the clarity of understanding of one's thoughts, feelings, and behavior" (Grant et al., 2002; p.821), whereas self-reflection implies "the inspection and evaluation of one's thoughts, feelings and behavior" (Grant et al., 2002; p. 821). Both variables have been also considered significant in self-regulation (Grant et al., 2002; Silvia & Phillips, 2011).

Insight was found to be consistently related to psychological and subjective well-being. Lyke (2009) found that those with high levels of insight were significantly more satisfied and happier with their lives than those with moderate and low levels of insight. Insight was also found to have a significant positive correlation with positive affect and self-esteem (Silvia & Phillips, 2011). Harrington et al. (2014) found a positive correlation between insight and mindfulness and revealed that insight between mindfulness and psychological well-being. Insight was negatively correlated with anxiety, stress, and depression and positively with cognitive flexibility (Grant et al., 2002). Silvia and Phillips (2011) revealed negative correlations between insight and anxiety, depression, and negative affect. Similarly, Nakajima et al. (2017) also showed that insight was negatively correlated with depression and anxiety.

On the other hand, the results of studies examining the association between self-reflection and well-being were inconsistent (Nakajima et al., 2017). Harrington and Loffredo (2010) found that self-reflection was positively correlated with only one sub-dimension of psychological well-being, whereas insight was positively correlated with all sub-dimensions of psychological well-being. Self-reflection was found to be positively correlated with anxiety and stress (Grant et al., 2002). Moreover, some have argued that rumination can be considered a form of self-reflection (Stein & Grant, 2014). Lyke (2009), on the other hand, revealed that self-reflection was unrelated to subjective well-being. Similarly, Silvia and Phillips (2011) found that self-reflection was not significantly correlated with positive and negative affect and self-esteem. In this regard, Grant et al. (2002) stated that self-reflection cannot always lead to insight. Some studies have also reported that insight and self-reflection variables did not have a significant correlation with each other (e.g., Grant et al., 2002; Lyke, 2009; Silvia & Phillips, 2011). Therefore, it can be stated that self-reflection can only support psychological well-being when it can lead to insight for the individual (e.g., Stein & Grant, 2014). While some individuals have this type of self-awareness and can master the internal processes about themselves, that is, they have higher levels of insight into themselves. Others may not have full understanding and clarity, although they may reflect on themselves. In this case, self-reflection may not always contribute to increasing their well-being.

The possible reasons why individuals have different levels of self-reflection or insight are also important research questions. The differentiation of self, proposed by Bowen (1976), was used as the possible antecedent of the self-reflection and insight variables in the present study.

#### **1.4. Relationships between differentiation of self, self-reflection, insight, and well-being**

Previous research reveals more strongly that both high levels of differentiation of self and insight are positively correlated with well-being (Vancea, 2013; Krycak et al., 2012; Lampis et al., 2019; Grant et al., 2002; Silvia & Phillips, 2011). As mentioned, one of the most prominent hypotheses of the Differentiation of Self Theory put forward by Bowen (1976) is that individuals with high levels of differentiation of self can differentiate between thoughts and emotions and thus see reality even in the most intense crises. In other words, individuals with higher levels of differentiation of self are expected to have higher levels of self-insight due to their capacity to distinguish between emotions and objective reality, leading to higher levels of well-being. On the other hand, individuals with a low level of differentiation of self may have lower levels of insight because emotions would suppress thoughts. In this regard, increasing insight, which can be considered knowledge and clarity about the emotional and intellectual processes of the individual, may offer a solution to increase the levels of well-being of individuals with low levels of differentiation of self.

On the other hand, although individuals with low levels of differentiation of self can engage in self-reflection, this may not result in higher levels of insight and well-being as conflicting emotions and cognitive processes may be intertwined. As reported so far, studies suggest that self-reflection and well-being relationship is inconsistent. That is, self-reflection may be negatively correlated with, unrelated to well-being (Grant et al., 2002; Lyke, 2009) or positively related to well-being (Harrington & Loffredo, 2010). Self-reflection refers to self-focus, but despite this focus, it can result in individuals not being able to reach complete clarity about their self. But as stated earlier, if self-reflection process able to increase insight, it may positively relate to well-being (i.e., Stein & Grant, 2014). There is no similar study therefore, for the first time in our knowledge we will test whether individuals with low levels of self-differentiation use self-reflection more frequently or not. Furthermore, the link between self-reflection and well-being will also be tested in the present study as previous findings are somewhat confusing.

#### **1.5. The Current Study**

In summary, in this study, there are empirical studies on the relationships between differentiation of self and well-being (Vancea, 2013; Krycak et al., 2012; Lampis et al., 2019) and insight and well-being (Lyke, 2009; Grant et al., 2002; Silvia & Phillips, 2011). This study offers a holistic, theoretically grounded contribution to the literature by examining the relationship between self-differentiation and psychological well-being within the context of insight and self-reflection, two sub-dimensions of self-awareness. While empirical studies in the literature separately examine the relationships between self-differentiation and well-being, and between insight and well-being, testing these variables within the same model, particularly through mediating relationships within the PERMA well-being framework, is limited. In this respect, the study fills a conceptual gap by shedding light on the psychological mechanisms that explain the effect of self-differentiation on well-being. In this study, it is expected that individuals with a high level of differentiation will have a higher level of clarity about themselves, i.e., a high level of insight, thus, a higher level of psychological well-being. It is expected that individuals' insight levels will mediate the relationship between differentiation of self and well-being. On the other hand, because self-reflection is found to have inconsistent findings regarding well-being (e.g., Harrington & Loffredo, 2010; Grant et al., 2002; Silvia & Phillips, 2011), in this study, it was hypothesized that self-reflection will mediate the relationship between differentiation of self and well-being. But no specific expectations were made on the direction of these relationship.

