



NEAR EAST UNIVERSITY  
GRADUATE EDUCATION INSTITUTE  
DEPARTMENT OF GENERAL PSYCHOLOGY

**THE RELATIONSHIP OF SOLUTION-FOCUSED THINKING,  
EMOTION REGULATION, HOPELESSNESS AND HAPPINESS IN  
ADOLESCENTS**

OĞUZHAN KOCA

PhD THESIS

NICOSIA  
JUNE, 2021

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PhD THESIS

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## ACKNOWLEDGMENTS

My dear teacher and advisor, who shared their foresight and guiding recommendations at every stage of the research, I would like to express my gratitude to Assist. Prof. Dr. Deniz Ergun.

In this process, I would like to thank my esteemed professors Prof. Dr. Mehmet Cakıcı and Prof. Dr. Ebru Cakıcı, as well as the valuable members of the jury,

To my esteemed professors who contributed to my studies,

To my Mother and Father, who adorned my life with their prayers,  
to my precious brothers and sister,

Also, to my precious wife Dr. Selma Koca, who gave strength with her love and understanding, patient support and effort during my education, as in every field, and my dear daughters and wildflowers Tugce and Tugba,

I offer my endless respect and thanks.

Nicosia, 11.06.2021

Oguzhan KOCA

## ABSTRACT

### **THE RELATIONSHIP OF SOLUTION-FOCUSED THINKING, EMOTION REGULATION, HOPELESSNESS AND HAPPINESS IN ADOLESCENTS**

The aim of this study is to examine the relationship between solution-oriented thinking, difficulty in emotion regulation, hopelessness and happiness levels in adolescents. Again, the variables used in the study were evaluated according to socio-demographic data. The universe of the study consists of students (adolescents) studying in public high schools throughout the province of Samsun in Turkey in 2018-2019. The study group consisted of a total of 573 individuals, 293 girls and 280 boys, using the stratified random method among adolescents. In the study, a model was created to reveal the predictive relationships in the levels of solution-oriented thinking, difficulty in emotion regulation, hopelessness and happiness of adolescents. SPSS and AMOS version 21 are used. For the collection of data in the research, Personal Information Form; 'Solution Oriented Inventory (SOI)' to determine solution-oriented thinking levels; 'Emotional Regulation Difficulties Scale (DERS)' to measure emotion regulation difficulty levels; 'Beck Hopelessness Scale (BHS)' to measure hopelessness levels; and the 'Oxford Happiness Scale (OHS)' was used to measure happiness levels. In the study, statistically significant and positive correlations were found between the overall scores of the difficulties in emotion regulation scale and the scores they got from all sub-dimensions of the scale. In the study, it was determined that there was a significant relationship between solution-oriented thinking, difficulty in emotion regulation, hopelessness and happiness levels. Our research questions on the model we created were confirmed. As solution-oriented thinking scores increase, the level of happiness increases; On the other hand, it was determined that difficulty in emotion regulation and hopelessness levels decreased. It is thought that this research will be an important resource that educators and developmental psychologists can benefit from.

**Keywords: Adolescent, solution focused thinking, emotion regulation difficulty, hopelessness, happiness**

## ÖZET

### ERGENLERDE ÇÖZÜM ODAKLI DÜŞÜNME, DUYGU REGÜLASYONU UMUTSUZLUK VE MUTLULUK DÜZEYİNİN İLİŞKİSİ

Bu araştırmanın amacı; Ergenlerde çözüm odaklı düşünme, duygu düzenleme zorluğu, umutsuzluk ve mutluluk düzeyleri arasındaki ilişkinin incelenmesidir. Yine araştırmada kullanılan değişkenler, sosyo-demografik verilere göre değerlendirilmiştir. Çalışmanın evreni 2018-2019 yılındaki Türkiye’de Samsun il genelindeki, kamu liselerde öğrenim gören, öğrencilerden(ergenlerden) oluşturmaktadır. Çalışma grubu, ergenler içerisinde tabakalı rast gele yöntemi kullanılarak, 293’ ü kız, 280’i erkek toplam 573 bireyden oluşmaktadır. Araştırmada ergenlerin çözüm odaklı düşünme, duygu düzenleme zorluğu, umutsuzluk ve mutluluk düzeylerinde yordayıcı ilişkileri ortaya koymak için bir model oluşturulmuştur. SPSS ve AMOS 21 sürümü kullanılmıştır. Araştırmada verilerin toplanması için, Kişisel Bilgi Formu, çözüm odaklı düşünme düzeylerini belirlemek için ‘Çözüm Odaklı Envanteri (ÇOE)’, duygu düzenleme zorluğu düzeylerini ölçmek için ‘Duygu Düzenlemede Zorluklar Ölçeği (DERS)’, umutsuzluk düzeylerini ölçmek için ‘Beck Umutsuzluk Ölçeği (BUÖ)’, ve mutluluk düzeylerini ölçmek için ise ‘Oxford Mutluluk Ölçeği (OMÖ)’ kullanılmıştır. Araştırmada, çözüm odaklı düşünme, duygu düzenleme zorluğu, umutsuzluk ve mutluluk düzeyleri arasında anlamlı ilişkinin varlığı, tespit edilmiştir. Oluşturduğumuz model üzerindeki araştırma sorularımız doğrulanmıştır. Çözüm odaklı düşünme puanları arttıkça, mutluluk düzeyinin arttığını; buna karşın duygu düzenleme zorluğu ve umutsuzluk düzeylerinin de azaldığı tespit edilmiştir. Bu araştırma, eğitimcilerin ve gelişim psikologlarının yararlanabilecekleri önemli bir kaynak niteliğinde olacağı düşünülmektedir.

**Anahtar Kelimeler; Ergen, Çözüm Odaklı Düşünme, Duygu Düzenleme Zorluğu, Umutsuzluk, Mutluluk**

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## LIST OF ABBREVIATIONS

- BHS** : Beck Hopelessness Scale
- SFI** : Solution Focused Inventory
- SOI** : Solution Oriented Inventory
- SOT** : Solution Focused Thinking
- DERS** : Emotion Regulation Difficulties Scale
- OMS** : Oxford Happiness Scale
- SPSS** : Statistic Packets For Social Sciencs
- WHO** : World Health Organization
- UNICEF**: United Nations Children's Fund
- OECD**: Organization for Economic Cooperation and Development
- PISA** : Program for International Student Assessment
- D** : Difference
- MEB** : Ministry of Education
- MAX** : Maximum
- MED** : Median
- MIN** : Minimum

## **1. CHAPTER**

### **INTRODUCTION**

Adolescence period; It is a complex period in which individuals construct their own identities and begin to form romantic relationships. During this period, the physical and hormonal changes that occur in their bodies cause adolescents to experience some problems. (Larson & Lampman-Petratis, 1989). The World Health Organization (WHO) used the concept of adolescence for the age range of 10-19, youth for the age range of 15-24, and young person for the age range of 19-24 while defining the adolescence period. (WHO, 2019). Again, according to the United Nations Children's Fund (UNICEF), she defined the age range of 10-14 as the early adolescence period, and reported the age range of 15-19 for the late adolescence period (UNICEF, 2011). In this period, when individuals come to the fore in their future plans, it is a period in which social acceptance, sexual identity, and the sense of discovery are experienced intensely.

