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FROM THE EDITOR

Dear esteemed readers,

We are delighted to present a new issue of our journal. As we step into the third year of publication, we not only take pride in contributing to the field of well-being—an area whose significance for the future of societies has been widely emphasized by researchers—but also feel the responsibility of ensuring that our journal continues to serve as an international platform for sharing studies in this domain in the years to come.

Since our first issue, countless individuals have contributed to our journal, including authors, reviewers, consultants, section editors, editorial board members, and those involved in typesetting, online publication, and printing, as well as individuals who have supported research. I extend my heartfelt gratitude to everyone who has played a role in this process.

Authors submitting their work to our journal are expected to adhere to formal and ethical standards in research and publishing. In this regard, beyond rigorously following methodological criteria in the evaluation of well-being studies, we also emphasize the importance of providing constructive criticism and suggestions in a respectful and professional manner. Additionally, we value the inclusion of ORCID numbers to facilitate accessibility, as this is an essential aspect of academic publishing. Members of the academic community refine their work through anonymous peer review and open discussions, and by introducing new approaches and data in their respective fields, they contribute to the advancement of academic and social discourse, ultimately enhancing one another's learning. In this context, we would like to reaffirm our journal's commitment to being an integral part of these efforts.

In this issue, we present six articles contributed by authors from eight different countries, including India, Brazil, Portugal, North Cyprus, Indonesia, Japan, Côte d'Ivoire, and Canada. The studies featured in this issue make significant contributions to the field of well-being in terms of both subject matter and methodology.

We invite all colleagues—researchers, authors, translators, reviewers, readers, and critics interested in the field of well-being—to continue their invaluable contributions to our journal, just as they have in the past. Wishing you an enjoyable read.

With best regards,

Prof. Dr. Çağla GÜR

Editor-in-Chief

EDİTÖRDEN

Saygıdeğer okurlar,

Yeni bir sayı ile sizlere ulaşmanın mutluluğu içindeyiz. Bu sayı ile dergimiz üçüncü yayın yılına adım atmış bir dergi olarak günümüzde toplumların nitelikli geleceği için önemi bir çok araştırmacı tarafından vurgulanan iyi oluş alanına katkının vermiş olduğu huzurun yanısıra, gelecek yıllarda da iyi oluş alanındaki çalışmaların paylaşıldığı uluslararası bir kaynak olarak görülebilmesini sağlamak sorumluluğunu hissediyoruz. İlk sayıdan bugüne kadar yazar, hakem, danışman, bölüm editörü, editörler kurulu üyesi, derginin dizgi, internet yayımı ve basımında çalışanları ve araştırmalara destek veren bireyler olarak sayısız insanın emeği geçmiştir. Emeği geçen herkese teşekkürü bir borç biliyorum

Dergi kapsamında yer alan çalışmalarda, yazarların araştırma ve yayıncılık konusunda ortaya çıkan biçimsel ve etik anlayışa uygun hareket etmeleri beklenmektedir. Bu çerçevede, iyi oluş alanındaki çalışmaların değerlendirilmesinde metodolojik ölçütleri titizlikle izlemek dışında, dergimize sunulan yazılara yöneltilen eleştirilerin ve paylaşılan önerilerin yapıcı bir dille gerçekleştirilmesi konusunda duyarlılık göstermeyi önemsiyoruz. Erişimi kolaylaştırmak amacıyla tüm yazarların ORCID numaralarını okuyucular ile paylaşmaları da yayıncılık açısından önemlidir, dergimiz buna önem vermektedir. Akademik topluluğun üyeleri, yazılarını anonim hakemler ve açık tartışmalar yoluyla geliştirirler ve akademinin üyeleri çalışılan alan ile ilgili yeni yaklaşımları ve yeni verileri sunarak daha gelişmiş bir akademik-toplumsal alan sağlayacak çabalara ışık tutabilir, birbirlerinin eğitimine katkıda bulunabilirler. Bu bağlamda, dergimizin de bu çabaların bir parçası olmayı sürdürme kararlılığını vurgulamak isterim.

Dergimizin bu sayısında Hindistan, Brezilya, Portekiz, KKTC, Endonezya, Japonya, Fildişi Sahili ve Kanada olmak üzere 8 farklı ülkeden yazarların katkı sunduğu toplam altı makale bulunmaktadır. Sayıda, makale konuları ve metodoloji bakımından iyi oluş alanına katkı sağlayacak nitelikteki çalışmalara yer verilmiştir.

Tüm meslektaşlarımı, iyi oluş alanında çalışan ve bu alana ilgi duyan araştırmacıları, yazar, araştırmacı, çevirmen, hakem, okuyucu ve eleştirmen olarak dergimize sundukları katkıyı geçmişte olduğu gibi gelecekte de artırarak sürdürmeye davet ediyor, keyifli okumalar diliyorum.

Saygılarımla,

Prof. Dr. Çağla GÜR

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A Cross-sectional Study on the Levels of Internalized Stigma among Persons Suffering from Mental Illness in South Tamilnadu, India

Hindistan'ın Güney Tamilnadu Bölgesinde Ruhsal Hastalıklardan Muzdarip Kişiler Arasında İçselleştirilmiş Damgalanma Düzeylerine İlişkin Kesitsel Bir Çalışma

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Abstract

This cross-sectional study investigates the prevalence and levels of internalized stigma (IS) among individuals suffering from mental illness in South Tamilnadu, India. Conducted between December 2021 and March 2022, the study involved 310 participants diagnosed with mental illness for at least six months. Data were collected using the Internalized Stigma of Mental Illness (ISMI) Inventory and a semi-structured questionnaire capturing socio-demographic details. Statistical analyses, including Pearson correlation, one-way ANOVA, and post-hoc Tukey HSD tests, were employed to determine the relationship between IS and various factors. The findings reveal a high prevalence of IS, with 64.83% of participants scoring above 2.5 on the ISMI scale. Key factors influencing IS include age, education, employment, marital status, economic status, duration of illness, and regular doctor consultation. Young adults, individuals with lower educational attainment, the unemployed individuals, and those with longer illness duration exhibited higher IS levels. Notably, individuals who regularly consulted doctors and those with fewer hospital admissions reported lower IS levels. The study highlights significant socio-demographic disparities in IS, underscoring the need for targeted anti-stigma programs. Enhancing awareness and education about mental illness, improving access to mental health resources, and fostering supportive environments are crucial for mitigating IS. The findings call for comprehensive, individualized treatment plans considering each patient's social context to promote better mental health outcomes and facilitate social integration for individuals with psychiatric illnesses.

Keywords: Internalized Stigma, People Suffering from Mental Illness, South India

Öz

Bu kesitsel çalışma, Hindistan'ın Güney Tamilnadu kentinde mental rahatsızlıklardan muzdarip bireyler arasında içselleştirilmiş damgalanmanın (İD) yaygınlığını ve düzeylerini araştırmaktadır. Aralık 2021 ile Mart 2022 arasında yürütülen çalışmaya, en az altı aydır mental rahatsızlık teşhisi konmuş 310 katılımcı katılmıştır. Veriler, İçselleştirilmiş Ruhsal Hastalık Damgalaması (ISMI) Envanteri ve sosyo-demografik bilgiler için yarı yapılandırılmış bir anket kullanılarak toplanmıştır. Pearson korelasyonu, tek yönlü ANOVA ve post-hoc Tukey HSD testleri dahil olmak üzere istatistiksel analizler, İD ile çeşitli faktörler arasındaki ilişkiyi belirlemek için kullanılmıştır. Bulgular, katılımcıların %64,83'ünün ISMI ölçeğinde 2,5'in üzerinde puan almasıyla yüksek bir İD yaygınlığını ortaya koymaktadır. İD'yi etkileyen temel faktörler arasında yaş, eğitim, istihdam, medeni durum, ekonomik durum, hastalık süresi ve düzenli doktor muayenesi yer almaktadır. Genç yetişkinler, düşük eğitim düzeyine sahip bireyler, işsizler ve daha uzun hastalık süresi olanlar daha yüksek ID düzeyleri sergilemiştir. Özellikle, düzenli olarak doktorlara danışan ve daha az hastane yatışı olan kişilerin daha düşük ID seviyeleri olduğu bulgusu elde edilmiştir. Çalışma, ID'deki sosyo-demografik durumun etkisini vurgulayarak, bu kapsamda anti-damgalama programlarına olan ihtiyacın altını çizmektedir. Mental sağlık hakkında farkındalığı ve eğitimi artırmak, akıl sağlığı kaynaklarına erişimi iyileştirmek ve destekleyici ortamlar oluşturmak, ID'yi azaltmak için oldukça önemlidir. Bulgular, daha iyi mental sağlık sonuçlarını teşvik etmek ve psikiyatrik hastalıkları olan bireyler için sosyal entegrasyonu kolaylaştırmak için her hastanın sosyal bağlamını dikkate alan kapsamlı, kişiselleştirilmiş tedavi planlarının önemine işaret etmektedir.

Anahtar Kelimeler: İçselleştirilmiş Damgalama, Mental Rahatsızlık Yaşayan Bireyler, Güney Hindistan



Introduction

According to the World Health Organization (WHO) (World Mental Health Report: Transforming Mental Health for All., 2022), people suffering from mental health illness are often exposed to violations of human rights, stigma, and discrimination. Many studies have linked criminality, drug misuse, and prostitution to societal perceptions of mental illness (Angermeyer & Matschinger, 2003; Tzouvara & Papadopoulos, 2014; World Mental Health Report: Transforming Mental Health for All., 2022), and there is less sympathy for those who suffer from mental illness and a significant majority of people think people with mental illness should be marginalized. This could affect the right of those suffering from mental illness to have access to safe housing, treatment, and employment opportunities (Corrigan & Watson, 2002). Individuals who have mental illnesses struggle with the sickness itself, the stigma associated with it, and the opinions of others. Some persons also experience self-stigmatization in addition to the stigma they face from the general society.

Scambler describes 'Felt-stigma or self-stigma or internalised stigma' as the shame and fear of discriminations that prevents people from talking about their issues thereby preventing them from seeking help (Gray, 2002). People with mental health issues bear a severe burden of self-stigma brought on by public stigma. Stereotypes, prejudice, and discrimination are the three main components of both self- and public stigma. Self-stigmatization is a barrier to personal growth and can make it difficult to achieve success in both the personal and professional spheres (Corrigan & Watson, 2002). More self-stigma was linked to worse recovery from mental illness after one and two years (American Psychiatric Association, 2024). Stigmatization and prejudice against people with mental diseases are major problems. These themes continue to be of particular importance because of the difficulties in carrying out the social integration of persons suffering from psychiatric illness, a core principle of modern psychiatry and therapeutic psychology. Each person's distinct perspective of their social environment must be considered in the creation of an individualized and thorough treatment plan. Psychiatrists need to pay close attention to programs that fight stigma, especially internalized stigma, since it is undeniably one of the biggest obstacles to the development of mental health services (Alemayehu et al., 2020). Harm, a decline in self-esteem, and increased melancholy are manifestations of internalized stigma (IS). People experience guilt and humiliation for having a mental disease. These emotions restrict social relationships and hinder work performance. The internalized stigma of getting help may increase when a patient labels themselves as a person in need of therapy, which can further lower self-esteem. Because of this, engaging in self-stigmatizing conduct is more closely associated with having a mental illness than with seeking therapy (Alemayehu et al., 2020).

Even though the Mental Health Global Action Programme (MH GAP) has adopted the reduction of stigma and discrimination as one of its core strategies, people with various mental disorders consistently experience IS and it has remained a global public health concern over time in both developing and developed countries (Corrigan et al., 2011; Livingston & Boyd, 2010). The majority of studies conducted in Western and Asian nations reveal that patients with depressive disorders have an IS that ranges from 21.7% to 51.4% (Alemayehu et al., 2020; Arthur Kleinman. Yunxiang Yan, 2011; Duko et al., 2020; Jones et al., 2011).

In India, there are very few scientific studies that deal with IS in people suffering from a mental illness. This study aimed to determine how ingrained the issue is because it is still a topic of little interest to researchers. It is extremely critical to understand the scope and causes of the stigma associated with mental illnesses so that it can be addressed. It will help in developing mitigation plans and providing guidance to lessen the harmful effects of IS on the lives of those with psychiatric illness. Additionally,

it will enable the evaluation of institutional-based mental healthcare initiatives in relation to anti-stigma initiatives in India. This study aims to explore the prevalence and levels of internalised stigma and its associated factors among people suffering from mental illness in the outpatient department of a south Indian hospital.

Method

This is a descriptive study. This study was conducted from December 2021 to March 2022. The participants were people who have been suffering from mental illness. The institutional ethics committee approved this study. Purposive sampling was used, and participants were chosen from people who visited the hospital and were diagnosed with mental illness. The study was conducted among those who met the inclusion criteria and exclusion criteria. The participants were explained about the study and signed an informed consent form.

Inclusion criteria:

- Male and female participants between the ages of 18 to 59 years
- Those who can comprehend the English language.
- Those who are willing to give informed consent.
- Participants who have a confirmed diagnosis of a mental illness according to ICD 10 criteria
- Participants who have been diagnosed with a mental illness for at least 6 months and who are receiving treatment.

Exclusion criteria:

- Participants who have a history of substance abuse or addiction that may interfere with study participation.
- Participants who have cognitive impairment or intellectual disability that may affect their ability to understand and respond to study questions.
- Participants who are currently hospitalized or receiving acute psychiatric care.

Assessments

All the participants filled out a set of questionnaires consisting of

- The semi-structured questionnaire for obtaining the participant's gender, age, education, employment, marital status, type of family, monthly income, economic status, place of living, total duration of illness, family history of mental illness, previous consultation with doctors, number of hospitalizations, and if there was a history of discontinuation of medication.
- The Internalized Stigma of Mental Illness (ISMI) Inventory by Dr. Patrick W. Corrigan and colleagues (Hammer & Toland, 2017) is a self-report scale that is used to measure the level of IS experienced by individuals with mental illness. The scale consists of 29 items that are rated on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The total scale reliability was 0.84. The total score is divided by the number of items to get the actual score of IS. Scores below 2.5 is considered to have low IS and scores above 2.5 is considered to have high IS (Hamidi et al., 2023).

Procedure

Participants who fulfilled the inclusion and exclusion criteria were selected in the outpatient department of a neuropsychiatric hospital in south Tamilnadu. Participants who agreed and signed the informed consent form were selected for the study. The sample consisted of 343 participants. Researchers administered the study questionnaire. From the 343 responses, 33 had to be discarded because the participants did not complete the forms, and a total of 310 responses were taken for analysis.

Statistical analysis

Data were statistically analysed using the statistical package for social services software, Version 19.0. The Pearson correlation method was used to find the relationship between variables. One-way Analysis of variance was used to find out the significant mean difference between the demographic variables and post-hoc analysis was done to describe the specific relationship within variables. Simple percentage analysis was used with a 95% confidence level, and a significance of $P < 0.05$ was considered to be statistically significant.

Results

The socio-demographic variables were normally distributed. The results indicate that 50.0% of the participants have completed undergraduate and 39.4% of the participants have completed postgraduate, but 56.5% of the participants are unemployed. Table 1 shows that 61.9% of the participants had the illness for more than a year, with a majority of them (>80%) reporting no family history of psychiatric illness.

Table 1: Distribution of Socio-demographic details

	Factors	N (%)
Gender	Male	130(41.9%)
	Female	180(58.1%)
Age	Young adults (18-35 yrs)	193(62.3%)
	Middle Age (36-59 yrs)	117(37.7%)
Education	Primary school	9(2.9%)
	High school	24(7.7%)
	Undergraduate	155(50.0%)
	Postgraduate	122(39.4%)
Employment	Unemployment	175(56.5%)
	Employed-government sector	56(18.1%)
	Private sector	67(21.6%)
	Business	3(1.0%)
Marital Status	Married	109(35.2%)
	Unmarried	149(48.1%)
	Widow	23(7.4%)
	Separated	6(1.9%)
	Divorced	23(7.4%)
Family type	Joint Family	18(5.8%)
	Nuclear Family	292(94.2%)
Annual income	No income	184(59.3%)
	Below 1 lakh	29(9.4%)
	1-3 Lakhs	97 (31.3%)
Economic status	Low	64(20.6%)
	Middle	209(67.4%)
	Upper	37(11.9%)

Place of living	Urban	185(59.7%)
	Rural	125(40.3%)
Total duration of illness	Below 6 months	100(32.3%)
	6months-1year	18(5.8%)
	1year and above	192(61.9%)
Family history of psychiatric illness	Yes	36(11.6%)
	No	274(88.4%)
Regular doctor consultation	Yes	143(46.1%)
	No	167(53.9%)
Number of inpatient admissions	No admission	124(40.0%)
	1 time	99(31.9%)
	2 to 5	84(27.1%)
	5 and above	3 (1.0%)
Discontinuation of medication	Yes	172(55.5%)
	No	138(44.5%)

The mean value of IS is $2.66 \pm .38$. 64.83% of the participants had scores greater than 2.5 suggestive of high levels of IS as shown in Table 2. The scores ranged from 1.62 to 3.51. Distribution of the scores is shown in Fig 1.

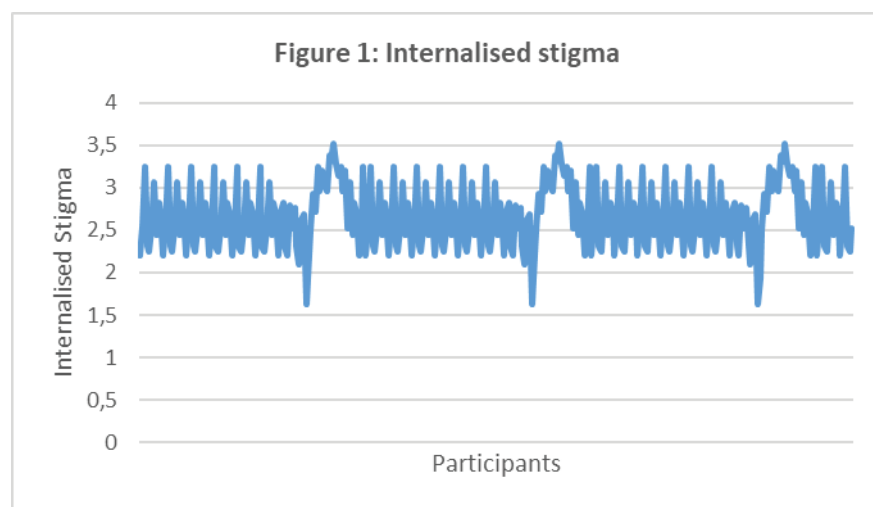


Table 2: Distribution of scores of IS

No.of participants	Score	Percentage
201	≥ 2.5	64.83
109	< 2.5	35.17

Analysis of variance was done to determine the relationship between the various socio-demographic variables, the variables related to the illness and the levels of IS. The results are as shown in table 3 indicates that there is no significant difference in IS in terms of gender and place of living and the presence of family history of psychiatric illness.

Table 3: Analysis of variance between internalised stigma and the variables

Factors		N	Mean	SD	F	P
Gender	Male	130	2.62	.42	2.19	.14
	Female	180	2.69	.34		
Age	Young adult	193	2.74	.39	22.86	<.001**
	Middle age	117	2.53	.32		
Education	Primary school	9	2.93	.46	29.49	<.001**
	High school	24	2.88	.52		
	Undergraduate	155	2.78	.37		
	Postgraduate	122	2.44	.21		
Employment	Unemployment	175	2.79	.37	19.67	<.001**
	Government sector	56	2.50	.30		
	Private sector	67	2.42	.29		
	Business	3		.00		
	Homemaker	9	2.95	.27		
Marital status	Married	109	2.58	.32	34.99	<.001**
	Unmarried	149	2.68	.36		
	Widow	23	2.20	.00		
	Separated	6	3.05	.36		
	Divorced	23	3.24	.00		
Family type	Joint family	18	2.43	.41	7.20	.008*
	Nuclear family	292	2.67	.37		
Annual income	No income	184	2.96	.00	22.85	<.001**
	Below 1 lakh	29	2.38	.36		
	1-3 lakhs	97	2.49	.21		
Economic status	Low	64	2.91	.43	26.62	<.001**
	Middle	209	2.56	.33		
	Upper	37	2.79	.32		
Place of living	Urban	185	2.66	.41	.06	.811
	Rural	125	2.65	.32		
Duration of illness	Below 6 months	100	2.45	.28	27.49	<.001**
	6month-1year	18	2.72	.30		
	1year & above	192	2.77	.38		
Family history of psychiatric illness	Yes	36	2.58	.41	2.10	.148
	No	274	2.67	.37		
Regular doctor consultation	Yes	143	2.83	.38	61.93	<.001**
	No	167	2.51	.31		
Number of inpatient admissions	No admission	124	2.49	.30	30.69	<.001**
	1-time admission	99	2.64	.32		
	2-5 Admission	84	2.91	.39		
	5 & above	3	3.38	.00		
Discontinuation of medication	Yes	172	2.76	.34	28.33	<.001**
	No	138	2.54	.39		

** Significant at P <.001

* Significant at P <.01

In doing the Post hoc comparisons using the Tukey HSD test, the level of education indicated that those who had post graduate level of educations were feeling lesser levels of IS than all the others. The marital status of the participants showed that participants who were widowed showed significantly lower levels of IS than all the others and those who were divorced faced significantly higher levels of IS than those who were separated. With regard to employment status, those who were unemployed had significantly higher levels of IS than those who were employed in private and government sector and those who

were employed in private sector had significantly lower levels of IS than homemakers. The participants who were ill for less than 6 months had significantly lower levels of IS when compared to those who were undergoing treatment for more than a year. Participants who never had an inpatient admission had significantly lower levels of IS than those who have had 2-5 and more than 5 admissions.

Discussion

The socio-demographic characteristics and illness-related variables of the study participants reveal significant insights into the relationship between these factors and internalized stigma (IS). The sample consisted of 130 males (41.9%) and 180 females (58.1%), predominantly young adults (62.3%) aged 18-35 years. Educational attainment was high, with 50.0% having completed undergraduate studies and 39.4% holding postgraduate degrees. Despite this, a notable 56.5% were unemployed. A majority of participants (61.9%) had been living with their illness for more than a year, and over 80% reported no family history of psychiatric illness. This suggests a significant chronicity of illness without a genetic predisposition in most cases.

IS Levels and Socio-Demographic Variables: The mean IS score was $2.66 \pm .38$, with 64.83% of participants scoring above 2.5, indicating high levels of IS. This is a higher percentage of higher scores in IS when compared to studies done with similar populations in other countries. A study in Qatar in 2021 (Kehyayan et al., 2021) showed that only 9.8% of the participants had high/severe IS. Studies done in Ethiopia and Iran in 2023 showed 27.9% and 58% of the participants, respectively, had severe/high IS (Asrat et al., 2018; Hamidi et al., 2023). A similar study done among African-American population in the USA in 2013 reported that 35% of the participants had high levels of IS (Drapalski et al., 2013). Another systematic analysis study on IS among those having mental illness in Africa showed that 29.05% of the participants had high levels of IS (Alemu et al., 2023). The reason behind this could be a lack of awareness regarding mental illness and its treatment. The analysis of variance indicated no significant differences in IS based on gender or place of living, nor was there a significant difference related to the presence of a family history of psychiatric illness. However, several other variables showed significant associations with IS levels.

Education and IS: Educational attainment showed a significant impact on IS. Participants with postgraduate education reported lower levels of IS compared to those with lower educational levels. This is similar to a study by He et al. (2021) which showed that individuals with higher levels of education were less likely to hold stigmatizing attitudes towards mental illness. This suggests that higher education may provide better coping mechanisms or access to resources that mitigate feelings of stigma.

Marital Status and IS: Marital status also played a significant role. Widowed participants reported the lowest IS levels, while divorced individuals reported the highest. The results are similar to a study by Breslau et al. (2011) which indicated that individuals who have been divorced have a higher likelihood of experiencing social stigma and discrimination compared to those who are currently married. This could reflect the additional societal stigma and personal challenges faced by divorced individuals, exacerbating their sense of internalized stigma.

Employment and IS: Employment status was another critical factor. Unemployed participants had higher IS levels compared to those employed in private and government sectors. A study by Corrigan & Rao (2012) found that stigma towards mental illness is one of the leading reasons why individuals with mental health conditions face significant employment discrimination. Interestingly, homemakers reported the highest IS levels among the employment categories, potentially due to societal undervaluation of their role.

Economic Status and IS: Economic status influenced IS levels, with individuals from low economic backgrounds experiencing higher IS compared to those from middle and upper economic statuses. On the other hand, there are some studies that suggest that the relationship between stigma and economic status is not straightforward. For instance, a study by Corrigan et al. (2010) found that while individuals from lower socioeconomic backgrounds experience more stigma related to mental illness, individuals from higher socioeconomic backgrounds experience more stigma related to substance abuse. The reason could be that stigma can impact an individual's ability to find and maintain employment, which can lead to lower income and financial instability. Financial instability may add to the psychological burden, enhancing feelings of stigma.

Duration of Illness and IS: The duration of illness was strongly associated with IS. Participants who had been ill for less than six months reported significantly lower IS levels compared to those ill for over a year. Some studies have found a positive correlation between stigma and the duration of illness, indicating that longer illness duration may lead to greater stigmatization (Livingston & Boyd, 2010). On the other hand, some studies have found no significant relationship between stigma and the duration of illness. For instance, a study conducted in the United States found that stigma did not vary significantly among individuals with different lengths of illness (Kleinman et al., 2011). This may indicate that prolonged illness increases exposure to stigma and self-stigmatization.

Inpatient Admissions and IS: Inpatient admissions were significantly linked to IS. Participants with no history of inpatient admission reported lower IS levels compared to those with multiple admissions. Frequent hospitalizations might contribute to a heightened sense of stigma due to repeated interactions with mental health institutions.

Regular Doctor Consultations and IS: Participants who had regular doctor consultations reported higher IS levels than those who did not. This counterintuitive finding might suggest that regular consultations, while crucial for management, could also serve as constant reminders of the illness, thereby increasing stigma. A study conducted by Pachankis et al. (2017) found that stigma can create barriers to accessing healthcare, including seeking help from medical professionals.

Discontinuation of Medication and IS: Medication discontinuation was also significantly associated with IS. Participants who had discontinued their medication at some point reported higher IS levels. A study by Ghosh et al. (2022) found that internalized stigma and public stigma were associated with medication non-adherence among individuals with bipolar disorder. A study by Girma et al. (2013) reported that stigma was not a significant predictor of medication non-adherence among individuals with schizophrenia. This could reflect the challenges and frustrations associated with managing their condition, contributing to internalized stigma.

The study examined socio-demographic characteristics and illness-related variables to understand their relationship with internalized stigma (IS) among participants. Key findings include the following information. The mean IS score was $2.66 \pm .38$, with 64.83% scoring high, more than reported in similar studies in Qatar, Ethiopia, Iran, and the USA. IS scores did not significantly differ by gender, place of living, or family psychiatric history. Higher education correlated with lower IS levels, similar to other studies suggesting that education may provide better coping mechanisms and resources. Divorced individuals and unemployed participants reported higher IS, likely due to societal stigma. Homemakers had particularly high IS, possibly due to societal undervaluation of their role. Lower economic backgrounds were associated with higher IS levels. Longer illness duration correlated with higher IS, potentially due to prolonged exposure to stigma. Multiple hospitalizations and regular doctor visits were linked to higher IS, possibly due to repeated reminders of the illness. Participants who had stopped

medication at some point reported higher IS, which may relate to challenges in managing their illness and associated stigma.

These findings highlight the complex relationships between socio-demographic and illness-related factors and internalized stigma, indicating that higher education and socioeconomic stability may mitigate IS, while prolonged illness and frequent healthcare interactions may exacerbate it.

Conclusion and Recommendations

The study highlights the multifaceted nature of IS and its strong associations with various socio-demographic and illness-related factors. Interventions aimed at reducing IS should consider these variables to provide tailored support. Enhancing education, improving employment opportunities, and providing psychological support for chronic illness management and frequent hospitalizations could be crucial steps in mitigating IS among individuals with psychiatric conditions. Based on the study findings, the following recommendations are suggested to address and reduce internalized stigma (IS) among individuals with mental illness:

1. **Educational Programs:** Increase public mental health education to reduce stigma, focusing on communities with lower educational attainment. Awareness programs that provide factual information about mental health can help reduce stereotypes and negative beliefs. Encourage higher educational institutions to integrate mental health awareness into their curriculum to foster supportive environments and empower students with knowledge that can help combat stigma.
2. **Employment Support Initiatives:** Establish workplace programs that offer support for individuals with mental health conditions, including flexible work arrangements, mental health days, and access to counseling services. Partnering with organizations to promote inclusive hiring practices can help reduce stigma-related barriers in employment. Provide specialized employment support for homemakers and unemployed individuals, including skill-building workshops and access to community resources, to foster self-worth and reduce stigma associated with unemployment.
3. **Targeted Support for Marital and Socioeconomic Vulnerabilities:** Implement targeted mental health services for divorced individuals and those experiencing socioeconomic challenges, as these groups may face heightened social stigma. These services could include access to support groups, counseling services, and financial assistance programs. Develop community-based initiatives that offer social support for low-income individuals, helping them navigate financial and mental health challenges without fear of stigma.
4. **Healthcare Engagement Strategies:** Encourage a focus on resilience-building and stigma-reducing language in patient interactions, especially for those with chronic conditions requiring frequent care. Increase outreach for mental health support in community settings, rather than hospital settings alone, to avoid stigma associated with frequent hospitalization and institutionalization.
5. **Encouraging Adherence to Treatment:** Address factors contributing to medication discontinuation by providing education on the importance of adherence and addressing concerns around side effects. Peer support programs could encourage individuals to maintain treatment, reducing self-stigma related to medication use. Increase access to personalized treatment plans and psychoeducation, which can empower individuals to manage their illness proactively and with reduced stigma.
6. **Peer Support Networks and Community Engagement:** Establish community peer-support groups

where individuals can share experiences and receive mutual encouragement. Such networks may help reduce stigma by providing a platform for individuals to see their struggles as shared rather than isolating. Promote mental health champions and advocates within the community who can share their recovery journeys and normalize seeking help for mental health conditions.

7. **Long-term Support for Chronic Conditions:** For individuals with prolonged illness duration, create ongoing support systems that address chronicity-related stigma, including therapy, community support, and resource access to ease their experiences with prolonged stigma exposure. Implementing these recommendations could create a more inclusive environment, reduce internalized stigma, and support individuals with mental health conditions in achieving better quality of life and social integration.

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Contribution of the authors	Mr. Jegadeesh	Mr. Rajkumar	Ms. Bijulakshmi	Dr. Vikhram	Total
The concept, design of the work; acquisition, analysis and interpretation of data,	25%	25%	25%	25%	100%
Drafted the article and revised it critically for important intellectual content,	25%	25%	25%	25%	100%

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Concepts and Measures of Autonomy in Positive Psychology Pozitif Psikolojide Özerklik Kavramları ve Ölçümleri

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Abstract

Autonomy has been the subject of study in psychology since its foundation as a science. However, with the shift in focus during the 1960s toward positive and health-promoting aspects of human beings—culminating in the emergence of positive psychology in the 1990s - the construct of autonomy gained more specific attention. Despite the substantial progress, recent research has highlighted issues such as using multiple scales to assess the same construct, increased instruments with low reliability, and a reduced capacity for generalization as negative consequences of excessive scale production. This has led to a challenge for new researchers in positive psychology: Which scale should I use to measure autonomy? The purposes of that study were (1) to identify and qualitatively summarize the available forms of autonomy measurement within positive psychology and (2) to evaluate the validation processes of these scales based on the evidence criteria proposed by the American Psychological Association. A narrative literature review followed the procedures outlined by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). Ninety-eight scales or subscales were identified and categorized by language, target audience, measurement context, structural validation, and theoretical foundation. The studies primarily reported validation procedures related to internal structure and relationships with other variables, while none addressed the evaluation of consequences. That study advances the field of positive psychology by integrating diverse literature, providing a comprehensive and cohesive overview, and offering a practical tool to assist future researchers in selecting the most appropriate autonomy scale.