The hypotheses based on mediational model of the study are presented below:

H1. The relationship between differentiation of self and psychological well-being is positively and significantly mediated by insight.

H2. The relationship between differentiation of self and psychological well-being is significantly mediated by self-reflection.

## **METHOD**

### **2.1. Participants and Procedure**

A total of 410 undergraduates (321 female and 89 male) from several state universities in Türkiye participated in the study. Most of the participants were from the Faculty of Education and the Faculty of Economics and Administrative Sciences. The participants' mean age was 21.51 years old ( $SD = 2.28$ ). Among the participants %21.2 were studying in the 1st grade %23.4 in the 2nd grade, %22.2 in the 3rd grade, and %33.2 in the 4th grade.

Ethics committee approval was obtained from Gazi University before starting the study (approval number: 622621). The scales along with a personal information form was administered by both an online and face-to-face sessions in the study. The participants were informed that the study was conducted on a voluntary basis. They were briefly told about the aim of the research and were asked to respond to the study sincerely. In online sessions, after the participants approved participation consent form and then they responded to the study. In face-to-face sessions, the consent form was presented for the participants' approval before the scales were administered. The sessions lasted about 20 minutes.

Futhermore, convenience sampling method was used to select the participants in the study (Büyüköztürk et al., 2018). In this method, researchers gather the data from a group that they can easily access (Büyüköztürk et al., 2018). It is considered as a suitable sampling method for the researchers in terms of answering their research questions (Creswell, 2017).

### **2.2. Method**

This research method used in this study was relational survey research, which is among the quantitative research methods (Creswell, 2017; p. 27). In this study, the interrelationships between differentiation of self, insight, self-reflection and PERMA model of well-being is assessed. Therefore, relationship survey research which aims to study the relationship between two or more variables (Creswell, 2017) is coherent with this reseach aim.

### **2.3. Measurements**

#### **2.3.1. PERMA Well-being Scale**

Butler and Kern (2016) developed The PERMA Scale, which includes 15 items. The scale assesses well-being on a 11-point Likert scale where 0 represents "none of the time", and 10 represents "all of the time". A higher score on the scale represents higher degrees of well-being.

The subscales were positive emotions, engagement, relationship, meaning, and accomplishment (PERMA). We used composite scores on the scale to measure well-being. We used the Turkish adaptation of the PERMA Scale. Demirci et al. (2017) adapted the PERMA Scale to Turkish. The adaptation study, which was conducted on university students, confirmed the original factor structure. The Cronbach's alpha internal consistency coefficients for the sub-dimensions of the scale ranged between .61 and .81, and the internal consistency coefficient for the total scale was .91. In our study, Cronbach's alpha internal consistency coefficient was found to be as .90.

### **2.3.2. Differentiation of Self Inventory-Short Form (DSI-SF)**

The Differentiation of Self Inventory-Short Form (DSI-SF) was developed by Drake et al. (2015) to measure individuals' levels of differentiation of self. The scale was adapted to Turkish by Sarıkaya et al. (2018) on university students and adult participants. In the adaptation study, the fit indices of the confirmatory factor analysis were found to be acceptable. The scale consists of 20 items. The scale items are scored on a 6-point Likert-type scale, where 1= Strongly Disagree and 6= Strongly Agree. There are four sub-dimensions in the scale, but in this study, the total score of the scale was used. As the total score of the scale increases, the level of differentiation of the self of individuals increases. The internal consistency coefficients for the sub-dimensions indicate that the scale has acceptable reliability. The Cronbach's alpha internal consistency coefficient of the total scale was found to be .82. The Cronbach's alpha internal consistency coefficient obtained for the total scale used in this study was also .82.

### **2.3.3. Self-Reflection and Insight Scale**

The scale for assessing private self-consciousness which developed by Grant et al. (2002) consists of two sub-dimensions: self-reflection and insight. The scale consists of a total of 20 items: 12 items for the self-reflection sub-dimension and eight items for the insight sub-dimension. The scale items are scored on a 6-point Likert-type scale, where 1= Strongly Disagree and 6= Strongly Agree. Higher scores obtained from the scales indicate that individuals have higher levels of self-reflection and insight. Yavaşoğlu (2010) adapted the scale to Turkish for university students. The adaptation study supported the original two-dimensional structure. The Cronbach's alpha coefficient of the self-reflection sub-dimension was found to be .86. The Cronbach alpha coefficient of the second sub-dimension, insight, was found to be .74. The Cronbach alpha coefficient of the total scale was found to be .83 (Yavaşoğlu, 2010). In this study, Cronbach's alpha internal consistency coefficient were found to be .83 for the self-reflection sub-dimension and .80 for the insight sub-dimension.

## **3. Data Analysis**

Data obtained from 410 university students participating in the study were analyzed. The data analyses were computed by SPSS and PROCESS Macro. First, descriptive statistics (mean, standard deviation, kurtosis, and skewness values) were examined. The skewness and kurtosis values between  $\pm 1.5$  indicate a normal distribution (George & Mallery, 2010). As the skewness and kurtosis values of the study were found to be within that range, the data was considered as normally distributed. Therefore, the parametric analyses were conducted (Büyüköztürk et al., 2018). Before testing the mediation model with Hayes, the Pearson correlation coefficients were computed. Since self-reflection did not significantly correlate with differentiation of self, it was omitted from the mediation model. The mediation model was tested using PROCESS Macro by Hayes (2018) Model 4. In the mediational analysis, 10,000 bootstrap samples were used for percentile bootstrap confidence intervals.

## **RESULTS**

### **3.1. Preliminary Analysis**

The means and standard deviations of the variables in the study are given in Table 1. Before testing the mediation model, the correlation analyses are examined, as given in Table 1.