During this period, adolescents are emotionally open to various risks and negative effects. In this sense, the concept of "difficulty in emotion regulation", one of the variables we used in the study, is the inability to recognize emotions, accept emotions, use appropriate emotion regulation strategies, and control behaviors (Gratz & Roemer, 2004). On the other hand, the formation of awareness of cognitive reactions to these emotions is possible with the presence of emotion regulation skills. This awareness in individuals enables them to act appropriately for their purpose in cases of negative emotions (Gratz & Roemer, 2004). Individuals' lack of emotion regulation is a risk that causes them to exhibit problematic behaviors (Celik & Kocabiyik, 2014). In the emotion regulation concept, function is more important than form. In other words, any action taken to influence emotions is accepted as a specimen of emotion regulation.



(Naragon-Gainey & DeMarree, 2017). Emotion regulation difficulties studies have an important place in predicting depressive symptoms of adolescents (Oddo, et al., 2019).

One of the main projections of studies on adolescence is the social adaptation process of the mood and behavior patterns experienced by adolescents during this period. In contemporary societies, educational institutions play a very considerable role in structuring the character traits of young individuals (Steinberg, 2020). Schools, in addition to having a significant influence on adolescent behavior, also reveal practical studies for adolescents with behavioral problems. “Solution-oriented thinking”, another variant of our research, offers a perspective that deals with solutions instead of problems.

In the thinking approach that focuses on the problems, while suggesting that solutions will emerge after understanding the causes of the difficulties experienced by the individual; In resolution-oriented thinking approach, avoiding discovering the causes of the problem, it focuses on what the desired change is on solving the problem and how it will be realized directly (Grant, et al., 2012).

Recently, solution-focused short therapy methods have come to the forefront with applications for adolescents, especially in schools, in order to develop solution-oriented thinking skills of adolescents. There are many studies that demonstrate the benefit and effectiveness of these studies (Newsome, 2005; Moore, Ohrt, & Packer-Williams, 2020).

While hope represents of adolescents intended aims in the future; The notion of despondency represents the acceptance that it will fail in the future as well (Dilbaz & Seber, 1993). Therefore, despondency includes negative mood for the forthcoming (Büyüksahin Çevik & Gündoğdu, 2015). Hopelessness, which is a negative emotional state, reduces the life energy of adolescents and negatively affects their social relationships. Solution-oriented thinking and emotion regulation practices in schools come to the fore in order to prevent adolescents from being harmed by these negativities. One of the basic emotions that individuals become aware of during adolescence is happiness. As happiness, which has positive effect on the developmental processes of adolescent individuals (Cihangir & Meydan, 2018), increases, it becomes easier for them to turn to life with more positive emotions and to have a positive interaction with their environment (Thoilliez, 2011). Happiness can be considered as an important touchstone among the main aims of education (Noddings,

2006). In this sense, it plays an important role in the formation of a positive identity and a healthy psyche in adolescents (Park, 2004). Although the variables in the research have been included in studies in the context of many different subjects and variables, no study has been found that evaluates the effects of these variables on adolescents. When considered in this context, it is seen that there is a need to propose a model that examines the solution-oriented approaches of individuals in adolescence, in terms of the effects of emotion regulation difficulties, hopelessness moods and happiness levels.

### **1.1 Problem Status**

The change and development process that occurs in individuals in adolescence deeply affects the personality structure and life of the adolescent. The individual makes an intense effort to adapt to this process, to realize her future goals and to implement her decisions. Giving support to this struggle of the adolescent is very important for a healthy development.

Especially a large proportion of adolescents in this period spend their time in the school environment. In this sense, schools have a great importance in the psychological and sociological upbringing of individuals. In this context, it is important to evaluate the programs and studies to be prepared for adolescents in this context in order to create a positive climate in schools.

As a result of physical changes on the one hand and cognitive developments on the other, adolescents experience intense emotional and behavioral effects depending on these changes. It is very important for adolescents to cope with these emotional states and to make sense of their emotions, that is, to regulate their emotions. However, adolescents who cannot cope with or make sense of their emotions experience difficulties in emotion regulation. Adolescent individuals in this situation face behavioral and psychological problems both at school and in social life.

Adolescents who do not solve their problems and think that they are lost in complex emotions fall into despair. When adolescents feel hopeless, they may get stuck in the

idea that they will never get out of their pessimistic situation. The thought of hopelessness can bring the individual face to face with many problems such as stress, depression, suicide, lack of self-confidence and unhappiness. Therefore, the risk factors that affect the hopelessness levels of individuals in adolescence should also be questioned.

Against these negative emotional states, the increase in the individual's life satisfaction and happiness will put the individual in a positive climate. In this context, it is thought that it is necessary to focus on the basic factors affecting the psychological well-being and happiness levels of adolescents. Otherwise, the violence, abuse, poverty, social change process, physical and emotional changes that adolescents are exposed to make them vulnerable to mental health problems. Adolescents who do not receive adequate support during this period are exposed to major risk factors.

In this context, adolescent individuals who experience positive and negative affective periods very quickly need approaches that will solve their emotional regulation difficulties and mental problems such as anxiety, stress, depression and hopelessness in a dynamic structure. In this sense, solution-oriented thinking stands out with its short duration and practical solution suggestions. In this context, it is important to investigate the effect levels of the solution-oriented thinking approach.

## **1.2 Purpose of The Research**

The aim of this study was to seek answers to the question of whether there is a significant relationship among resolution-oriented thinking, feeling regulation difficulties, despondency and happiness levels in adolescents. In this sense, first of all, it was examined whether the scales used in the research differed statistically with respect to socio-demographic variables. Afterwards, the results of the correlation analysis in the research were evaluated, and finally, answers were sought to the research questions we created based on our research model. The sub-research questions created in this sense are listed below;

- Is there a relationship between resolution-oriented thinking, emotion regulation difficulties, hopelessness and happiness levels and socio-demographic characteristics of adolescents?
- Is there a meaningful intercourse among the correlation levels of resolution-oriented thinking, emotion regulation difficulties, hopelessness and happiness scales in adolescents?
- Is there a negative relationship between difficulty in emotion regulation and solution-oriented thinking in adolescents?
- Is there a positive relationship between difficulty in emotion regulation and hopelessness levels in adolescents?
- Is there a negative relationship between difficulty in emotion regulation and happiness levels in adolescents?
- Is there a negative relationship between solution-oriented thinking and hopelessness levels in adolescents?
- Is there a positive relationship between solution-oriented thinking and happiness levels in adolescents?

### **1.3 Importance of Research**

When the academic studies on adolescents are examined, it can be said that there has been an increase in solution-oriented thinking and emotion regulation studies in recent years. We can say that the increase in solution-oriented thinking and emotion regulation studies is due to the necessity of practical solutions for the social and psychological problems that individuals have experienced. Especially adolescent individuals can fall into despair and lose their life energy due to the period they are going through. In this sense, being happy is the right of every individual. It is very important for adolescents to create a positive climate in schools, especially considering that they spend most of their time in the school environment.

In this context, considering the results of the objectives and sub-objectives we determined in our research, the solution-oriented inventory with a short and reliable

feature and the emotion regulation difficulty scale; It is important to prepare a scientific infrastructure for its widespread application in guidance and psychological counseling classes.

In this context, the relationship levels between the dependent and independent variables and sub-factors in our research have been examined, and it is also important to establish a research model by determining the direction of the relationship between them.

Again, it is thought that resolution-oriented thinking, difficulty in emotion regulation, despondency and happiness variables in adolescents will be an important additive to the literature, as it is the first quantitative study to be studied together.