Keywords: Autonomy, Scale, Measure, Positive Psychology

Öz

Özerklik, psikolojinin bir bilim olarak kuruluşundan bu yana incelenen bir konu olmuştur. Ancak, 1960'larda insanın pozitif ve sağlığı teşvik edici yönlerine odaklanma eğilimi ile başlayan ve 1990'larda pozitif psikolojinin ortaya çıkışıyla sonuçlanan süreçte, özerklik kavramına daha spesifik bir ilgi gösterilmiştir. Kaydedilen önemli ilerlemelere rağmen, son zamanlarda araştırmacılar, aynı kavramı değerlendiren birden fazla ölçeğin kullanılması, düşük güvenilirliğe sahip araçların artışı ve aşırı ölçek üretiminin genelleştirme kapasitesini azaltması gibi sorunlara dikkat çekmiştir. Bu durum, pozitif psikolojide yeni araştırmacılar için "Özerkliği ölçmek için hangi ölçeği kullanmalıyım?" sorusu bağlamında güçlük yaratmıştır. Bu çalışmanın amaçları, (1) pozitif psikoloji bağlamında özerklik ölçümüne yönelik mevcut ölçekleri tanımlamak ve niteliksel olarak özetlemek ve (2) bu ölçeklerin geçerlik süreçlerini Amerikan Psikoloji Derneği tarafından önerilen kanıt kriterlerine göre değerlendirmektir. Çalışmada, Sistemik Derleme ve Meta-Analizler için Tercih Edilen Raporlama Ögeleri (PRISMA) çerçevesinde literatür taraması yapılmıştır. Doksan sekiz ölçek/ alt ölçek belirlenerek, dil, hedef kitle, ölçüm bağlamı, yapısal geçerlilik ve teorik temel açısından kategorize edilmiştir. Çalışmalarda ağırlıklı olarak iç yapı ve diğer değişkenlerle ilgili geçerlik prosedürleri rapor edilmekte ve hiçbirinde sonuçların değerlendirilmesine yönelik bir analiz bulunmamaktadır. Bu çalışma, kapsamlı ve bütüncül bir bakış açısı sunarak ve araştırmacılara en uygun özerklik ölçeğini seçmede yardımcı olarak pozitif psikoloji alanına katkıda bulunmaktadır.

Anahtar Kelimeler: Özerklik, Ölçek, Ölçüt, Pozitif Psikoloji



Introduction

Autonomy has been a central issue for Western European culture since the Greeks and Romans, who, through their tragedies, questioned whether men are autonomous subjects or whether they are subject to the whims of gods or fate.

Since the founding of Psychology as a scientific field, we can identify autonomy as an object of study across the most diverse theories. Psychoanalysis and behaviorism are classic psychological theories that conceptualized autonomy differently and still underlie scales used today. However, it is with the redirection of interest in psychology toward positive and health-promoting aspects of human beings, which began in the 1960s and culminated in positive psychology in the 1990s (Seligman & Csikszentmihalyi, 2000), that psychologists began to focus more specifically on the construct of autonomy. During this period, the first scales to measure autonomy emerged, focusing on work relationships (Hackman & Oldham, 1975). Since then, the number of scales designed to measure autonomy in the field of positive psychology has grown significantly. These are scales based on the most varied theories, which conceptualize autonomy differently, address different domains of individuals' lives, and focus on different age groups.

From one perspective, the increase in the development of autonomy scales represents a significant advance in understanding the phenomenon by providing information from different perspectives. On the other hand, the proliferation of these scales in the field of positive psychology makes it challenging to answer a simple question often asked by beginner researchers: Which scale should I use to measure autonomy?

Currently, the early-stage researchers are faced with a fragmented and complex field. The diversity of theories that underlie the creation of autonomy scales in positive psychology generates a complex spectrum of conceptions of autonomy. Autonomy is conceived from subjective and internal processes, such as the adolescent's individualization process (Steinberg & Silverberg, 1986), to a more functional and practical perception, such as the ability to decide about work performance (Hackman & Oldham, 1975; Inigo & Raufaste, 2019). In addition to this theoretical diversity, the autonomy scales are distinguished by the different measurement contexts and target audiences. For example, there are specific scales for contexts such as school (Goudas et al., 1994; Ryan & Connell, 1989) and scales that assess autonomy in various contexts (Deci & Ryan, 1985). There are also scales aimed at specific age groups, such as older people (Wiggins et al., 2008), and others that cover various stages of human development (Edmunds et al., 2006). Therefore, choosing an autonomy scale requires, at the very least, that researchers explore the complex matrix resulting from the combination of the scale's theoretical foundation, measurement context, and target audience. This challenge is even more prominent when considering that there are scales with the same theoretical foundation and measurement context, but that operationalize the autonomy construct in different ways.

Therefore, despite the advances represented by the diversity of autonomy scales available in positive psychology, selecting the appropriate instrument is a considerable challenge. Integrative review studies that combine theoretical and empirical aspects to offer a broad perspective (Whittemore & Knaf, 2005; Souza et al., 2010), would be a valuable tool for researchers in this diverse field. However, only meta-analysis studies are currently available, focusing either on specific scales or narrow contexts since the meta-analytic assumptions only support the analysis of studies with similar methodological characteristics (Souza et al., 2010).

In addition to this fragmented scenario, researchers have warned that the excessive production of psychological scales can have negative consequences for the advancement of knowledge due to the

use of different scales to assess the same construct, the high number of instruments with inadequate or outdated methodology (Clark & Watson, 1995; Simms & Watson, 2007) and the reduction in the power of generalizations (Clark & Watson, 1995; Flake & Fried, 2020).

To contribute to a broader, evaluative, and integrative view of the set of autonomy instruments available in the field of positive psychology, a narrative review of the literature was conducted with two objectives. The first was to locate and qualitatively summarize the forms of autonomy measurement available in positive psychology. The second was to qualitatively evaluate the validation process of autonomy scales based on the validation criteria proposed by the American Educational Research Association (AERA), American Psychological Association (APA), and National Council on Measurement in Education (NCME) (Association et al., 1999).

Method

Conducting the review

An integrative literature review was conducted, a methodology that allows the summarization of empirical or theoretical works (Whittemore & Knafl, 2005) and enables the construction of an overview of a vast and complex field of knowledge (Souza et al., 2010), as is the case with autonomy. As has been indicated for narrative reviews (Murphy, 2012; Snilstveit et al., 2012), systematic and rigorous methodological procedures were used in conducting and reporting the review, which generally followed the procedures outlined by the preferred reporting items for systematic reviews and meta-analyses (PRISMA) (Liberati et al., 2009).

The identification of the texts that produced autonomy scales in the field of positive psychology was conducted in two stages. Initially, searches were performed in the electronic database Web of Science, and it was analyzed to determine whether the texts produced autonomy scales or, when using autonomy scales, cited the original studies. The second stage consisted of identifying whether the studies cited in the previous phase developed autonomy scales.

The searches were conducted in the electronic database Web of Science. In the first search, the terms "scale", "autonomy", "positive psychology" were used. The search was limited to titles, abstracts, keywords, publications made up to the year 2021, and finally, to the field of studies specified by the psychology database. Thus, in this first search, the following Search Query was employed (TS=scale and TS=autonomy and TS="positive psychology" and SU=psychology and 2021 or 2020 or 2019 or 2018 or 2017 or 2016 or 2015 or 2014 or 2013 or 2012 or 2011 or 2010 or 2009 or 2008 or 2007 or 2006 or 2005 or 2004 or 2003 or 2002 or 2001 or 2000 or 1999 or 1998 or 1997 or 1996 or 1995 or 1993 (Publication Years)). Through this search, 21 works were identified as potentially produced scales of autonomy from the field of positive psychology.

In the second search, to broaden our results, the terms "scale", "autonomy", and "well-being" were searched, considering that well-being is one of the most studied outcomes in the field of positive psychology. The research was restricted to the same parameters as before. Thus, in this search, the following Search Query was used (TS=scale and TS=autonomy and TS="well-being" and SU=psychology and 2021 or 2020 or 2019 or 2018 or 2017 or 2016 or 2015 or 2014 or 2013 or 2012 or 2011 or 2010 or 2009 or 2008 or 2007 or 2006 or 2005 or 2004 or 2003 or 2002 or 2001 or 2000 or 1999 or 1998 or 1997 or 1996 or 1995 or 1993 (Publication Years)). A total of 287 studies were identified, and after applying a language filter to include only English, Spanish, and Portuguese, this number was reduced to 270 papers."

Compiling the results from the two searches, three duplicate references were identified and removed, resulting in 288 studies to be analyzed in the next stage.

Article screening

The articles were analyzed to determine whether they developed autonomy scales and, if so, which references were cited. During this stage, the titles, abstracts, and methods of all identified articles were reviewed, applying four inclusion criteria: the study must have developed a scale or subscale explicitly named as autonomy, it must be a published paper, it must be written in English, Portuguese, or Spanish, and it must be available online. Studies ($n = 261$) were excluded for various reasons, as shown in Figure 1. At the end of this stage, 30 texts that developed autonomy scales and 272 references cited by these texts when using autonomy scales were identified. Next, the citations ($n = 272$) were analyzed, of which 142 were duplicates, eight had been previously analyzed, and five did not provide bibliographic references. The procedure described above was repeated four more times, analyzing the references and their citations until no new references were identified. The final sample of this study comprised 98 texts that developed autonomy scales, which were then subjected to thematic analysis and validation appraisal.

Thematic analysis

The texts ($n = 98$) were then subjected to thematic analysis. The identified thematic units were grouped into five predefined categories: theoretical foundation, structure validation, measurement context, target audience, and language in alignment with the objectives of this study.

The Theoretical Foundation category was based on the conceptualization of autonomy provided by the authors of the scales. The authors' citations in defining autonomy were used to identify the theoretical basis upon which the scale's development was founded.

The Structure Validation category examined the factorial solution presented by the scales, labeling them as: unknown structure when no factor analysis was performed; unidimensional scale, where autonomy was identified as a single latent variable measured by several items sharing a single underlying factor (Reise et al., 2010; Segars, 1997); multifactorial scale, when autonomy was measured by different latent variables, each composed of various items (Reise et al., 2010; Segars, 1997); subscale, when autonomy was identified as one of several latent variables, each measuring a distinct construct; or theoretically inadequate, when the factorial solution did not reflect the theoretical basis.

In the Measurement Context category, thematic units were identified through the scale items, considering how the context influenced the operationalization of the autonomy construct. The scales were classified into four groups: specific context, multifaceted context, interchangeable context, and unspecified context. Scales that assessed autonomy in a specific context were those where the items designated autonomy for a single context (e.g., educational, occupational, or sports contexts). Scales categorized as assessing autonomy in a multifaceted context were those where the items measured autonomy across multiple areas of the participants' lives simultaneously. Scales that assessed autonomy in interchangeable contexts were those whose items could be adapted to measure autonomy according to the context of the researcher's interest. Finally, scales classified as evaluating autonomy in unspecified contexts were those where the items did not imply a specific context for the operationalization of autonomy, meaning the context was not a defining factor in the measurement.

In the Target Audience category, the thematic unit focused on identifying study participants' age range or average age. The target audiences were categorized into the following groups: children (under 12 years);

adolescents (12 to 17 years); emerging adults (18 to 25 years); adults (26 to 65 years); and elderly (over 65 years).

Finally, the Language category identified the language used to create or present the autonomy scale.

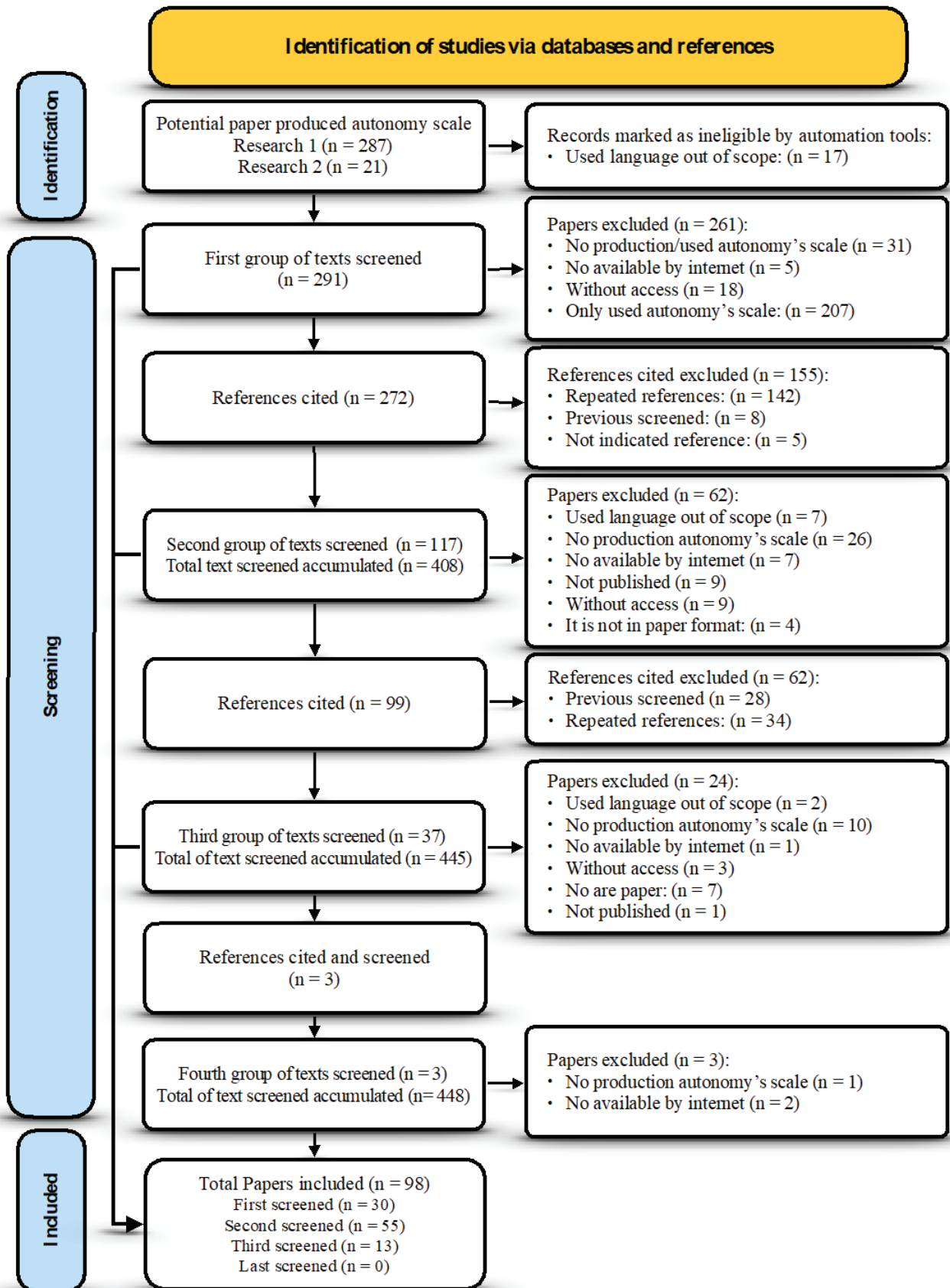


Figure 1. PRISMA adaptation: stages of the bibliographic review (Page et al., 2021)

Validation appraisal

Two psychology doctoral students independently assessed the validation procedures based on the evidence for each autonomy instrument. Following the methodology used in other studies (Yu & Kirk, 2009), an evaluation framework (Table 1) was applied, operationalizing the parameters of validity evidence based on test content, relations to other variables, internal structure, response processes, and testing consequences, as proposed by AERA, APA, & NCME (1999). The researchers assessed whether the autonomy scales presented each of the five parameters using a scale from 0 to 2 (0 = does not meet the criterion, 1 = partially meets the criterion, 2 = fully meets the criterion). The average scores for each item were calculated, and the level of agreement between the two reviewers was assessed using Cohen's Kappa, calculated in RStudio 7. Agreement levels were categorized as follows: values between 0.93 and 1.00 indicated excellent agreement; 0.81–0.92 indicated very good agreement; 0.61–0.80 indicated good agreement; 0.41–0.60 indicated fair agreement; 0.21–0.40 indicated slight agreement; 0.01–0.20 indicated poor agreement; and less than 0.01 indicated no agreement (Byrt, 1996).

Table 1. Criteria framework for quality appraisal of autonomy measurement tools

CVED	Description	Score		
		0	1	2
Test Content	Experts review the test items and rank them with respect to their relevance and appropriateness for measuring the construct and with respect to the adequacy with which the test content is congruent with the test objective. (Sireci & Sukin, 2013)	Not evaluated by reviewers	Has been evaluated by expert reviewers	It was evaluated by expert reviewers and target audience
Relations to Other Variables	The analysis of the relationships between test scores and constructs that are expected to be positively, negatively, or unrelated. (Sireci & Sukin, 2013)	Not assessed	Evaluated against at least one variable	Evaluated against more than one variable
Internal Structure	Refers to the dimensionality or underlying factor structure of an assessment: it originates from various sources, including the analysis of (a) internal consistency, (b) dimensionality, and (c) measurement invariance. (Sireci & Sukin, 2013)	None of the aspects analyzed	Looked at least one of the aspects	Looked at more than one aspect
Response Processes	It involves showing that examiners are engaging with the hypothesized constructs that the test is designed to measure when responding to test items. The researchers evaluated this through indirect methods such as cognitive interviews, think-aloud protocols, focus groups, or the analysis of answer patterns and item response time data. (Sireci & Sukin, 2013)	Not assessed	Evaluated with at least one method	Evaluated with more than one method
Consequences of Testing	Its refers to appraising both the intended and the unintended consequences associated with a testing program. (Sireci & Sukin, 2013)	It did not spell out the consequences	He explained at least one of the consequences	He explained both consequences

Note: CVED means Criterial Validity Evidence Based

Results

The study identified 98 scales or subscales published between 1975 and 2021 in ten languages. These scales referenced fourteen theories to conceptualize autonomy, with SDT being the most frequently cited ($n = 64$). The findings are organized according to the categories of analysis outlined earlier.

Epistemological foundation

The autonomy scales analyzed were based on fourteen theories, with the Self-Determination Theory (SDT) being the most referenced ($n = 70$). SDT posits that autonomy is one of the three basic human needs for full and healthy development. Autonomy as part of basic needs was used, for example, to develop the Basic Psychological Need Satisfaction Scale (Sheldon et al., 2001). Some studies measured autonomy as a basic need in specific contexts, such as the Adolescent Students' Basic Psychological Needs at School Scale (Tian et al., 2014), which considered autonomy in the school environment, the Basic Psychological Need Satisfaction at Work Scale (Deci et al., 2001) applied to the work environment,

and the Basic Psychological Needs in Exercise Scale (Vlachopoulos & Michailidou, 2006) in relation to physical activities.

When examined within the SDT framework, autonomy is presented as a construct composed of six different spectra of motivation, forming a continuum of autonomy that allows for identifying a locus of causality for voluntary behavior. These spectra include amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic regulation. This continuum was applied, for example, by the Comprehensive Relative Autonomy Index Scale (Sheldon et al., 2017). This theoretical framework was also applied to specific contexts, as evidenced in scales such as The Motivation at Work Scale (Gagne et al., 2010) and the Perceived Locus of Causality Scale – Revised (Vlachopoulos et al., 2011).

Psychological Well-Being was the second most cited theoretical framework ($n = 6$) among the scales analyzed. Ryff (1989), in developing the Psychological Well-Being Scale, conceptualized autonomy as a process of self-determination and internal regulation of behavior, resisting enculturation. This allowed the subject to develop an internal locus of evaluation, free from the approval of others, enabling a sense of liberation from collective impositions. In more recent work, co-authored by Ryff, autonomy is more concisely defined as the "quality of self-determination, independence, and internal regulation of behaviors" (Clarke et al., 2001, p. 80).

The CASP-19 scale (Hyde et al., 2003) and its shortened version, CASP-19 Reduced 12 (Wiggins et al., 2008), were based on Maslow's theory, which conceptualizes autonomy as "the right of an individual to be free from the unwanted interference of others" (Patrick et al., 1993).

The Job Diagnostic Survey (Hackman & Oldham, 1975) cites the works of Turner and Lawrence (1965) and Hackman and Lawler (1971) as their theoretical foundation. These works propose a theory in which three psychological states (experienced meaningfulness of the work, experienced responsibility for the work outcomes, and knowledge of the results of work activities) are necessary to achieve positive work outcomes. These psychological states are created through five "core" job dimensions, one of which is responsibility at work, enhanced by autonomy. Hackman and Oldham (1975) define autonomy as "the degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling the work and determining the procedures to be used in carrying it out" (p. 162). The Job Diagnostic Survey - Revised (Idaszak & Drasgow, 1987) similarly addresses organizational characteristics, originally postulated by Hackman & Oldham (1974), as precursors to worker outcomes.

The Super-Leadership Scale (Muller et al., 2013) is based on the theory of self-leadership proposed by Manz (1986), which posits that facilitating personal autonomy and responsibility operationalizes the super-leadership construct. This is characterized by a leader's ability to delegate responsibilities to employees. Lastly, in the organizational domain, the Work Characteristics Scale (Toppinen-Tanner & Kalimo, 2003), referencing the works of Elo, Leppänen, & Lindström (1992), does not directly conceptualize autonomy but measures it through items addressing temporal freedom and other workplace factors.

Autonomy based theoretically on psychoanalysis is conceptualized as a process of individualization during adolescence, where the adolescent abandons paternal dependence and previous self-conceptualizations, a conception used in the Emotional Autonomy Scale (Steinberg & Silverberg, 1986). Also grounded in psychoanalysis, The Autonomy Scale (Bekker, 1993) views autonomy as an outcome of ego development, which psychologically separates individuals from the rest of the world and has distinct gender implications, leading to differentiated autonomy experiences between genders. Similarly, the Autonomy-Connectedness Scale (ACS-30) (Bekker & van Assen, 2006), grounded in neoanalytic theory, also analyzes autonomy as a process beginning in adulthood, distinguishing between genders.

Table 2. General information about the Autonomy Scales included in the study

Theory	Scale/Sub-scale	Status	Context	Target public	Language	Factors	Items	TC	RV	SI	RP	CT
Self-Determination Theory	Moreno-Murcia et al., 2020	Scale	School	Child	Spanish	1	11	2	2	2	0	0
Self-Determination Theory	Black & Deci, 2000	Scale	School	Undergraduates	English	2	12	0	1.5	1	0	0
Self-Determination Theory	Ryan & Connell, 1989	Scale	School	Student from Grades 3 to 6.	English	2	26	0.5	2	2	0	0
Self-Determination Theory	Williams & Deci, 1996	Scale	School	Undergraduates	English	2	13	0	2	2	0	0
Self-Determination Theory	Goudas et al., 1994	Scale	School	Adolescent	English	NI	18	0.5	1	1.5	0	0
Self-Determination Theory	Vlachopoulos et al., 2011	Scale	School	Child to emerging adult	Greek/ English	5	19	0.5	2	2	0	0
Self-Determination Theory	Ferriz et al., 2015	Scale	School	Adolescent to emerging adult	Spanish	6	24	2	1.5	2	0	0
Self-Determination Theory	Gordeeva et al., 2020	Scale	School	Child	Russian	7	26	0.5	2	2	0	0
Self-Determination Theory	Vallerand et al., 1992	Scale	School	Emerging adult	French/ English	7	28	2	0	2	0	0
Self-Determination Theory	Vallerand & Bissonnette, 1992	Scale	School	Emerging adult	French	NI	36	0	0	1	0	0
Self-Determination Theory	Balaguer et al., 2009	Scale	Sport	Adolescent to adult	Spanish	1	15	0.5	1.5	2	0	0
Self-Determination Theory	Reinboth et al., 2004	Subscale	Sport	Adolescent	English	3	15	0	2	2	0	0
Self-Determination Theory	Mullan et al., 1997	Scale	Sport	Adult	English	4	15	0	0	2	0	0
Self-Determination Theory	Markland & Tobin, 2004	Scale	Sport	Adult	English	5	18	0	0	2	0	0
Self-Determination Theory	Pelletier et al., 2013	Scale	Sport	Adult	English	6	18	0.5	2	2	0	0
Self-Determination Theory	Pelletier et al., 1995	Scale	Sport	Emerging adult	English	7	28	1.5	2	2	0	0
Self-Determination Theory	Gagne et al., 2003	Scale	Sport	Child to emerging adult	English	NI	15	0	2	0.5	0	0
Self-Determination Theory	Sansinenea et al., 2020	Scale	Interchangeable	Adult	Spanish/ English	1	3	0	2	1	0	0
Self-Determination Theory	Gore & Cross, 2006	Scale	Interchangeable	Undergraduates	English	4	8	0	2	2	0	0
Self-Determination Theory	Sheldon et al., 2017	Scale	Interchangeable	Emerging adult	Russian/ English	6	24	0.5	2	2	0	0

Table 2. General information about the Autonomy Scales included in the study [Continued]

Theory	Scale/Sub-scale	Status	Context	Target public	Language	Factors	Items	TC	RV	SI	RP	CT
Self-Determination Theory	Reis et al., 2000	Scale	Interchangeable	Adolescent to elderly	English	NI	12	0	2	0	0	0
Self-Determination Theory	Gagne et al., 2010	Scale	Labour	Emerging adult to elderly	French/ English/ English/	4	12	0	2	2	0	0
Self-Determination Theory	Gagne et al., 2015	Scale	Labour	Emerging adult to adult	French/	5	19	0.5	2	2	0	0
Self-Determination Theory	Deci & Ryan, 1985	Scale	Multifaceted	Undergraduates	Dutch	NI	36	1.5	2	2	0	0
Self-Determination Theory	Chua & Koestner, 2008	Scale	Not specified	Not informed	English	NI	3	0	1.5	0	0	0
Self-Determination Theory	Gaine & La Guardia, 2009	Scale	Not specified	Adolescent to adult	English	2	118	0	2	2	0	0
Self-Determination Theory	Igreja et al., 2000	Scale	Not specified	Adult	French/	2	14	0	2	2	0	0
Self-Determination Theory	Weinstein et al., 2012	Scale	Not specified	Adolescent to adult	English	3	15	1.5	2	2	0.5	0
Self-Determination Theory	Zhang et al., 2013	Scale	Not specified	Emerging adult to adult	English	3	20	0	2	2	0	0
Self-Determination Theory	Pelletier et al., 1998	Scale	Not specified	Adolescent	English	6	24	0	2	2	0	0
Self-Determination Theory	Blais et al., 1990.	Scale	Not specified	to elderly	French	NI	21	1.5	2	0.5	0	0
Self-Determination Theory	Sanchez, 2010	Scale	Not specified	Emerging adult to adult	English	1	2	0	2	1	0	0
Self-Determination Theory	Sheldon, 1995	Scale	Not specified	Undergraduates	English	NI	10	1.5	2	1.5	0	0
Self-Determination Theory	Ryan et al., 1993	Scale	Not specified	Adolescent to adult	English	2	12	0	2	2	0	0
Self-Determination Theory	Battistich et al., 1997	Subscale	School	Student's of elementary schools	English	1	38	0	1.5	2	0.5	0
Self-Determination Theory	Holzer et al., 2021	Subscale	School	Child	German	3	9	1	2	2	0	0
Self-Determination Theory	Jenkins-Guarnieri et al., 2015	Subscale	School	to emerging adult	English	3	13	0.5	0.5	2	0	0
Self-Determination Theory	Murcia et al., 2008	Subscale	School	Undergraduates	Spanish	3	12	2	1.5	2	0	0

Table 2. General information about the Autonomy Scales included in the study [Continued]

Theory	Scale/Sub-scale	Status	Context	Target public	Language	Factors	Items	TC	RV	SI	RP	CT
Self-Determination Theory	Van den Broeck et al., 2010	Subscale	Labour	Emerging adult	Dutch/	3	18	1	2	2	0	0
Self-Determination Theory	Inigo & Raufaste, 2019	Subscale	Labour	to adult Adult	English/ English/	7	21	0	2	2	0	0
Self-Determination Theory	Huyghebaert-Zouaghi et al., 2020	Subscale	Labour	to elderly Adult	French English/	9	37	0.5	2	1.5	0	0
Self-Determination Theory	Grolnick et al., 1991	Subscale	Not specified	Children in grades 3 through 6	French	4	21	0	2	2	1	0
Self-Determination Theory	Schiffirin et al., 2014	Subscale	Not specified	Emerging adult	English Turkish/	2	15	0	2	2	0	0
Self-Determination Theory	Artiran et al., 2020	Subscale	Not specified	Adolescent	English/ English/	3	51	1.5	2	2	0	0
Self-Determination Theory	Girelli et al., 2019	Subscale	Not specified	Adolescent	Italian	3	12	1.5	1.5	2	0	0
Self-Determination Theory	La Guardia et al., 2000	Subscale	Not specified	Undergraduates	English	3	9	0	2	1	0	0
Self-Determination Theory	Baldwin & Caldwell, 2003	Subscale	Not specified	Adolescent	English	5	20	1	0	2	0.5	0
Self-Determination Theory	Neubauer et al., 2020	Subscale	Not specified	Emerging adult	German	6	18	0	2	2	0	0
Self-Determination Theory	Sheldon & Hilpert, 2012	Subscale	Not specified	Undergraduates	English English/	3	18	0	2	2	0	0
Self-Determination Theory	Sheldon et al., 2001	Subscale	Not specified	Undergraduates	English/ Korean	9	30	0	1.5	1.5	0	0
Self-Determination Theory	Smits et al., 2010	Subscale	Not specified	Adolescent	Dutch English/	NI	18	0	2	0.5	0	0
Self-Determination Theory	Chen et al., 2015	Subscale	Not specified	Adolescent to adult	Chinese/ Dutch/	6	24	0.5	2	2	0	0
Psychological well-being/ Self-Determination Theory	Segerstrom et al., 2021	Subscale	Not specified	Adult	Spanish	NI	3	0	2	0.5	0	0
Psychological well-being	Clarke et al., 2001	Subscale	Not specified	to elderly Elderly	English	6	18	0	0	2	0	0
Psychological well-being	Loera-Malvaez et al., 2008	Subscale	Not specified	Adolescent Emerging adolescent	Spanish	4	34	0.5	0	2	0	0
Psychological well-being	Viejo et al., 2018	Subscale	Not specified	adolescent to adult Emerging adult	Spanish	4	20	0.5	1	2	0	0
Psychological well-being	Ryff, 1989	Subscale	Not specified	to elderly Emerging adult	English	6	120	0.5	2	1.5	0	0
Psychological well-being	Merino & Private, 2015	Subscale	Not specified	to elderly Emerging adult to elderly	Spanish	11	33	1.5	2	2	0	0