**Table 1***Descriptive Statistics and Correlation Coefficients Among the Research Variables (N = 410)*

Variables	M	SD	Skewness	Kurtosis	1	2	3	4
1. Differentiation of Self	3.60	.67	-.07	-.17	—			
2. Self-Reflection	4.64	.72	-.17	-.58	-.06	—		
3. Insight	4.07	.83	-.17	-.43	.59**	.11*	—	
4. PERMA Well-being	6.64	1.38	-.71	1.24	.27**	.14**	.31**	—

\* $p < .05$ ; \*\* $p < 0.01$ .

As seen in Table 1, differentiation of self did not significantly correlate with self-reflection ( $-.06$ ,  $p = .21$ ), but it significantly and positively correlated with both insight ( $.59$ ,  $p < .01$ ), and PERMA well-being ( $.27$ ,  $p < .01$ ). The correlation between sub-dimensions of private self-consciousness, namely self-reflection and insight, was positive and significant ( $.11$ ,  $p < .05$ ). Self-reflection significantly and positively correlated with PERMA well-being ( $.14$ ,  $p < .01$ ). Lastly, insight significantly and positively correlated with well-being ( $.31$ ,  $p < .01$ ).

### 3.2. Testing the Proposed Mediation Model and Related Hypotheses

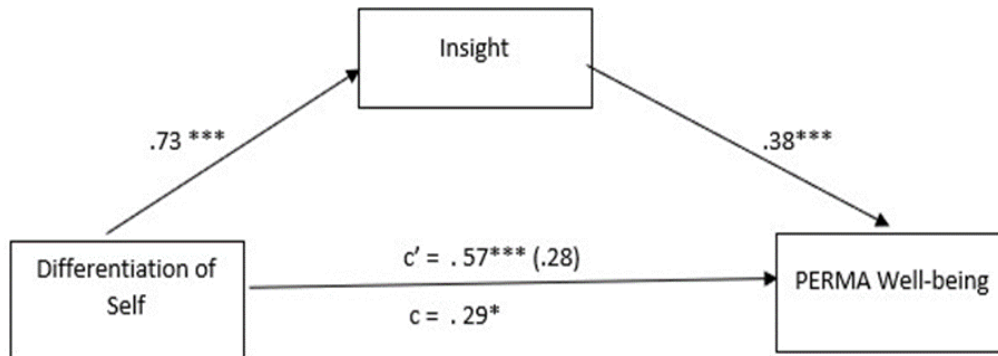
As mentioned above, the mediation model and related hypotheses were tested using PROCESS Macro by Hayes (2018) Model 4. In the mediational analysis, 10,000 bootstrap samples were used for percentile bootstrap confidence intervals. Also, since self-reflection did not significantly correlate with differentiation of self, it was omitted from the mediation model. Therefore, the H2 of the study was rejected.

### 3.3. Testing the Mediating Role of Insight on the Relationship between Differentiation of Self and Psychological Well-Being

The mediation model proposed in H1 is given in Figure 1. It consists of mediation effect of insight into the relationship between differentiation and PERMA well-being. The results of the mediational model are shown in Table 2. The results indicated that differentiation of self directly predicts insight ( $B = 0.73$ ,  $p < 0.001$ ). Furthermore, differentiation of self ( $B = 0.29$ ,  $p < 0.05$ ) and insight ( $B = 0.38$ ,  $p < 0.001$ ) directly predicted PERMA well-being. As seen in Table 2, the indirect effects of the model represent that insight partially mediated the relationship between differentiation of self and PERMA well-being ( $B = .28$ , CI [0.12–0.45]). The total effect was also significant ( $B = .57$ , CI [0.38–.76]). These results supported the H1 hypothesis of the study.

**Figure 1**

*Mediation Model*



Note: Mediation effects of insight on the relationship between differentiation of self and psychological well-being. Unstandardized coefficients are shown in the figure above where  $c'$  represents direct effect,  $c$  represents total effect, indirect effect is given in parentheses\*  $p < 0.05$ , \*\*\*  $p < 0.001$ .

**Table 2**

*Indirect Effects of the Mediation Model*

Path	Effect	Boot SE	Boot LLCI	Boot ULCI
Indirect Effects				
DS → I → PWB	.28	.08	.12	.45
Total Effect	.57	.09	.38	.76

**Note.** Bootstrapping results are based on bias-corrected 95% confidence intervals. LLCI = lower limit confidence interval; ULCI = upper limit confidence interval; SE = standard error. DS = differentiation of self; I = insight; PWB = PERMA well-being.

## DISCUSSION, IMPLICATIONS & RECOMMENDATIONS

This study examined the mediating effects of self-reflection and insight, in the relationship between differentiation of self and PERMA well-being. For this purpose, first correlation analyses and then mediation analysis were conducted. When correlation analyses were examined, insight was found to have a significant positive relationship with differentiation of self and well-being. The finding is consistent with the previous studies (Harrington et al., 2016; Harrington & Loffredo, 2010). Insight involves focusing on one's feelings and thoughts and becoming aware and sure of one's inner experiences and understanding them. Considering that high differentiation of self is also associated with high awareness and self-observation skills, the positive relationship found between differentiation of self and insight is expected. Individuals with a high level of differentiation of self are better able to relate to reality because they can prioritize objectivity over emotionality (Murdock & Gore, 2004). Therefore, the fact that higher differentiation of self is

associated with higher well-being is also consistent with the relevant literature. Consistent with expectations, furthermore insight was found to partially mediate the relationship between differentiation of self and PERMA well-being. Therefore, the H1 hypothesis of the present study is accepted. When the relationship between differentiation of self and well-being was examined, it was determined that individuals with high levels of differentiation of self could distinguish emotions and reality thanks to their robust selves, balance autonomy and commitment in their relationships, remain calm and objective without becoming reactive under high stress, and differentiation of self was associated with many positive variables such as mental and physical well-being and relationship satisfaction (Calatrava et al., 2022). Bowen (1976) argues that the robust self-structure of individuals with high levels of differentiation of self indicates that these individuals are aware of their internal processes and that they do not need acceptance and approval (Kerr & Bowen, 1988). Having high levels of self-differentiation, in which emotions and reality can be distinguished, it can lead to higher insight and well-being by enabling the person to become aware of, understand, and act consistently with themselves.