#### **1.4 Limitations**

The data of this research is limited to the data of adolescents (students) studying in public high schools in the 2018-2019 academic year throughout Samsun, which is affiliated to the Ministry of National Education in Turkey.

This research is limited to demographic data, Solution-Oriented Inventory (SOI), Emotion Regulation Difficulties Scale (DERS), Beck Hopelessness Scale (BHI) and Oxford Happiness Scale (OHS) variables.

#### **1.5 Definitions**

**Adolescent:** In general, between the ages of 10-19; It refers to individuals in a dynamic period where emotional transitions, complex moods, social acceptance, sexual identity formation process, and the process of noticing themselves and their circumference are intense (UNICEF, 2011; WHO, 2019).

**Solution-oriented thinking:** It is expressed as the externalization of the problem as a result of realizing and activating own resources by providing orientation to goals with an effective self-regulation (Grant, 2011).

**Difficulty regulating emotion:** It is the inability to control his behavior and impulses when experiencing negative emotions. Again, it is the inability to recognize their emotions and develop appropriate strategies (Gratz & Roemer, 2004).

**Emotion regulation:** Instead of impulsively reacting to the emotional situations that the individual faces and has difficulty in coping with; is to realize the emotion, to adjust his behavior and reaction according to the situation.

**Hopelessness:** It is the feeling state in which individuals cannot overcome problems and have negative expectations for the future (Beck A. , 1976; Henkel , et al., 2003).

**Happiness:** Although there are many definitions, generally; defines it as high life satisfaction and positive emotions.

## **2. CHAPTER**

### **CONCEPTUAL FRAMEWORK, RELATED RESEARCHES**

#### **2.1 Adolescence**

##### ***2.1.1 Adolescence Definition***

Humans experience periods of change and development from the moment they are born until the time they die. Adolescence is one of the periods in which individuals differ in their lives. The concept of adolescence as a word, and the Turkish meaning, which is *adolescere* in Latin, means maturation and growth (Muuss & Porton, 1998).

The concept and definition of adolescence, the grouping of adolescents and their place among age groups have been expressed with different approaches in different societies and periods (Yavuzer , 2013).

In this sense, the adolescence period covers a period that begins with puberty and is thought to have completed the bodily growth. During this period, adolescents are in social, sexual, hormonal, emotional and cognitive development/change. In this sense, adolescence is an intermediate period between childhood and adulthood (Kulaksızıođlu, 2014).

In other words, adolescence is a period caused by physical and mental stages, psychosocial and sexual maturation takes place, a person is free and socially productive, and at the same time experiences emotional turmoil. Individuals in this period develop their abilities by gaining new achievements.

The World Health Organization used the concept of adolescence for the period among the ages of 10-19, youth for those among the ages of 15-24, and young people for those among the ages of 19-24 (WHO, 2019).

Again, with respect to the United Nations Children's Fund, early adolescence is defined for those aged 10-14 and late adolescence for those aged 15-19 (UNICEF, 2011). This period is a dynamic period in which social acceptance, plans for the future are also shaped, sexual identity is formed, and discovering oneself and the environment.

The youth period, which is used together with the adolescence period, is a period in which the upper age limit is slightly wider and is expressed to include the adolescence period. In this sense, the concept of youth is sometimes used to express the concept of adolescence.

### ***2.1.2 Adolescence Stages***

In order to better understand the adolescence period, the developments in this period; classified as early adolescence, middle adolescence and late adolescence (Ocakcı & Ustuner Top, 2015; Toruner & Buyukgonenc, 2012). In this sense, the early adolescence period is also defined as the beginning stage of the 11-14 age range. The most distinctive feature of this period is the adaptation and coping effort of the adolescent against the biological changes occurring in the adolescent body (Parlaz, Tekgöl, Karademirci, & Öngel, 2012).

In this phase, important physical changes such as body image development and secondary sexual character development are seen with taller growth. This change and development in adolescence causes socially that he enters a different phase from childhood and is perceived as male or female individuals (Kulaksızoğlu, 2020).

Middle adolescence stage; this is a phase that girls go through among the ages of 14 and 16, and boys among the ages of 15 and 17. The most distinctive feature of this stage is the idea of independence, the development of sexual identity and the formation



of personality, the completion of cognitive development and pubertal changes (Kulaksızoğlu, 2014).

If the late adolescence stage; It is a period that covers the ages of 18 to 21 and the upper limit can change depending on educational and socio-cultural factors. The individual in this period has completed the ability to think abstractly and has the ability to make and implement plans for the future. Again, as individuals in this stage have completed their physical growth and sexual development, their concerns have also ended (Parlaz, Tekgül, Karademirci, & Öngel, 2012).

### ***2.1.3 Adolescence Approaches***

**G. Stanley Hall:** He is an important psychologist who has scientific studies on the adolescence period. Influenced by the evolutionary theorist Charles Darwin, he argued that human development is maintained by the biological control system. Hall described the emotional states of adolescence as the period of "storm and stress" in which the individual is in. In this sense, he emphasizes that there may be too much confusion in his emotions and behaviors (Santrock, 2020). Granville Stanley Hall proposed four phases of development.

- Young Childhood (0-4 years)
- Childhood (5-7 years)
- Youth or pre-adolescence (8-12 years)
- Adolescence (13-24 years)

Evaluating adolescence as a complex and stressful period, Hall emphasizes that it is a period that directs the life process. Hall emphasizes that the environmental effect will not affect the adolescent, but genetic inheritance will be sufficient (Cloutier & Onur, 1994).

**Sigmund Freud:** Known as the father of psychoanalytic theory, he is also the leading conceptualist of the psychodynamic approach to the development of the individual (Cloutier & Onur, 1994). Sigmund Freud, in his clinical studies, thinks that the problems of the clients are mostly related to the childhood years of their lives. In this

sense, he made studies on childhood. Sigmund Freud determined the pleasure centers for the developmental stages of children as genital area, anus and mouth. He divided the developmental period into five different periods. If we are to say, respectively; oral, anal, phallic, latent and genital periods (Santrock, 2020). Sigmund Freud states that individuals in adolescence tend to throw their problems and internal contradictions out of consciousness and these problems increase over time. He claimed that this situation caused tension. In this sense, he divided the concept of personality into id, ego and superego and emphasized the effect of unconscious influence on the formation of personality.

**Anna Freud:** She is the daughter of Sigmund Freud. She emphasizes the importance of this period with her work on the adolescence period. In this sense, she argued that the problems of adolescence are different from the problems of childhood. She stated that the superego of the individual at the end of the adolescence period increased and the individual experienced difficulties in this situation.

The individual trying to adapt to adulthood experiences contradictions between pleasure and superego. She stated that this situation pushes the individual to think more mentally. In this period, she emphasized the effect of the defense mechanism. She stated that the use of continuous defense mechanisms in order to reduce the level of anxiety can create an unhealthy situation (Santrock, 2020).

She stated that with the increase in sexual impulses of individuals in adolescence, there is a process of alienation from their parents and that this alienation is trying to close the family support and love from the circle of friends on the server (Celen, 2011).

**H.S. Sullivan:** He states that people can overcome their anxieties and that what they need most is trust. He emphasized that feelings such as closeness and love are important in interpersonal relationships. He argued that feelings such as helplessness increase the level of anxiety in the individual.