Table 2. General information about the Autonomy Scales included in the study [Continued]

Theory	Scale/Sub-scale	Status	Context	Target public	Language	Factors	Items	TC	RV	SI	RP	CT
Self-Determination Theory	Tian et al., 2014	Subscale	School	Emerging adult	Chinese	3	15	0.5	2	2	0	0
Self-Determination Theory	Conesa & Dunabeitia, 2021	Subscale	School	to adult Students	Spanish/ English	4	17	0	1	2	0	0
Self-Determination Theory	Bartholomew et al., 2011	Subscale	Sport	Adolescent	English	3	12	2	2	2	0	0
Self-Determination Theory	Hodge et al., 2008	Subscale	Sport	Emerging adult	English	3	8	0	1	1	0	0
Self-Determination Theory	Ng et al., 2011	Subscale	Sport	to adult Adolescent to adult	English	5	20	1.5	2	2	0	0
Self-Determination Theory	Vlachopoulos & Michalidou, 2006	Subscale	Sport	Emerging adult	Greek	3	12	1.5	1	2	0	0
Self-Determination Theory	Wilson et al., 2006	Subscale	Sport	to adult	English	3	18	1	2	2	0	0
Self-Determination Theory	Bhavsar et al., 2020	Subscale	Sport	Adolescent	English	6	29	0.5	2	2	0	0
Self-Determination Theory	Edmunds et al., 2006	Subscale	Sport	Adolescent	English	NI	21	0	2	1.5	0	0
Self-Determination Theory	Wilson et al., 2006	Subscale	Sport	to adult Emerging adult	English	NI	3	0	1.5	1.5	0	0
Self-Determination Theory	Philippe et al., 2012	Subscale	Interchangeable	to adult Adult	English	3	6	0	2	2	0	0
Self-Determination Theory	Longo et al., 2016	Subscale	Interchangeable	Emerging adult	English	6	18	2	2	2	0	0
Self-Determination Theory	Kasser et al., 1992	Subscale	Labour	to adult Emerging adult	English	2	15	0	2	0.5	0	0
Self-Determination Theory	Baard et al., 2004	Subscale	Labour	to elderly Employees	English French/	3	23	0	2	0	0	0
Self-Determination Theory	Brien et al., 2012	Subscale	Labour	Emerging adult	English	3	12	0	2	2	0	0
Self-Determination Theory	Deci et al., 1989	Subscale	Labour	to elderly Employees	English English	3	13	0	2	1	0	0
Self-Determination Theory	Deci et al., 2001	Subscale	Labour	Adult	English/ Bulgarian	3	21	0.5	2	1.5	0	0
Self-Determination Theory	Rasskazova et al., 2016	Subscale	Labour	Emerging adult	Russian/	3	9	0	2	1	0	0
				to elderly	English							

Table 2. General information about the Autonomy Scales included in the study [Continued]

Theory	Scale/Sub-scale	Status	Context	Target public	Language	Factors	Items	TC	RV	SI	RP	CT
Psychoanalysis	Bekker, 1993	Scale	Not specified	Emerging adult	Dutch/English	3	42	0	2	2	0	0
Psychoanalysis	Steinberg & Silverberg, 1986	Scale	Not specified	to adult Child	English	4	20	0	2	1	0	0
Neanalytical	Bekker & van Assen, 2006	Scale	Not specified	to adolescent Emerging adult	Dut/ English	3	30	0	2	2	0	0
Paradigmatic Complementarity Model	Bernardo & Branco Vasco, 2015	Subscale	Not specified	to adult Emerging adult	Portuguese	WT	14	0	2	2	0	0
Maslow	Wiggins et al., 2008	Subscale	Not specified	to adult Elderly	English	3	12	1	0	2	0	0
Maslow	Hyde et al., 2003	Subscale	Not specified	Elderly E.Adolescent	English	5	19	2	1	2	0.5	0
Literature Review	Bernal Romero et al., 2020	Scale	Not specified	to adult	Spanish	4	19	1.5	0	2	0	0
Literature Review	Beckert, 2007	Scale	Not specified	Emerging adult	English	5	27	2	1	2	0.5	0
Literature Review	Morgeson & Humphrey, 2006	Subscale	Labour	Adult	English	21	77	0	2	2	0	0
Literature Review	Hackman & Oldham, 1975	Subscale	Labour	Adult Child	English	NI	21	0	1	1.5	0	0
Literature Review	Sher-Censor et al., 2011	Subscale	Not specified	to adolescent Professionals/ workers	English/ Spanish	NI	16	0.5	2	0.5	0	0
Hackman and Oldham's theory of job charac- teristics	Idaszak & Draszgow, 1987	Subscale	Labour	to adolescent Professionals/ workers	English	5	15	0	0	2	0	0
Grounded Theory	Power et al., 2005	Subscale	Not specified	Elderly	\$	6	24	1	0	2	0	0
Grounded Theory	DeRosa et al., 2011	Subscale	Not specified	Adolescent / Emerging adult	English	4	21	2	2	2	0	0
Coubalt's Theory	Algrantí & Santacana, 1984	Scale	Not specified	Adolescent	Spanish	NI	28	0	1	0	0	0
Choicework theory	Leontiev et al., 2020	Subscale	Interchangeable	Emerging adult to Adult	Russian	4	23	0	2	2	0	0
Ad hoc	Maldonado Briegas et al., 2020	Subscale	School	Adolescents	Sp/English	1	10	0	1	1	0	0
Ad hoc	Toppinen-Tanner & Kalimo, 2003	Subscale	Labour	Adult	Philands	NI	17	0	2	0.5	0	0
Ad hoc	Venhoeven et al., 2016	Subscale	Not specified	Adolesc to adult	Dutch	NI	5	0	2	0.5	0	0
Self-leadership Theory	Muller et al., 2013.	Subscale	Labour	Adult	Ger/Engl	2	12	0	2	1	0	0
Schalock and Verdugo Model	Gómez et al., 2008	Subscale	Not specified	E.adult to elderly	Spanish	8	57	1	0	2	0	0
Baumrind'sauthoritative parenting style	Mageau et al., 2015	Subscale	Not specified	Emerging adult	French	2	24	0.5	2	2	0	0

Note. TC = Test Content; RV = Relations to Other Variables; IS = Internal Structure; RP = Response Processes; CT = Consequences of Testing; NI = Not indicated; WT = Without theoretical adequation. \$ = German, English, Spanish, Danish, French, Czech, Norway, Hebrew, Japanese, Chinese, Portuguese, Turkish, Lithuanian.

The Needs Satisfaction Regulation Scale (Bernardo & Branco Vasco, 2015) was based on the Paradigmatic Complementarity Model (Vasco, 2009). This model identifies seven need pairs that influence psychological well-being, with autonomy as the capacity for self-determination and differentiation and proximity as the ability to form and maintain intimate relationships.

Some instruments approached autonomy as an aspect of the relationship between adolescents and parents, as in the case of The Perceived Parental Autonomy Support Scale (Mageau et al., 2015) based on the authoritative parenting style proposed by Baumrind (1971). In this framework, autonomy support, as opposed to parental control, is one of the three critical components for predicting the healthy development of adolescents. Specifically, parental autonomy support is described as "showing consideration for young adults' distinct internal frame of reference, showing respect for their unique needs and feelings in the parental relationship" (Mageau et al., 2015, p. 252). The Scales of Promotion of Psychological Autonomy and Psychological Control (Sher-Censor et al., 2011), based on Grotevant and Cooper's (1998) studies, also address parental relationships, with psychological autonomy viewed as supporting adolescent self-exploration and self-assertion. The theoretical framework of the Cuestionario EDPSI-74 (Algrantí & Santacana, 1984) proposes that psychosocial maturity, which occurs during adolescence, consists of three dimensions. Behavioral autonomy includes initiating actions such as dressing, choosing friends, personal care, and travel planning (Algrantí & Santacana, 1984). Continuing the focus on adolescent autonomy, the Transition to Adulthood Autonomy Scale (Bernal Romero et al., 2020) takes a more complex view. Its theoretical foundation presents autonomy as a lifelong developmental process shaped by relationships with others, involving reflection on one's life, making independent decisions, accepting consequences, and practicing self-eco-organization.

The FUMAT Scale (Gómez et al., 2008) was grounded in the theoretical model of quality of life proposed by Schalock and Verdugo (2002/2003). Quality of life is presented as a multidimensional state of well-being, with one of the dimensions being self-determination, which includes indicators such as autonomy, decision-making, goal-setting, and personal preferences (Gómez et al., 2008). The Subjective Quality of Choice Inventory (Leontiev et al., 2020) is based on the conceptualization of work choice. According to the authors, work choice is an active process involving cognitive effort, motivation, energy expenditure, and the use of internal and external resources. In this conceptualization, autonomy is understood as the cognitive dimension of the choice process related to the experience of decision-making.

The Eudaemonic Well-Being Scale (Segerstrom et al., 2021) is theoretically based on SDT and Psychological Well-Being (PWB) frameworks. According to SDT, autonomy is defined as the experience of self-organization and alignment of behavior with the self. In the PWB framework, autonomy is linked to self-determination and independence.

The Cognitive Autonomy and Self-Evaluation (Beckert, 2007) was developed using the grounded theory approach to measure adolescent cognitive autonomy, which is composed of five categories: independent decisions; voicing educated and appropriate opinions; weighing the influence of others on thinking; considering consequences; and self-evaluating practices. The WHOQOL-OLD Scale (Power et al., 2005) was produced from focus groups conducted in 21 different countries with the objective, among others, of identifying what would be necessary for the quality of life of the elderly. Of the items constructed from these focus groups' contributions, four are designed to measure autonomy, such as: "People around you are respectful of your freedom" (Power et al., 2005, p. 2211). Also produced from the focus group methodology, the Health Competence Beliefs Inventory (DeRosa et al., 2011) is aimed at adolescents or young adults diagnosed with childhood cancer and defines autonomy as adolescents' belief regarding their parents' independence in health care and in general.

The Motives Questionnaire (Inigo & Raufaste, 2019) is based on the Reversal Theory (Apter, 1982),

conceptualizing autonomy specifically for this scale as the sense of control in research activity.

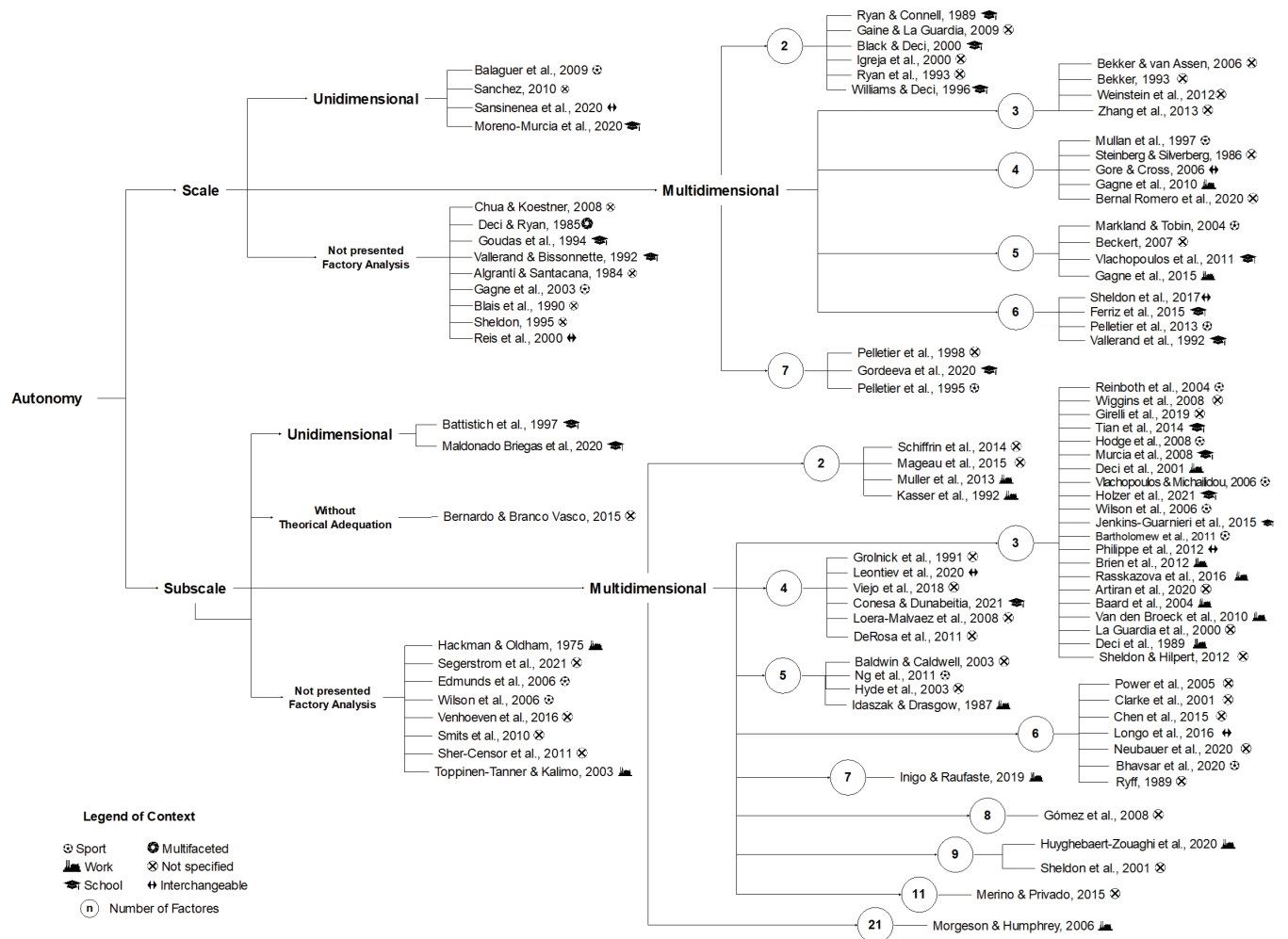


Figure 2. Distribution of autonomy instruments by type, factorial structure, and context of measurement

Structure Validation

The Structure Validation category examined the scales based on their factorial solutions, distinguishing between those measuring autonomy as a unidimensional construct (n = 4), as a multidimensional construct (n = 26), and those that measure autonomy as part of another construct (e.g., well-being), labeled here as subscales (n = 51). One subscale was identified as demonstrating a factor structure that was inconsistent with the theoretical framework underpinning the instrument (n = 1). It also identified scales (n = 9) and subscales (n = 7) that did not provide validation of their factorial structure. The distribution of autonomy instruments, categorized by whether they are scales or subscales and by the number of identified factors, is shown in Figure 2. Furthermore, the naming conventions for the factors of each scale can be consulted in supplementary material S1.

Measurement Contexts

In this category, the scales were classified based on the specific contexts they were designed to assess: specific contexts (n = 48), multifaceted (n = 1), interchangeable (n = 7), and unspecified (n = 42). Among the scales for specific contexts, the highest prevalence was for those created for the school context (n = 17, 18%). Detailed specifications for each scale's context are provided in Figure 2, and examples of how autonomy is conceptualized in each identified context are included in supplementary material S2..

Target audience

Autonomy scales that focused on a single age group ($n = 42$) were identified, as well as scales that covered multiple age groups ($n = 38$), as shown in Figure 3.

Additionally, studies ($n = 18$) were found that did not report the average or exact age of participants but used various terms to describe their samples. The list of these studies and the terminology used to describe the target audience can be found in supplementary material S3.

Language

A significant prevalence of English was observed in the production of the autonomy scales, with 51 (52.0%) of the scales produced in this language. Among the scales created in languages other than English ($n = 24$), various languages were represented, including German ($n = 2$), Chinese ($n = 1$), Spanish ($n = 11$), Finnish ($n = 1$), French ($n = 3$), Greek ($n = 1$), Dutch ($n = 2$), Portuguese ($n = 1$), and Russian ($n = 2$). Additionally, 23 scales were available in two or more languages, either because they were simultaneously produced in English and another language or because their publications included the full set of scale items in English alongside another language.

Notably, the work by Power et al. (2005) stands out in this category, as it involved contributions from researchers in 21 different countries. This study exemplifies the globalization of knowledge, as it adapted the WHOQOL scale for assessing quality of life in the elderly. The initial items were created in German, Spanish, Danish, French, Czech, Norwegian, Hebrew, Japanese, Chinese, Portuguese, Turkish, and Lithuanian, and were then translated into English, which was the language used in the publication of the scale.

Validation appraisal

The evaluation of the validation procedures of the scales performed by the two investigators showed a good agreement, having reached a Cohen Kappa of 0.70. All included autonomy tools reported at least one validation procedure. However, none of the scales performed the five evidence-based validation procedures indicated by the APA.

Test Content

In the content test criterion, 37 scales performed at least one evaluation procedure of the items that would compose the proposed scales, while nine scales had their items evaluated by both specialists and the target audience: CASP 19 (Hyde et al., 2003); Escala de las Necesidades Psicológicas Básicas en el Ejercicio adapted to physical education (Murcia et al., 2008); Cognitive Autonomy and Self-Evaluation (Beckert, 2007); Health Competence Beliefs Inventory (DeRosa et al., 2011); Need Satisfaction and Frustration Scale (Longo et al., 2016); Psychological Need Thwarting Scale (Bartholomew et al., 2011); Academic Motivatio Scale (Vallerand & Bissonnette, 1992); Support for Autonomy in Physical Education (Moreno-Murcia et al., 2020); Review of the Percibido Locus Scale of Causality (Ferriz et al., 2015).

Relations to Other Variables

The maximum mean was assigned in this criterion to 66 instruments, which related autonomy with two or more distinct variables. These scales can be identified in Table 1 as those with a score of two in the Relations to Other Variables column.

Internal Structure

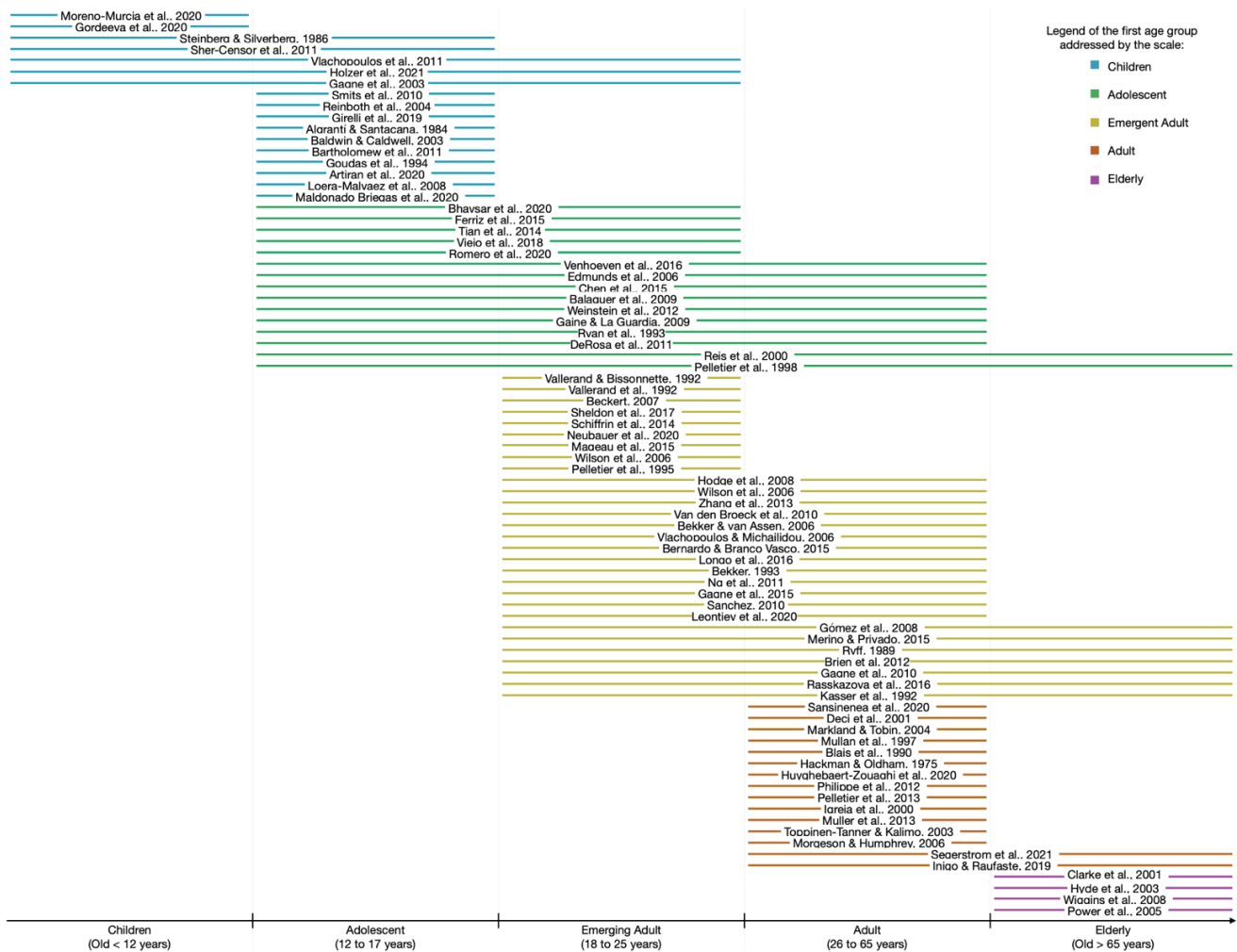


Figure 3. Distribution of Autonomy Scales by Target Audience Age Group

In this criterion, the maximum mean was also assigned to 66 scales, which reported at least two internal validation analysis procedures, such as reliability analyses, factor analyses, or multidimensional scales analysis. These scales can be identified in Table 1. They correspond to the instruments presenting two scores in the Internal Structure column.

Response Processes

Six scales presented at least one analysis procedure of the response process in the use of the autonomy instruments: CASP 19 (Hyde et al., 2003); Measures of the School as i3 Caring Community (Battistich et al., 1997); Cognitive Autonomy and Self-Evaluation (Beckert, 2007); Free Time Motivation Scale for Adolescents (Baldwin & Caldwell, 2003); Children's perceptions of their parents (Grolnick et al., 1991); Index of Autonomous Functioning Scale (Weinstein et al., 2012).

Consequences of Testing

None of the autonomy instruments studied reported procedures for analyzing the consequences.

Conclusions and Recommendations

The growing interest in the phenomenon of autonomy and the recent profusion in the production of scales has culminated in a current scenario that hinders the comparison of results obtained in positive psychology, as well as making it difficult for new researchers to select the most suitable instrument for

their studies. To address these challenges, this study identified, summarized, and qualitatively evaluated 98 autonomy scales. The scales were presented in five categories (language, target audience, measurement domain, structural validity, and theoretical foundation) and assessed according to the five validation criteria proposed by the AERA, APA, and NCME (1999). This synthesis of information positions this review as a valuable guide for selecting autonomy scales in positive psychology, helping researchers quickly identify the scale best suited to their objectives.

In addition to integrating the diverse literature of autonomy scales, that review also showed that the authors, when producing autonomy instruments, favored as a procedure for validating the scales the analysis of the relationship with other variables and the analysis of the internal structure, which is in agreement with studies that indicate a recent tendency of researchers to report estimates of internal consistency and evidence of convergence and divergence (Jarvis et al., 2003). Furthermore, only 46% of the analyzed studies reported content validation procedures, which reflects alignment with other studies identifying this gap in the production of psychological scales (Podsakoff et al., 2016).

However, the absence of content validation in more than half of the analyzed autonomy scales deserves attention. Content validation is an essential process for anchoring the scale in its theoretical purpose through a precise definition of the construct to be measured, as well as a review and analysis of the representativeness of items by experts (Clark & Watson, 1995; Haynes et al., 1995). This process ensures that the scale's statements and items appropriately operationalize the construct (Clark & Watson, 1995). The absence of content validation in the development of a scale indicates an inadequate or outdated methodology (Clark & Watson, 1995; Simms & Watson, 2007), which can lead to distorted interpretations and a deviation from the primary goal of the scales: to measure autonomy with fidelity and relevant generalization (Clark & Watson, 1995; Flake & Fried, 2020). Thus, content validation is fundamental to ensure that the instrument accurately represents the construct, enabling the measurement of autonomy in alignment with the proposed theoretical conception (Haynes et al., 1995; Sireci & Sukin, 2013).

In this way, by observing the prevalence of internal structure analyses and relationships with external variables alongside the gap in content analysis as part of the validation process, the results of this review suggest the risk of producing instruments with solid internal and structural consistency but limited capacity to distinguish autonomy from other related constructs. Since inadequate measurement of a construct compromises scales' discriminant and nomological validity, this reduces their practical value in scientific investigations (Podsakoff et al., 2016). In the final analysis, the lack of content validation can affect not only the validity of the conclusions drawn from these scales but also limits the advancement of understanding the phenomenon of autonomy within positive psychology. Thus, the results of this review support the need for greater methodological transparency and a more robust integration between theory and psychometric practice in the production of scales, as recently suggested by other authors (Aguinis et al., 2018).

Another emerging point of reflection from our results concerns that authors have rarely considered the implications of the test administration process for participants. This oversight possibly reflects the early stage of discussions on evidence-based consequences of testing validation, which still sparks debate on the best implementation methods (Sireci & Sukin, 2013).

The findings of this review further reinforce the view that construct validity should be understood as a dynamic process. Validity cannot be permanently fixed, as it is continuously informed and refined by emerging theory and empirical data (Simms & Watson, 2007). This suggests that developers of autonomy scales should not only create psychometrically robust instruments but also conduct rigorous and ongoing evaluations of the theoretical and practical validity of these instruments so that they can evolve in synchronization with advances in positive psychology (Simms & Watson, 2007).

Finally, these results should be interpreted with caution, considering some limitations of this review,

such as restricting searches to a single database, the absence of multiple judges in the stage of thematic analysis, and the lack of an evaluation of the psychometric quality of the scales analyzed. However, even in the face of these limitations, we believe that this work represents a significant contribution to the field of positive psychology, either because it integrates a diverse literature, giving a broad and cohesive view of this field, and because future researchers can use it as a valuable and practical tool in the process of choosing the autonomy scale.

Declarations

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Authors' contributions: Cristofthe Jonath Fernandes (50%) and Félix Neto (20%) conceived the study design. Cristofthe Jonath Fernandes was responsible for data collection, performed the data analysis, and wrote the first draft of the manuscript. Scarlett Borges Fernandes (5%) and Thalita Lays Fernandes de Alencar (5%) performed the data analysis of validation appraisal. Patrício Costa (20%) supervised data analysis. All authors supervised the work development and interpretation of results, contributed to manuscript revision, and read and approved the submitted version.

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Examining the Career Adaptability Abilities and Psychological Well-Being Levels of High School Students

Lise Dönemindeki Öğrencilerin Kariyer Uyum Yetenekleri ve Psikolojik İyi Oluş Düzeylerinin İncelenmesi

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Abstract

This study examines the relationship between the concept of psychological well-being, which is defined as individuals' ability to overcome the difficulties they encounter in their lives- and career adaptability, which deals with the process of struggling with the difficulties they encounter in their career pathways. The study was conducted with 835 high school students, utilising the relational screening model, which is a quantitative research method. "Career Adaptability Scale", "Psychological Well-Being Scale" and "Personal Information Form", which is developed by the researcher, were used as data collection tools in the study. Non-parametric tests were employed to determine the relationship between the variables in the study. According to the data collected, the total scores for adolescents' career adaptability were found to differ significantly based on gender, mother's education level, academic achievement, and career goal setting, while no significant difference was observed regarding the father's education level. Similarly, students' psychological well-being levels differed significantly based on their mother's education level, academic success, and career goal setting but showed no significant difference in relation to gender or father's education level. A positive and significant relationship was identified between the adolescents' psychological well-being and their career adaptability, as well as its sub-dimensions. This study highlights the critical role of psychological well-being in enhancing high school students' ability to adapt to the evolving professional and business landscapes of the 21st century.

Keywords: Adolescent Individuals, Adolescence Period, Career Adaptability, High School Students, Psychological Well-Being.

Öz

Bu çalışmada, bireylerin, yaşamlarında karşılaştıkları zorlukların üstesinden gelme konusunda potansiyelini ortaya koyması olarak belirtilen psikolojik iyi oluş kavramı ile kariyer süreçlerinde karşılaştıkları güçlüklerle mücadele sürecini ele alan kariyer uyumu arasındaki ilişki ele alınmıştır. Bu doğrultuda lise düzeyindeki ergen öğrencilerin psikolojik iyi oluş düzeyleri ile kariyer uyum yetenekleri arasındaki ilişki araştırılmıştır. Çalışmada, Psikolojik İyi Oluş Ölçeği ve Kariyer Uyum Yetenekleri Ölçeği kullanılarak, bu kavramın kariyer süreçlerindeki güçlüklerle mücadeleyi ifade eden kariyer uyumu ile ilişkisi incelenmiştir. Araştırma 835 öğrenci ile gerçekleştirilmiş ve araştırmada nicel araştırma yöntemlerinden ilişkisel tarama modeli kullanılmıştır. Araştırmanın değişkenleri arasındaki ilişkiyi belirlemek için non-parametrik testler kullanılmıştır. Elde edilen sonuçlara göre; ergenlerin kariyer uyum yeteneklerine ait toplam puanlarının cinsiyet, anne eğitim durumu, akademik başarı durumu ve hedeflenen mesleği belirleme durumuna göre anlamlı farklılık gösterdiği; baba eğitim durumuna göre ise anlamlı bir farklılık göstermediği tespit edilmiştir. Öğrencilerin psikolojik iyi oluş düzeylerinin, anne eğitim durumu, akademik başarı durumu ve hedeflenen mesleği belirleme durumuna göre anlamlı farklılık gösterdiği; cinsiyet ve baba eğitim durumuna göre ise anlamlı bir farklılık göstermediği tespit edilmiştir. Ergenlerin psikolojik iyi oluş düzeyleri ile kariyer uyum yetenekleri ve kariyer uyum yeteneğinin alt boyutları arasında pozitif yönde anlamlı bir ilişki olduğu tespit edilmiştir. Bu çalışmayla, 21. yüzyılda değişen iş ve meslek koşullarına uyum sağlama becerilerini artırmada lise dönemindeki öğrencilerin psikolojik iyi oluş düzeylerinin önemi ortaya konmaya çalışılmıştır.

Anahtar Kelimeler: Ergen, Ergenlik Dönemi, Kariyer Uyum Yeteneği, Lise Öğrencileri, Psikolojik İyi Oluş.

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Giriş

Kariyer, insanların iş yaşamında ve mesleki rollerinde tekâmül, duraksama ve gerilemelerini içine alan bir süreci ifade etmektedir (Yeşilyaprak, 2019). Türkçe’de gitgide daha fazla duyulan kariyer kavramı, mesleki gelişim anlamında kullanılmakta ve günümüz alan yazınında gelişim kavramını da kapsadığı için meslek sözcüğünün de yerine kullanılabilir (Dikili, 2012).