It was determined that self-reflection was not significantly correlated with differentiation of self but it significantly and slightly positively associated with well-being. Since self-reflection refers to the tendency to focus on one's thoughts and feelings (Grant et al., 2002), it may lead to higher level of self-awareness and lead to higher well-being or may lead to rumination and therefore decrease well-being. According to Trapnell & Campbell (1999), although chronic self-consciousness increases self-knowledge, it also increases negative affect and decreases psychological cohesion. It was found that differentiation of self did not relate to one's level of self-reflection in the present study. The mediation model (H2) was not performed as self-reflection was insignificantly related to differentiation of self. On the other hand, self-reflection was found to be positively related to well-being. There is lack of a relationship between self-reflection and well-being by some studies (Lyke, 2009; Nakajima et al., 2017) and there are even studies showing that self-reflection is positively correlated with anxiety and depression (Grant et al., 2002). There are studies reporting both positive and negative relationships between self-reflection and well-being (e.g., Harrington & Loffredo, 2010; Grant et al., 2002; Silvia & Phillips, 2011). Although the relationship is weak, it may indicate that rather than avoiding from themselves, it seems that participants of this study may able to gain some well-being from focusing on themselves. Furthermore, the lack of a significant relationship between self-reflection and differentiation of self contributes to conceptual clarity by revealing that the sub-dimensions of individual self-awareness are functionally distinct. This also suggests that self-reflection may not always be an adaptive process. When the findings of the present study are considered fully, it seems that those who focus on their emotions and thoughts may increase their wellbeing, but for those who focus and become clearer out themselves (or in other words; having higher degrees of insight) have more opportunity for increasing their well-being. And this link is more eligible for those with having higher degrees of differentiation rather than lower degrees of differentiation of self.

Furthermore, the sample for this study consisted of university students considered to be in their emerging adulthood period (Arnett, 2000). The findings should also be evaluated within this framework. Developmental characteristics of emerging adulthood include strong sense of self-focus and the continuation of the identity exploration process (Arnett, 2000). Therefore, the findings and variables examined in this research coincide with the characteristics of this developmental period and offer some potential insights into it. Data obtained from a group of participants in emerging adulthood show that those individuals who are prone to detailed self-focus (i.e. self-reflection) may reach to limited levels of psychological well-being. On the other hand, individuals who are clearer in their self-focus processes, (i.e., those possess high levels of insight) have a stronger relationship with higher levels of psychological well-being. The findings also point to the importance of self-processes acquired in early childhood. That is, a high level of self-differentiation (Bowen, 1976) appears to be effective and regulatory both in gaining clarity

about themselves (i.e., insight), and in supporting their psychological well-being. Those with high levels of differentiation of self are considered to be more aware of their internal processes (Bowen, 1976) and this seem to constitute an important advantage to them during such a transitional period as in emerging adulthood. In conclusion, the findings of this study offer a potentially useful perspective on common problems that can be observed in emerging adulthood.

### **Implications & Recommendations**

As stated in Bowen's (1976) Family Systems Theory used in the present study, the findings have shown the importance of a differentiated self for the well-being of the individual. Based on the findings of this study, it can be assumed that strengthening the levels of differentiation of the self in family environments is associated with increased levels of well-being. In this respect, individuals with low levels of differentiation of the self may benefit from clinical/counseling interventions aimed at increasing their levels of differentiation of the self. Based on the findings, it can be stated that a high level of differentiation of the self, contributed positively to the well-being levels of individuals based on composite score of positive affect, engagement, relationship, meaning, and accomplishment subdimensions of the PERMA Model. In addition, the findings indicate that when individuals' self-reflection level does not reach a certain level of insight, it may not contribute to well-being on its own. Supporting clear perceptions of oneself through increased insight might also contribute to achieving higher levels of well-being, especially for individuals with low levels of differentiation.

In conclusion, this study expands the literature on self-differentiation at the theoretical level from a positive psychology perspective. It provides empirical support for the importance of insight-building interventions in improving well-being in clinical and psychological counseling applications. Intervention programs aimed at enhancing self-differentiation could be supported by psychoeducational activities, particularly targeting university students. For example, incorporating content on emotional detachment, self-boundaries, and autonomy skills could be beneficial. Furthermore, research findings indicate that insight plays a significant mediating role in the relationship between self-differentiation and well-being. In this context, supporting university students in areas such as self-understanding, cognitive/affective awareness, and the interpretation of behavioral patterns, tailored to their needs, could be advantageous.

Future studies could address the effects of self-differentiation and insight-self-reflection together with other similar variables (self-compassion, authenticity, emotional regulation, etc.). The findings of longitudinal, qualitative studies across different age groups can be re-examined.

### **LIMITATIONS**

Correlational design was used in this study. Therefore, the findings do not imply a cause-and-effect relationship. Since the ratio of male and female participants in this study was not equal, future studies can examine the relationships between related variables with more equivalent participant groups. The findings of this study can be generalized to people with similar characteristics.