The source of anxiety in the individual is related to the infancy period (Gallatin, 1995). He expressed the adolescence period as “hell” and claimed that the reason was due to cultures. He explained that cultures do not exhibit an explanatory and preparatory

approach to adolescents and that a restrictive approach, especially to sexuality, is making adolescents' lives hell (Dincel, 2006).

Sullivan emphasizes that after adolescence, the individual's personality structure has settled and he can now relate, and he is successful in managing the tension and setback he experiences by using different defense mechanisms. Again, individuals who successfully survived this process argue that their adulthood shows a more civilized feature (Geçtan, 2020).

**L.D. Elkind:** He focused more on the concept of egocentrism for the adolescence period. He explained this concept in two ways. He stated these as personal myths and imaginary audiences. In personal myth, the individual sees himself as unique and unique. That is, it expresses itself as unique. In the imaginary audience, it is the thought that the individual creates in his mind and that there is someone watching him. It is the idea that the imaginary audience observes the adolescent's mistakes, controls his behavior and is interested in himself. In this sense, while the concept of egocentrism manifests itself intensely in the first years of adolescence, it decreases over time (Aydemir Sevim, Doğan Laçın, Aşçıoğlu Önal, & Avşar, 2019). He emphasized that in adolescents, the idea of being observed ceased after the age of sixteen and began to think more realistically and act accordingly (Gardiner & Gander, 2015).

**Erik Erikson:** Erikson emphasizes the continuity of the development process in the individual and argues that the change continues from birth to death (Santrock, 2020). In this sense, he examined human development by dividing it into eight phases. He stated that every phase is a process full of conflicts and tensions that a person has to overcome. In this process, the person should protect his identity and act in harmony with environmental factors (Cloutier ve Onur, 1994).

- The young childhood stage, the opposite actions of trust and mistrust are seen. In a psychosocial sense, mutual recognition takes place.
- Preschool stage, autonomy, acts of doubt and shame are seen. There is a desire to be oneself in a psychosocial sense.
- The school initiation phase, entrepreneurship and delinquency opposing actions are seen. In the psychosocial sense, there is participation in entrepreneurial and future roles.

- The veiled period phase is seen in the opposite actions of resourcefulness and vileness. In psychosocial sense, recognizing the tasks and using the technique takes place.
- Contrasting actions such as the adolescence stage, identity and role opposition are seen. It is the phase of introspection and discovery that will enable the formation of personal identity in psychosocial terms.
- Actions such as the young adult stage, intimacy and isolation are seen. There is a close relationship in the psychosocial sense.
- Opposite actions are seen, such as the adult stage, continuity, and stagnation. In the psychosocial sense, there is progeny.
- Opposite actions such as maturity stage, integrity and despair are seen. There is transcendence in the psychosocial sense (Erikson, 1994).

According to Erikson, while expressing his individual identity, he asked himself “Who am I?” throughout his life. The question is a process in which the individual is in the answers of the stage he is in. For this reason, the individual passes to the next period by fulfilling the duties required by each period. Thus, at the end of each term, the individual is verified (Miller, 2017).

**Peter Blos:** According to Blos, adolescence constitutes a dialectical tension process between progress and regression (between the drives and the ego), which is necessary for individuation. This process is the normal result of growing up with the turmoil of puberty. This indicates the formation of a new personality. In this new personality created, the love objects of childhood lose their dreamed importance, and it is a process in which they are reintegrated with their good and bad sides in a differentiated and autonomous personality integrity (Cloutier & Onur, 1994).

Regarding the concept of adolescence, he explains the contradictory moods of the individual in this period as the process of "de-idealizing" the libido and objects of childhood (Cloutier & Onur, 1994).

Another concept that Blos emphasizes is "second individuation". In this concept, the separation process from parental dependence and childhood love objects is actually an important developmental thought specific to normal adolescence (Guvénir, 2017). In this sense, he described adolescence as the second individuation and emphasized that the oedipal state was reshaped in adolescence and took its final form in this period

(Güvenir, 2017). Blos suggested that the reshaping of the individual during adolescence and the traumas he experienced during his childhood would be treated in this period (Celen, 2011).

**Mc Candless:** Social learning theory forms the basis of his ideas about adolescence. It emphasizes that the impulses are effective in the realization of the individual's behaviors and are in interaction with learning. In this sense, he stated that sexuality has an important place. Individuals in this period form their behaviors mostly by experiencing the wishes and consequences of their impulses. In this sense, the cultural structures in which they live express that they create pressure on the individual by affecting the impulses. In other words, it is thought that social expectations create contradictions in an adolescent individual (Kulaksızoğlu, 2020).

McCandless states that the stress of the individual in this period is that he is between the desire to satisfy his impulses and social and cultural pressure. With the physical change of the individual, it causes the environment to perceive as an adult individual and to take responsibility. Giving an adolescent individual roles that require responsibility before he is ready causes confusion and stress in the individual. The family's preparation of the individual for this process will contribute positively to the level of confusion and stress (Celen, 2011).

**Albert Bandura:** As one of the leading names in cognitive theory, he emphasizes the effect of environment and behaviors on the cognitive process of the individual. Bandura states that people can learn more effectively by seeing, imitating or modeling (Santrock, 2020).

While talking about the adolescence period, he does not admit that this period is a difficult and depressive period. Bandura states that individuals who are love-based and have a regular family experience adolescence without any problems. In his studies, Bandura emphasized that individuals with this type of family structure behave in harmony with cultural values in their social life. He stated that individuals who have problems in adolescence also experience problems in socialization. In this sense, he thinks that individuals who display problematic and aggressive behaviors mostly exhibit these behaviors as a result of faulty learning and faulty habits. He claimed that the reason for this was due to the irregular family structure (Kulaksızoğlu, 2020).

**Kurt Lewin:** As the most important factors in shaping the behavior of the individual; age, intelligence and abilities, which are our individual characteristics, and family, friendships and institutions, which are environmental factors. He states that individuals with similar characteristics are brought up in different environments, causing them to have different intellectual qualities. He also stated that it is related to the age in which the individuals living space is located. In this sense, living spaces that are simpler for babies and children are changing very quickly for adolescents. This causes different expectations in adolescents. Since the living space of an adolescent changes rapidly, sometimes he feels himself in childhood and sometimes he feels that he is in an adult period. In this process, it becomes difficult for him to feel himself belonging to a group. Buddha pushes the individual into a complex process. However, the rapidly developing body structure begins to gain importance and the body image undergoes changes (Celen, 2011).

Kurt Lewin stated that if the changes in the lives of individuals are a gradual process, they will not have many problems in adapting. However, he states that these rapid changes in adolescence make the individual stressful and the individual experiences indecision (Kulaksızoğlu, 2020).

**Margaret Mead:** She argued that cultures are the basis of the problems and different behaviors that occur during adolescence. Mead, who is also an anthropologist, argued that each adolescent individual has a micro-theory appropriate to the culture in which she lives, and that this situation cannot be a generalization for others (Dincel, 2006). Therefore, she stated that adolescence is more socio-cultural based and does not agree with the biological approach. In this sense, she emphasized that culture is the most important effect that determines the life in society (Tas B. , 2020).

In his research on the natives of the island of Samoa, he stated that these thoughts, especially the girls here, survived the adolescence period without any problems. He expressed the reason for this as the fact that there is no restriction on sexuality on this island and that the stress associated with it is not experienced (Kulaksızoğlu, 2020).