Kariyer planlamada önemli bir aşama olan meslek seçiminin belirlenmesi bireylerin ergenlik dönemindeki lise eğitimine denk gelmektedir (Kulaksızoğlu, 2012). Ergenlik dönemi belirgin bir şekilde ruhsal, bedensel ve sosyolojik gelişimlerin meydana geldiği yetişkinliğe geçiş dönemidir (Polvan, 2000). Bu kritik dönemde yaşadığı değişimlerle beraber geleceğine yön verecek bilgi, beceri, inanç ve tutumlar da gelişmektedir. Ergenlik döneminin temel gelişim görevlerinden biri de bireylerin geleceklerindeki kişisel sosyal gelişimini etkileyecek olan kariyer planlamalarını yapmalarıdır (Santrock, 2011; Super, 1990). Bireylerin gelişim dönemleri içerisinde yer alan ergenlik dönemindeki kariyer gelişim görevlerini ele alan yaklaşımlardan biri de Donalt E. Super’in “*Yaşam Boyu Yaşam Alanı Yaklaşımı*” dır.

Super’ın “*Yaşam Boyu Yaşam Alanı Yaklaşımı*” kariyer gelişim süreci ve meslek seçimi kuram ve yaklaşımları içerisinde gelişimsel yaklaşım olarak sınıflandırılmaktadır (Akt., Yeşilyaprak, 2019). Super’ın yaşam boyu kavramı mesleki gelişim dönemleriyle alakalı bir kavram olup, bireyin ömrü boyunca devam eden süreçlerini ifade etmektedir. Bu süreçler büyüme, keşfetme, yerleşme, sürdürme ve çöküş dönemleridir. Ergenlik dönemi evresini de içine alan keşfetme dönemi, 14- 24 yaş aralığına denk gelmektedir (Siyez, 2019). Savickas’a (1999) göre Super, bu evreyi ergen bireylerin toplum içindeki sosyal rollerden kendilerine uygun olanı edinme ve bu yeni rollerin doğurduğu sorumluluklara uyum sağlama aşaması olarak belirtmekte; yeni durumlara uyum sağlama sürecini de *kariyer uyumu* kavramıyla ifade etmektedir. Super kariyer uyumunun ergenlerin geleceklerindeki kariyer planlamalarında son derece kritik bir süreç olduğundan bahsetmektedir (Savickas, 1997). Dolayısıyla bireylerin ergenlik dönemine denk gelen kariyer gelişim evresinde kariyer uyum yeteneklerinin (KUY) önemi ön plana çıkmaktadır.

Mark L. Savickas, Super’ın “*Gelişimsel Kuramı*”ndan ve “*Yaşam Boyu Yaşam Alanı Yaklaşımı*”ndan etkilenmiş ve kariyer gelişim kuramları arasında bütüncü ve yapılandırmacı bir yol izleyerek “*Kariyer Yapılandırma Kuramı*”nı (KYK) geliştirmiştir (Savickas, 2005). Savickas’ın kuramında kariyer uyumu kavramı, bireylerin yaşadığı ve yaşaması muhtemel kişisel sorunlarla, mesleki geçiş ve mesleki gelişim görevlerindeki zorluklarla baş edebilmek için potansiyel imkânlarını kullanabilme ve gerekli hazır bulunuşluğu gösterebilecek psikolojik yapı olarak tanımlanmaktadır (Korkut Owen ve Niles, 2019). Savickas (1997) kariyer uyumunu bireyin gelecekte karşılaşabileceği güçlükleri önceden öngörüp bu engelleri aşmak için hazır bulunuşluğu sağlayabilmek adına gerekli becerileri geliştirebilmesi olarak açıklamaktadır. Savickas uyum sağlayabilen bireyin kişilik özelliklerini; iş icra eden bir kişi olarak geleceği hakkında endişelenmek (ilgi), mesleğe yönelik gelecek beklentilerinin denetimindeki artış (kontrol), kendisiyle ve mesleki geleceği ile ilgili karşılaşabileceği durumlar hakkında meraklı olmak (merak), isteklerine ve hedeflerine ulaşabilmek için güvenini artırmak (güven) olarak belirtmiştir. Savickas’a göre *ilgi, kontrol, merak ve güven* uyum sağlayabilen bireyin kişilik özelliklerini yansıtmakla beraber, kariyer uyumunu geliştiren ve sürdüren faktörleri de yansıtan kavramlardır (Savickas, 2005).

Kariyer uyumu, bireylerin geleceklerindeki gelişim ve mesleki görevlerini sağlıklı bir şekilde planlayıp yönetebilme ve devam ettirebilme becerilerinde önemli bir role sahiptir. Özellikle bireylerin gelecekleri hakkında önemli kararlar aldığı, kişilik ve benlik kavramlarının geliştiği, geleceğine yön verdiği, bilgi, inanç ve tutumlarının geliştiği ergenlik döneminde, bireylerin kariyer uyum yeteneklerinin mesleki görev ve mesleki geçişlerindeki becerilerine önemli katkı sağladığını gösteren çalışmalar olduğu bilinmektedir. Bu çalışmalar kariyer uyum yetenekleri yüksek olan ergenlerin kariyerlerindeki gelişim ve mesleki görevlerini ve mesleki geçişlerini daha iyi yönetebildiğini ortaya koymaktadır (Creed, Müller ve Patton, 2003; Creed, Patton ve Prideaux, 2007; Savickas, 1997).

Kariyer uyumu ile ilişki olabilecek kavramlardan biri olarak bireylerin “*psikolojik iyi oluş düzeyleri*”nin olduğu düşünülmektedir. “*Psikolojik iyi oluş*” (PİO) kavramı, bireylerin yaşamlarında karşılaştıkları güçlüklerin üstesinden gelme konusunda potansiyelini ortaya koyması (Telef, 2013), güçlü ve zayıf yönleriyle alakalı farkındalığı artırması ve oluşturduğu yaşam anlamıyla geleceğine yönelik bağımsız hareket edebilmesi (Ryff ve Singer, 2008), açılarından kariyer uyumu ile ilişkili olduğu düşünülmektedir. Alan yazın incelendiğinde ise psikolojik iyi oluş ile kariyer uyum değişkenleri ile alakalı çalışmaların son zamanlarda artış gösterdiği görülmektedir (Akkermans vd, 2018; Nakra ve Kashyap, 2023; Russo vd, 2023). Psikolojik iyi oluş kavramını ayrıntılı anlayabilmek için öncelikle “*iyi oluş*” kavramını açıklamak gerekmektedir. Bradburn (1969) tarafından “mutluluk” olarak ifade edilen iyi oluş; bireyin yaşamında herhangi bir sorun olarak görülebilecek durumun olmaması ile birlikte, var olan potansiyeli performansla dönüştürebilme olarak da belirtilmektedir (Ryff, 1989). World Health Organization (WHO), iyi oluşu bireylerin hedefleri doğrultusunda yeteneklerini kullanabildiği, yaşam akışında karşılaşılan normal stres ile baş edebildiği, verimli çalışmasıyla üretkenlik göstererek çevresine katkı sağlayabildiği ve fiziksel olarak sağlıklı olmanın ötesinde iyi bir refah durumunu içeren bir yaşamı ifade etmektedir (WHO, 2001).

İyi olma temelde Hedonizm ve Eudemonizm olmak üzere iki bakış açısına dayanmaktadır. Hedonizm bakış açısına göre iyi oluş bireyin yaşamından duyduğu hazzı ile ilgili sübjektif değerlendirmeleri kapsamaktadır ve psikoloji alanında “*Öznel İyi Oluş*” olarak kavramsallaştırılmıştır. İkinci bakış açısı olan Eudemonizm anlayışına göre ise, bireyin bütün olarak psikolojik düzen ve ilerleyişinde olmasıdır ve psikoloji alanında “*Psikolojik İyi Oluş*” olarak kavramsallaştırılmıştır (Keyes, Shmotkin ve Ryff, 2002).

Psikolojik iyi oluş kavramının temelini, bireyin kendi yetenek ve kabiliyetlerini gerçekçi bir şekilde keşfedip güçlü ve zayıf yönleri ile alakalı farkındalık oluşturarak geleceğine yönelik bağımsız davranışlar sergilemesi ve yaşamı anlamlı hale getirebilme gücü oluşturmaktadır (Sarı, 2011). Farklı tanımlamalarda; bireyin karşılaştığı güçlüklerle karşı var olan potansiyelini kullanması ve oluşturduğu yaşam anlamı yolunda kendini gerçekleştirebilmesi (Ryff ve Singer, 2008), bireylerin yaşamlarında karşılaştıkları güçlüklerle anlamlı bir karşılık verme ve kendini gerçekleştirme potansiyelini ortaya koyması olarak açıklanmaktadır (Telef, 2013). Diğer bir ifadeyle bireyin kendi yaşamına yönelik yükümlülük duyduğu amaçlar doğrultusunda oluşturduğu hedeflere ulaşmak anlamında çevresi ve diğer bireylerle etkileşim kurma gibi yetilerine yönelik var olan potansiyelini hangi düzeyde kullanıp kullanmadığı ile ilişkili bir kavram olarak görülmektedir (Keyes, Shmotkin ve Ryff, 2002; Ryff ve Keyes, 1995; Ryff ve Singer, 2008).

Psikolojik iyi oluşun gelişim dönemlerinde nasıl şekillendiğinin ve bireylerin yaşamlarına ne gibi etkilerinin olduğu oldukça önemlidir. Avcı (2006)’ya göre özellikle ergenlik dönemi diğer gelişim dönemleri içerisinde bireyin yaşamındaki etkisi bağlamında düşünüldüğünde ayrıca bir önem oluşturmaktadır. Bu dönemde bireyler hızlı fiziksel, duygusal ve davranışsal değişimler geçirmekte ve kişilik gelişimi de şekillenmektedir (Avcı, 2006). Bu dönem bireylerde biyolojik, bilişsel ve sosyal değişimlerin yaşandığı karmaşık bir süreç olarak görülmektedir (Koops ve Bosma, 2005). Bu karmaşık süreçte kendini kabullenmeye, kişisel gelişime, yaşamın amacına ve diğerleriyle olumlu ilişkiler geliştirmeye dönük becerilerin desteklenmesinde “*psikolojik iyi oluş*” kavramı bir hayli ön plana çıkmaktadır.

Yöntem

Araştırmanın Modeli

Bu araştırma lise düzeyindeki ergenlerin psikolojik iyi oluş düzeyleri ile kariyer uyum yetenekleri arasındaki ilişkiyi incelemek ve bunların çeşitli değişkenler açısından farklılaşıp farklılaşmadığını belirlemek için kullanılan nicel araştırma yöntemlerinden ilişkisel tarama modeline dayalı betimsel bir araştırmadır. Bu tür çalışmaların amacı araştırmaya konu olan durumu mümkün olduğunca tam ve itinalı bir biçimde ele alarak tanımlamak ve bir gurubun belirlenen özelliklerini betimlemektir. İlişkisel tarama modeli araştırmaya konu olan değişkenlerin aralarındaki ilişkilere var olup olmadığı yönünde bakarak ve var olan ilişkideki değişim düzeyini belirleyerek sürecin ilerlemesine katkı sağlamaktadır (Büyüköztürk, 2018; Karasar, 2020).

Bu model kullanılarak yapılan araştırmada bağımsız değişkenler cinsiyet, anne ve baba eğitimi, akademik başarısı ve meslek hedefi belirleme nitelikleri olarak belirlenirken, bağımlı değişkenler psikolojik iyi oluş düzeyi ve kariyer uyum yetenekleri olarak belirlenmiştir.

Evren ve Örneklem

Bu araştırmanın evrenini, 2021-2022 eğitim öğretim yılı Kuzey Kıbrıs Türk Cumhuriyeti (KKTC) Lefkoşa ilçesinde genel lise düzeyinde öğrenimine devam eden 3763 ergen oluşturmaktadır. Araştırmanın örneklemi ise 2021- 2022 eğitim öğretim yılında Lefkoşa’da bulunan Türk Maarif Lisesi, Bülent Ecevit Anadolu Lisesi, Hala Sultan İlahiyat Koleji ve Polatpaşa Lisesinde eğitim alan öğrenciler oluşturmaktadır. Basit seçkisiz örnekleme yöntemiyle oluşturulan araştırmanın örnekleminde 527’si kız (%63,1), 308’i erkek (%36,8) olmak üzere toplam 835 öğrenci yer almaktadır.

Amaç

Bireylerin psikolojik iyi oluş düzeylerinin gelişmesi ile beraber artan mücadele gücü kariyer süreçlerinde karşılaşacağı güçlüklerle olan mücadelesini etkileyeceği düşünülmektedir. Kariyer uyumu ile psikolojik iyi oluş değişkenlerinin çalışılması bireylerin kariyer inşa etme süreçlerine olumlu destek sağlayacak farklı alanların belirmesine katkı sunacaktır.

Ergenlik, bireyin yaşamında geleceğine yönelik ihtiyaç duyacağı kişisel özelliklerin temellerin atıldığı ve şekillendiği bir dönem olarak görülmektedir. (Kulaksızoğlu, 2012). Bu dönemde bireylerin geleceğinde tüm yaşamlarında karşılaştıkları güçlüklerle karşılık anlamlı bir karşılık verme ve kendini gerçekleştirme potansiyelini ortaya koymaları olarak belirtilen psikolojik iyi oluş düzeyleri de şekillenmektedir. Ergenlik döneminde şekillenen psikolojik iyi oluş düzeyleri bireylerin; buldukları anda yaşadığı ve kariyerinin ilerleyen zamanlarında yaşaması muhtemel olduğu kişisel sorunlarını, mesleki gelişim görevlerini yerine getirme zorlukları ve mesleki geçiş güçlükleri ile baş edebilmek için potansiyel imkânlarını kullanabilme ve gerekli hazır bulunuşluğu gösterebilecek psikolojik ve sosyolojik yapı olarak adlandırılan kariyer uyum yeteneklerine etkisi olabileceği düşünülmektedir. Bu kapsamda çalışmanın konusunu oluşturan “Ergenlerde Psikolojik İyi Oluş Düzeyleri ile Kariyer Uyum Yeteneklerinin İncelenmesi” başlıklı çalışmanın yapılmasına karar verilmiştir. Bu bağlamda ergenlerin psikolojik iyi oluş düzeyleri ile kariyer uyum yetenekleri arasındaki ilişkinin incelenmesi ve bu değişkenlerin çeşitli faktörler açısından araştırılmasıyla elde edilen bulguların alan yazına katkı sağlaması umulmaktadır.

Ergenlik döneminde, bireylerin gelecek yaşamları boyunca karşılaşılabilecekleri güçlüklerle anlamlı bir dönüt verme ve kendini gerçekleştirme potansiyelini ortaya koyma olarak belirtilen psikolojik iyi oluş düzeyleri de şekillenmektedir. Ergenlik döneminde şekillenen psikolojik iyi oluş düzeylerinin bireylerin;

kariyer uyum yeteneklerine etkisi olabileceği düşünülmektedir. Bu düşünce neticesinde ortaya çıkan “Ergenlerde Psikolojik İyi Oluş Düzeyleri ile Kariyer Uyum Yeteneklerinin İncelenmesi” adlı çalışmada; ergenlerin psikolojik iyi oluş düzeyleri ile kariyer uyum yetenekleri arasındaki ilişkinin incelenmesi amaçlanmış ve bu değişkenlerin çeşitli faktörler açısından araştırılmasıyla elde edilen bulgular ortaya konulmuştur.

Çalışma sonucunda elde edilen sonuçların, 21. yüzyılda çok hızlı ilerleyen bilimsel ve teknolojik gelişmeler sonucu bazı mesleklerin zaman içinde sona ermesi ve yeni meslek dallarının oluşmasıyla bireylerin kariyer yaşamlarında meydana gelen değişimlere uyum sağlama becerilerinin gelişmesinde özellikle lise yıllarından itibaren başlayan eğitimlerine katkı sağlayacağı düşünülmektedir.

Konu ile ilgili yapılan araştırmalara bakıldığında, psikolojik iyi oluş düzeyleri değişkeni ile kariyer uyum yeteneklerinin incelendiği bir çalışmaya rastlanmamış olması bu çalışmanın özgün yönünü oluşturmaktadır. Yapılan araştırmaların çoğunlukla kariyer uyumuna yönelik ve sıklıkla üniversite öğrencilerinin katılımıyla gerçekleştirildiği görülmektedir. Konu hakkında lise düzeyinde kısıtlı sayıda çalışmanın yapıldığı görülmektedir. Bu anlamda, lise öğrencileri ile yapılan bu çalışmanın alan yazına katkı sağlayacağı düşünülmektedir.

Kariyer Uyum Yetenekleri Ölçeği

Savickas ve Porfeli (2012), tarafından geliştirilen Kariyer Uyum Yeteneği Ölçeği 24 maddeden oluşmaktadır. İlgi, Kontrol, Merak ve Güven olmak üzere 6’şar madde içeren dört alt ölçeği bulunmaktadır. Ölçeğin Türkçe’ye uyarlaması Büyükgöze Kavas (2014), tarafından yapılmıştır. Ölçek, önceki araştırmalarla benzer şekilde 4 faktörlü aşamalı yapıyı korumuştur. Orijinal ölçekte iç tutarlılık güvenilirliği ilgi alt boyutunda .83, kontrol alt boyutunda .74, merak alt boyutunda .79, ve güven alt boyutunda .85 ve tüm ölçek için .92 olarak tespit edilmiştir. Türkçe formunda ise iç tutarlılık güvenilirliği ilgi alt boyutunda .78, kontrol alt boyutunda .74, merak alt boyutunda .81, güven alt boyutunda .81 ve tüm ölçek için .91 olarak tespit edilmiştir (Büyükgöze Kavas, 2014). Bu çalışmadan elde edilen güvenilirlik katsayı değeri ise ilgi alt boyutunda .81, kontrol alt boyutunda .77, merak alt boyutunda .83, ve güven alt boyutunda .82 ve tüm ölçek için .88 olarak tespit edilmiştir. Bu sonuçlarına göre ölçeğin geçerli ve güvenilir bir yapıya sahip olduğu söylenebilir (Karacan Özdemir, 2016).

Psikolojik İyi Oluş Ölçeği

Diener, Scollon ve Lucas (2009) tarafından geliştirilen iyi oluş ölçeğinin Türkçe’ye çevrilmesi Telef (2013) tarafından yapılmıştır. Ölçek sekiz maddeden oluşmaktadır. Ölçekten en düşük 8 puan, en yüksek 56 puan alınabilmektedir. Ölçekten elde edilen puanların neticesi kişinin psikolojik iyi oluş düzeyini derecesini yansıtmaktadır. Ölçekten alınan puan kişinin yaşamına ilişkin psikolojik kaynak ve güce ne derece sahip olduğunu göstermektedir. Diener vd. (2009) tarafından geliştirilen orijinal formunda elde edilen Cronbach alfa değeri .80 olarak hesaplanmıştır. Telef (2013) tarafından ölçeğin uyarlama çalışmasından elde edilen Cronbach alfa değeri .87 olarak hesaplanmıştır (Telef, 2013). Bu çalışmadan elde edilen Cronbach alfa değeri ise .79 olarak tespit edilmiştir.

Kişisel Bilgi Formu

Araştırmada lise düzeyindeki ergenlere yönelik okul bilgisi, cinsiyet, anne ve baba eğitimi, akademik başarısı, meslek hedefi belirleyip belirlememe durumu gibi demografik sorular bir öğrenci grubu üzerinde pilot çalışma yapılarak ve uzman görüşü alınarak araştırmacı tarafından oluşturulmuştur.

Verilerin Analizi

Veriler analiz edilmeden önce ilk olarak ölçeklerden elde edilen puanların normallik gösterip göstermediği sınınanmıştır. Verilerin normallik dağılımının analizi Kolmogorov-Smirnov ve Shapiro-Wilk testleri uygulanarak çarpıklık ve basıklık değerlerinin incelenmesi ile yapılmıştır. Bu inceleme neticesinde ölçeklerden elde edilen normal dağılım analizinde anlamlılık değerinin $p < 0.05$ olduğu tespit edilmiş ve normal dağılım sergilemediği sonucuna varılmıştır. Bu verilerden yola çıkarak ölçeklerden elde edilen puanlarının karşılaştırılmasında, fark analizlerinin incelenmesinde ve ölçekler arasındaki ilişkilerin incelenmesinde Non-Parametrik Testlerden biri olan Mann Whitney U testi ile Kruskal-Wallis H testi kullanılmıştır. Kariyer uyum yetenekleri ve psikolojik iyi oluş düzeyleri bağlamında ilişkinin belirlenmesi amacıyla Spearman'ın korelasyon testi uygulanmıştır. Araştırmanın bulguları analiz edilirken 0,05 anlamlılık düzeyi kabul edilmiştir.

Bulgular

Farklılık Analizine İlişkin Bulgular

Lise düzeyindeki ergenlerin tanımlayıcı özellikleri ile kariyer uyum yetenekleri, kariyer uyum yeteneği boyutları ve psikolojik iyi oluş düzeyleri arasındaki farklılıkları test edilmiştir.

Tablo 1. Ergenlerin cinsiyetine göre kariyer uyum yetenekleri ve psikolojik iyi oluş düzeylerinin farklılaşma sonuçları

Ölçek	Cinsiyet	n	Sıra Ort.	Sıra Top.	U	P
Kariyer Uyum Yetenekleri	Erkek	308	442,34	136242,00	73660,000	,026
	Kadın	527	403,77	212788,00		
KUY İlgil Boyutu	Erkek	308	414,57	127687,00	80101,000	,753
	Kadın	527	420,01	221343,00		
KUY Kontrol Boyutu	Erkek	308	465,81	143468,00	66434,000	,000
	Kadın	527	390,06	205562,00		
KUY Merak Boyutu	Erkek	308	432,05	133070,50	76831,500	,197
	Kadın	527	409,79	215959,50		
KUY Güven Boyutu	Erkek	308	443,52	136604,00	73298,000	,019
	Kadın	527	403,09	212426,00		
Psikolojik İyi Oluş	Erkek	308	426,49	131359,00	78543,000	,436
	Kadın	527	413,04	217671,00		

Tablo 1'de ergenlerin cinsiyetlerine göre kariyer uyum yeteneği puanlarında farklılaşma olduğu görülmektedir. Buna göre erkek öğrencilerin kariyer uyum yeteneği düzeylerinin, kız öğrencilere göre daha yüksek olduğu tespit edilmiştir.

Çalışmaya katılan ergenlerin cinsiyetlerine göre kariyer uyum yeteneklerindeki farklılaşmanın yanı sıra kariyer uyum yeteneği alt boyutlarında da birtakım farklılaşmaların olduğu anlaşılmaktadır. Bu bağlamda erkek öğrencilerin kariyer uyum yeteneğinin kontrol ve güven alt boyutlarında kız öğrencilerinkine göre daha yüksek düzeyde olduğu tespit edilmiştir.

Elde edilen sonuçlara göre, çalışmaya katılan ergenlerin kariyer uyum yeteneğinin alt boyutlarından olan ilgi ve merak boyutu ile psikolojik iyi oluş düzeyi puanlarında cinsiyet yönünde bir farklılaşma olmadığı tespit edilmiştir.

Tablo 2. Ergenlerin anne eğitim durumuna göre kariyer uyum yetenekleri ve psikolojik iyi oluş düzeylerinin farklılaşma sonuçları

Ölçek	Anne Eğitim Durumu	N	Sıra Ort.	X ²	P
Kariyer Uyum Yetenekleri	Okur yazar değil	25	477,38	18,587	,005
	Okur yazar	12	442,13		
	İlkokul	212	401,36		
	Ortaokul	75	355,59		
	Lise	264	411,48		
	Üniversite	190	430,29		
	Lisansüstü	57	520,14		
KUY İlgil Boyutu	Okur yazar değil	25	436,70	14,499	,025
	Okur yazar	12	440,92		
	İlkokul	212	387,28		
	Ortaokul	75	369,25		
	Lise	264	418,85		
	Üniversite	190	444,07		
	Lisansüstü	57	492,55		
KUY Kontrol Boyutu	Okur yazar değil	25	429,20	5,705	,457
	Okur yazar	12	464,42		
	İlkokul	212	422,77		
	Ortaokul	75	386,23		
	Lise	264	408,34		
	Üniversite	190	416,65		
	Lisansüstü	57	476,58		
KUY Merak Boyutu	Okur yazar değil	25	455,04	20,991	,002
	Okur yazar	12	433,17		
	İlkokul	212	404,02		
	Ortaokul	75	339,12		
	Lise	264	415,69		
	Üniversite	190	430,37		
	Lisansüstü	57	523,85		
KUY Güven Boyutu	Okur yazar değil	25	528,86	16,739	,010
	Okur yazar	12	403,33		
	İlkokul	212	400,62		
	Ortaokul	75	387,89		
	Lise	264	407,85		
	Üniversite	190	421,71		
	Lisansüstü	57	511,36		

	Okur yazar değil	25	468,68		
	Okur yazar	12	426,50		
	İlkokul	212	395,53		
Psikolojik İyi Oluş	Ortaokul	75	370,94	14,844	,022
	Lise	264	405,43		
	Üniversite	190	451,12		
	Lisansüstü	57	487,32		

Tablo 2’de ergenlerin anne eğitim durumları okuryazar değil, okuryazar, ilkokul, ortaokul, lise, üniversite ve lisansüstü olmak üzere 7 kategoride ele alınmıştır. Buna göre, ergenlerin kariyer uyum yeteneklerinin anne eğitim durumuna göre farklılaştığı tespit edilmiştir.

Anne eğitim durumu lisansüstü olan ergenlerin, kariyer uyum yeteneklerinin anne eğitim durumu ilkokul, ortaokul, lise ve üniversite olanlara göre daha yüksek olduğu anlaşılmıştır. Ayrıca, anne eğitim durumu üniversite olan ergenlerin, kariyer uyum yeteneklerinin anne eğitim durumu ortaokul olanlara oranla yüksek düzeyde olduğu tespit edilmiştir.

Ergenlerin anne eğitim durumlarına göre kariyer uyum yeteneklerinin alt boyutlarından olan ilgi, merak ve güven boyutlarının ve psikolojik iyi oluş düzeylerinin de farklılaştığı tespit edilmiştir. Buna göre anne eğitim durumu lisansüstü olan ergenlerin, kariyer uyum yeteneklerinin ilgi, merak ve güven alt boyutlarının anne eğitim durumu ilkokul, ortaokul, lise ve üniversite olanlara göre daha yüksek olduğu tespit edilmiştir. Ayrıca anne eğitim durumu lisansüstü olan ergenlerin psikolojik iyi oluş düzeylerinin de anne eğitim durumu ilkokul, ortaokul, lise olanlara göre daha yüksek olduğu tespit edilmiştir. Bununla beraber anne eğitim durumu üniversite olan ergenlerin, anne eğitim durumu ilkokul, ortaokul ve lise olanlara göre psikolojik iyi oluş düzeylerinin daha yüksek olduğu tespit edilmiştir.

Ergenlerin, kariyer uyum yeteneğinin alt boyutlarından biri olan kontrol boyutunun ise annenin eğitimine göre bir farklılığa neden olmadığı tespit edilmiştir.

Tablo 3. Ergenlerin baba eğitim durumuna göre kariyer uyum yetenekleri ve psikolojik iyi oluş düzeylerinin farklılaşma sonuçları

Ölçek	Baba Eğitim Durumu	N	Sıra Ort.	X ²	P
Kariyer Uyum Yetenekleri	Okur yazar değil	3	455,00		
	Okur yazar	6	453,83		
	İlkokul	155	369,55		
	Ortaokul	110	432,39	12,485	,052
	Lise	260	417,15		
	Üniversite	227	422,10		
	Lisansüstü	74	484,10		
KUY İlgi Boyutu	Okur yazar değil	3	339,00		
	Okur yazar	6	387,00		
	İlkokul	155	364,60		
	Ortaokul	110	409,33	11,923	,064
	Lise	260	435,97		
	Üniversite	227	427,24		
	Lisansüstü	74	456,97		

KUY Kontrol Boyutu	Okur yazar değil	3	425,33	9,160	,165
	Okur yazar	6	554,33		
	İlkokul	155	376,73		
	Ortaokul	110	436,11		
	Lise	260	431,78		
	Üniversite	227	409,31		
	Lisansüstü	74	444,43		
KUY Merak Boyutu	Okur yazar değil	3	557,33	16,376	,012
	Okur yazar	6	407,92		
	İlkokul	155	373,63		
	Ortaokul	110	435,52		
	Lise	260	409,70		
	Üniversite	227	420,13		
	Lisansüstü	74	502,68		
KUY Güven Boyutu	Okur yazar değil	3	419,50	6,332	,387
	Okur yazar	6	528,67		
	İlkokul	155	402,62		
	Ortaokul	110	428,33		
	Lise	260	404,40		
	Üniversite	227	419,35		
	Lisansüstü	74	469,46		
Psikolojik İyi Oluş	Okur yazar değil	3	401,00	11,025	,088
	Okur yazar	6	493,92		
	İlkokul	155	368,92		
	Ortaokul	110	413,23		
	Lise	260	423,07		
	Üniversite	227	429,66		
	Lisansüstü	74	468,87		

Tablo 3'te ergenlerin baba eğitimlerine yönelik durumları okuryazar değil, okuryazar, ilkokul, ortaokul, lise, üniversite ve lisansüstü olmak üzere 7 kategoride ele alınmıştır. Buna göre ergenlerin baba eğitim durumlarına göre kariyer uyum yeteneğinin alt boyutlarından olan merak boyutunun farklılaştığı tespit edilmiştir. Baba eğitim durumu lisansüstü olan ergenlerin, kariyer uyum yeteneğinin alt boyutlarından olan merak boyutunun baba eğitim durumu ilkokul, lise ve üniversite olanlara göre daha yüksek olduğu tespit edilmiştir.

Ergenlerin kariyer uyum yeteneklerinin ve kariyer uyum yeteneklerinin alt boyutlarından olan ilgi, kontrol ve güven boyutlarının baba eğitim durumu bağlamında farklılığa neden olmadığı tespit edilmiştir. Aynı şekilde ergenlerin, baba eğitim durumuna göre psikolojik iyi oluş düzeylerinde de bir farklılığa neden olmadığı tespit edilmiştir.

Tablo 4. Ergenlerin akademik başarı durumlarına göre kariyer uyum yetenekleri ve psikolojik iyi oluş düzeylerinin farklılaşma sonuçları

Ölçek	Akademik Başarı Durumu	N	Sıra Ort.	X ²	P
Kariyer Uyum Yetenekleri	4,99- ve altı	4	240,50	28,819	,000
	6,49-5 arası	53	321,26		
	8,49-6,5 arası	301	401,25		
	10-8,5 arası	428	453,96		
	Bilmiyorum	49	325,91		
KUY İlgi Boyutu	4,99- ve altı	4	302,25	45,310	,000
	6,49-5 arası	53	280,12		
	8,49-6,5 arası	301	384,46		
	10-8,5 arası	428	466,99		
	Bilmiyorum	49	354,69		
KUY Kontrol Boyutu	4,99- ve altı	4	183,13	12,857	,012
	6,49-5 arası	53	348,62		
	8,49-6,5 arası	301	428,19		
	10-8,5 arası	428	428,70		
	Bilmiyorum	49	356,10		
KUY Merak Boyutu	4,99- ve altı	4	332,50	21,259	,000
	6,49-5 arası	53	385,34		
	8,49-6,5 arası	301	383,08		
	10-8,5 arası	428	454,72		
	Bilmiyorum	49	354,11		
KUY Güven Boyutu	4,99- ve altı	4	248,25	14,065	,007
	6,49-5 arası	53	373,42		
	8,49-6,5 arası	301	421,14		
	10-8,5 arası	428	434,21		
	Bilmiyorum	49	319,26		
Psikolojik İyi Oluş	4,99- ve altı	4	303,50	17,432	,002
	6,49-5 arası	53	330,55		
	8,49-6,5 arası	301	403,12		
	10-8,5 arası	428	446,50		
	Bilmiyorum	49	364,44		

Tablo 4'te ergenlerin akademik başarı durumları ile kariyer uyum yeteneklerinin, kariyer uyum yeteneği alt boyutlarından olan kontrol, ilgi, güven ve merak boyutlarının ve psikolojik iyi oluş düzeylerinin farklılık gösterdiği tespit edilmiştir.