### **REFERENCES**

- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1(2), 68–73. <https://doi.org/10.1111/j.1750-8606.2007.00016.x>
- Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties*. Oxford University Press

- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469–480. <https://doi.org/10.1037/0003-066X.55.5.469>
- Bowen, M. (1976). Theory in the practice of psychotherapy. In P. J. Guerin, Jr. (Ed.), *Family Therapy: Theory and Practice* (pp. 42–90). Garner Press.
- Butler, J., & Kern, M. L. (2016). The PERMA-Profil: A brief multidimensional measure of flourishing. *International Journal of Wellbeing*, 6(3), 1-48. <https://doi.org/10.5502/ijw.v6i3.526>
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2018). *Eğitimde bilimsel araştırma yöntemleri* (25. baskı). Pegem Akademi.
- Calatrava, M., Martins, M. V., Schweer-Collins, M., Duch-Ceballos, C., & Rodríguez-González, M. (2022). Differentiation of self: A scoping review of Bowen family systems theory's core construct. *Clinical Psychology Review*, 91, 102101. <https://doi.org/10.1016/j.cpr.2021.102101>
- Choi, S. W., & Murdock, N. L. (2017). Differentiation of self, interpersonal conflict, and depression: The mediating role of anger expression. *Contemporary Family Therapy*, 39, 21-30. <https://doi.org/10.1007/s10591-016-9397-3>
- Creswell, J. W. (2017). *Eğitim araştırmaları: Nicel ve nitel araştırmanın planlanması, yürütülmesi ve değerlendirilmesi* (H. Ekşi, Çev. Ed.). EDAM.
- Cross, S. E., & Markus, H. R. (1994). Self-schemas and competent performance. *Journal of Educational Psychology*, 86(3), 423–438. <https://doi.org/10.1037/0022-0663.86.3.423>
- Demirci, İ., Ekşi, H., Dinçer, D., & Kardaş, S. (2017). Beş boyutlu iyi oluş modeli: PERMA ölçeği'nin Türkçe formunun geçerlik ve güvenilirliği. *The Journal of Happiness & Well-Being*, 5(1), 60–77.
- Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 55(1), 34–43. <https://doi.org/10.1037/0003-066X.55.1.34>
- Diener, E., Napa Scollon, C., & Lucas, R. E. (2009). The evolving concept of subjective well-being: The multifaceted nature of happiness. In E. Diener (Ed.), *Assessing well-being* (pp. 67–100). Springer. [https://doi.org/10.1007/978-90-481-2354-4\\_4](https://doi.org/10.1007/978-90-481-2354-4_4)
- Drake, J. R., Murdock, N. L., Marszalek, J. M., & Barber, J. E. (2015). Differentiation of self inventory—short form: Development and preliminary validation. *Contemporary Family Therapy*, 37(2), 101–112. <https://doi.org/10.1007/s10591-015-9329-7>
- Erikson, E. H. (1950). *Childhood and society*. W. W. Norton.
- Farmer, N., & Cotter, E. W. (2021). Well-being and cooking behavior: Using the positive emotion, engagement, relationships, meaning, and accomplishment (PERMA) model as a theoretical framework. *Frontiers in Psychology*, 12, Article 560578. <https://doi.org/10.3389/fpsyg.2021.560578>
- Fenigstein, A., Scheier, M. F., & Buss, A. H. (1975). Public and private self-consciousness: Assessment and theory. *Journal of Consulting and Clinical Psychology*, 43(4), 522–527. <https://doi.org/10.1037/h0076760>
- Galampos, N. L., Barker, E. T., & Krahn, H. J. (2006). Depression, anger, and self-esteem in emerging adulthood: Seven-year trajectories. *Developmental Psychology*, 42(2), 350–365. <https://doi.org/10.1037/0012-1649.42.2.350>

- George, D., & Mallery, P. (2010). *SPSS for Windows step by step: A simple guide and reference* (10th ed.). Pearson.
- Grant, A. M., Franklin, J., & Langford, P. (2002). The self-reflection and insight scale: A new measure of private self-consciousness. *Social Behavior and Personality*, *30*(8), 821–836. <https://doi.org/10.2224/sbp.2002.30.8.821>
- Gutiérrez, J. L. G., Jiménez, B. M., Hernández, E. G., & Puente, C. P. (2005). Personality and subjective well-being: Big five correlates and demographic variables. *Personality and Individual Differences*, *38*(7), 1561–1569. <https://doi.org/10.1016/j.paid.2004.09.015>
- Harrington, R., & Loffredo, D. A. (2010). Insight, rumination, and self-reflection as predictors of well-being. *The Journal of Psychology*, *145*(1), 39–57. <https://doi.org/10.1080/00223980.2010.528072>
- Harrington, R., Loffredo, D. A., & Perz, C. A. (2014). Dispositional mindfulness as a positive predictor of psychological well-being and the role of the private self-consciousness insight factor. *Personality and Individual Differences*, *71*, 15–18. <https://doi.org/10.1016/j.paid.2014.07.044>
- Harrington, R., Loffredo, D. A., & Perz, C. A. (2016). Dispositional mindfulness facets and self-insight as predictors of subjective well-being: An exploratory analysis. *North American Journal of Psychology*, *18*(3), 469–481.
- Hayes, A. F. (2018). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (2nd ed.). Guilford Press.
- Hofer, J., Busch, H., & Kärtner, J. (2011). Self-regulation and well-being: The influence of identity and motives. *European Journal of Personality*, *25*(3), 211–224. <https://doi.org/10.1002/per.789>
- Hosack, L. L., Welson, G. L., & Homan, K. J. (2023). Differentiation of self and internal distress: The mediating roles of vulnerable narcissism and maladaptive perfectionism. *Clinical Social Work Journal*, *51*, 65–75. <https://doi.org/10.1007/s10615-022-00851-1>
- Kerr, M. E., & Bowen, M. (1988). *Family evaluation: An approach based on Bowen theory*. W. W. Norton & Company.
- Kesebir, P., & Diener, E. (2008). In pursuit of happiness: Empirical answers to philosophical questions. *Perspectives on Psychological Science*, *3*(2), 117–125. <https://doi.org/10.1111/j.1745-6916.2008.00069.x>
- Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology*, *82*(6), 1007–1022. <https://doi.org/10.1037/0022-3514.82.6.1007>
- Krycak, R. C., Murdock, N. L., & Marszalek, J. M. (2012). Differentiation of self, stress, and emotional support as predictors of psychological distress. *Contemporary Family Therapy*, *34*, 495–515. <https://doi.org/10.1007/s10591-012-9207-5>
- Kun, Á., Balogh, P., & Krasz, K. G. (2016). Development of the work-related well-being questionnaire based on Seligman's PERMA model. *Periodica Polytechnica Social and Management Sciences*, *25*(1), 56–63. <https://doi.org/10.3311/PPso.9326>
- Lampis, J., Cataudella, S., Speziale, R., & Elat, S. (2019). The role of differentiation of self dimensions in anxiety problems. *The Family Journal*, *28*(1), 90–97. <https://doi.org/10.1177/1066480719894943>