**Ruth Benedict:** She states that the adolescence period changes according to cultural structures. In this sense, she investigated the effects of cultural differences on the individual through her studies. She stated that the problems arising from cultural structures increase the stress levels in individuals. However, she emphasized that

adolescence period is more comfortable in societies where there are no problems arising from cultural structures. In this sense, she evaluated the socialization process, education process and upbringing styles according to cultural structures. As a result, it has been determined that non-stress cultures have more gradual and continuous educational processes and socialization processes than stressful cultures. In this sense, she stated that there is a definite distinction between childhood and adulthood, that this distinction should be overcome gradually and that a sudden difference is not expected (Dincel, 2006).

**Urie Bronfenbrenner:** It is a theory called ecology, which is based on five environmental systems. This theory consists of areas such as school, home, family and friends, which are within the boundaries of the individual's life. He added biological factors over time, but did not explain much (Santrock, 2020).

He opposed laboratory experiments and emphasized that the things observed in the environment would be accepted by everyone and could have a universal character. In this sense, he argued that the environment would be effective in the change and development of the individual. He stated that the ecological environment is the most important factor in development. He emphasized that he sheds light on the development of the individual's family, friends, society and environment. According to this, an adolescent individual plays a more dynamic role in the environment and this situation will increase and improve the environmental development of the individual (Cloutier & Onur, 1994). If we were to formulate Urie Bronfenbrenner's theory;

- Ecological theory of human development
- Structural Levels of Ecology (microsystem, mesosystem, ecosystem, macrosystem)
- Ecological transition phase
- Studying the nature of human development

Ecological approach studies for human development mostly provide information about the transition process between the ages of 12-18 (Cloutier & Onur, 1994).

**Jean Piaget:** He is one of the initiators of the theory called cognitive and developmental. By creating the concept of developmental level, he argued that

individuals pass through some unchanging levels and that the differences of these levels from each other can be measured. Jean Piaget classified the development theory into four different periods.

- Emotional-motor period (birth to 2 years old)
- Pre-procedure period (between 2 and 7 years old)
- Concrete operational period (7 to 11 years old)
- Abstract Processing Period (between 11 years and adulthood)

He stated that different qualitative situations are expected according to age ranges in these periods. He stated that each period has a different thinking process, the process of gaining different information, and the increase of past experiences (Santrock, 2020).

In this sense, he argued that language development in children is not continuous, it occurs through stages and is effectively structured due to individual-environment relations. According to this theory, adolescents are in the last developmental period, which is the abstract operational period.

It accepts cognitive and intellectual activities in adolescents as an important way to eliminate adaptation problems in their daily lives. The cognitive structures of an adolescent individual are refined, revised and developed with development.

According to Piaget, it is actually cognitive structures that develop. In this sense, the more the cognitive structures are integrated by undergoing changes, the more effectively and efficiently the individual can solve the problems and adapt to the differentiating environmental demands (Adams, 2000).

## **2.2 Emotion Regulation Difficulty**

### ***2.2.1 Conceptual Definition of Emotion Regulation Difficulty***

The concept of emotion regulation includes how we express our emotions, how we experience them, or our struggle to change those emotions. The main purpose here should be to regulate or change emotional reactions (Gross, 2002). Emotion regulation



is a lifelong and important part of our individual development. In other words, it includes the process of recognizing, evaluating and changing the emotions of the individual (Phillips & Power, 2007). From this point of view, difficulty in regulating emotion; It can be explained as the inability to understand or recognize emotions, as well as the lack of awareness of emotions or the failure to accept these emotions. In this context, explaining emotions in a non-functional way can be described as having difficulty in directing the behavior we intended while experiencing our negative emotions, or having difficulty in impulse control, having difficulty in changing emotions with our functional emotion regulation approach (Gratz & Roemer, 2004).

Phillips and Power (2007) examined emotion regulation difficulties in two dimensions. First, it is the process of reappraisal, which takes place early in the emotion generation process. It is aimed to make a different interpretation in order to reduce the effect of the emotional state he is in. Second, it is the suppression of emotions. This occurs after the emotion generation process. It occurs in the form of preventing the outward manifestations of inner feelings.

Experimental studies and individual differences studies have shown that reappraisal studies, referred to as the first, are generally more effective than suppression of emotions. In the process of reappraisal, it reduces the experience of emotion and behavioral expression. It has no effect on memory. In contrast, in the process of suppressing emotions, behavioral expression decreases but fails to reduce the experience of emotion. This corrupts the memory. Suppressing emotions also increases the individual's physiological response to the suppressor and their social partners (Phillips & Power, 2007).

In this sense, adolescence, which is the period in which emotion regulation difficulties are most intense, is also examined. Emotion regulation difficulties and cognitive emotion regulation processes in adolescents are discussed together. In addition, it was evaluated whether emotion regulation states were functional in terms of behavioral, cognitive and emotional aspects. When the internal (individual) process and the external (interpersonal) process were evaluated, it was found that there was a positive intercourse among dysfunctional emotion regulation and behavioral problems, affective symptoms, psychosomatic and peer problems, and a negative intercourse between life satisfaction and social behavior (Phillips & Power, 2007). In this sense,

it is stated that the difficulty of emotion regulation is a common problem in many psychopathologies (Gross, 2002).

Internalized disorders, depression, and eating disorder (Aldao, Nolen-Hoeksema, & Schweizerb, 2010), Psychological disorders and attachment styles in children and adolescents (Yıldız & Bilge, 2020) and borderline personality disorder, difficulty regulating self-esteem and emotion (Altun & Atagün, 2019) and depression (Joormann, 2010) they showed that there are significant relationships between hardship in emotion regulation and hardship in emotion regulation.

He also stated that many emotion regulation difficulties associated with psychopathology can play an considerable role in the treatment process (Werner ve Gross, 2010). In this sense, it has been stated in some studies that people with social addiction have more difficulty in emotion regulation than other individuals (Hormes , Kearns , & Timko, 2014).

Functional regulation of emotions has an important place in terms of the individual's development process and psychological health, especially during adolescence, when emotional ups and downs are the most in human life.

The ability of adolescents to cope with these emotional states and to make sense of their emotions reveals the importance of emotion regulation strategies. Emotion is said to be in a state of being able to cope with significant difficulties and arises from a regular disposition towards behavior, experiences, and physiological responses (Gross, 2002). In this sense, emotional reactions to reach active goals; defined as the processes of managing, responding and changing (Gross, 2015).

The increase in the cognitive skills and awareness levels of adolescents do not always allow them to effectively manage the fluctuations in their emotional states during this period. This process reduces emotion regulation skills in adults and pushes them to negative and pessimistic thoughts. This situation causes hopelessness in adolescents. Difficulties in emotion regulation reduce the individual's adaptation to society, the quality of life and functionality of the individual (Gross & Muñoz, 1995).

## **2.3 Solution-Oriented Thinking**

### ***2.3.1 Conceptual Definition of Solution-Oriented Thinking***

Short-term therapy approach in solution-oriented thinking; It was developed as a result of the work of Insoo Kim Berg, Steve de Shazer, who worked in the field of family services in the 1980s, and the team working at the Short-Term Family Therapy Center in Milwaukee, Wisconsin (Gingerich & Eisengart , 2000). The aim of these studies is to identify the actions they see as solutions despite the problems of the applicants and to develop these actions, thus increasing the functionality of the applicants and ensuring the intended change (Sheafor & Horejsi, 2014).