Ergenlerin akademik başarı durumuna göre kariyer uyum yeteneklerinin farklılaştığı tespit edilmiştir. Yapılan testin sonucuna göre farklılığın akademik başarı durumları 10-8,50 arası ile 8,49-6,50 arasında, akademik başarı durumları 10-8,5 arası ile 6,49-5,00 arasında, akademik başarı durumları 8,49-6,50 arası ile 6,49-5,00 arasında olduğu tespit edilmiştir. Aynı şekilde bir önceki yıla ait akademik başarısını bilmeyen öğrenciler ile başarı durumu 10-8,50 arasında olan ve 8,49-6,50 arasında olan öğrenciler arasında da farklılığın olduğu tespit edilmiştir.

Akademik başarı durumu 10-8,50 olan öğrencilerin, kariyer uyum yeteneklerinin akademik başarı durumu 8,49-6,50 arası olanlara ve akademik başarı durumu 6,49-5,00 arası olanlara göre yüksek düzeyde olduğu tespit edilmiştir. Akademik başarı durumu 8,49-6,50 olan öğrencilerin kariyer uyum

yeteneklerinin, akademik başarı durumu 6,49-5,00 arası olanlara göre yüksek düzeyde olduğu tespit edilmiştir. Bir önceki yıla ait akademik başarısını bilmeyen öğrencilerin kariyer uyum yeteneklerinin akademik başarı durumu 10-8,50 arası olanlara ve akademik başarı durumu 8,49-6,50 arası olanlara göre daha düşük olduğu tespit edilmiştir.

Ergenlerin akademik başarı durumunun, kariyer uyum yeteneği alt boyutlarından ilgi boyutunda farklılık gösterdiği tespit edilmiştir. Yapılan testin sonucuna göre farklılığın akademik başarı durumları 10-8,50 arası ile 8,49-6,50 ve 6,49-5,00 arasında, akademik başarı durumları 8,49-6,50 arası ile 6,49-5,00 arasında olduğu tespit edilmiştir. Aynı şekilde bir önceki yıla ait akademik başarısını bilmeyen öğrenciler ile başarı durumu 10-8,50 arasında da farklılığın olduğu tespit edilmiştir.

Akademik başarı durumu 10-8,50 arası olan öğrencilerin, kariyer uyum yeteneğinin alt boyutlarından biri olan ilgi boyutunun, akademik başarı durumu 8,49-6,50 arası olanlara ve 6,49-5,00 arası olanlara göre yüksek düzeyde olduğu tespit edilmiştir. Ayrıca akademik başarı durumu 8,49-6,50 arası olan öğrencilerin, akademik başarı durumu 6,49-5,00 arası olanlara göre daha yüksek olduğu tespit edilmiştir. Bununla birlikte bir önceki yıla ait akademik başarısını bilmeyen öğrencilerin ilgi boyutunun, akademik başarı durumu 10-8,50 arası olanlara göre daha düşük olduğu tespit edilmiştir.

Ergenlerin akademik başarı durumunun, kariyer uyum yeteneği alt boyutlarından kontrol boyutunda farklılık gösterdiği tespit edilmiştir. Yapılan testin sonucuna göre farklılığın akademik başarı durumları 10-8,50 arası ile 6,49-5,00 ve 4,99 ve altı not ortalaması arasında, akademik başarı durumları 8,49-6,50 arası ile 6,49-5,00 ve 4,99 ve altı not ortalaması arasında olduğu tespit edilmiştir. Aynı şekilde bir önceki yıla ait akademik başarısını bilmeyen öğrenciler ile başarı durumu 10-8,50 arasında da farklılığın olduğu tespit edilmiştir.

Akademik başarı durumu 10-8,50 arası olan öğrencilerin, kariyer uyum yeteneğinin alt boyutlarından biri olan kontrol boyutunun, akademik başarı durumu 6,49-5,00 arası olanlara ve 4,99 ve altı arası olanlara göre yüksek düzeyde olduğu tespit edilmiştir. Akademik başarısı 8,49-6,50 arası olan öğrencilerin kontrol boyutunun, akademik başarı durumu 6,49-5,00 arası olanlara ve 4,99 ve altı arası olanlara göre daha yüksek olduğu tespit edilmiştir. Bir önceki yıla ait akademik başarısını bilmeyen öğrencilerin kariyer uyum yeteneğinin alt boyutlarından biri olan kontrol boyutunun, akademik başarı durumu 10-8,50 arası olanlara göre daha düşük olduğu tespit edilmiştir.

Ergenlerin akademik başarı durumunun, kariyer uyum yeteneği alt boyutlarından merak boyutunda farklılık gösterdiği tespit edilmiştir. Yapılan testin sonucuna göre farklılığın akademik başarı durumları 10-8,50 arası ile 8,49-6,50 arasında ve bir önceki yıla ait akademik başarısını bilmeyen öğrenciler ile başarı durumu 10-8,50 arasında olduğu tespit edilmiştir.

Akademik başarı durumu 10-8,50 arası olan öğrencilerin, kariyer uyum yeteneğinin alt boyutlarından biri olan merak boyutunun, akademik başarı durumu 8,49-6,50 arası olanlara göre daha yüksek olduğu tespit edilmiştir. Bir önceki yıla ait akademik başarısını bilmeyen öğrencilerin merak boyutunun, akademik başarı durumu 10-8,50 arası olanlara göre düşük düzeyde olduğu tespit edilmiştir.

Ergenlerin akademik başarı durumunun, kariyer uyum yeteneğinin alt boyutlarından güven boyutunda farklılaştığı tespit edilmiştir. Yapılan testin sonucuna göre farklılığın akademik başarısını bilmeyen öğrenciler ile başarı durumu 10-8,50 olan öğrenciler arasında olduğu tespit edilmiştir.

Akademik başarı durumu 10-8,50 arası olan öğrencilerin, kariyer uyum yeteneğinin alt boyutlarından biri olan güven boyutunun, bir önceki yıla ait akademik başarısını bilmeyen öğrencilere göre yüksek düzeyde olduğu tespit edilmiştir.

Ergenlerin akademik başarı durumuna göre psikolojik iyi oluş düzeylerinin farklılaştığı tespit edilmiştir. Yapılan testin sonucuna göre farklılığın akademik başarı durumları 10-8,50 arası ile 8,49-6,50 ve 6,49-5,00 arasında, akademik başarı durumları 8,49-6,50 arası ile 6,49-5,00 arasında olduğu tespit edilmiştir. Aynı şekilde bir önceki yıla ait akademik başarısını bilmeyen öğrenciler ile başarı durumu 10-8,50 arasında olan öğrenciler arasında da farklılığın olduğu tespit edilmiştir.

Akademik başarı durumu 10-8,50 arası olan öğrencilerin psikolojik iyi oluş düzeyleri akademik başarı durumu 8,49-6,50 arası olanlara ve başarı durumu 6,49-5,00 arası olanlara göre yüksek düzeyde olduğu tespit edilmiştir. Ayrıca, akademik başarı durumu 8,49-6,50 olan öğrencilerin psikolojik iyi oluş düzeyleri akademik başarı durumu 6,49-5,00 arası olanlara göre daha yüksek olduğu tespit edilmiştir. Bir önceki yıla ait akademik başarısını bilmeyen öğrencilerin psikolojik iyi oluş düzeyleri akademik başarı durumu 10-8,50 arası olanlara kıyasla düşük düzeyde olduğu tespit edilmiştir.

Tablo 5. Ergenlerin meslek hedefi belirlemelerine göre kariyer uyum yetenekleri ve psikolojik iyi oluş düzeylerinin farklılaşma sonuçları

Ölçek	Meslek Hedefimi	N	Sıra Ort.	Sıra Top.	U	P
Kariyer Uyum Yetenekleri	Belirledim	535	471,85	252441,00	51439,000	,000
	Belirlemedim	300	321,96	96589,00		
KUY İlgi Boyutu	Belirledim	535	489,83	262059,00	41821,000	,000
	Belirlemedim	300	289,90	86971,00		
KUY Kontrol Boyutu	Belirledim	535	439,34	235048,00	68832,000	,000
	Belirlemedim	300	379,94	113982,00		
KUY Merak Boyutu	Belirledim	535	452,79	242241,00	61639,000	,000
	Belirlemedim	300	355,96	106789,00		
KUY Güven Boyutu	Belirledim	535	454,96	243406,00	60474,000	,000
	Belirlemedim	300	352,08	105624,00		
Psikolojik İyi Oluş	Belirledim	535	461,69	247005,50	56874,500	,000
	Belirlemedim	300	340,08	102024,50		

Tablo 5'te çalışmaya katılan ergenlerin meslek hedeflerini belirleme durumlarına göre kariyer uyum yeteneklerinde, kariyer uyum yeteneğinin ilgi, kontrol, merak, güven alt boyutlarında ve psikolojik iyi oluş düzeylerinde farklılaşma olduğu tespit edilmiştir.

Meslek hedefi belirleyen öğrencilerin kariyer uyum yeteneği düzeylerinin, meslek hedefi belirlemeyen öğrencilere göre daha yüksek olduğu tespit edilmiştir. Meslek hedefi belirleyen öğrencilerin kariyer uyum yeteneğinin alt boyutlarından olan ilgi, kontrol, merak ve güven boyutu düzeylerinin, meslek hedefi belirlemeyen öğrencilere göre daha yüksek olduğu tespit edilmiştir. Ayrıca meslek hedefi belirleyen öğrencilerin psikolojik iyi oluş düzeylerinin de meslek hedefi belirlemeyen öğrencilere göre daha yüksek olduğu tespit edilmiştir.

Korelasyon Analizine İlişkin Bulgular

Tablo 6. Ergenlerin kariyer uyum yetenekleri ile psikolojik iyi oluş düzeyleri arasındaki ilişkiye yönelik analiz sonuçları

		KUY	KUY İLGİ	KUY KONTROL	KUY MERAK	KUY GÜVEN	PİO
KUY	R	1,000					
KUY İLGİ	R	,743**	1,000				
KUY KONTROL	R	,738**	,368**	1,000			
KUY MERAK	R	,782**	,462**	,450**	1,000		
KUY GÜVEN	R	,815**	,482**	,512**	,549**	1,000	
PİO	R	,629**	,436**	,556**	,405**	,561**	1,000

Notlar: ** $p < ,001$; * $p < ,05$; r =korelasyon katsayısı; p =anlamlılık değeri; KUY=Kariyer Uyum Yeteneği; KUY İLGİ= Kariyer Uyum Yeteneği İlgili Boyutu; KUY KONTROL = Kariyer Uyum Yeteneği Kontrol Boyutu; KUY MERAK = Kariyer Uyum Yeteneği Merak Boyutu; KUY GÜVEN= Kariyer Uyum Yeteneği Güven Boyutu; PİO=Psikolojik İyi Oluş

Tablo 6 incelendiğinde kariyer uyum yeteneği ve psikolojik iyi oluşun olumlu yönde, anlamlı ve yüksek düzeyde ilişkili olduğu tespit edilmiştir. Psikolojik iyi oluş düzeyinin kariyer uyum yeteneği alt boyutlarından ilgi, kontrol ve merak ile olumlu yönde, anlamlı ve orta düzeyde ilişkisi olduğu tespit edilmiştir. Psikolojik iyi oluş düzeyinin kariyer uyum yeteneğinin alt boyutlarından kontrol ile olumlu yönde, anlamlı ve orta düzeyde ilişkisi olduğu tespit edilmiştir. Kariyer uyum yeteneğinin, alt boyutlarından olan güven alt boyutu ile arasındaki ilişkinin ise en yüksek düzeyde olduğu tespit edilmiştir.

Tartışma ve Sonuç

Araştırmaya katılan ergenlerin cinsiyet farklılığına göre kariyer uyum yeteneklerinin kontrol ve güven alt boyutlarında farklılaştığı fakat ilgi ve merak alt boyutlarında farklılaşmadığı tespit edilmiştir. Ergenlerin cinsiyet özellikleri kariyer uyum yeteneklerinin kontrol ve güven alt boyutlarında farklılık gösterdiği tespit edilmiştir. Bu farklılığın erkek öğrenciler lehine yüksek düzeyde olduğu tespit edilmiştir. Alan yazında kariyer uyum yeteneklerinin cinsiyete göre farklılaştığı araştırma sonuçları mevcuttur (Genç, 2016; Sarsıkoğlu, 2019; Yiğit, 2018). Bununla birlikte kariyer uyum yetenekleri ve alt boyutlarının cinsiyete göre farklılaşmadığı çalışmalar da mevcuttur (Aktaş ve Şahin, 2019; Boyacı, 2019; Çelik, 2017; Korkmaz, 2018). Bu çalışma diğer çalışmalarla benzerlik gösterdiği gibi farklılıklar da göstermektedir. Sonuçların farklılaşmasının nedenleri arasında anne baba eğitim düzeyi, yaş ve sosyo-ekonomik düzeyleri gibi bireysel farklılıklar olabileceği gibi kişilerin büyüdüğü aile ve çevre ortamına bağlı eşit eğitim fırsatlarına sahip olamama gibi kültürel farklılıkların olabileceği de düşünülebilir. Erkek öğrencilerin kariyer uyum yeteneklerinin daha yüksek olmasının, erkek egemen toplumlardaki ataerkil aile yapısına bağlı olarak erkeğin meslek edinmeye yönelik tüm koşullara zihinsel olarak hazır olma zorunluluğu gösterilebilir.

Ergenlerin psikolojik iyi oluş düzeylerinin cinsiyete göre farklılaşmadığı tespit edilmiştir. İlgili alan yazın incelendiğinde bu yönde çalışmaların (Çağlar Özdoğan, 2021; Çelik, 2016; Ryff ve Singer, 2008; Söner ve Yılmaz, 2018) ve farklı sonuçlanan (Çağatayalp Özden, 2019; Karabeyeser, 2013; Muzafferoğlu, 2019; Gönenç, 2018; Özden, 2014; Cengiz, 2018; Öztürk, 2019) çalışmaların olduğu görülmektedir.

Yapılan çalışmada ergenlerin kariyer uyum yetenekleri ve kariyer uyum yeteneğinin ilgi, merak, güven alt boyutlarının anne eğitim durumuna göre farklılık gösterdiği fakat kontrol boyutunda bir farklılaşma olmadığı tespit edilmiştir. Ergenlerin kariyer uyum yetenekleri karşılaştırıldığında, annesi lisansüstü mezunu olan ergenlerin, annesi ilkokul, ortaokul, lise ve üniversite mezunu olan ergenlere oranla yüksek düzeyde olduğu tespit edilmiştir. Bununla beraber anne eğitim durumu üniversite olan ergenlerin kariyer uyum yeteneklerinin annesi ortaokul mezunu olanlara kıyasla yüksek düzeyde olduğu tespit edilmiştir. Aile sistemlerinin lise öğrencilerinin kariyer tutumları üzerindeki etkisinin araştırıldığı bir çalışmada anne eğitim durumu arttıkça öğrencilerin kariyer olgunluğunun da yükseldiği sonucuna ulaşılmıştır (Lee ve Yi, 2010). Super'in kariyer olgunluğu kavramı Savickas (1997), tarafından kendi kuramında çocuklar, ergenler ve yetişkinler için kariyer sürecini açıklayan bir kavram olarak revize edilmiştir (Pişkin, 2017). Dolayısıyla kariyer olgunluğu ile kariyer uyum yetenekleri kavramları birbiri ile yakın ilişkili kavramlar olarak düşünülmektedir. Alan yazında yapılan bu araştırma sonucu ile yapılan çalışmanın sonuçları benzerlik göstermektedir. Alan yazında anne eğitim duruma göre kariyer uyum yeteneklerinin farklılaşmadığı çalışmalar da bulunmaktadır (Cihangül, 2021; Çelik, 2017; Gül vd., 2019; Korkmaz, 2018). Cihangül (2021) tarafından üniversite öğrencilerinin kariyer uyum yetenekleri üzerine yapılan bir çalışmada anne eğitim düzeyine göre kariyer uyum yeteneklerinin farklılaşmadığı sonucuna ulaşılmıştır.

Annenin eğitim durumu araştırmaya katılan ergenlerin psikolojik iyi oluş düzeylerinde farklılaşmalara neden olmuştur. Buna göre annesi lisansüstü eğitim alan ergenlerin psikolojik iyi oluş düzeylerinin, annesi ilkokul, ortaokul ve lise mezunu olan ergenlere göre yüksek düzeyde olduğu tespit edilmiştir. Bununla beraber anne eğitim durumu üniversite olan ergenlerin, anne eğitim durumu ilkokul, ortaokul ve lise olanlara göre daha yüksek olduğu tespit edilmiştir. İlgili alan yazın incelendiğinde bu yönde çalışmaların (Hamurcu, 2011; Karabeyeser, 2013; Mc Campbell, 2012) ve farklı çalışmaların (Altuntaş, 2018; Aydın, 2019; Gönenç, 2018; Muzafferoğlu, 2019; Öztürk, 2019) olduğu görülmektedir. Alan yazında bulunan bu çalışmalardan elde edilen sonuçlar ile yapılan çalışmaların sonuçlarının benzerlik gösterdiği anlaşılmaktadır.

Araştırmaya katılan ergenlerin baba eğitim durumuna göre kariyer uyum yeteneklerinin ilgi, kontrol ve güven alt boyutlarında bir farklılaşma olmazken merak boyutunda farklılaşma olduğu tespit edilmiştir. Alan yazında bu bulguları destekleyen çalışmalar bulunmaktadır (Çelik, 2017; Gül vd., 2019; Korkmaz, 2018). Alan yazın çalışmalarında baba eğitim durumuna göre kariyer uyum yeteneklerinin farklılaştığı çalışmaların çok az oluşu dikkat çekmektedir. Lee ve Yi (2010), Koreli lise öğrencileri üzerinde yaptıkları bir çalışmada baba eğitim durumuna göre kariyer uyum yeteneklerinin farklılaştığını tespit etmişlerdir. Ayrıca baba eğitim durumu lisansüstü olan ergenlerin kariyer uyum yeteneğinin merak alt boyutunun babası ilkokul, lise ve üniversite eğitimi alanlara göre farklılaştığı ve yüksek düzeyde olduğu tespit edilmiştir. Buna neden olarak, ergenlerin kariyer gelecekleri ile yapacakları seçimlerde kendilerini geliştirmeye ve yeni olanakları araştırmaya meyilli olmalarında babalarını rol model almaları ve babalarının eğitim düzeylerinin onları bu alanda çalışmalar yapmaya cesaretlendirebilir olması olarak yorumlanabilir.

Araştırmaya katılan ergenlerin babalarının gördükleri eğitimin onların psikolojik iyi oluş düzeylerinde farklılaşmaya neden olmadığı tespit edilmiştir. İlgili alan yazın incelendiğinde bu yönde çalışmaların (Aydın, 2019; Gönenç, 2018; Karabeyeser, 2013; Muzafferoğlu, 2019) ve farklı çalışmaların (Altuntaş, 2018; Öztürk, 2019) olduğu görülmüştür.

Çalışmada ergenlerin akademik başarıları durumlarına göre kariyer uyum yeteneklerinin ve kariyer uyum yeteneğinin tüm alt boyutlarının farklılaştığı tespit edilmiştir. Kişilik özelliklerinin kariyer uyum yeteneğine etkisi üzerine üniversite öğrencileri üzerinde yapılan bir araştırmada akademik başarı düzeylerinin kariyer uyum yeteneklerine göre farklılaştığı sonucuna ulaşılmıştır. Bu farklılığa göre akademik başarı 2 ve daha düşük seviyede olan öğrencilerin kariyer uyum yetenekleri ve alt boyutlarının akademik başarı 2 ve üstü dereceye sahip öğrencilere göre daha düşük olduğu sonucuna ulaşılmıştır (Sartık, 2020). Ergenlerin akademik başarı ve kariyer uyum yeteneklerinin incelendiği farklı bir çalışmada kariyer uyum yeteneğinin ilgi boyutu ile akademik başarı arasında olumlu yönde bir ilişki ortaya konmuştur (Negru-Subtirica ve Pop, 2016). Alan yazındaki bu çalışmaların sonuçları ile yapılan çalışmada tespit edilen sonuçların benzerlik gösterdiği görülmektedir. Bu sonuçlardan farklı olarak Gül vd. (2019)'in yaptığı bir çalışmada Öğrencilerin demografik özelliklerinin kariyer uyumluluğu ve iyimserliği ile ilişkisi incelenmiş ve akademik başarı ile kariyer uyum yeteneğinin farklılaşmadığı sonucuna ulaşılmıştır (Gül vd., 2019).

Araştırmaya katılan ergenlerin akademik başarı durumlarının psikolojik iyi oluş düzeylerinde farklılaşmaya neden olduğu tespit edilmiştir. İlgili alan yazın incelendiğinde, elde edilen sonuçlar ile yapılan çalışmaların (Altuntaş, 2018; Çağatayalp Özden, 2019; Ekti, 2019; İşgör, 2011; Kara, 2014; Özden, 2014) sonuçlarının benzerlik gösterdiği anlaşılmaktadır. Bununla birlikte alan yazında farklı çalışmaların (Cenkseven, 2004; Çelik, 2016) olduğu da görülmektedir.

Yapılan çalışmada ergenlerin meslek hedefini belirleme durumlarının kariyer uyum yetenekleri ve tüm alt boyutlarında farklılaştığı tespit edilmiştir. Korkmaz (2018), tarafından yapılan bir çalışmada lise öğrencilerinin kariyer uyum yetenekleri ile sosyo-demografik özellikleri arasındaki ilişki incelenmiştir. Çalışmada kariyer uyum yeteneği yüksek olan öğrencilerin 10 yıl ilerisi için kariyer planları ve hayalleri olan öğrenciler olduğu sonucuna ulaşılmıştır. Yerleştikleri bölümü tercih şekillerine göre kariyer uyum yeteneklerin analiz edildiği farklı bir araştırmada kendi isteğiyle bir bölüme yerleşen öğrencilerin kariyer uyum yeteneklerinin rastgele ya da aile isteğine göre yerleşenlere göre daha yüksek olduğu sonucuna ulaşılmıştır (Abaklı, 2020). Üniversite öğrencilerinin kariyer uyumluluğunu açıklayan faktörlerin araştırıldığı bir diğer araştırmada kariyer kararını belirlemiş öğrencilerin kariyer uyumluluğunun kariyer kararını belirlememiş olan öğrencilere göre daha yüksek olduğu sonucuna ulaşılmıştır (Sarsıkoğlu, 2019). Alan yazındaki bu çalışma ile yapılan çalışmanın sonuçları benzerlik göstermektedir. Alan yazında kariyer uyum yetenekleri ile meslek veya kariyer hedefi belirleme durumunun ele alındığı bir çalışmaya rastlanmamıştır.

Araştırmaya katılan ergenlerin meslek hedefi belirleme durumuna göre psikolojik iyi oluş düzeylerinin farklılaştığı tespit edilmiştir. Buna göre meslek hedefini belirleyen ergenlerin psikolojik iyi oluş düzeylerinin, meslek hedefini belirlemeyenlere oranla daha yüksek olduğu tespit edilmiştir. Alan yazında meslek hedefi belirleme durumuna göre psikolojik iyi oluş düzeylerinin farklılaşıp farklılaşmadığıyla alakalı doğrudan bir çalışmaya rastlanmamıştır. Fakat bölümünü isteyerek seçen öğrencilerin psikolojik iyi oluş düzeylerinin araştırıldığı çalışmalar bulunmaktadır (Eroğlu, 2020; Reisoğlu, 2014). Eroğlu (2020)'e göre bölümünü isteyerek seçen öğrencilerin psikolojik iyi oluş düzeyleri bölümünü isteyerek tercih etmeyenlerin düzeylerine göre daha yüksek olduğu sonucuna ulaşılmıştır. Reisoğlu (2014) tarafından üniversite öğrencilerinin katılımıyla yapılan farklı bir araştırmada öznel iyi oluş düzeylerini yordayan çeşitli faktörler incelenmiş ve bölümünü isteyerek tercih eden öğrencilerin öznel iyi oluş düzeylerinin isteyerek tercih etmeyenlere göre daha yüksek olduğu sonucuna ulaşılmıştır (Eroğlu, 2020). Alan yazında bulunan bu çalışmalardan elde edilen sonuçlar ile yapılan çalışmaların sonuçlarının dolaylı da olsa benzerlik gösterdiği söylenebilir.

Ergenlerin psikolojik iyi oluş düzeyleri ile kariyer uyum yeteneklerinin pozitif yönlü ve yüksek düzeyde ilişkili olduğu tespit edilmiştir. Diğer bir deyişle ergenlerin psikolojik iyi oluş düzeyleri arttıkça kariyer

uyum yetenekleri düzeylerinin de arttığı aksine psikolojik iyi oluş düzeyleri azaldıkça kariyer uyum yeteneklerinin de azaldığı tespit edilmiştir. Ergenlerin psikolojik iyi oluş düzeyleri kariyer uyum yeteneklerini etkilemekte ve olumlu anlamda katkı sağlamaktadır. Bununla beraber araştırmada ulaşılan sunuca göre, ergenlerin psikolojik iyi oluş düzeyleri ve kariyer uyum yeteneklerinin birbirleri ile karşılıklı olarak ilişki içinde olduğu tespit edilmiştir. Yani psikolojik iyi oluş düzeyleri kariyer uyum yeteneğini etkilerken aynı şekilde kariyer uyum yetenekleri de psikolojik iyi oluş düzeylerini etkilemektedir. Bu ilişkinin olumlu yönde, anlamlı ve yüksek düzeyde olduğu tespit edilmiştir.

Araştırmanın sonuçlarına göre ergenlerin psikolojik iyi oluş düzeylerinin ilgi, kontrol, merak ve güven alt boyutlarıyla da ilişkili olduğu tespit edilmiştir. Ergenlerin psikolojik iyi oluş düzeylerinin kariyer uyum yeteneğinin ilgi, kontrol, merak ve güven alt boyutlarını pozitif yönde, anlamlı ve orta şiddette etkilediği tespit edilmiştir.

Psikolojik iyi oluş kavramına bakıldığında bireylerin var olan potansiyeli aracılığıyla yaşamın zorlukları ile başa çıkmasına ve belirlenen anlamlı hedeflere ulaşmasına odaklandığı görülmektedir (Ryff ve Singer, 2008). Ayrıca bireylerin kendini tanımasına, ilgi ve yetenekleri konusunda bilgi sahibi olarak geliştirmesine olanak sağlayarak onların uzun ve sağlıklı bir yaşam sürmesine yardımcı olur (Ryff, 2013). Psikolojik iyi oluş kavramının bu yönü ile kariyer uyum yetenekleri arasındaki ilişki daha da iyi anlaşılmaktadır. Çünkü kariyer uyum yeteneğinin kariyer gelişimi, kariyer geçişleri ve meslek ve kariyer yaşamında karşılaşacağı travmalarla başa çıkma becerileri olduğu düşünüldüğünde var olan potansiyelini kullanma, başa çıkma ve problem çözme becerileri yüksek olan kişilerin hem gelişimsel görevlerde hem de kariyer geçişlerinin getirdiği görevlerde ve stresli koşullarda baş etme becerileri daha yüksek olacaktır.

Ergenlerin kariyer uyum yeteneklerinin cinsiyete göre farklılaştığı ve erkek öğrencilerin kariyer uyum yeteneklerinin kız öğrencilere göre daha yüksek olduğu tespit edilmiştir. Kariyer uyum yeteneğinin alt boyutlarının da erkek öğrenciler lehine yüksek olduğu tespit edilmiştir.

Ergenlerin kariyer uyum yeteneklerinin anne eğitim düzeyine göre farklılaştığı tespit edilmiştir. Bu farklılığın annenin eğitim düzeyinin artmasıyla doğru orantılı olduğu belirlenmiştir. Benzer durum ergenlerin psikolojik iyi oluş düzeylerinde de görülmektedir. Bir başka deyişle, annenin eğitim düzeyi yükseldikçe ergenin psikolojik iyi oluş düzeyi de yükselmektedir.

Ergenlerin kariyer uyum yeteneklerinin baba eğitim düzeyine göre merak alt boyutu dışında farklılık göstermediği belirlenmiştir. Buna göre, babanın eğitim düzeyi yükseldikçe ergenin de merak düzeyinin yükseldiği belirlenmiştir. Ergenlerin baba eğitim durumunun psikolojik iyi oluş düzeylerinde anlamlı bir farklılaşmaya neden olmadığı belirlenmiştir.

Ergenlerin kariyer uyum yeteneklerinin ve kariyer uyum yeteneğinin tüm alt boyutlarının akademik başarıları durumlarına göre farklılaştığı ve bu farklılığın genel anlamda akademik başarı puanı yüksek olan ergenler lehine olduğu belirlenmiştir.

Ergenlerin psikolojik iyi oluş düzeylerinin akademik başarı durumuna göre farklılaştığı ve bu farklılığın genel anlamda akademik başarı puanı yüksek olan ergenler lehine olduğu belirlenmiştir.

Ergenlerin meslek hedefini belirleme durumlarına göre kariyer uyum yeteneklerinin ve tüm alt boyutlarının farklılaştığı tespit edilmiştir. Buna göre bir meslek hedefi belirleyen ergenlerin kariyer uyum yetenekleri ve ilgi, kontrol, merak ve güven alt boyutlarının meslek hedefi belirlemeyenlere göre daha yüksek olduğu tespit edilmiştir. Bununla birlikte, meslek hedefini belirleyen ergenlerin psikolojik iyi oluş düzeylerinin, meslek hedefini belirlemeyenlere göre daha yüksek olduğu tespit edilmiştir.

Ergenlerin psikolojik iyi oluş düzeyleri ile kariyer uyum yetenekleri arasında olumlu yönde, yüksek düzeyde, anlamlı ve karşılıklı bir ilişki olduğu tespit edilmiştir. Ergenlerin psikolojik iyi oluş düzeylerinin kariyer uyum yeteneğinin ilgi, kontrol, merak ve güven alt boyutlarıyla olumlu, anlamlı ve orta şiddette ilişkili olduğu belirlenmiştir.

Araştırmadan elde edilen ve yukarıda detayları verilen sonuçlar özetle şu şekildedir: Ergenlerin kariyer uyum yeteneklerinin cinsiyet, anne eğitim durumu, akademik başarı durumu ve meslek hedefi belirleme durumuna göre anlamlı farklılık gösterdiği; baba eğitim durumuna göre ise anlamlı bir farklılık göstermediği tespit edilmiştir. Ergenlerin psikolojik iyi oluş düzeylerinin, anne eğitim durumu, akademik başarı durumu ve meslek hedefi belirleme durumuna göre anlamlı farklılık gösterdiği; cinsiyet ve baba eğitim durumuna göre ise anlamlı bir farklılık göstermediği tespit edilmiştir. Ergenlerin psikolojik iyi oluş düzeyleri ile kariyer uyum yetenekleri ve kariyer uyum yeteneğinin alt boyutları arasında pozitif yönde anlamlı bir ilişki olduğu tespit edilmiştir.