- Lyke, J. A. (2009). Insight but not self-reflection, is related to subjective well-being. *Personality and Individual Differences, 46*, 66–70. <https://doi.org/10.1016/j.paid.2008.09.010>
- Mayo, A. R. P., Guerrero, P., & Roque, N. (2019). Working happiness in the human resource of a university organization based on Seligman's PERMA model. *International Journal of Human Resource Studies, 9*(4), 101–109. <https://doi.org/10.5296/ijhrs.v9i4.15718>
- Murdock, N. L., & Gore, P. A. (2004). Stress, coping, and differentiation of self: A test of Bowen theory. *Contemporary Family Therapy, 26*, 319–335. <https://doi.org/10.1023/B:COFT.0000037918.53929.18>
- Nakajima, M., Takano, K., & Tanno, Y. (2017). Adaptive functions of self-focused attention: Insight and depressive anxiety symptoms. *Psychiatry Research, 249*, 275–280. <https://doi.org/10.1016/j.psychres.2017.01.026>
- Newman, D. B., & Nezlek, J. B. (2019). Private self-consciousness in daily life: Relationship between rumination and reflection and well-being, and meaning in daily life. *Personality and Individual Differences, 136*, 184–189. <https://doi.org/10.1016/j.paid.2017.06.039>
- O'Hara, D. J., & Meteyard, J. (2011). The differentiation of self and the capacity to tolerate interpersonal difference and societal expectations: An exploratory study. *Asia Pacific Journal of Counselling and Psychotherapy, 2*(2), 126–137. <https://doi.org/10.1080/21507686.2011.557772>
- Özhan, M. B., & Boyacı, M. (2021). Üniversite öğrencilerinde bilişsel esneklik ve iyi oluş (PERMA) arasındaki ilişki: Bir yapısal eşitlik modellemesi. *Atatürk Üniversitesi Edebiyat Fakültesi Dergisi, 67*, 346–362. <https://dergipark.org.tr/en/pub/atauniefd/issue/65830/1025861>
- Paradise, A. W., & Kernis, M. H. (2002). Self-esteem and psychological well-being: Implications of self-esteem. *Journal of Social & Clinical Psychology, 21*(4), 345–361. <https://doi.org/10.1521/jscp.21.4.345.22598>
- Plaut, V. C., Markus, H. R., Treadway, J. R., & Fu, A. S. (2012). The cultural construction of self and well-being: A tale of two cities. *Personality and Social Psychology Bulletin, 38*(12), 1644–1658. <https://doi.org/10.1177/0146167212458125>
- Ridder, D. T. D., & Gillebaart, M. (2016). Lessons learned from trait self-control in well-being: Making the case for routines and initiation as important components of trait self-control. *Health Psychology Review, 10*(1), 89–99. <https://doi.org/10.1080/17437199.2016.1266275>
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69*(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>
- Sarikaya, Y., Boyacı, M., İlhan, T., & Aldemir, A. (2018). Adaptation of the Differentiation of Self Inventory Short Form (DSI-SF) to Turkish: Validity and reliability study. *Bartın University Journal of Faculty of Education, 7*(2), 365–380. <https://doi.org/10.14686/buefad.364196>
- Schmutte, P. S., & Ryff, C. D. (1997). Personality and well-being: Reexamining methods and meanings. *Journal of Personality and Social Psychology, 73*(3), 549–559. <https://doi.org/10.1037/0022-3514.73.3.549>
- Seligman, M. E. P. (2011). *Flourish*. Free Press.