It is based on strategic brief therapy within the short-term therapy understanding of solution-oriented thinking. Strategic brief therapy approach Palo Alto is a therapy approach developed in 1959 at the Institute for Spiritual Research in California. In this research, Don Jackson, Virginia Satir, and Paul Watzlawick were key members of the study team. In this study, they were also influenced by the work of psychiatrist Milton Erickson (Quick, 2008).

Today, the problems experienced by children and adolescents in the social structure affected by change and development are constantly changing and their needs for psychological help are increasing day by day (Prout & Brown, 2012; Thompson & Rudolph , 1992).

Solution-oriented thinking; It does not deal with problems, but rather offers a perspective that deals with solutions. While problem- focused thinking solves the cause of the difficulties experienced by the person and offers actionable solutions; Instead of solving the causal process of the problem, the solution-oriented approach tries to directly realize the desired change in order to realize the solution (Grant, et al., 2012).

In the resolution-oriented thinking approach, it is the externalization of the problem as a result of realizing and activating the own resources by obtainment the orientation to the goals with influential self-regulation (Grant, 2011).

Adolescents living in a dynamic process, because they feel the need to find quick solutions to their problems, stands out the short-term psychological counseling approach. In this context, it is seen that the applicability of solution-oriented psychological counseling approaches on adolescents has increased in recent years (Meydan, 2013). When the literature in field studies is examined, it was seen that a resolution-oriented psychological counseling approach was applied to adolescents. Some application areas are; It is known that subjects such as low academic achievement, prevention of school dropout, adjustment problems, harming behavior, mild violence, and mental health are discussed in the school environment (Franklin, Streeter, Kim, & Tripodi, 2007; Gingerich & Wabeke, 2001; Lethem, 2002; Macdonald, 2011; Newsome, 2005).

### ***2.3.2 Principles of Solution Focused Brief Therapy***

Berg and Miller (1992) determined resolution-focused brief therapy as eight basic principles, but Davis and Osborn (2000) added five more principles to these principles in their study (Burwell & Chen, 2006). In this context, to explain briefly, the principles of resolution-focused brief therapy are defined as follows.

**Focus on Positive Change:** The basic point of view focuses on the realization of positive change and focuses on the analytical behaviors of the applicant, not the cause of the problem.

**Focus on Resources:** In resolution-focused brief therapy, the counselor focuses on the individual's strengths and resources, instead of the limitations and deficiencies of the applicant. In this way, applicants are helped to think about their strengths and possible solutions instead of thinking about their problems. In this context, not using dysfunctional or successful behaviors, talking about previous successes, and enabling the applicant to imagine a future where the problem does not exist or has been resolved will facilitate the process of focusing on resources.

**Expertise of the consult:** It means that the applicant realizes possible solutions and his own possibilities. It is the principle that the individual knows better what he needs. The counselor cooperates in realizing the client's goal in therapy.

**Determining the Appropriate Intervention Method:** It is the more effective use of resources in the intervention process against the client and the efficient use of the process in terms of time. The application should be simple, not complicated. The most important rule of resolution-focused brief therapy is simplicity.

**The Inevitability of Change:** Problems should be categorized in the way that they occur in a short time, not as permanent. In this sense, it is the principle that change will definitely happen and it will be positive.

**Focusing on the Future:** In this process, the focus should be on how the client wants to be in the present and in the future, not on what he was like in the past.

**Collaborative Relationship Building:** It is the client's collaboration with the counselor. A good therapeutic relationship in resolution-focused brief therapy is related to the bond in the first meeting. In this sense, the interview with the client has a critical importance.

**Being Utilitarian and Flexible:** In the therapy process, it is letting go of what doesn't work and using what does or does work. There are rules to be utilitarian and flexible. These; repairing it if it's not broken, continuing to try if it worked before, not saying it again if it doesn't work, and doing something different.

**Focusing on Solution:** It does not deal with solving problems, it builds solutions. Solutions are the object of positive change and the opposite of problems. Solutions are discovered as a result of the client's collaboration with the consultant.

**Determining When There Are No Problems:** There is a period of time in the client's life when the existing problems are not experienced or are less experienced. It is the use of the client in the solution process, taking into account these time intervals. It is also often used as a starting point in therapy.

**Purpose Orientation:** In resolution-oriented brief therapy, it is the realization of the goal orientation that the client and the counselor structure together.

**Constructive Trend:** Concepts and language are important in the resolution-focused brief therapy process. In this sense, it shows that it is solution-oriented, not problem-oriented, and it has a constructive nature.

**Short Intervention:** The short duration of solution-focused short therapies is important for time and economic resources. Getting results in a short time reveals the strength of the therapy.

### ***2.3.3 Solution Focused Brief Therapy Techniques***

As a result of long-term studies, Berg developed many methods and techniques for resolution-focused therapy with the contributions of Shazer and their colleagues. Evaluating the studies conducted in this context, they especially reviewed the experimental studies (Gingerich & Eisengart , 2000). In this sense, the main solution-focused short therapy techniques are;

- The use of the miracle question
- Use of rating questions
- Taking a break and praising the client
- Giving homework
- Focusing on the client's strengths for the solution
- Goal setting
- Identifying exceptional cases where the problem does not occur

In addition to these, experts working in the field; They also use techniques such as giving an empathetic response, using the language used by the client, asking open-ended questions, supporting, reinforcing, positive listening, and making the goals concrete, clear and measurable without making cause-effect evaluations (Sklare, 2020).

**Real curiosity:** The client should be approached sincerely, a question should be asked to find out what actually brought the person to this interview, and information should be given about the interview process (Sklare, 2020; Walter & Peller, 1992). In this process, the client should focus on where he or she wants to reach, rather than where he is, and strategies should be created in this direction.

**The use of the miracle question:** The miracle question technique is one of the most important and frequently used techniques in solution-focused brief therapy processes.

In this technique, the client is asked to assume a miracle and imagine the solution to their problem (De Jong & Berg, 2012). In the process of reaching the goal of therapy, the miracle question enables the client to envision a different future and to get rid of the psychological obstacles on the way to a solution (Iveson, 2002).

Bannink (2007) used the following statements about miracle questions in an article he wrote. As miracle question statements; "Imagine a miracle occurring tonight that would (sufficiently) solve the problem that brought you here, but you were not aware of it while you were sleeping: how would you know in the morning that this miracle had happened? What would be different? What would you be doing differently? What else? Who will be the next person to realize that the miracle has happened? How does this person find out? How would he react?" Different questions can be asked to the client in order to explain in detail and concretely what will happen and how to live the day after this miracle (Bannink, 2007). Sometimes, in the face of a miraculous question, the client may give answers that are not possible. In such cases, the counselor helps the client discover what the expectations and needs are that underlie these wishes (Sklare, 2020).

**Use of rating questions:** The rating questions used in this technique are a rating method from 0 to 10. 0 (zero) represents the worst case, while 10 represents the best for purpose. The client is asked to evaluate his current situation out of 10 with this technique. The distance steps between the level indicated by the client and the level intended to be reached are determined (Iveson, 2002).

**Interruption process:** It is an application that is used to leave the interaction environment where the counselor enters with the client during the interview, to evaluate the feedback of the client with other experts or to arrange the messages to be prepared for the client. During this practice, the client may also undergo a cognitive evaluation (Macdonald, 2011; Sklare, 2020). The counselor may ask the following question by explaining the purpose of the break; "I'll go out for a few minutes and get back with my message so I can organize my thoughts about our meeting today, but before that, is there anything else I need to know or want to talk about?" The question is important to the process (Sklare, 2020). This application will prepare the client for a new expectation and assignment process (Quick, 2008).