Araştırmada tespit edilen sonuçlara göre ilgili alan yazın doğrultusunda araştırmacılara ve okullarda psikolojik danışman ve rehber öğretmen olarak görev yapan uygulayıcılara bazı önerilerde bulunulmuştur.

Araştırma sonuçlarının diğer araştırma sonuçlarından farklılaşmasının kültürel etkilerini incelemek adına KKTC örnekleminde nitel çalışmalar yapılabilir.

Cinsiyet, anne baba eğitim düzeyi, gelir seviyesi gibi demografik değişkenlere göre farklılaşan kariyer uyum yetenekleri ve psikolojik iyi oluş değişkenlerinin farklılaşma nedenleri hakkında nitel çalışmalar yapılabilir.

Okul psikolojik danışman ve rehber öğretmenleri tarafından mesleki rehberlik faaliyetlerinde meslek hedefi oluşturmanın öğrenciler açısından taşıdığı önem ve gerekliliği vurgulanarak meslek hedeflerini ilgi ve yetenekleri doğrultusunda belirlemeleri için psiko-eğitim çalışmaları yapılabilir.

Ergenlerin akademik başarıları durumlarına göre kariyer uyum yeteneklerinin farklılaştığı görülmüştür. Buna göre akademik başarısı hakkında farkındalığa sahip olan ve akademik başarısı yüksek olan ergenlerin kariyer uyum yetenekleri ve psikolojik iyi oluş düzeylerinin düşük olanlara göre anlamlı düzeyde yüksek olduğu söylenebilir. Bu nedenle okul psikolojik danışman ve rehber öğretmenlerinin lise kademesindeki ergenlerin akademik başarısını artıracak eğitsel rehberlik faaliyetlerinde öğrencilerin not ortalamalarının önemi üzerinde durarak not ortalamasını bilmeyen öğrencilerin not ortalamaları hakkında bilgi sahibi olması konusunda teşvik edilebilir.

Psikolojik iyi oluş ve kariyer uyum yeteneklerini konu alan çalışmalara meslek lisesi gibi farklı okul türleri de dahil edilerek bu değişkenlerin okul türüne göre farklılaşma durumu incelenebilir.

Ergenlerin kariyer yaşamlarında karşılaşılabilecekleri zorluklara karşı uyum yetenekleri güçlendirmeyi hedefleyerek okul psikolojik danışman ve rehber öğretmenleri tarafından ergenlere yönelik psiko-eğitim çalışmalarına ağırlık verilebilir.

Declarations

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schools for a long time and has carried out individual and group education activities for students of different developmental ages (50%). The author E.Ü.B. has worked at the faculty of education for a long time and has various studies in the field of guidance (50%).

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Authoritative Parenting Style and Grit in Medical Students: The Mediating Role of Hope Tıp Öğrencilerinde Yetkili Ebeveynlik Tarzı ve Cesaret: Umut'un Aracı Rolü

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Abstract

Medical education demands perseverance and resilience, making grit, a psychological trait that involves perseverance and passion for long-term goals, a crucial factor for academic and professional success. This study explores the mediating role of hope in the relationship between authoritative parenting and grit among medical students. Authoritative parenting, characterized by high responsiveness and structured demands, is hypothesized to influence grit through developing hope. This cross-sectional study, involving 160 Indonesian medical students who had completed at least one semester, has yielded significant findings. The data, collected via online questionnaires, including demographics and three instruments measuring grit, authoritative parenting, and hope, have been rigorously analyzed. The reliability and validity of the instruments were confirmed, with Cronbach's alpha coefficients ranging from 0.769 to 0.926. The statistical analyses, including mediation analysis, have revealed significant positive correlations between authoritative parenting style and grit and between authoritative parenting and hope. Moreover, hope significantly mediated the relationship between authoritative parenting and grit. Complete mediation was observed, indicating that authoritative parenting impacts grit primarily through hope. These findings not only confirm the importance of authoritative parenting in fostering grit but also highlight the critical role of hope as a mediator. This study underscores the importance of parental support in fostering grit among medical students and paves the way for future research to explore longitudinal designs and extend these findings to diverse educational settings, inspiring further investigation in the field.

Keywords: Authoritative Parenting Style, Grit, Hope, Medical Student.

Öz

Tıp eğitimi, azim (grit) ve dayanıklılık gerektirdiğinden, uzun vadeli hedefler için azim ve tutkuyu içeren psikolojik bir özellik olan cesaret, akademik ve mesleki başarı için oldukça önemli bir faktördür. Bu çalışma, tıp öğrencileri arasında yetkili ebeveynlik ve cesaret arasındaki ilişkide umudun aracı rolünü araştırmaktadır. Yüksek duyarlılık ve yapılandırılmış taleplerle karakterize olan yetkili ebeveynliğin, umut geliştirme yoluyla cesareti etkilediği varsayılmaktadır. En az bir yarıyılı tamamlamış 160 Endonezyalı tıp öğrencisini kapsayan bu kesitsel çalışmada, demografik bilgiler ile cesaret, yetkili ebeveynlik tarzı ve umudu ölçen üç aracı kapsayan çevrimiçi anketler yoluyla toplanan veriler titizlikle analiz edilmiştir. Araçların güvenilirliği ve geçerliliği, 0,769 ile 0,926 arasında değişen Cronbach alfa katsayıları ile teyit edilmiştir. İstatistiksel analizler, aracı değişken analizi de dahil olmak üzere, yetkili ebeveynlik tarzı ile azim arasında ve yetkili ebeveynlik tarzı ile umut arasında anlamlı pozitif ilişki olduğunu ortaya çıkarmıştır. Bunun yanı sıra, umudun, yetkili ebeveynlik ile azim arasındaki ilişkide anlamlı bir aracılık rolü üstlendiği görülmüştür. Tam aracılık gözlemlenmiş ve bu durum, yetkili ebeveynliğin azim üzerindeki etkisinin esasen umut aracılığıyla gerçekleştiğini göstermiştir. Bu bulgular, sadece yetkili ebeveynlik tarzının azmi desteklemedeki önemini doğrulamakla kalmayıp, aynı zamanda umudun aracı olarak oynadığı kritik rolü de vurgulamaktadır. Bu çalışma, tıp fakültesi öğrencilerinde azmi desteklemede ebeveyn desteğinin önemini ortaya koymakta ve bu bulguların farklı eğitim ortamlarına genişletilmesi ile boylamsal tasarımların incelenmesini hedefleyen gelecekteki araştırmalara zemin hazırlamaktadır.

Anahtar Kelimeler: Yetkili Ebeveynlik Tarzı, Azim, Umut, Tıp Öğrencisi.



Introduction

Earning a medical degree is an aspirational goal for medical students who aim to become practicing doctors. The journey includes completing an undergraduate medical program over 11 to 12 semesters, followed by four additional semesters of professional training. These stages have distinct challenges: The undergraduate phase emphasizes foundational medical knowledge, whereas the professional stage involves applying that knowledge in clinical settings (Bianca et al., 2021).

The educational system in medical faculties, particularly in Indonesia, differs significantly from other faculties, encompassing aspects like study duration, practical skills training, examinations, and tutorials. This system operates in blocks, each semester comprising three blocks lasting approximately six weeks. Each block concludes with evaluations and academic assignments; students who do not meet the requirements must repeat the block (Mustikawati & Putri, 2018). In addition to regular lectures and assignments, students participate in practicals, exams, internships at community health centers, and remedial sessions during semester breaks. These rigorous academic demands underscore the need for medical students to possess grit—a psychological trait that involves perseverance and passion for long-term goals (Justine & Theresia, 2019).

According to Duckworth et al. (2007), grit is characterized by sustained effort and passion toward long-term objectives. Individuals with high grit can overcome challenges, persistently striving toward their goals without losing motivation, even after failures (Duckworth, 2022)—Higher levels of grit are strongly associated with significant success. Given the substantial responsibilities faced by medical students, grit is essential for achieving long-term academic and professional success.

Students with higher grit are better equipped to handle academic challenges, remain focused on their studies, and overcome challenges (Ardis & Aliza, 2021; Wahidah & Herdian, 2021). They are also more likely to succeed in their careers than those with lower grit levels (Sudarji & Priskila, 2019). Preliminary interviews with five active medical students at Universitas Muhammadiyah Purwokerto revealed their strong aspirations to graduate as medical doctors, motivated by the desire to make their parents proud. Their parents support them through positive parenting, offering encouragement without excessive demands and meeting their needs. When facing difficulties, such as a lack of motivation to complete assignments, students reflect on their ultimate goal of becoming doctors, motivating them to persist through challenges.

Grit is a non-cognitive factor crucial to academic success, career achievement, and overcoming life challenges. It involves perseverance and long-term goal setting (Duckworth, 2022). Individuals with clear goals are driven to work hard to achieve them, including in educational settings (Locke & Latham, 2006). Research by Christopoulou et al. (2018) shows a positive correlation between grit and academic success, enhancing students' persistence in learning.

Grit fosters resilience, enabling students to maintain their efforts and interests over the years despite encountering setbacks and difficulties (Septania & Khairani, 2019). Internal factors influencing grit include interest, practice, goals, and hope (Duckworth, 2022). Hope is fundamental to setting and achieving future goals (Gustia & Aviani, 2019). It motivates one to continue striving toward one's objectives without relying on luck. Lee et al. (2022) claim that individuals with high levels of hope also exhibit high levels of grit. Such individuals are more likely to set and pursue future goals, overcoming challenges (Hayes et al., 2017). High hope correlates with academic success, as it helps individuals devise strategies to endure physical or mental hardships (Snyder, 2002). Therefore, hope influences grit among students, motivating them to pursue their goals persistently.

Snyder et al. (1991) define hope as a psychological state reflecting a person's motivation toward achieving

a goal. It combines a sense of agency—the perceived ability to initiate and sustain action—and pathways thinking, which involves planning ways to reach the goal. High-hope individuals are optimistic about achieving their goals and focus on success. According to Snyder et al. (1991), hope comprises two components: pathways and agency. Pathways are the ability to generate multiple routes to achieve goals, anticipate difficulties, and create alternative plans. Agency refers to the motivational aspect that propels individuals to pursue their goals despite challenges. Low-hope individuals tend to view failures negatively, struggling to see them as learning opportunities, and often exhibit reduced resilience under pressure, while high-hope individuals remain motivated and proactive. Hope is a source of motivation, encouraging individuals to strive toward their goals. It is not a passive emotion but an active process of goal pursuit (Rahmawati, 2016). Hope enables individuals to focus on positive outcomes, motivating them to act towards achieving their aspirations.

Understanding hope helps individuals develop resilience, contributing positively to their social environment and reducing feelings of frustration and despair (Worgan, 2013). Hope is crucial in fostering mental well-being and encouraging active, positive engagement in life (Husnar et al., 2017). Factors influencing grit include parenting styles, play environments, and cultural factors (Duckworth, 2022). The authoritative parenting style—a balanced approach characterized by high responsiveness and demands—is particularly influential. Syauqi and Agung (2021) found a positive relationship between authoritative parenting and grit among students. It suggests that the more parents engage in authoritative parenting, the higher the students' grit. Authoritative parents support students, fostering motivation to persist through challenges and pursue their goals. Baumrind (1971) describes authoritative parenting as a style that logically directs children's activities while respecting their autonomy. Parents provide guidance and reasoning, maintaining a balance between control and freedom. They set high standards for behavior and encourage their children to strive for future goals, supporting their development.

This parenting style is optimal for fostering children's growth, as it combines warmth and structure. Authoritative parents support their children's exploration and decision-making, which promotes healthy development (Luh et al., 2021). They offer a nurturing environment, respecting their children's viewpoints and collaborating with them in decision-making. Authoritative parenting fosters confidence in children, helping them develop self-regulation, cooperation, curiosity, and a clear sense of purpose (Kushrawati & Khosiah, 2021; Kwan & Leung, 2017). This style allows children the freedom to explore while providing necessary guidance and control (Kwan & Leung, 2017)

Given these influences, this study investigates the association between authoritative parenting and hope on grit among medical students. The research questions are as follows:

- (1) Is authoritative parenting associated with grit among medical students?
- (2) Does authoritative parenting associate with hope among medical students?
- (3) Is hope associated with grit among medical students?
- (4) Does hope mediate the relationship between authoritative parenting and grit among medical students?

This research theoretically enriches authoritative parenting, hope, and grit literature. It is intended to serve as a foundation or provide valuable information for future studies, particularly concerning the dynamics of authoritative parenting, hope, and grit among students, specifically those in the medical studies program. Additionally, this research is expected to contribute to the knowledge and understanding of readers.

The findings of this study are anticipated to clarify the role of authoritative parenting and hope in influencing grit among medical students. This research aims to provide insight for students, particularly those in the Medical Studies Program, to enhance their understanding of authoritative parenting, hope, and grit. Should significant results emerge regarding the relationship between hope and grit, students will begin to cultivate grit and foster hope within themselves, ultimately assisting in achieving their goals. Furthermore, this research aims to offer parents information and insights regarding parenting styles' association with their children's goal attainment. If significant findings are observed concerning the effect of authoritative parenting on grit, this will enhance parents' understanding of appropriate parenting styles to support their children's achievement of their goals.

Method

Participants

This study employed a quantitative approach using a cross-sectional design with medical students who had completed at least one semester of coursework. First-semester students were excluded due to preliminary studies indicating that they were still in the adaptation phase of the learning process, and their academic load was relatively light. From February to April 2023, 160 students (36 male, 84 female) from medical faculties across various public and private universities in Indonesia participated in the study. Sampling was conducted using accidental sampling, which involves selecting participants based on chance or those who meet the criteria encountered by the researcher (Sugiyono, 2021; Gravetter & Forzano, 2018). Participants were asked to provide informed consent and demographic information. They are volunteers and have filled out a consent form before fulfilling the demographic information and scales.

Data Collection

Data were collected via an online questionnaire distributed through personal contact with medical students, social media platforms including WhatsApp, Twitter, Instagram, and paid promotions. They were then required to complete three Likert-scale questionnaires with five response options (from strongly agree to disagree), selecting the option that best represented their current condition. All demographic data and scales were processed and analyzed using Jamovi tools.

Research Instruments

The study utilized three types of measurement tools or scales: the Grit Scale by Duckworth et al. (2007), the Authoritative Parenting Index (API) by Jackson et al. (1998), and the Hope Scale by Snyder et al. (1991). Reliability testing revealed Cronbach's alpha coefficients for each scale: 0.769, 0.926, and 0.816 for grit, authoritative parenting, and hope, respectively, indicating good reliability (Ghozali, 2018). Validity was assessed through content validity using expert judgment and item analysis with Corrected Item-Total Correlation, with a discrimination index threshold of 0.20 (Azwar, 2021).

Grit Scale for Children and Adults

The scale for measuring grit among students is the Grit Scale for Children and Adults (GSCA), adapted from Sturman and Zappala-Piemme (2017). This 12-item scale has been tested with students from grades 3-12 and university students with collectivist cultural backgrounds. Sample items include: "I do not always work as hard as I can," "I always finish what I start," "I am not always motivated to do my best," and "I always stick to the task I am working on until it is complete." After modification, Sturman and Zappala-Piemme (2017) focused solely on the perseverance of effort dimension, with a Cronbach's

alpha coefficient of 0.84. The validity test on the current sample showed Corrected Item-Total Correlation values ranging from 0.235 to 0.559, indicating that no items were removed.

Authoritative Parenting Index

The authoritative parenting scale used is The Authoritative Parenting Index (API), modified from Jackson et al. (1998). This tool is an adaptation of Baumrind's (1991) scale, tested initially on students. Modifications included adding items related to fathers, as Jackson et al. (1998) used only mother-related items. Adding father-related items resulted in a 32-item scale (16 for fathers and 16 for mothers) with Cronbach's alpha coefficients of 0.85 for responsiveness and 0.71 for demandingness. The Corrected Item-Total Correlation values ranged from -0.531 to 0.827. Seven items with discrimination indices below 0.21 were removed, resulting in 25 items. Sample items for responsiveness include: "She is always telling me what to do," "She makes rules without asking what I think," and "She makes me feel better when I am upset." For demandingness: "She makes sure I go to bed on time," "She asks me what I do with friends," and "She knows where I am after school."

Hope Scale

The scale for measuring hope among students is the Hope Scale adapted from Snyder et al. (1991), previously tested on students at the University of Kansas, USA. This scale comprises 12 items which each component has four items: the pathway and agency as well as additional filler items. Sample items for pathway include: "There are lots of ways around any problem." For agency: "My past experiences have prepared me well for my future." Filler item example: "I usually find myself worrying about something." The Corrected Item-Total Correlation values ranged from 0.352 to 0.814, with no items removed.

Procedure

Firstly, the researcher set up and modified the instruments, translated them, and customized them for Indonesian culture. In particular, the Hope Scale was expanded with 16 items related to the 'father' context. All instruments underwent a content validity assessment by expert judgement, a crucial step that ensured the credibility of the research. Some items were revised to enhance grammatical correctness and simplify the content for students. The researcher then obtained a research permit and underwent ethical testing at the institution. Afterwards, a pilot study was conducted with 40 to test the research instrument. As a result, the researcher obtained 12 items for GSCA, 25 for API, and 8 for Hope Scale. All the instruments were then distributed among medical students as participants via personal contact and social media platforms. Subsequently, the analysis data were conducted according to data collection.

Data Analysis

Before hypothesis testing, the normality of the data were assessed using Monte Carlo simulation. Multicollinearity was tested to examine if there were correlations among the independent variables in the regression model. If tolerance values are > 0.10 and the variance inflation factor (VIF) is < 10.00 , multicollinearity is absent. Subsequently, correlation analysis using Pearson Correlation was conducted to determine the relationships between variables. Simple and multiple linear regression analyses were conducted to address the three initial hypotheses.

Mediation analysis was performed using the Medmod module in Jamovi with 1000 bootstrap samples to test the fourth hypothesis. Path c represents the direct effect of the predictor variable on the outcome variable, while paths a and b together represent the indirect or mediated effect. A complete mediation is indicated when there is an indirect effect but no direct effect.

Results

Demographic Data

Most participants were female (72.5%) and from private universities (63.1%). The age range of participants was between 18 and 25, with the majority being 21 (29.4%). Most participants enrolled in their programs in 2019 (36.3%). The demographic data were analyzed in Table 1 (n = 160).

Table 1. Demography data

Criteria	N	%
Gender		
a. Man	44	27.5%
b. Woman	116	72.5%
Origin of the University		
a. Private University	101	63.1%
b. Public University	59	36.9%
Age		
a. 18 Years Old	6	3.8%
b. 19 Years Old	24	15%
c. 20 Years Old	43	26.9%
d. 21 Years Old	47	29.4%
e. 22 Years Old	31	19.4%
f. 23 Years Old	6	3.8%
g. 24 Years Old	2	1.3%
h. 25 Years Old	1	0.6%
Year of enrollment		
a. 2019	58	36.3%
b. 2020	55	34.4%
c. 2021	47	29.4%
Total	160	100%

Correlation Analysis

Prior to hypothesis testing, the normality test was found to be normally distributed ($p > 0.05$), with an asymptotic significance value of $p = 0.200$ and a Monte Carlo significance value of $p = 0.631$. Authoritative parenting and hope variables had identical tolerance and VIF values, with tolerance at 0.776 and VIF at 1.289, indicating no multicollinearity issues, as tolerance > 0.10 and VIF < 10.00 .

Table 2. Descriptive statistics and Pearson's correlation coefficients

Variables	Mean	SD.	Min.	Max.	1	2	3	4
1. Grit	44.9	7.05	23	59	—	0.340***	0.625***	0.004
2. Authoritative parenting	94.4	16.3	54	143	—	—	0.438***	-0.046
3. Hope	31.1	4.96	18	40	—	—	—	-0.026
4. Age	20.6	1.28	18	25	—	—	—	—

Note. *** $p < .001$

The correlation analysis revealed a statistically significant association ($p < 0.05$). Table 2 displays significant positive associations between authoritative parenting and grit ($r = 0.382$), hope and grit ($r = 0.634$), as well as hope and authoritative parenting ($r = 0.474$). These results suggest that higher levels of authoritative parenting are associated with higher grit, higher hope is related to higher grit, and higher

levels of authoritative parenting are linked to higher hope among medical students. In separate analyses, both father and mother items on the authoritative parenting scale were also significantly positively correlated ($r = 0.422$; $p < 0.05$). Concerning external validity, this indicates that both father and mother items measure authoritative parenting equally. Furthermore, multiple linear regression analyses are shown in Table 3.

Table 3. Multiple linear regression analyses

Variables	R	R2	Estimate	SE	t	p
Authoritative parenting and grit	0,340***	0,116	0,147	0,0323	4,55	<0,001
Authoritative parenting and hope	0.438***	0,192	0,133	0,0217	6,12	<0,001
Hope and grit	0,625***	0,391	0,889	0,0882	10,07	<0.001

Note. *** $p < .001$

Mediation Analysis

The results revealed a mediation model with authoritative parenting as the predictor, hope as the mediator, and grit as the outcome variable. In this study, complete mediation was observed as there was a significant indirect effect ($p < 0.05$) with no direct effect ($p < 0.226$), see Table 4.

Table 4. Mediation analysis test result

Effect	Label	Estimate	SE	Z	p	% Mediation
Indirect	$a \times b$	0.1114	0.0236	4.72	<.001	75.9
Direct	c	0.0353	0.0292	1.21	0.226	24.1
Total	$c + a \times b$	0.1467	0.0311	4.72	<.001	100.0

Note: a = Authoritative parenting --> Hope; b = Hope --> Grit; c = Authoritative parenting--> Grit

The independent samples t-test results showed that only the authoritative parenting style showed significant differences based on the type of university (private vs. public), with $t = 2.827$, $p < 0.05$. Furthermore, students from private universities demonstrated a higher mean score for authoritative parenting than public universities (M private = 97.2; M public = 89.7). This finding is fascinating and warrants further investigation into how parenting styles differ among private medical school students and their influence on their academic performance.

Discussion

This study aimed to examine the mediating role of hope in the relationship between authoritative parenting and grit among 160 medical students in Indonesia. Empirically, this research confirms previous findings regarding the relationship between authoritative parenting and grit and presents new evidence regarding the mediating role of hope in this relationship.

Authoritative Parenting and Grit

The study found that authoritative parenting significantly correlates with grit among medical students. This finding supports previous research indicating that authoritative parenting contributes significantly to grit (Fernández-Martín et al., 2023; Howard et al., 2019; T. Fabella, 2022). Moreover, positive developmental outcomes linked to parental warmth and autonomy support include academic competence, autonomy, social skills, prosocial behaviour, empathy, and positive peer relationships. This implies that parents who practice authoritative parenting have a favorable association with students' grit levels. Prior research has also indicated that parental autonomy support plays a significant role in shaping an individual's level of grit. It is emphasized that a positive and self-governing family environment is essential for individuals' personal growth and development (Du et al., 2023; Mushtaq et al., 2019). When students set goals in their lives, effective parenting plays a crucial role in helping them achieve their goals.

Studies also reported that authoritative parenting has a higher impact on children's grit and academic outcomes than other parenting styles (Fabella, 2022; Mushtaq et al., 2019). Parents who provide appropriate parenting can help students develop their inherent grit, as grit can flourish when children view their parents as ideal role models. Authoritative parents set rules collaboratively with their children, impose specific demands to keep them on track, and provide opportunities for discussion, thus fostering warmth and affection, which contributes to the development of grit in children (Edwina & Nugroho, 2018). Additionally, authoritative parents are easily approachable when faced with a problem, facilitating their children to delve into various alternatives to a challenge. Therefore, authoritative parenting positively impacts the development of grit in students as they pursue their goals.

Hope's Mediating Role in the Relationship Between Authoritative Parenting and Grit

The study determined that the authoritative parenting style affects grit indirectly through hope. Partial regression analysis revealed that the authoritative parenting style does not directly affect grit, indicating complete mediation by hope between authoritative parenting and grit. A. F. Hayes (2018) suggests that complete mediation occurs when the mediator variable influences the relationship between the independent variable (authoritative parenting) and the dependent variable (grit). This finding enriches the existing literature on the role of hope as a mediator (Permatasari, 2017; Rohadhatul Aisy & Pramono, 2023; Yang et al., 2016) and source of grit (Christopoulou et al., 2018; Gustia, 2019; Rioux, 2022). However, prior studies have not examined the same variable structure with the same subject group as this study, making this an original contribution.

This study found that authoritative parenting positively correlates with student hope ($r=0.340$, $p<0.001$). It is similar to the previous research that highlighted authoritative parenting plays a significant role in improving adolescents' hope (Jain et al., 2022; Shahimi et al., 2013; Rohadhatul Aisy & Pramono, 2023). Authoritative parenting styles consisting of supervision and a compassionate demeanor are associated with favorable outcomes and mental well-being, elevated levels of adaptation, psychosocial development, psychosocial ability, reduced substance abuse, enhanced performance in school, increased hope and self-esteem, and decreased scores in psychoticism. Family environment plays a crucial role in shaping children's cognitive processes, such as internalizing and externalizing thinking, as well as genetic and pathways thinking. It has been observed that children from authoritative families exhibit higher feelings of worth and hope than children from other parenting styles (Shahimi et al., 2013).

In addition, correlation analysis indicated that hope is positively associated with grit. Prior studies found that individuals with high levels of hope tend to exhibit higher levels of grit (Lee et al., 2022). It means that when students possess hope, their grit will likely increase. The hope within students will drive persistent efforts to achieve set goals despite facing obstacles. A study from Rioux (2022) also noted that hope contributes to developing grit in individuals. When students face decisions regarding maintaining

their goals, hope helps prioritize these goals, thus enhancing their grit. It implies that hope impacts the grit of medical students. Interventions that emphasise a personal goal and the visualisation of hope have been shown to increase hope in college students (Feldman & Dreher, 2012).

Ecological systems theory posits that individuals are influenced by their surroundings when engaging with them (Anne & McCall, 2008). It indicates that positive parent-child interactions enable children to explore their interests and develop their abilities freely. It fosters a favorable family environment that strengthens the emotional bond between parents and children, effectively fulfilling the individual's needs for autonomy, competence, hope, and relatedness. For instance, fulfilling fundamental psychological needs is crucial in sustaining individuals' motivation to learn and exerting persistent attempts to attain their learning objectives. Ultimately, this leads to the enhancement of their perseverance and determination (Du et al., 2023). To conclude, how parents encourage their children's autonomy -the most indicating authoritative parenting, affects the individual's persistence and enthusiasm for long-term goals, known as grit. It is because fulfilling the individual's fundamental psychological needs affects the individual's determination and determination. There were several limitations of this study. Firstly, it only includes a subset of medical students from public and private universities in Indonesia. Subsequent investigations may augment the participant pool to enhance the findings' generalizability. The use of a cross-sectional technique imposes limitations on the findings and necessitates the need for future longitudinal studies.

Conclusions and Recommendations

The conclusion of this study indicates that authoritative parenting positively affects the development of grit among medical students as they pursue their goals. In addition, hope positively contributes as a moderating variable between authoritative parenting and grit. When students receive appropriate authoritative parenting from their parents, coupled with the presence of hope, their grit is likely to develop, helping them persist in achieving their established goals. Therefore, students should receive authoritative parenting and foster hope to build grit, particularly in academic goals. Researchers and practitioners could design integration programs combining authoritative parenting to enhance students' grit, such as psychoeducation or training for improving awareness of parenting style among parents to be more authoritative held by universities. Moreover, students can maintain and continuously improve their grit in order to help them achieve their goals. Additionally, students can boost their hope because higher hope levels can boost students' grit, such as sharpening their personal goals, making visualization of hope and goals, and mapping hope based on their goals. By fostering a sense of hope, students can clarify their aspirations and create actionable plans that align with their objectives, ultimately reinforcing their perseverance. This proactive approach not only enhances their grit but also empowers them to navigate challenges more effectively.

Declarations

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Authors' contributions: FRNW and PR conceptualized the study and supervised the research process. NAR and FRNW conducted data collection and analysis. FRNW, HMA, and AYS contributed to the interpretation of results and manuscript drafting. All authors reviewed and approved the final manuscript.

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Fostering Human Wellbeing Through Project-Based Learning in Higher Education Yükseköğretimde Proje Tabanlı Öğrenme Yoluyla Bireysel İyi Oluşun Desteklenmesi

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Abstract

This paper aims to explore how Project Based Learning (PBL) techno-pedagogy blended learning integration in higher education institutions (HEIs) allows for fostering learners' well-being and solving local communities' problems with new transferable skills supported by digital tools. A multisite ethnography mixed research design in three higher education institutions allowed to describe students' wellbeing through Project Based Learning Pedagogical approach according to the PERMA Model: Positive Emotions, Engagement, Relationships, Meaning, and Achievement. This research was conducted with a sample of 435 students and 8 teachers / educators in Cote d'Ivoire, a West Africa Francophone country. Data collection used classroom observation and semi-structured interviews to describe participants' experience with PBL through content and conversation analysis methods. Findings showed that PBL integration in local pedagogy in HEIs results from a 21st century pedagogical transformation based on real problem solving to support learners' skills and communities. Yet, many contextual challenges like facility and resource constraints, structural constraints, large class sizes, information overload (ICT gap), time constraints, human capital constraints, lack of technology, and limited learning disturb teaching and learning outcomes of PBL on learners. However, the shift to PBL in the educative system contributes to 21st century skills enhancement and users' well-being. As such, a recommendation for the digital era is for educational institutions to promote project-based learning in pedagogy to support lifelong learning and human well-being, to foster current and next generations skills, including but not limited to flexibility, resilience, and problem-solving.

Keywords: Human Wellbeing, Project-Based Learning, 21st Century Skills, Sustainability, Lifelong Learning

Öz

Bu makale, yükseköğretim kurumlarında proje tabanlı öğrenme (PBL) ve teknoloji-pedagojisiyle harmanlanmış öğrenme entegrasyonunun, öğrencilerin iyi oluşlarını destekleme ve dijital araçlarla desteklenen yeni aktarılabılır beceriler aracılığıyla yerel toplulukların sorunlarını çözme olanaklarını nasıl sağladığını incelemeyi amaçlamaktadır. Üç farklı yükseköğretim kurumunda gerçekleştirilen, çoklu alan etnografisiyle harmanlanmış bir araştırma tasarımı, Proje Tabanlı Öğrenme pedagojik yaklaşımı çerçevesinde öğrencilerin iyi oluşlarını PERMA Modeli (Pozitif Duygular, Katılım, İlişkiler, Anlam ve Başarı) temelinde değerlendirmeye olanak tanımıştır. Bu karma araştırma, Batı Afrika'nın Fransızca konuşulan ülkelerinden biri olan Fildişi Sahili'nde 435 öğrenci ve 8 öğretmen/ eğitimciyle gerçekleştirilmiştir. Bu karma araştırma, Batı Afrika'nın Fransızca konuşulan ülkelerinden biri olan Fildişi Sahili'nde, toplamda 435 öğrenci ve 8 öğretmen/ eğitimci ile yürütülmüştür. Veriler, katılımcıların PBL deneyimlerini içerik ve söylem analizi yöntemiyle değerlendirmek amacıyla sınıf gözlemleri ve yarı yapılandırılmış mülakatlar yoluyla toplanmıştır. Bulgular, yüksek öğrenim kurumlarında PBL entegrasyonunun, öğrenenlerin becerilerini ve toplulukları desteklemek amacıyla gerçek problem çözmeye dayalı 21. yüzyıl pedagojik dönüşümünün bir sonucu olduğunu ortaya koymuştur. Bununla birlikte, tesis ve kaynak yetersizliği, yapısal sınırlamalar, kalabalık sınıflar, bilgi yüklemesi (aşırı bilgi içeriği yoğunluğu), zaman kısıtlamaları, insan sermayesi eksikliği, teknoloji eksikliği ve sınırlı öğrenme olanakları gibi bağlamsal zorluklar, PBL'nin öğretim ve öğrenim üzerindeki sonuçlarını olumsuz yönde etkileyebilmektedir. Buna karşın, eğitim sisteminde PBL'ye geçişin, 21. yüzyıl becerilerinin gelişimini desteklediği ve öğrencilerin iyi oluşuna katkı sağladığı görülmektedir. Bu bağlamda, dijital çağda eğitim kurumlarının, yaşam boyu öğrenimi ve bireylerin iyi oluşunu desteklemek, aynı zamanda esneklik, dayanıklılık ve problem çözme becerilerini geliştirmek amacıyla pedagojide Proje Tabanlı Öğrenmeyi teşvik etmeleri önerilmektedir.