- Shanmugam, P., & Hidayat, R. (2022). Assessing grit and well-being of Malaysian ESL teachers: Application of the PERMA model. *Malaysian Journal of Learning and Instruction*, 19(2), 153–181. <https://repo.uum.edu.my/id/eprint/28880>
- Silvia, P. J., & Phillips, A. G. (2011). Evaluating self-reflection and insight as self-conscious traits. *Personality and Individual Differences*, 50, 234–237. <https://doi.org/10.1016/j.paid.2010.09.035>
- Skowron, E. A., & Dendy, A. K. (2004). Differentiation of self and attachment in adulthood: Relational correlates of effortful control. *Contemporary Family Therapy*, 26, 337–357. <https://doi.org/10.1023/B:COFT.0000037919.63750.9d>
- Stein, D., & Grant, A. M. (2014). Disentangling the relationships among self-reflection, insight, and subjective well-being: The role of dysfunctional attitudes and core self-evaluations. *The Journal of Psychology*, 148(5), 502–522. <https://doi.org/10.1080/00223980.2013.810128>
- Tatarkiewicz, W. (1976). *Analysis of happiness*. Nijhoff.
- Trapnell, P. D., & Campbell, J. D. (1999). Private self-consciousness and the five-factor mode of personality: Distinguishing rumination from reflection. *Journal of Personality and Social Psychology*, 76(2), 284–304. <https://doi.org/10.1037/0022-3514.76.2.284>
- Umucu, E., Chan, F., Phillips, B., Tansey, T., Berven, N., & Hoyt, W. (2024). Evaluating optimism, hope, resilience, coping flexibility, secure attachment, and PERMA as a well being model for college life adjustment of student veterans: A hierarchical regression analysis. *Rehabilitation Counseling Bulletin*, 67(2), 94–110. <https://doi.org/10.1177/00343552221127032>
- Vancea, F. (2013). The increase of the differentiation level of the self through unifying personal development. *Procedia - Social and Behavioral Sciences*, 78, 180–184. <https://doi.org/10.1016/j.sbspro.2013.04.275>
- Varan, D. (2022). *Mediator roles of resilience on the link between mindful self-care and psychological well-being* [Unpublished master's thesis]. İstanbul Bahçeşehir University.
- Yavaşoğlu, M. (2010). Kendine yansıtma ve içgörü ölçeği'nin Türk kültürüne uyarlanması [Yayımlanmamış yüksek lisans tezi]. Ankara Üniversitesi Eğitim Bilimleri Enstitüsü. [Adaptation of the Self-reflection and Insight Scale to Turkish culture / Unpublished master's thesis / Ankara University Institute of Educational Sciences].

## GENİŞLETİLMİŞ ÖZ

### Giriş

Bu çalışmanın amacı, benliğin farklılaşması ile PERMA modeline dayalı iyi oluş arasındaki ilişkide kendine yansıtma ve içgörünün aracı rollerini incelemektir. Öncelikle, Bowen (1976)'ın Aile Sistemleri Teorisi'ne göre, kişinin aile çevresiyle olan duygusal ilişkilerinin kalitesi hem kişinin benliğinin farklılaşmasını hem de yaşamı boyunca başkalarıyla olan ilişkilerini etkiler (Bowen, 1976). Bowen'a (1976) göre benliğin farklılaşma düzeyi arttıkça, hem bireyler iç dünyalarında duygularla nesnel gerçekliği birbirinden ayırabilir ve böylece gerçekliği daha net değerlendirebilirler, hem de ilişkilerinde özerklik ve yakınlık arasında bir denge kurarak, iç içe geçmeden ve dramatik kopuşlar yaşamadan ilişkilerini sürdürebilirler. Araştırmanın aracı değişkenlerinden biri olan içgörü "kişinin düşüncelerini, duygularını ve davranışlarını anlamadaki netliği" ifade ederken (Grant vd., 2002; s. 821), diğer aracı değişken olan kendine-yansıtma ise

"kişinin düşüncelerini, duygularını ve davranışlarını incelemesi ve değerlendirmesi" olarak tanımlanmaktadır (Grant vd., 2002; s. 821). Son olarak, PERMA Modeli'ne göre iyi oluş olumlu duygular, katılım, ilişki, anlam ve başarı olmak üzere beş unsurdan oluşmaktadır (Seligman, 2011). Genç yetişkinlik dönemi yetişkinliğe geçişin potansiyelini tanıma gibi davranışları içerdiğinden çalışma bu dönemdeki bireyler üzerinde gerçekleştirilmiştir (Arnett, 2004). İlgili literatür incelendiğinde bu değişkenlerin birlikte ele alındığı bir çalışmaya rastlanmamıştır. İlgili kuramsal altyapı ve değişkenlerin ikili biçimde ele alındığı önceki çalışmalar değerlendirilerek, çalışmanın aracılık modeline dayalı hipotezleri oluşturulmuştur:

H1. Benliğin farklılaşması ile psikolojik iyi oluş arasındaki ilişki, içgörü tarafından pozitif ve anlamlı bir şekilde aracılık edilmektedir.

H2. Benliğin farklılaşması ile psikolojik iyi oluş arasındaki ilişki, kendine-yansıtma tarafından anlamlı bir şekilde aracılık edilmektedir.

### **Yöntem**

Çalışmaya Türkiye'deki çeşitli devlet üniversitelerinden toplam 410 lisans öğrencisi (321 kadın ve 89 erkek) katılmıştır. Katılımcıların çoğu Eğitim Fakültesi ve İktisadi ve İdari Bilimler Fakültesi'ndendir. Katılımcıların yaş ortalaması 21.51'dir (SS = 2.28). Çalışmaya başlamadan önce Gazi Üniversitesinin Etik komisyonundan onay alınmıştır (onay numarası:622621). Çalışma hem çevrimiçi hem de yüz yüze anket yoluyla yürütülmüştür. Çalışmaya katılım gönüllülük esasına dayanmaktadır. Bu araştırmada yöntem olarak nicel araştırma yöntemleri arasında yer alan ilişkisel tarama kullanılmıştır (Creswell, 2017). Veriler ise kolayda örnekleme yöntemi (Büyükoztürk et al., 2018) ile elde edilmiştir.

Çalışmada Butler ve Kern (2016) tarafından geliştirilen ve Demirci vd., (2017) tarafından adapte edilen PERMA Ölçeği, Drake ve arkadaşları (2015) tarafından geliştirilen ve Sarıkaya ve arkadaşları (2018) tarafından Türkçe'ye uyarlanan Benlik Farklılaşması Envanteri-Kısa Formu (BDE-SF), Grant vd. (2002) tarafından geliştirilen ve Yavaşoğlu (2010) tarafından Türkçe'ye uyarlanan öznel öz bilincin iki alt boyutunu olan Kendine Yansıtma ve İçgörü Ölçeği kullanılmıştır.