**Praise:** In resolution-focused brief therapy, the praise technique is to emphasize the client's small efforts to overcome the problem. The praise technique will strengthen and motivate the client on the way to a solution (Quick, 2008).

**Giving homework:** It is the process of evaluating the situation in which the client is after the therapy and assigning them to homework with solution-oriented questions. It should be simple and small steps for the client, have an action-oriented nature in accordance with the purpose and should not harm the client. Assignments can sometimes be operational and sometimes intellectual, or both can be in this process (Watzlawick, 1987). As a result of the evaluation of the assignments given to the client, it should be noted that while more useful ones are requested to be done, this process should be noticed (Henden, 2017). The unworkable assignments given to the client should be dropped. In this process, the client should be motivated and asked to think about the struggle to cope with the problem he has experienced (Quick, 2008).

**Coping questions:** It is a method that enables the client to realize their power and resources during the therapy process (Iveson, 2002). It gives the client a process of re-meaning the problems in the face of helpless or uncontrollable situations with coping questions (Connie & Metcalf, 2009). Again, with coping questions, it makes it more evident what kind of strategy the client has used and struggled against similar problems before. Thus, the process of solving the problem accelerates by enabling the client to use their power and resources (Selekman, 2005). Some statements about coping questions; "How come things didn't get any worse? How did you prevent the problem from getting worse? How did you manage to deal with this problem until the problem got to this stage? In this interview, you say that you came from 3 points to 4 points. How did you achieve this?" can be asked (Connie & Metcalf, 2009).

**Exceptional cases where the problem does not occur:** There are exceptional times in the client's life when the problem is little or no problem. This situation is called "exceptional circumstances". Clients may or may not be aware of these exceptional circumstances (Guner, 2017). Exceptions are clues to solving problems (Iveson, 2002). In determining these situations where the problem is not experienced, the counselor usually reaches from the answers given by the client to the miracle question. Thus, it shows that the client can gain strength and use their resources better by drawing attention to the time when they are not experiencing problems (Guner, 2017). It would



be more helpful to ask clients about the times when they did not have problems, rather than when they had problems. It's more constructive to focus on what's right than fix something that's broken (Sharry , Madden , & Darmody , 2003). In this process, the counselor will ensure that the client gains strength and motivation by demonstrating his success against problems in exceptional cases (Iveson, 2002).

**Goal setting:** It is a situation that is expected to be about the feelings, thoughts, feelings and behaviors of the client that is determined by himself/herself regarding his/her life. Care should be taken to ensure that the objectives to be determined in this context are positive, simple, interactive, realistic, measurable and observable (Murdock , 2019; Guner, 2017). In this context, a well-defined purpose should be controllable by the client and must be client-specific. Thus, we get good information about the situation we want to reach. According to Sklare (2020), the way clients express their goals; He divided them into four categories: "positive goals, negative goals, damaging goals, I don't know goals".

**Positive goals:** Goals expressed by measurable and observable behaviors that the client wants something to happen or wants to do or intend to achieve (Guner, 2017; Sklare, 2020).

**Negative goals:** These are the goals expressed as “wanting something not to happen” by the client. (Guner, 2017; Sklare, 2020).

**Harmful purposes:** Goals expressed by clients as giving up some things that will harm them or that are very important to them (Guner, 2017; Sklare, 2020).

**"I don't know" goals:** For the purposes expressed as I don't know, usually the clients are those who do not participate in the therapy process voluntarily. These people are mostly individuals who are guided by their families, teachers or others. When the individuals involved in this process were asked about the purpose of therapy; It is the answering of “I don't know”. In such cases, the counselor can establish the purpose of therapy by asking hypothetical questions (“What if...?”) (Guner, 2017; Sklare, 2020).

### ***2.3.4 Application of Solution-Oriented Thinking Approach to Children and Adolescents***

The problems created by the social dynamics of our age also have negative effects on children and adolescents. On the other hand, the need for psychological counseling is increasing in children and adolescents (Meydan, 2013). It is seen that short-term psychological counseling services gain importance in the counseling services carried out in this context. It is necessary to deal with this counseling process both in terms of children and adolescents and in terms of families. It is stated that especially the child and adolescent clients in this age group will be distracted during the long-term therapy process and the therapy will not be effective. When viewed from the perspective of families, they expect quick solutions in order for their children to get rid of the problems they have experienced as soon as possible and to regain their health (Meydan, 2013). In this context, solution-oriented thinking therapies and application methods are very suitable for the process. Instead of the traditional consultancy approach, which gives importance to examining the problems in detail, solution-oriented thinking approaches that show the strengths and successful aspects of individuals and offer direct solutions come to the fore. In this sense, it enables children and adolescents to accept the solution-oriented thinking approach more easily and facilitates cooperation. SOT has a simple language structure that even small children can easily understand (Guner, 2017).

## **2.4 Hopelessness**

### ***2.4.1 Conceptual Definition of Hopelessness***

Especially in the 1960s, the concept of hopelessness was introduced with theoretical studies on depression cases. It is considered the opposite of the concept of hope, which has a positive meaning. In this context, the Concept of Hopelessness; It is defined as seeing or thinking at a lower level of negative expectations and current capacity of the person for the future (Henkel , et al., 2003). Another definition is; Individuals are in a

negative mood state by not fighting for their goals, incapable of overcoming their failures and problems (Beck A. , 1976).

Hopelessness is again feeling powerless and helpless, believing that one cannot cope with the difficulties that he will face now or in the future, and losing his life energy. It is the state of an individual who thinks that he cannot get rid of this emotional state and cannot find a way out and cannot think of different solutions. In short, it is the loss of hope that carries the individual to his goal.

In other words, despair; It is the individual's thinking that the negative experiences he has lived will also happen in the future and that he will experience this negativity all the time. When individuals cannot find solutions to their problems, they may fall into despair. The cognitive pattern of the despairing individual is in pessimism and does not contain the state of optimism. These individuals are in regret about the past and have the thought of the meaninglessness of life. It is also expressed as an individual falling into a void after negative experiences in the past.

**Causes of Despair:** Considering the events and phenomena that individuals have experienced and the situations they are in, we can conceptualize the reasons for their despair as follows.

- *loss of self*; It means that the individual loses himself and does not care.
- *The disappearance of faith*; It is the loss of faith in himself and his surroundings as a result of being disappointed with the individuals he cares about and values, and not having anyone to trust and believe in.
- *Aimlessness and absence of meaning*; The individual is the loss of significance and goal of life.
- *Loss of creativity and productivity*; The loss of the individual's sense of discovery and productivity leads to hopelessness.
- *Insufficient capacity to meet their demands*; It is the situation in which individuals see their power and possibilities as insufficient and constantly want to have more.
- *Other Negativities in Our Lives*; They are situations that individuals do not want to have in their lives, but have to endure. For example; Similar situations

such as chronic diseases, working in a job we do not like, and very long court processes are also causes of hopelessness in people.

**Symptoms of Despair:** It has been determined that the negative life events experienced by individuals in the past are the main cause of hopelessness and individuals show certain reactions in the face of this situation. In this sense, the American Psychological Association (1997) expressed these symptoms as follows;

- Pessimistic speech and negative expressions in the language
- Puberty and decreased speech
- Decreased expression of emotions
- lack of initiative
- Decreased response to external stimuli
- Indifference to people who talk to them
- Reckless and uncaring behavior
- Have a decrease in appetite
- Increase or decrease in sleep hours
- Not paying attention to personal care

**Consequences of Despair:** Hopelessness causes many physical and mental discomforts on people. It is seen in hopeless individuals, an increasing addiction structure (such as cigarettes, alcohol, drugs), depression, sociopathy, and suicide. If the individual does not receive treatment in this process, it is inevitable that he will fall into a dead end. Individuals in this situation are in a psychological destruction process and lose their belief in life.