Anahtar Kelimeler: Bireysel İyi Oluş, Proje Tabanlı Öğrenme, 21. Yüzyıl Becerileri, Sürdürülebilirlik, Yaşam Boyu Öğrenme



Introduction

Education plays a crucial role in ensuring future generations are able and well-equipped to face the challenges of the 21st century for sustaining all aspects of well-being for humankind (Esteban-Guitart, 2023; Leite, 2022). In this context, shifting in the education system, digitalization is a process that was accelerated these recent years due to the globalization and disruptions from the COVID 19 outbreak. Therefore, in today's world, the digitalization and internationalization of trends necessitate a shift in teaching models from traditional to innovative approaches in order to provide learners with effective skill acquisition and Sustainable Development Goals (SDGs) awareness (Leite, 2022; Zunaidah, 2024). Indeed, the digital revolution offered many opportunities for skills growth according to the fund of knowledge perspective during the various interactions offline and online to support digital users' well-being in whole fields (Esteban-Guitart, 2023). However, in Global South countries, with many digital challenges existing, the integration of techno-pedagogy Blended Learning like Project-Based Based Learning (PBL) calls for the use of digital tools in local educational institutions. So, digital tools serve to empower citizens, increase their communication skills to explore, learn, rethink, and disseminate innovative ideas for human well-being through 21st-century skills acquisition by applying schools' knowledge to solve real societal problems (Adeoye et al., 2024; Gougou, 2024). This also concerns human positive psychology and well-being in all fields and particularly in education.

In fact, the significance of research on human Wellbeing in the Educative system is a very important topic in academia and the educative system through various studies led in different contexts in developed and Global South countries (Chankseliani et al., 2021; Kovich et al., 2023; Yu, 2024). Pedagogical transformation in the digital era also requires particular attention related to human well-being (Lütge, 2023). This includes the adoption of Project-Based Learning (PBL) to foster learning effectiveness. Similarly, for Liu et al. (2020), PBL is an inquiry-based learning method that embodies learning by doing. This reality impacts the whole educational system, from traditional case studies to real projects, allowing learners to use local and online resources to solve community problems in a 21st-century pedagogy approach. The result is a curriculum transformation with Project Based Learning integration in teaching from primary schools as to Higher Education Institutions (HEIs) and professional fields. Therefore, from Kindergarten to HEIs and postgraduate programs, the various teaching environments and practices may help to modify human development positively (Žerovnik & Šerbec, 2021). The well-being question appears as a fundamental topic knowing that the educational system must prepare the next generation of citizens and provide a sustainable environment to support communities' sustainability through 21st-century skills adoption (Giesenbauer & Müller-Christ, 2020; Paschal & Gougou, 2022).

In the Global South, as in Western countries, many factors affect youth employment opportunities specifically in intercultural contexts (Álvarez, 2021; Gougou, 2024). In educational institutions, these factors concern the teaching approaches, class size, Information and Communication Technologies (ICT) shift, multilingualism, and teaching resources availability. Yet, people desire optimal well-being, but barriers and lack of societal support prevent many individuals from realizing a satisfying, meaningful life even in schools (Kovich et al., 2023). These challenges often increase stress, distress, and many mental health disorders in educational institutions. The key to the success of the educational shift from "teaching to learning" requires an educational transformation supported by PBL to support human well-being.

In this context, shifting to the usage of PBL in 21st-century skills acquisition is an approach to doing so to apply schools' knowledge for solving real societal problems that influence stakeholders' well-being as citizens and change makers. It is an important way for global citizenship education and inclusion in times of unprecedented change and uncertainty. Therefore, for sustainable development and economic prosperity, the African continent needs an innovative and self-imposed workforce supported by HEIs (Giesenbauer & Müller-Christ, 2020). Yet, while PBL has been used in higher education within the

Global North for a while, the practice has not yet taken root in Africa (Getuno et al., 2022). So, this paper aims to explore how project-based learning integration in higher education institutions allows the fostering of learners' well-being and solves local communities' problems with new transferable skills supported by digital tools in Africa.

Problem statement

In the world, the question of youth empowerment by doing more than theorizing in school requires a transformation of the whole teaching approach. Indeed, in the face of unprecedented changes in society due to intercultural context, it is important to develop an inclusive learning environment to reduce the feeling of discrimination and increase the academic skills application to solve society's problems. Unfortunately, the traditional teaching approach is more teacher centered and did not allow learners to practice, even in HEIs. This lack of practice skills in HEIs results in a lack of jobs, frustrations, and burning out because of a lack of ideas to manage many real social challenges through problem-solving and critical thinking. So, there is a real need for learners to get practical skills to deploy academia in knowledge and technology transfer for supporting society's sustainability. Therefore, all educational systems and institutions of the world are frequently influenced by various transformations in society, like digital disruptions, crises, and intercultural exchanges impacting individuals, people, and human daily practices. In the educational system, these contextual issues affect educative stakeholders (teachers, admin, learners, and parents) well-being due to the constraints: structural constraints, large class sizes, information overload (ICT gap), time constraints, human capital constraints, lack of technology, and limited learning.

Simultaneously, the promotion of the 21st century to nurture transformative pedagogy skills calls to foster soft skills (communication and collaboration, creativity, critical thinking and problem solving, digital mastery, student leadership, citizenship) to foster human well-being and Sustainable Development Goals (SDGs). In this perspective, this transformation aims for creativity and involving young leaders in day-to-day societal challenges management by empowering current and next generations of citizens for their well-being and the community's social growth. To reach this goal, in the Global South and Western countries, this fact increases the adoption of mechanisms to share practical skills in critical thinking and problem solving through project-based learning. The scope of this approach is to transfer knowledge from academia to society in order to create new artifacts able to sustain human well-being growth according to SGDs. This is a common concern in both developed and developing countries too. Therefore, Higher Education Institutions (HEIs), one base of intelligent growth and youth empowerment, play a crucial role by fostering the acquisition of new skills in favor of the community and individual accomplishment from problem-solving according to the fund of knowledge perspective of sharing by empowerment. Yet, many contextual challenges remain obstacles, including but not limited to pedagogical mastery, teaching environments, and learners' motivation of students' well-being in the local HEIs as in the world.

Particularly in the Global South context, like Africa, this transformation of pedagogical approaches in HEIs is an innovation regarding the high rate of unemployment and failures after academic graduation. If there is not the possibility for cross-teaching and practice through Project-Based Learnings in education, the system could be imbalanced due to low educational outcomes that could result in additional crises among young people and negatively affect human well-being for the whole of society. So, this current study in Cote d'Ivoire, a West Africa francophone country, underlines how PBL integration in HEIs fosters human well-being and more societal sustainability by providing students appropriate skills for their psychological, social, and emotional wellness. In a changing context, it is very crucial to question how the usage of PBL in educative pedagogy influences human well-being and societal sustainability, knowing that youth creativity remains the fuel of development and innovation to build start-ups and

new tools. Specifically, this study questions the outcomes of PBL in HEIs in Africa as a provider of new practical sustainable skills. It contributes to supporting students' accomplishments and next decision-makers skills to change positively in the whole of society.

This fact justifies the need to question the problem of PBL integration in HEIs knowing that many contextual challenges prevent the application of this pedagogical tool perfectly for students' positive outcomes and human well-being in a blended learning pedagogy.

Theoretical Framework

Thinking on well-being includes the adoption of a theoretical framework based on the positive psychology field in order to support our research with well-being theories and models for validation. Specifically, in positive psychology paradigms, the PERMA model developed by Seligman (2018) promotes well-being through five key elements: *Positive Emotions*, *Engagement*, *Relationships*, *Meaning*, and *Achievement*. Moreover, according to Kovich et al. (2023), these key elements refer to the following ideas: 1) *Positive Emotion* includes subjective reports of happiness, hope, joy, and satisfaction; 2) *Engagement* refers to focus, interest, or absorption in an activity; 3) *Relationships* include closeness and connection with family, friends, or colleagues. These relationships are important throughout a person's lifespan and contribute to well-being in many ways; 4) *Meaning* is belief or membership in something larger than oneself and may be derived from religion, spirituality, or advocacy; 5) *Accomplishment*, refers to pursuing throughout life for the sake of "winning". Accomplishment often requires perseverance and resilience and may include academics, athletics, or career achievements. According to Goh et al. (2022), each element in the PERMA Model is a variable of human well-being, particularly in a research context of educational institutions to foster effectiveness through active 21st-century pedagogical approaches.

Similarly, Project-Based Learning (PBL) refers to an inquiry-based instructional method that engages learners in knowledge construction by having them accomplish meaningful projects and develop real-world products (Giesenbauer & Müller-Christ, 2020; Guo et al., 2020; Gougou et al., 2023). The different steps of classroom management in a PBL approach are the driving question, focus on learning goals, participation in educational activities, collaboration among students, usage of scaffolding technologies, and creation of tangible artifacts that influence their well-being and accomplishment. Thus, PBL is a transformative educational approach that impacts the stakeholder's well-being through the school environment, to communities and country policy by providing a sustainable educational background able to foster learners' wellness.

In brief, human well-being through PBL in the educational system is a very important topic, especially in the Global South countries like Cote d'Ivoire according to previous theories mentioned above. So, in our paper, the PERMA Model is used as a theoretical lens to frame this investigation and reach excellent quality in the educational system. In fact, the combination of PERMA elements promotes flourishing, which is the optimal functioning of individuals, groups, communities, nations, and society at large and specifically in the educational system context (Goh et al., 2022; Kovich et al., 2022; Leontopoulou, 2020; Seligman 2018). That is to say, the positive psychology PERMA model allowed researchers to analyze the educative and psychological dynamic question related to fostering Human Wellbeing Through Project Based Learning in Higher Education in this study. The particularity of this study takes into consideration High Educational Institutions involved in French and bilingualism teaching context. This scientific process calls to establish a strong research method related to our topic scope. The next step of this paper will explain the research procedure adopted to achieve this goal.

Method

This paper adopted a mixed descriptive study based on a multisite ethnography case study (Hine 2015) in order to provide knowledge about the perception and impact of project-based learning in selected

HEIs through a research action in Cote d'Ivoire, a West African francophone country. Therefore, according to the study scope, researchers investigated in their own teaching context and classrooms to record participants experiences as students and colleagues, allowing them to identify their practices and well-being through the PBL approach process. This selection criteria were *accessibility to a classroom, teaching practice including PBL, and learners wellbeing recording*. As PBL is not well known by many teachers, this research design contextualizes the data collection validity and reduces biases to ensure diverse perspectives through in-depth analysis of needs, challenges, and outcomes of PBL according to participants points of view and practices (Gallagher & Savage, 2023; Gougou & Mahona, 2024; Kumar 2021). Moreover, the choice of a case study offered the advantage of investigating in accessible HEIs where researchers have a teaching position or connections according to inclusion/exclusion criteria focused on Educative Institutions (HEIs), teaching methods (PBL), and location (Cote d'Ivoire). In this perspective, it is noticeable that this mixed research action aimed at creating a viable research procedure through inclusive and exclusive criteria. This approach offered the reliable opportunity to involve participants in the research and to apply findings to empower other practitioners involved in PBL and wellbeing questions. This fact strengthens the research process for describing clearly the outcomes and results of the PBL integration in the classrooms utilizing the transformative teaching approach influencing students' wellness.

Sample

In this study, researchers investigated three (3) higher education institutions in Cote d'Ivoire, a West African Francophone country. Participants were selected according to a convenient sample of students and teachers involved in PBL in HEIs located in Yamoussoukro and Abidjan, the political and economic capital cities of Cote d'Ivoire: *Insitut Universitaire d'Abidjan (IUA)*, *Insitut National Polytechnique Felix Houphouet Boigny (INPHB)*, and the *University of Abidjan (UNLABidjan)*.

According to convenient sampling principles, participants selected were students and their teachers interacting during teaching activities using case studies or the PBL approach to solve various real problems encountered in society through technology integration in research and critical thinking class activities. Therefore, this study covered firstly a sample of students of the selected higher education institutions related to the PBL activities outcomes on their well-being and success expectations (Kovich et al., 2023; Yu, 2024). Secondly, participants were colleagues' (teachers and/or professors) to obtain their views and feedback about the effect of this new pedagogy on students' skills and the ability to communicate easily by using digital communication tools in research and problem-solving tasks (Suwaed et al., 2022; Zunaidah, 2024). According to the sampling size, this research took into consideration 435 students and 8 teachers according to their class activities and the outcomes of PBL on the learner's well-being and 21st-century skills. Students' sample of observation and interviews is mentioned in the graph below:

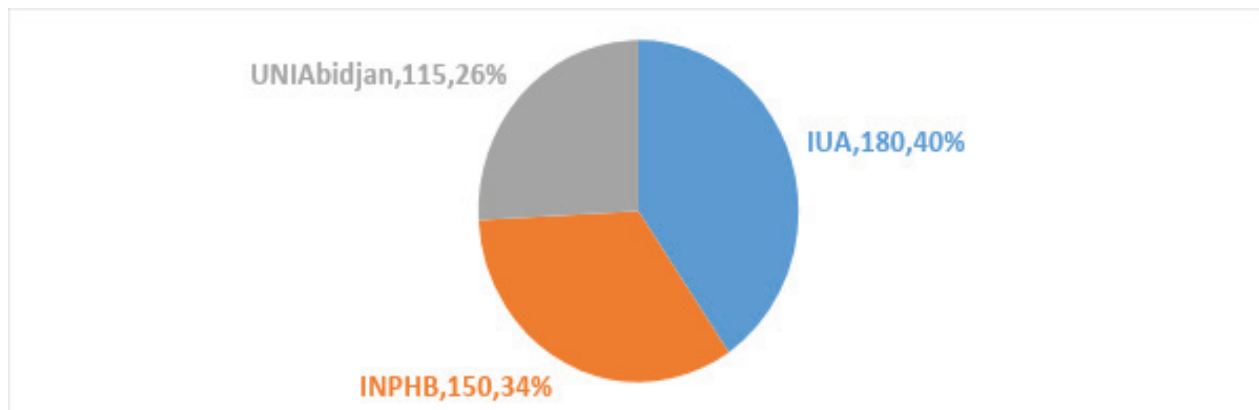


Figure 1: Students sampling

The main participants studies are organized in three sets: 1) *Literature and language (English, French)*; 2) *Communication and Information technology*; 3) *Business Management*. After the sample and sampling choice, researchers could collect data through tools shown in the next section.

Data Collection

In this mixed research action, three tools were used to collect the data from the participant's views and daily experiences according to PBL and wellbeing scopes in selected HEIs.

Firstly, classroom observation during the PBL tasks and assessments as well as homework allowed for the recording of the motivation, challenges, and progress of the learners of this method applied in their learning context. The observation took into consideration the five PERMA model variables and 21st-century skills acquisition in problem-solving activities from March to May 2024. For these two (2) months, students were observed by the researchers during class activities to record the effects of PBL on their personal and academic well-being in the three (3) selected HEIs. The observation criteria's were focused on learners *Positive Emotions (satisfaction, confidence, fear, etc.)*, *Engagement (in PBL assignments)*, *Relationships (with others)*, *Meaning (membership, citizenship, community service involvement)* and *Achievement (success and Expectations)* through innovative ideas during the PBL assessments.

Secondly, researchers adopted an interactive approach through interviews to obtain participants views. They used an interview of students and some colleagues to acquire views of the impact of PBL on the human well-being skills acquisition according to their context (Yu 2024; Kovich et al. 2023). The choice of a semi-oriented interview with students allowed the collection of ideas about their wellbeing and skills outcomes in PBL pedagogy. A pretest with 5 students was led first. Then the whole interview of 15 students took place in May 2024 through a guide using the 3 items: *Project-based learning integration in local pedagogy*; *contextual challenges*; *Outcomes on well-being and 21st-century skills enhancement*. So, five questions were asked to respondents (as teachers and students): 1) What are your feelings about the integration of PBL or practice case studies in the teaching activities and assessments? 2) What are the benefits of this approach? 3) What are the challenges encountered related to your well-being through PBL activities? 4) How does PBL contribute to your well-being and 21st-century skills enhancement? 5). What are your suggestions for a better integration of PBL to support well-being in academic and non-academic activities? These one-to-one and face-to-face interviews took around 15 minutes per respondent. The sharing of the students and educators' experiences gave insights on the PBL application perception and outcomes in human well-being, specifically in the context of selected HEIs in Cote d'Ivoire. Thirdly, as a source to promote 21st-century pedagogical skills through PBL, a little questionnaire was filled out by 12 students in the selected HEIs too. This interaction with participants helped to adjust data processing depending on the feedback from the observation and constituted a key element of the data processing underlined in the next section.

Data Analysis

The scope of this study is to explore how project-based learning integration in higher education institutions allows fostering of learners' well-being to solve local communities' problems with new transferable skills supported by digital tools. Content and communication analysis were used to present the results of the interviews according to students' points of view (Wu & Zhang 2024; Lehtinen 2021). This analysis method was suitable to categorize clearly the views of participants according to their experience with PBL in HEIs for effective learner well-being/personal development for a sustainable society through critical thinking and problem solving oriented by 21st century pedagogy in learning. Finally, these data were processed, categorized, and interpreted in 2 subsections for the findings and analysis section: 1) *Benefits of Project Based Learning (PBL)*; 2) *Project based learning (PBL) challenges*.

Therefore, after the description of this research methods section, the next section presents the findings and discussion, including the PERMA model in data interpretation on PBL influences on participants well-being in HEIs through positive psychology in learning activities.

Findings and Analysis

Findings underlined that in a digital era context, the integration of PBL in HEIs offers many benefits related to learners' well-being and empowerment through this student-centered pedagogy integration in Higher Education Institutions (HEIs) in Cote d'Ivoire. However, some contextual challenges are also mentioned in the second subsection.

Benefits of Project-Based Learning (PBL)

Project-Based Learning benefits in student's empowerment

Human well-being is very important in education, and learners' creativity can be supported by adequate methods applying digital communication technology tools. It is a crucial question in educational and professional institutions pedagogy requirements for human well-being in selected HEIs. It is noticeable in this student statement below:

“Personally, practical case studies, and project-based learning helped me to explore another field related to real problems in societies. In our economic sciences activities, we used to examine new solutions to businesses problems during class assessments. I found that it is more creative and discovered many ways to solve problems with different alternatives.” (IUA, Master's in Economy).

Another student pointed out this view:

“Often, as young people, we have many ideas to generate innovative business offers and reduce the unemployment rate. Yet, the traditional teaching method is more focused on the theories. But, since the introduction of project-based learning in the pedagogy, I feel more motivated in teamwork to learn from peers and develop our own projects. It is pleasant to launch business ideas and think to implement them in the future as business solutions or ways to innovate for developing our own startups” (UniAbidjan, BA in Business Management).

Similarly, another BA student in IUA mentioned that,

“In the beginning, I found case studies annoying because it required too much time out of class to reflect, find ideas online, write, and present. But last year, I understood that it can be a source of opportunities in order to get a job. It reduces the stress through new ideas shared with peers and increased belonging. These are very important aspects to apply our ideas and thoughts in PBL. It helps to be more engaged and aware of society's challenges to solve real issues in communities” (IUA, BA in Communication).

A teacher using PBL shared her observation in the statement below:

“In general, I have noticed that most of my students are more engaged and motivated to participate in daily classes when they can see the big picture of what we are working towards in the semester. They can see how that week's lesson builds off the week before and scaffolds into the future so they can complete the projects. It may not be perfect, but there are many discussions about feedback and coaching and how to adjust. It is powerful. I love the energy of my classes.” (INPHB)

According to classroom observation and all participants' points of view, PBL or case study learning increased student positive psychology by giving the possibility of doing to learners. PBL explores real facts. This pedagogy involves students in solution-making while allowing them the ability to share their own ideas based on their understanding of a problem to solve it through creativity, critical thinking, and communication with peers. PBL generates more connections between theories and practices by doing so to increase learners' ability to innovate and create alternative solutions to daily problems directly for community well-being and self-accomplishment. It shows that PBL results in a positive self-perception and students identity growth through all interactive activities during the learning at school or immersive engagement in communities or business as an agent of change in the Knowledge and Technology Transfer (KTT) approach (Gougou, 2023; Lim, 2023; Podgórska & Zdonek, 2024). The findings show that PBL positively increased learners' psychological well-being by offering an inclusive environment for self-identity acceptance in an intercultural perspective of social accomplishment. This increases learners job opportunities through empowerment activities, service learning, innovative thoughts, and networking. This fact presents PBL as an approach of supporting learners' accomplishments in a whole educational context, fostering a stressless learning environment. This is similar in the Kovich et al. (2023) study, underlining that well-being in education can be a source of human growth in students and educative stakeholders through positive psychology connecting learners in daily real problems encountered around them. Moreover, it encourages critical thinking to develop learners' global citizenship values such as tolerance, inclusion, equity, peace, sustainability, resilience, intercultural communication skills, etc. This fact is mentioned in Wang (2022), Cash (2017) and Almulla (2020) studies stating that project-based learning integration in the educational system engages students in deeper learning by doing. It is a pedagogical approach to empower students critical thinking and problem-solving for discoveries about the teaching topic itself, content, and various skills in authentic contexts.

Benefits in students' employment and resilience

According to participants, PBL supports students' employment and resilience. Related to the outcomes for human well-being, the investigation in higher education institutions in Cote d'Ivoire revealed the findings below: For a student in Communication in IUA,

“PBL helped to be in touch with some enterprises for internships, and this increases the employment opportunities offered to students in our high school. In team projects, we use hybrid (online/offline) communication and collaboration to share our ideas. Digital literacy is very important to the extent that in our field. It is important to know technology for our projects. We also use leadership through task sharing, critical thinking, and creativity to innovate and solve problems.”

A teacher in UniAbidjan remarked that:

“It helps to create more cohesion in communication and collaboration. Students are engaged when it’s a project they choose. They can utilize all the theories they’ve been learning and actually do something practical with it. It’s so fun to watch them discover more about who they are and watch their excitement as they engage with others and put together mind-blowing solutions to problems. So creative and talented.” (UniAbidjan)

According to a postgraduate student in IUA:

“For me, it balances the learning activities by blending the skills acquired. As I am in the IT domain, we need to be connected with various real problems in order to be effective at work after graduation. It is often funny to learn by practicing and get ideas from peers in PBL.”

Another teacher observation is mentioned in the statement below:

“In my business English class, students worked on the chairing a meeting project, where each student had a role they needed to play, and the chairman needed to guide the meeting to successful completion. This project utilized collaboration, communication, critical thinking, problem-solving, and student leadership. Each week students needed to complete personal tasks as well as group tasks utilizing all aspects of 21st-century skills.” (INPHB)

According to the participants, project-based learning in local academic pedagogy increases students’ creativity, well-being, and professional integration by enhancing their 21st-century skills as lifelong learners in critical thinking, teamwork, digital literacy, problem-solving, and intercultural communication abilities. As an outcome, it improved lifelong learning outcomes, resilience (mental health, well-being, soft skills mastery, etc.), positive social integration, and job opportunities. Findings underlined that this approach allowed for increased youth entrepreneurship and resilience through problem-solving skills. So that learners become the next leaders and sources of innovation. Therefore, faced with employment challenges (lack of jobs, low income, pressure, burnout, and so on), PBL offered new ways to create new businesses as startup opportunities to sustain the society's development by providing economic growth, environmental preservation, and community well-being. For Getuno et al. (2022) and Almulla (2020), this leads to nurturing learning, which supports youth innovation and creativity. It means that PBL builds a dialogue between academics and the real world to solve society's real challenges through the knowledge shared and acquired by students during their training in HEIs. In this perspective, according to a teacher participant statement:

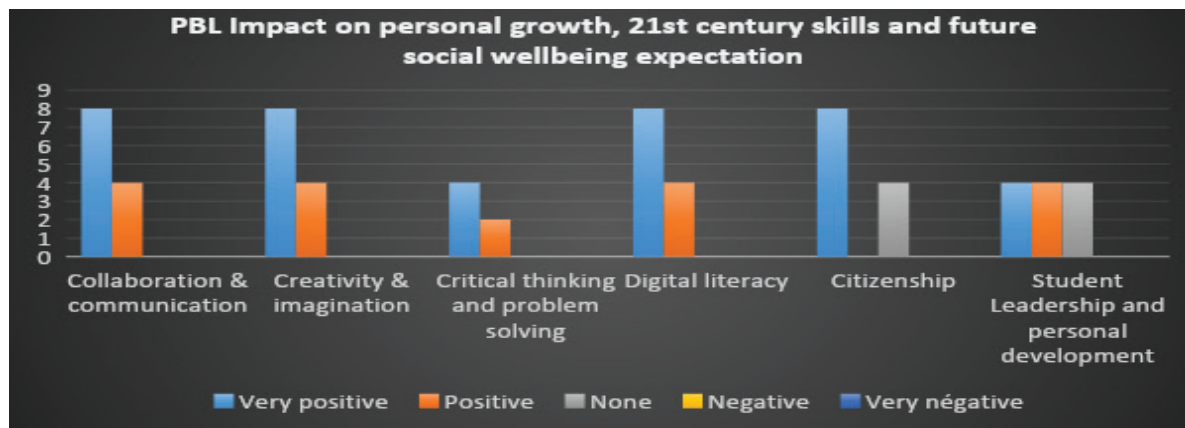
“Do it as much as possible. It is so beneficial. It’s not always black and white, and there can be several adjustments that need to be made along the way, and overall, it’s incredibly enriching for students and teachers. I think the goal of teaching is not necessarily teaching what to think, but how to think. We need to train not just the mind but also help to develop the whole person: body, mind, and spirit so they can know who they are, how to connect with others, and how to engage in the world to help grow and sustain our communities.” (INPHB).

Fostering PBL in education is an important lever of human development and fostering a more resilient society. Indeed, this world encounters a multitude of challenges these years, and the fact that empowering students for resilience in the educative system with more practice approaches helps the next generation

of leaders to be aware of the planet and their own environment's needs. This educational development theory encourages students to be actors of transformation and self-accomplishments. In other words, project-based learning integration in local pedagogy offers new skills acquisition as a lever of academic pedagogy, equipping learners for job opportunities and 21st-century skills supporting their well-being.

PBL Impact on personal growth, 21st-century skills and social wellbeing expectation

According to the findings, project-based learning integration in local pedagogy positively influences students’ creativity, well-being, and professional integration by enhancing their 21st-century skills as lifelong learners in selected HEIs in Cote d’Ivoire. A survey related to PBL impact on personal growth, 21st-century skills, and future social well-being expectations provided the results below:



Source: Participant’s point of view in IUA, INPHB, UniAbidjan

According to the above data, project-based learning integration in local pedagogy increases students’ creativity, well-being, and professional integration by enhancing their 21st-century skills as lifelong learners in critical thinking, teamwork, digital literacy, problem-solving, and intercultural communication abilities. Consequently, PBL supports students’ positive experience and mental well-being in academic training and connection to the community. It increases students’ creativity, well-being, and professional integration by enhancing their 21st-century skills as lifelong learners in critical thinking, teamwork, digital literacy, problem-solving, and intercultural communication abilities. This finding is underlined by other researchers, mentioning that these skills enhanced through PBL result in job opportunities, personal growth, and accomplishments for a sustainable society. In this scope, as part of global citizenship education, 21st-century skills promotion through PBL allowed active participation in preventing, reducing, and even repairing environmental damage according to SDGs perspectives (Leite, 2022; Martinez, 2022; Paschal & Gougou, 2022; Shamaieva et al., 2023; Suwaed 2022). One effort to play an active role in raising awareness of the environment is through education, especially. Similarly, Kumar (2021) emphasizes that these outcomes include the fact of personal growth by knowing how to live together, valuing diversity, and developing civic and digital literacy. For students, it is also about learning to be lifelong learners, being a team member, and thinking of oneself as a global citizen for community sustainability. Hence, educators should ensure that students improve their intercultural competence as well.

In brief, findings underlined that in a digital era context, project-based learning integration in local pedagogy increases students’ creativity, well-being, and professional integration by enhancing their 21st-century skills as lifelong learners and intercultural communication abilities. However, as innovative pedagogy, in the next section, our findings focused specifically on challenges encountered by participants related to PBL integration in education to foster human well-being.

Challenges of Project Based Learning (PBL)

In teaching and learning contexts, many challenges prevent the perfect integration of PBL in HEIs due to sociocultural environments, psychological backgrounds, pedagogy, and teaching habits, according to the participants. A student stated:

“In PBL, we need computers, the internet, and the ability to master research online in academic tasks. But in our context, it is not easy because we need more funds and digital mastery to use the tools and platforms. In addition, we must submit the findings in a file, including buying new materials and using new digital skills. That is a big challenge because few of us master technology, and this issue is high in our low-income context.” (IUA, BA Communication).

Another student mentioned that traditional education policy background affects the implementation of learners’ findings, affecting their engagement:

“We have a good idea or project, yet we don’t have the possibility to exploit them in real business opportunities and launch startups. Faced with unemployment, our project could be used to create jobs and make money. However, there is not support to apply our projects for a Knowledge and Technology Transfer (IUA)”.

On the pedagogical approach, this challenge is mentioned by another teacher participant:

“Even if 21st-century pedagogy is integrated, the overuse of past traditional pedagogy is still there, and many students expect quizzes as assessments. They need to change their mindset in order to understand the useful effect of PBL or case studies in the learning. The neglect to assure the perfect job through the projects is another issue of this shift in classrooms. In our country, youth unemployment is very high, and it is a pedagogical mastery challenge for teachers and learners too.” (UniAbidjan).

According to the teachers and students’ points of view, teaching environmental challenges related to the infrastructures, materials, and educational policies could negatively affect PBL integration in the educative system for students’ well-being. It is underlined by the research participants that the teaching materials and environment, such as low ICT, Lab, lack of startup incubators, can affect the practical integration of PBL in some cases, such as the one of digital imbalance.