### **Bulgular ve Tartışma**

Bu çalışmada, benliğin farklılaşması ile PERMA iyi oluş arasındaki ilişkide kendine-yansıtma ve içgörünün aracılık etkileri incelenmiştir. Bu amaçla, önce korelasyon analizleri ve ardından aracılık analizleri yapılmıştır. Korelasyon bulgularına göre, içgörünün benliğin farklılaşması ve iyi oluş ile anlamlı ve pozitif bir ilişkiye sahip olduğu bulunmuştur. Bu bulgu, önceki çalışmalarla tutarlıdır (Harrington vd., 2016; Harrington & Loffredo, 2010). İçgörü, kişinin duygularına ve düşüncelerine odaklanmasını, içsel deneyimlerinin farkına varmasını, anlamasını ve emin olmasını içerir. Benliğin yüksek farklılaşmasının aynı zamanda yüksek farkındalık ve öz gözlem becerileriyle de ilişkili olduğu düşünüldüğünde, benliğin farklılaşması ile içgörü arasında bulunan pozitif ilişki beklenen bir sonuçtur. Benliğin yüksek düzeyde farklılaşmasına sahip bireyler, duygusalıktan ziyade nesnelliği ön plana koyabildikleri için gerçeklikle daha iyi ilişki kurabilirler (Murdock & Gore, 2004). Beklentilerle tutarlı olarak, içgörünün benliğin farklılaşması ile PERMA iyi oluş modeli arasındaki ilişkiye aracılık ettiği bulunmuştur. Böylelikle, çalışmanın H1 hipotezi kabul edilmiştir. Benliğin farklılaşması ile iyi oluş arasındaki ilişkiye dair önceki çalışmalar, yüksek benlik farklılaşması düzeyine sahip bireylerin, sağlam benlikleri sayesinde duyguları ve gerçekliği ayırt edebildikleri, ilişkilerinde özerklik ve ilişkiyi dengeleyebildikleri, yüksek stres altında tepkisel olmadan sakin ve objektif kalabildikleri, benlik farklılaşmasının zihinsel ve fiziksel iyi oluş ve ilişki doyumu gibi birçok olumlu değişkenle ilişkili olduğunu göstermektedir (Calatrava vd., 2022). Bowen (1976) yüksek benlik farklılaşmasına sahip bireylerin sağlam benlik yapılarının, bu bireylerin içsel süreçlerinin farkında olduklarını, kabul ve onaya ihtiyaç duymadıklarını gösterdiğini ileri sürmektedir (Kerr

& Bowen, 1988). Buna göre, duyguların ve gerçekliğin ayırt edilebildiği yüksek benlik farklılaşması düzeyine sahip olmak, kişinin kendisinin farkına varmasını, anlamasını ve kendisiyle tutarlı bir şekilde hareket etmesini sağlayarak daha yüksek içgörü ve iyi oluşa yol açabilmektedir.

Bulgulara göre, kendine yansıtmanın benliğin farklılaşmasıyla anlamlı bir ilişkisi olmadığı görülmüştür. Bu nedenle, kendine yansıtma ait aracılık modeli (H2) test edilememiştir. Literatürde benliğin farklılaşması ile kendine yansıtma arasındaki ilişkiyi inceleyen bir çalışmaya rastlanmamıştır. Kendine yansıtma kişinin düşüncelerine ve duygularına odaklanma eğilimini ifade ettiği için (Grant vd., 2002) daha yüksek düzeyde öz farkındalığa ve daha yüksek iyi oluşa yol açabilir veya tersi biçimde ruminasyona yol açarak iyi oluşu azaltabilir. Trapnell ve Campbell'a (1999) göre, kronik öz-bilinç öz-bilgiyi arttırmasına rağmen olumsuz duygulanımı da arttırmakta ve psikolojik uyumu azaltmaktadır. Diğer yandan, bu çalışmada kendine yansıtmanın iyi oluşla pozitif bir ilişkisi olduğu bulunmuştur. Bazı araştırmalar ise kendine yansıtma ile iyi oluş arasında bir ilişki olmadığını ileri sürmektedir (Lyke, 2009; Nakajima vd., 2017) ve hatta kendine yansıtmanın kaygı ve depresyonla pozitif ilişkili olduğunu gösteren araştırmalar da mevcuttur (Grant vd., 2002). Özetle, kendine yansıtma ve iyi oluş arasında hem olumlu hem olumsuz yönde bulgular bildiren çalışmalar mevcuttur (Harrington & Loffredo, 2010; Grant vd., 2002; Silvia & Phillips, 2011). İlişki zayıf olsa da, bu çalışmanın katılımcıları için bireylerin kendilerinden kaçınmak yerine içsel süreçlerine odaklanmalarının belli bir düzeyde iyi oluşu sağlayabildiğini göstermektedir. Ancak tüm bulgular birlikte değerlendirildiğinde, bireylerin kendilerine odaklanmaları ancak içgörüyü desteklediğinde yani, bireyler kendi içsel süreçlerine dair net olabildiklerinde, bu durum daha yüksek iyi oluşa yol açmaktadır. Bulgulara göre, artan içgörü yoluyla kişinin kendine ilişkin net algılarını geliştirmek özellikle benlik farklılaşması düzeyi düşük olan bireyler için daha yüksek düzeyde iyi oluş elde etmeyi sağlayabilir. Bu bağlamda, benlik farklılaşması düşük olan bireyler, hem iç görü hem de benliğin farklılaşması düzeylerini arttırmayı amaçlayan klinik/danışmanlık müdahaleleri fayda sağlayabilir.