Indeed, participants underlined digital mastery and accessibility (Internet, digital skills, technology) as a big issue due to the need to enrich the local class project assessment in real problem solving with online information and research done by others (students, practitioners, researchers) in the same context. This increases students' fear and stress to commit mistakes due to the psychosocial habit and social pressure to be as a facilitator or knowledge provider. These findings are similar to the scope of the Getuno et al. (2022) study on the challenges of PBL adoption and implementation in African universities: *facility and resource constraints, structural constraints, large class sizes, information overload (ICT gap), time constraints, human capital constraints, lack of technology, and limited learning*. All these challenges impact the pedagogical integration due to teachers and students' inexperience or their own misunderstanding of their role in PBL class or case studies assessment (Lim, 2023). Similarly, Yu (2024) studied identified challenges in PBL implementation and suggested avenues for future inquiry. Therefore, some contextual challenges, such as digital mastery and accessibility or implementation of learners’ ideas, affect their engagement in society through knowledge and technology. Transfer initiatives to get job opportunities, support the local community’s sustainability and human well-being (Álvarez, 2021; Gallagher & Savage, 2023).

Moreover, *educative policy background is often a challenge. However*, tremendous changes have occurred throughout the years, and recently more and more importance has been given to the 21st Century Skills, even though some teachers still follow traditional methods and do not incorporate such skills as collaboration, creativity and innovation, critical thinking, communication, problem-solving, and ICT skills. However, as mentioned by participants, it is a revolutionary approach requiring more attention in the educational system and a support to transform learners' findings into marketable opportunities and reduce both poverty and gaps for human well-being. Unfortunately, the integration of PBL in the local educational system often encounters imbalanced pedagogy and a lack of many teaching resources, allowing learners and teachers to apply this approach effectively for each other's well-being. In the extension with other studies, it is also evident that common challenges that are encountered in PBL integration are as follows: *a) time-management, b) teamwork, c) motivation, d) learners' attitude, e) unexpected situations, f) shifting roles, g) lack of resources, h) preparation i) assessment* (Lim, 2023; Podgórska & Zdonek, 2024). These challenges can create stress and discouragement and prevent the well-being of both learners and teachers, according to *positive Emotion, Engagement, Relationships, Meaning and Accomplishment*.

In brief, in this study, contextual challenges encountered by the participants are related to various factors affecting PBL integration and human well-being in the whole educational system and particularly in HEIs policies in Cote d'Ivoire. These challenges related to the sociocultural environment, psychological background, pedagogy, and teaching environment disturb teaching and learning outcomes on learners' satisfaction and well-being.

Conclusions and Recommendations

This study aimed to explore how project-based learning integration in higher education institutions allows for fostering learners' well-being and solving local communities' problems with new transferable skills supported by digital tools. The mixed-method approach in 3 higher education institutions in Cote d'Ivoire revealed that PBL contributes to positive psychology in the learning environment and equips both teachers and learners and the whole of society for sustainable development through lifelong learning and 21st-century skills adoption. Contextual challenges such as digital mastery and accessibility or the implementation of learners' ideas affect their engagement in society through knowledge and technology transfer initiatives to get job opportunities and support the local community's sustainability and human well-being. These findings support that educational institutions must promote project-based learning in pedagogy to support lifelong learning and human well-being, to foster current and next generations skills such as flexibility, resilience, problem-solving, and similar things. As a limitation, this empirical study utilized small samples that did not reflect the situation in the whole teaching context including primary schools, secondary schools, and others.

Implication and Recommendations

According to the findings, PBL integration in educative policy calls to transform the curricula design and educative approach to offer practical assignments to learners. This includes updating national educative policy by offering continued professional development opportunities to teachers and a HEIs partnership with society for students PBL tasks to support innovation and community sustainability (Hill 2019; Guo 2020; Lim 2023; Žerovnik & Šerbec 2021). This educational policy in educative institutions will imply equipping learners for their skills acquisition and well-being by solving real problems thanks to PBL assignments and 21st-century skills acquisition. Therefore, the practical implication consists of promoting project-based learning in pedagogy to support communities' problem-solving, lifelong learning, and human well-being, to foster the current and next generations' skills as flexibility, resilience, and similar things. These recommendations take into consideration the implications for policy and practice of PBL in educative systems as mentioned below:

- Integration of PBL in human education to foster positive emotion, engagement, relationships, meaning, and accomplishment for a good usage of ICT in classrooms and students' growth (Butler & Kern 2016; Hill et al. 2019; Martinez 2022; Lim 2023);
- Educational institutions must promote project-based learning in pedagogy to support lifelong learning and human well-being (flexibility, resilience, etc.).
- Fostering human well-being in current and next generations calls for PBL to support citizens of the digitalized era through 21st-century skills (critical thinking, problem-solving, digital mastery, intercultural communication).
- Integration of MOOCs in PBL and classrooms to open minds to another world for students' well-being (Gougou 2024)
- Provided professional development to use PERMA and positive psychology to support PBL and 21st-century skills acquisition in the whole educational system (Leontopoulou 2020).

Similarly, for Getuno (2022), the way forward in overcoming PBL challenges in African HEIs identified six main solutions to the challenges of PBL use in African HEIs: human resource training on PBL, redesigning competence-based curriculum, providing required facilities and infrastructure, university-industry partnerships, careful planning, and overhauling the educational system.

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The IDEA Framework: Integrating Positive Psychology, Yoga, Hypnotherapy, and Bilateral Stimulation for Safety, Stabilization, and Healing of Well-Being

IDEA Çerçevesi: Güvenlik, Stabilizasyon ve İyi Oluşun İyileştirilmesi için Pozitif Psikoloji, Yoga, Hipnoterapi ve İkili Uyarımın Bütünleştirilmesi

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Abstract

This article integrates an empowering lens to showcase a multimodal approach that promotes and develops safety, healing, and well-being with a supportive therapist. It describes and explains tenets of positive psychology, yoga, hypnotherapy, and bilateral stimulation to develop client skills to foster safety and healing and consequently, their well-being. Research has shown that these practices can enhance neural connectivity, improve emotional regulation, and reduce stress responses. As a result, safety and stabilization are established for the client. All four of these modalities integrate empowerment and connectedness for the client. The authors also provide examples of integrating the approaches to support clients and their mental health in specific scenarios. This article is the start of a multimodal or scaffolded approach to empower client healing within mental health. The authors provide an acronym, IDEA, which translates to identify (client issue or presenting problem), determine the first approach, engage in integration, and assess and evaluate progress. The IDEA approach can be utilized with one approach at a time or integrate all approaches as necessary. The client's well-being is prioritized and their ability to heal is emphasized. This article acts as a foundation for future research regarding pathways to safety and healing for well-being. It also provides an evidence-based structure to assist clinicians and clients with their healing of well-being journeys.

Keywords: Yoga, Healing, Positive Psychology, Well-being, Hypnotherapy

Öz

Bu makale, destekleyici bir terapist eşliğinde güvenliği, sağaltımı ve iyi oluşu teşvik eden çok modlu bir yaklaşım sergileyerek, güçlendirici bir bakış açısını bütünleştirmektedir. Danışanın güvenliğini, iyileşmesini ve dolayısıyla iyi oluşunu desteklemek amacıyla gerekli becerileri geliştirmek için pozitif psikoloji, yoga, hipnoterapi ve ikili uyarım ilkeleri tanımlanmakta ve açıklanmaktadır. Araştırmalar, bu uygulamaların sinirsel bağlantıları artırabildiğini, duygusal düzenlemeyi geliştirebildiğini ve stres tepkilerini azaltabildiğini ortaya koymuştur. Sonuç olarak, danışan için güvenlik ve stabilizasyon sağlanmaktadır. Söz konusu dört yöntem, danışanın güçlenmesini ve terapi sürecine bağlılığını artırmayı hedeflemektedir. Yazarlar ayrıca, danışanları ve onların ruh sağlığını desteklemeye yönelik yaklaşımların belirli senaryolara nasıl entegre edilebileceğine dair örnekler sunmaktadır. Bu makale, danışanın ruh sağlığı bağlamında sağaltım sürecini güçlendirmek için çok modelli veya destekleyici bir yaklaşımın temelini oluşturmaktadır. Yazarlar, danışanın mevcut sorunlarını tanımlamak, ilk müdahale yaklaşımını belirlemek, entegrasyona katılmak, ilerlemeyi analiz etmek ve değerlendirmek anlamına gelen IDEA kısaltmasını kullanmışlardır. IDEA yaklaşımı, tek bir yöntemle uygulanabileceği gibi, gerektiğinde farklı yaklaşımların entegrasyonu ile de kullanılabilir. Bu süreçte, danışanın refahı önceliklendirilmekte ve iyileşme kapasitesi vurgulanmaktadır. Bu makale, güvenlik ve iyileşmeye giden yolları ele alan gelecekteki araştırmalara bir temel oluşturmanın yanı sıra, klinisyenler ve danışanlar için kanıta dayalı bir yapı sunarak iyileşme sürecine rehberlik etmektedir.

Anahtar Kelimeler: Yoga, Şifa, Pozitif Psikoloji, İyi Oluş, Hipnoterapi



Introduction

We all have the tools within us to heal. We are continually learning more about the connections between the brain, the body and the breath and what they each do for each other (Mather, 2024; Treves et al., 2024). We are discovering the importance of movement and stillness, bilateral stimulation and mindfulness, focused attention, and deep relaxation on the brain and body for mental health and wellness (Toussaint et al., 2021; Treves et al., 2024). Recent research highlights how these practices can enhance neural connectivity, improve emotional regulation, and reduce stress responses (Bondár et al., 2023; Syed Abdullah et al., 2024). Furthermore, integrating movement and mindfulness techniques into therapeutic approaches is shown to foster resilience and promote overall well-being, emphasizing their vital role in holistic mental health care (van Seggelen-Damen et al., 2023).

Everyone possesses the ability to lead a fulfilling life and to heal from within. We can all acquire self-soothing techniques that engage our physiological responses, fostering feelings of safety and stability (Vidal & Soldevilla, 2023). Mental health clinicians can assist in empowering their clients and supporting them as well as guiding them through this process. When we cultivate a sense of security in the present moment, we are better able to embrace our current experiences, leading to improved physical and mental well-being (Briggs, 2024). This mindful state of comfort within ourselves allows us to be our best selves and supports long-term health and wellness. Healing contributes to our overall emotional well-being.

The authors suggest a multi-pronged approach to establishing safety and stabilization, and consequently emotional well-being. The authors provide an overview of each concept and its therapeutic use and benefits. By integrating positive psychology (strengths and mindfulness), yoga (Pranayama: breath, Asana: movement, and Dhyana: meditative practices), hypnosis/hypnotherapy (eliciting trance: deep relaxation and positive suggestion), and bilateral stimulation (emotional processing), the authors believe we can create a comprehensive and effective therapeutic approach. This model advances the existing literature by offering a holistic approach that not only supports the achievement of clients' goals but also empowers them in the process. It establishes an evidence-based framework that ensures clinicians are equipped with the flexibility to adapt to individual needs. This integrative model acknowledges the interconnectedness of mind and body, promoting holistic healing by addressing emotional, psychological, and physical well-being. This multi-faceted approach can improve mental health outcomes, greater self-awareness, and enhanced overall quality of life. To further assist in the model's implementation, the authors provide an acronym, IDEA, which represents identify (issue), determine first approach, engage in integration, assess and evaluate progress.

Method

The authors reviewed relevant literature and noted themes within related theoretical concepts and outcomes. The authors provide an overview of the literature related to each concept: Positive Psychology, Yoga, Hypnotherapy, and Bilateral Stimulation. The authors noted the feasibility of a practical multimodal model to address the client's emotional dysregulation, trauma symptoms, and challenges managing stress. Research has shown an integrative approach using evidence-based practices can benefit different mental health concerns, including trauma symptoms (Tempone-Wiltshire, 2024) and is effective among a variety of populations from youth populations to older adult populations (McGorry et al., 2022; Reynolds et al., 2022). The article is organized as a concise review highlighting the benefits of incorporating these concepts as a unified approach to enhance safety and support as well as the recovery of well-being (Snyder, 2019). To deepen the understanding of the model, each concept is described as a therapeutic tool that offers safety and recovery benefits, accompanied by examples. The multimodal nature of the approach is further described and organized with a table and examples. The authors developed an acronym, IDEA, to assist with addressing client concerns while using the model. The authors outlined how to integrate the model working with a client who has low self-esteem and a

client with anxiety, respectfully.

Positive Psychology

Positive psychology is a strengths-based approach that emphasizes the development of an individual's values, development, and well-being (Wang et al., 2021). Martin Seligman (2019) is considered one of the founders of positive psychology, as he introduced it to the American Psychological Association in 1998 as a possible evidence-based psychotherapeutic practice. He then conducted numerous studies to further solidify his findings and approach. Seligman (2011) developed an acronym to highlight the five components of well-being, PERMA, which represents Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment. PERMA has been adapted and validated among a variety of diverse populations (Bartholomaeus et al., 2020; Chaves et al., 2023; Wammerl et al., 2019). Seligman's original PERMA model was developed into a PERMA+4 model in 2020, which added physical health, mindset, environment, and economic security (Cabrera & Donaldson, 2023). Research shows that positive psychology can lead to improvements in one's quality of life, levels of anxiety, depression, and stress and even help manage chronic pain (Carr et al., 2023).

Positive Psychology as a Therapeutic Tool

Positive psychology interventions focus on developing positive feelings, behaviours and thoughts. Positive psychology "practices and interventions aim to develop strengths, skills, and resources to prevent mental disorder from occurring, foster resilience, and to help people live the best lives possible" (Kern et al., 2020, p. 706). Positive psychology interventions range from identifying one's strengths, character traits, and values to creating a foundation for more positive or happier emotions in one's life. An assessment tool like the Signature Strengths Questionnaire (SSQ-72) can assist with strengths identification for the client (Rashid, 2015). The PERMA+4 acronym can be used as a foundation for therapeutic treatment starting with the identification and engagement with positive emotions. Furthermore, the use of a gratitude exercise assists in fostering thankfulness for experiences and achievements in one's daily life (Seligman, 2011). Research identifies single-session gratitude work as improving one's psychological health and stress levels (Meyer & Stutts, 2024). When an individual is overwhelmed by negative thoughts or increased worry, the use of a positive affirmation such as "every day may not be good, but there's something good in every day" or "stop fearing what could go wrong and start welcoming what could go right," can assist in creating more positive thoughts and changing neurological pathways to allow for happier cognitions.

Bilateral Stimulation

Bilateral stimulation (or BLS) uses bilateral movements to promote the engagement of both hemispheres of the brain via eye movements, physical tapping, or auditory tones (Blackwood, 2024). Bilateral movements, which involve simultaneous stimulation of both sides of the body, have been shown to have a profound impact on the brain and nervous system (Blackwood, 2024). This back-and-forth movement can calm the brain and nervous system, promoting emotional regulation and improving mental health and well-being (Amano & Toichi, 2016).

Bilateral stimulation (BLS) is often used within Eye Movement Desensitization and Reprocessing (EMDR) therapy to aid individuals in processing traumatic or emotional experiences. This therapeutic approach integrates rhythmic sensory input to help facilitate the healing process (Shapiro, 2018). However, BLS can be used outside of EMDR to help manage stress, anxiety, and other mental health conditions. BLS can also be used to "tap in" positive affirmations and self-talk, as well as feelings of safety, security, and a feeling of calm.

One common method of BLS is physical tapping, where individuals alternate tapping their hands or feet or feel taps moving from one side of the body to the other (Amano & Toichi, 2016). This tapping can be applied to various body parts, such as the thighs, hands, and palms (Burback et al., 2024; Javinsky et al., 2024). A notable self-administered technique is the "Butterfly Hug," which involves four simple steps: crossing the arms over the chest, crossing the thumbs, closing the eyes, and taking deep breaths to facilitate relaxation, followed by lightly tapping the chest with the fingertips (Cagaoan et al., 2023). These techniques of bilateral stimulation serve as effective strategies for improving emotional well-being and processing distressing thoughts and feelings.

Bilateral Stimulation as a Therapeutic Tool

Bilateral stimulation (BLS) can serve as an effective therapeutic tool in various psychological therapies, helping individuals feel safety and security, as well as process and heal from traumatic experiences and emotional distress. By engaging both hemispheres of the brain, BLS promotes emotional regulation and facilitates cognitive reprocessing (de Jongh et al., 2019). Bilateral stimulation has been found to activate the relaxation response in the parasympathetic nervous system (Cagaoan et al., 2023), promote better communication between the left and right hemispheres in the brain (de Jongh et al., 2019), and increase neurotransmitters such as serotonin and dopamine associated with feelings of well-being and happiness (Burback et al., 2024). The various methods of bilateral stimulation include eye movement, auditory cues, and physical tapping (Siegel, 2010). These techniques can be used as a tool for managing stress, anxiety, and other mental health conditions (Burback et al., 2024). Incorporating self-stimulated bilateral stimulation can be a great self-care coping strategy, or a self-soothing strategy to help with difficult life events.

Yoga

Yoga is a holistic practice that originated in ancient India. The term "yoga" is derived from the Sanskrit word "yuj," which translates to "unite" or "join," (Kirk, 2021). Yoga's primary focus is on integrating and promoting balance within the physical, mental, and spiritual elements of the self (Kirk, 2021). In other words, yoga is the practice of joining in harmony with the body, mind, and spirit.

Yoga practitioners are often invited to focus on their breath and body, in addition to being grounding and mindful in the moment. Accordingly, while it is commonly associated with physical postures (Asana), breath control (pranayama), and meditative mindfulness (Dhyana), yoga philosophy also encompasses a broader array of elements, including ethical principles (Yamas and Niyamas) and self-study (Svadhyaya) (Feuerstein, 2022). Yoga is often referred to as a philosophy and presents many teachings to help a yoga practitioner find balance on and off the yoga mat in their physical, psychological and spiritual being.

Yoga as a Therapeutic Tool

Yoga can be used as a therapeutic tool because it can help regulate the nervous system through breathing techniques and mindfulness, which in turn can help promote relaxation, reduce stress, and enhance emotional well-being. Health-care practitioners have also started to combine yoga-based practices for disease prevention and the promotion of overall well-being (Khalsa et al., 2024).

In mental health care, yoga can be an effective tool for individuals dealing with stimuli that exceed their window of tolerance. By utilizing breathwork to regulate the heartbeat and enhance blood circulation, along with specific bodily movements such as forward folds and legs-up-the-wall poses, individuals can facilitate a transition from the sympathetic nervous system, which is responsible for the fight-or-flight response, to the parasympathetic nervous system, which promotes rest and digestion. This practice not only helps induce a state of calm but also aids in recovery from the heightened stress responses associated with trauma (Van der Kolk, 2022; Porges, 2021).

Yoga can be a powerful tool for enhancing self-esteem by fostering self-acceptance, mindfulness, and body awareness. Through consistent practice, individuals can cultivate an appreciation for their bodies and capabilities, which helps deepen the connection between the mind and body. This practice encourages a nonjudgmental attitude toward oneself, promoting compassion and understanding of one's unique journey (Arrastia-Chisholm et al., 2024; Siegel, 2010).

Yoga can be instrumental in trauma recovery by fostering a sense of safety and calm while helping individuals feel grounded in their bodies. This grounding effect supports emotional stability and aids in the processing of traumatic experiences (Van der Kolk, 2022).

As mentioned above, yoga emphasizes the unity of the mind, body, and breath. Through a combination of physical postures, breathwork, and mindfulness techniques, yoga can be used as a therapeutic tool to help individuals gain control of their bodies to regulate the nervous system, increase self-esteem and confidence, and aid in trauma recovery (Van der Kolk, 2022).

Hypnosis and Hypnotherapy

Hypnosis can be defined as a state of concentrated awareness that leads to an altered state of consciousness, characterized by profound relaxation and increased susceptibility to suggestion (Knafo & Weinberger, 2024; Nash & Barnier, 2012). According to Hammond (2010), hypnosis is a naturally occurring state of consciousness characterized by a cooperative process that involves focused attention and heightened suggestibility, and an altered state of consciousness. Individuals are guided into hypnosis by an induction, which involves relaxation techniques, focused attention, or guided imagery. Once in a hypnotic state, deepening techniques are used to enhance the level of hypnosis, helping the client achieve deeper relaxation and focus.

Hypnotherapy as a Therapeutic Tool

Hypnotherapy is a therapeutic approach that utilizes hypnosis to facilitate positive changes in individuals, enabling them to tap into their subconscious mind while attaining deeper states of relaxation and concentration (Linden et al., 2024).

During hypnotherapy, the therapist can provide positive suggestions, affirmations, or post-hypnotic cues designed to facilitate behavioral changes, including anxiety reduction, self-esteem enhancement, and trauma recovery following the hypnosis session (Orenstein, 2018).

Accordingly, hypnotherapy can effectively help regulate and calm one's nervous system, boost self-esteem, and aid in trauma recovery by facilitating deep relaxation and promoting positive cognitive reframing (Eason & Parris, 2019). As indicated above, during hypnotherapy sessions, individuals will enter a state of deep relaxation and focused awareness, which initiates the parasympathetic nervous system, in turn helping to reduce stress and anxiety (Milling, 2023). Furthermore, hypnotherapy can enhance self-esteem by suggestions focused on allowing individuals to visualize and reinforce positive beliefs about themselves (Hammond, 2007). In terms of trauma recovery, hypnotherapy can process and integrate traumatic memories, creating a safe mental space for healing and emotional release (Milling, 2023; Lynn & Green, 2023).

Hypnotherapy has also been shown to be effective in addressing various issues, including anxiety, pain management, and habit modification (Barber & Calverley, 2009). Integration is used at the end of the hypnotherapy session to help the client bring insights and changes gained during the hypnotherapy session back into their conscious awareness and everyday life (Leo et al., 2024; Nash & Barnier, 2012).

Model in Action: IDEA

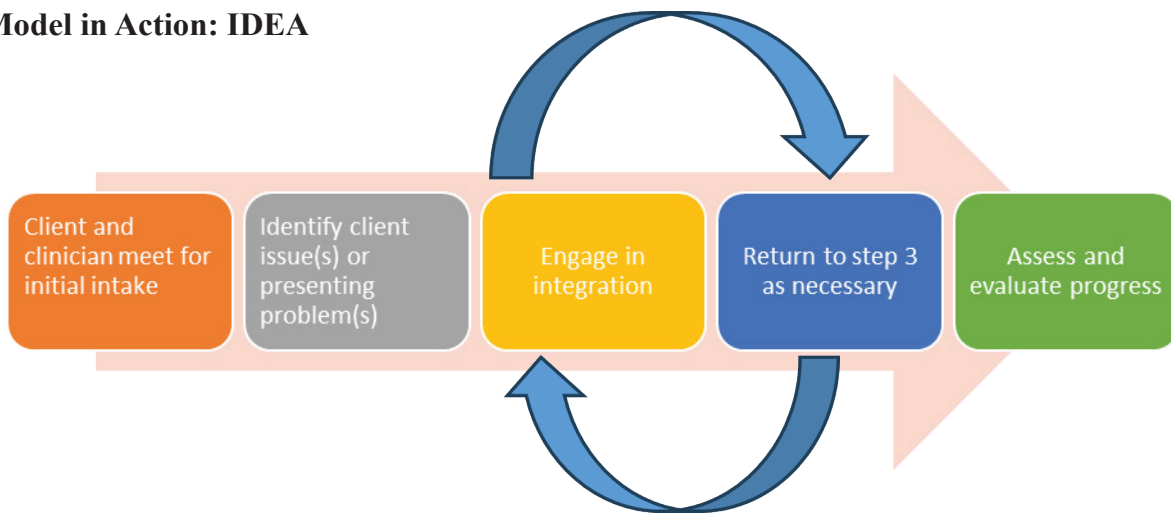


Figure 1. The IDEA multimodal model

To further assist with the multimodal approach, the authors present an acronym, IDEA, which is explained in Figure 1. IDEA stands for identify (issue), determine first approach, engage in integrating additional approaches, assess, and evaluate progress. These interventions and modalities have value because they can complement and increase the effectiveness of the intention.

To begin, the mental health clinician will develop therapeutic rapport with their client and collaboratively determine the presenting problem or issue. For the next letter, D, the clinician will determine which approach to begin with and which approaches to integrate. For a client who is experiencing depressive symptoms, setting manageable goals and acknowledging small wins will help bolster their well-being. The clinician can also discuss positive affirmations and use clinical hypnosis for visualizations to foster more positive feelings. Consequently, the clinician and client can determine together whether yoga or bilateral stimulation may assist in further increasing their ability to manage stressful situations and low feelings. This process is an example of engaging in additional approaches (E). A client who notices increased muscle tension may be more likely to try yoga poses, whereas a client with extremely rigid thoughts may benefit from bilateral stimulation for tapping in positive affirmations. The clinician will then assess the client’s progress and symptoms to determine their progress (A).

The following chart provides a detailed overview of how a mental health clinician may incorporate each type of therapeutic modality to address a client who presents with low self-esteem and a client who presents with anxiety. The therapeutic goals are to build their levels of self-esteem and manage their anxiety levels, respectively. The table outlines each therapeutic approach and related concepts to integrate for the most effective healing by the client. Different examples from each modality are included.

Table 1. Examples of the model in action

	Positive Psychology	Yoga	Bilateral Stimulation (BLS)	Hypnotherapy
<u>Self-Esteem</u>	Practice Self-compassion Exploration, Identification and Acknowledge Strengths. Nurture Skills Engage in Positive Self-Talk Create Positive Affirmations Identify Personal Empowering Mantra Cultivate Gratitude Set Achievable Goals Celebrate Small Wins	<p><u>Asana (Poses):</u> Engaging in yoga postures that enhance feelings of self-esteem. Focus on Physically and Emotionally Poses to: <u>Empower:</u> Mountain pose, Chair Pose, Warrior I, II and Crescent Lunge <u>Promote Balance and Stability:</u> Tree Pose and Warrior III <u>Mind-Body Connection:</u> Child's Pose, Cat-Cow, Bridge and Corpse Pose</p> <p><u>Pranayama (Breath Control):</u> <u>Stress Reduction by</u> Diaphragmatic Breathing & Equal Breathing <u>Increased Focus by</u> Counting breaths such as 4 Square or 4, 7, 8 breathing technique. <u>Emotional Balance by</u> Alternative Nostril Breathing</p> <p><u>Dhyana (Meditation):</u> Self-Reflection Enhance Mindfulness Chanting Mantra Meditation</p>	<p>BLS on yoga mat during certain asana, pranayama and meditation to enhance positive feelings of self Slow tapping to encourage "tapping in" positive affirmations BLS via butterfly taps to enhance feelings of safety and self-esteem with positive self-talk Tapping in Safe place, tapping in feelings of safety Slow walking movements in nature for BLS Drumming or singing to engage in benefits of BLS. Examples of positive self-talk and mantras to be used for self-esteem: I am good enough I am worthy I matter I am loved I am strong 4-8 on each side slow taps or butterfly taps, slow steps, drumming</p>	<p>Hypnosis Eliciting trance for positive suggestion Visualizations Inner Child Work Deep Relaxation Suggestion Therapy Post-Hypnotic Suggestions Example of suggestion in trance: I already have everything I need Guided imagery for a treasure chest with whatever client needs inside</p>

Anxiety	Engage in activities that contribute to well-being such as:	Asana (Poses):	BLS on yoga mat during certain asana, pranayama and meditation to enhance safety and security and decrease anxiety	Deep Relaxation
	Gratitude	Engage in yoga poses that promote a feeling of safety, calm and self-control:		Suggestion Therapy
	Journaling	Child’s pose		Post-Hypnotic Suggestions
	Positive Reframing	Table top	Slow tapping on shoulders, or thighs to enhance feelings of safety and security from calm place	Building Positive Affirmations
	Practice Self-Compassion	Downfacing dog		Hypnosis Eliciting trance for positive suggestion
	Recall time, time mapping a time when felt empowered, strong, optimistic or in control	Forward bend		
		Bridge	Tapping in Safe place, tapping in feelings of safety	
		Boat pose	Slow walking movements in nature for BLS	
	Strength finder and reminder	Reclining Bound Angle Pose		Visualizations
	Self-Compassion Practice	Pranayama (Breath Control):	Drumming or singing to engage in the benefits of BLS.	Inner Child Work
	Develop Coping Strategies	Use breath to help reset central nervous system and calm:		Example of suggestion in trance: I can keep myself safe
	Radical Acceptance and Distress Tolerance	Diaphragmatic Breathing	Examples of positive self-talk and mantras to be used for increasing feelings of safety	I am safe
	Gratitude	Equal Breathing		I am strong
	Cultivate Optimism	Bee Breath: In this technique, you produce a humming sound while exhaling. This vibration can calm the mind and reduce feelings of anxiety by providing a soothing and grounding effect.	I am ok	Guided imagery for a treasure chest with whatever the client needs inside
		Dhyana (Meditation):	4-8 on each side slow taps or butterfly taps, slow steps, drumming	
	Meditative Mindfulness- Body Scan Meditation			

Discussion and Conclusion

The journey toward healing and well-being lies within each individual, supported by a growing understanding of the interconnectedness of the brain, body, and breath. Recent research emphasizes the significance of practices such as movement, stillness, bilateral stimulation, and mindfulness in enhancing mental health and overall wellness. These practices are shown to foster resilience, emotional regulation, and neural connectivity. Moreover, incorporating complementary therapeutic tools—including positive

psychology, yoga, hypnosis, and bilateral stimulation—encourages holistic healing, addressing emotional, psychological, and physical well-being. Positive psychology, rooted in strengths-based approaches, aids individuals in cultivating resilience and improving their quality of life. Techniques such as gratitude exercises and positive affirmations can shift negative mindsets into positive frameworks. Bilateral stimulation (BLS) enhances emotional processing and regulation through various methods, including tapping and eye movements. Yoga is a multifaceted therapeutic tool that promotes mindfulness, breath control, and physical well-being, aiding in trauma recovery and emotional stability. Lastly, hypnotherapy allows individuals to access their subconscious for deep relaxation and behavioural change, enhancing self-esteem and addressing trauma effectively.

This article is the beginning of the discussion regarding multimodal approaches to therapy for safety and stability. The outlined approach has a highlighted theme of empowerment and connectedness within each therapeutic modality. While some therapists, such as Lazarus, emphasized eclecticism where there do not have to be similarities between modalities (Tabatabaeifar et al., 2023), the authors of this article argue that a scaffolding approach assists in supporting the client emotionally and further builds upon the premise of positive psychology. Individuals can increase their levels of positive feelings and well-being overall (Seligman, 2011).

Future research may examine how this multimodal approach affects the brain, especially how each one impacts areas that control mood, thinking, and emotions. Brain imaging studies could provide clarification on how well these mixed methods work together. Additionally, the model may be enhanced by expressive arts therapies, such as painting or music. There is early research on the efficacy of expressive art therapy and bilateral stimulation as well as the use of art therapy for trauma treatment (Lusebrink, & Hinz, 2021; Schouten et al., 2019, Tripp, 2007).

In conclusion, the integration of various therapeutic approaches, such as encompassing positive psychology, yoga, hypnotherapy, and bilateral stimulation, creates a powerful model for promoting mental health and healing. By leveraging innate capacities for self-soothing, emotional regulation, and resilience, individuals can cultivate a profound sense of safety and balance in their lives. This comprehensive approach highlights the interconnectedness of mind and body and emphasizes the importance of individual agency in the healing process. As researchers continue to explore the depths of these practices and their effects on well-being, it becomes increasingly clear that fostering a holistic program for healing is essential for achieving lasting mental health improvements and overall life satisfaction. Ultimately, everyone possesses the potential to lead fulfilling lives, and with the right tools and support, they can navigate the path to wellness and recovery with confidence and resilience.

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