#### ***2.4.2 Theoretical Approaches Based on Hopelessness***

**Cognitive approach:** It is the approach that is claimed to be effective in negative situations (anxiety, anger, depression, hopelessness, etc.) experienced by the individual, not the event experienced, but the individual's wishes, expectations and evaluations regarding these events. The basis of this approach is defined by Beck and

expressed as the cognitive triad; the person has a negative attitude towards himself, his future and his environment (Yılmaz & Dursun, 2014).

**Psychoanalytic approach:** This approach was founded by Sigmund Freud in the early twentieth century. In general, they conducted studies on childhood experiences and unconscious processes in order to make sense of human nature (Corey, 2019).

## 2.5 Happiness

### 2.5.1 *Conceptual Definition of Happiness*

One of the most basic elements of a good life is happiness. The studies of human beings on happiness date back to the first ages. The basis of Aristotle's moral teaching, the basis of Socrates' virtuous personality, is always based on happiness. They are in a constant effort and search to achieve happiness in the lives of individuals.

While the concept of happiness is mostly expressed as subject well-being in the literature, it is also expressed with concepts such as life satisfaction, high life satisfaction, positive affect, and having meaning in life (Park, 2004).

Happiness is defined as an individual's positive emotions being overpowering than negative emotions and being satisfied with life as a whole (Hills & Argyle, 2002). Human beings have worked on how to achieve happiness from the past to this time, and different tools have been developed and psychological approaches have been made for this purpose. In studies, we see the concept of subjective well-being more frequently instead of the concept of happiness.

Wilson (1967) suggested the effect of demographic variables on happiness and emphasized that while describing a happy individual, they are individuals with high self-esteem, healthy, well-paid, modest, married, optimistic, educated, and purposeful individuals (Diener, Suh, Lucas, & Smith, 1999). Happiness generally consists of the components of three main factors; Global life satisfaction is expressed as the absence of negative affect and the presence of positive affect (Diener, 1994; Lyubomirsky, King, & Diener, 2005).

Bradburn (1969) stated that the concept of happiness includes psychologically positive and negative affect levels, and therefore it is related to well-being, but it is not the

same. However, these two terms have been used interchangeably in studies conducted over time (Akin A., 2008).

Diener (1984), on the other hand, explained the concept of happiness through the concepts of subjective well-being. In this context, he explained the concept of subjective well-being through three main factors. In this context;

- Subjective well-being takes place in the life of the individual and is specific to the individual.
- Not only is it limited to the absence of negative variables, the presence of positive variables is also necessary.
- Rather than evaluating a particular part of life, the whole of life needs to be addressed and evaluated.

Diener (1984) evaluated an individual's level of happiness between two basic dimensions. In this context, he described the emotional processes in the individual as the affect dimension, and the thoughts and ideas in the individual's life as the cognitive dimension.

Andrews and Withey (1976) evaluated the individual's subjective well-being with a cognitive approach of both positive and negative emotions (Diener , 1994).

Mullis (1992), while explaining subjective well-being, emphasized the individual's personal goals and expectations for life and the meanings they attribute to life.

When describing a happy individual, Michalos (1991) described a low level of negative emotions (such as anger, hatred, fear, guilt and tension) and a high level of positive emotions and characteristics (self-confidence, optimistic, good job, social as individuals with high orientation, healthy and sincere) (Michalos , 2008).

### ***2.5.2 Basic Theories of Happiness***

There are some basic approaches put forward in the formation of happiness in researches and literature studies. The main theories formed by these basic approaches are as follows;

**Social Approach (Judgment) Theory:** Social comparison theory is a theory created by Festinger (1954) on the basis of an individual's environment. The individual determines the subjective well-being by comparing his/her own position with the

people around him (Diener, 1984). In the comparison process, the comparison of the individual with the individuals who are in worse conditions than himself prevents the "low level comparison" from being unhappy. In this sense, in comparison with the people around him, he suggested that if he sees himself in a better position, he will be happy, if he sees himself in a worse position, he will be unhappy (Yetim, 2001).

**Ryff's Theory of Psychological Well-Being:** In this theory developed by Carroll Ryff, not experiencing psychopathological cases such as depression, stress and anxiety is not sufficient for happiness. Ryff (1989) emphasized individual life satisfaction, positive affect and happiness for psychological well-being. He emphasized that for this, it is necessary for the individual to realize his own resources and use them functionally (Ryff & Keyes, 1995).

Ryff and Keyes (1995) determined six different dimensions for psychological well-being in their study in 1995. These factors are;

- Self-acceptance; It is the individual's recognition and acceptance of his own feelings.
- positive relationship with others; It represents the sincere and empathetic characteristics of the individual with others that are satisfying and reassuring.
- Autonomy; The individual behaves in accordance with his own personal standards and does not expect approval from the social environment.
- Environmental dominance; While creating the environment of the individual, it is to create an environment suitable for his or her mental structure for his psychological well-being.
- Life purpose; The individual is the dimension in which life is meaningful and emphasizes prudent planning in life goals.
- Individual growth; The individual is to realize himself and realize his own potential. The individual in this process is open to innovations, in development and change.

**Target (Telic) Theory:** According to this theory, happiness is achieved by meeting the wishes and goals of the individual. According to Wilson (1960), the individual reaches happiness and satisfaction by meeting the individual's needs. The inability of the individual to meet his wishes creates dissatisfaction and unhappiness. In this sense,

well-being or happiness is expressed as the realization of the individual's goals and needs.

**Activity Theory:** According to this theory, the main factor that ensures the happiness of the individual is the activities and concentrated efforts of the individual to achieve these goals, rather than the goals of the individual. In this sense, activities done to achieve the goal make the individual happy.

**Floor-to-ceiling and ceiling-to-floor Theory:** It is necessary to evaluate this theory as two factors. First, the bottom-up theory is a theory that consists of pleasurable and unpleasurable memories, beautiful and non-beautiful memories and experiences. In this sense, the more memories that give pleasure to the individual and the memories that make the individual happy, the happier the individual will be. Secondly, in the top-down theory, the effect of an individual's personal characteristics on happiness levels comes to the fore. Here, because of his personal characteristics, it is important how he interprets his memories.

**Adaptation Theory:** According to this theory, it is the state of adapting and maintaining the psychological balance of the individual in accordance with the positive or negative situations that occur in the life of the individual. According to Heady and Wearing (1989), the most basic factor that ensures an individual's happiness is the ability to adapt to his environment (Eryilmaz, 2020). The decrease in the sensitivity of the individual to the stimuli in his environment over time indicates that adaptation has taken place.

**Dynamic Equilibrium Theory:** It According to the theory, living a standard life does not affect the level of happiness of the individual. The level of happiness differs if the individual goes out of a standard life. In other words, in a positive and negative situation that the individual encounters as a new situation, the level of happiness is affected and after a while, the happiness level of the individual returns to its former state (Diener, 1984).

**Vineyard (Associationistic) Theory:** According to this theory, individuals reach happiness as a result of making sense of cognitive associations that develop in their



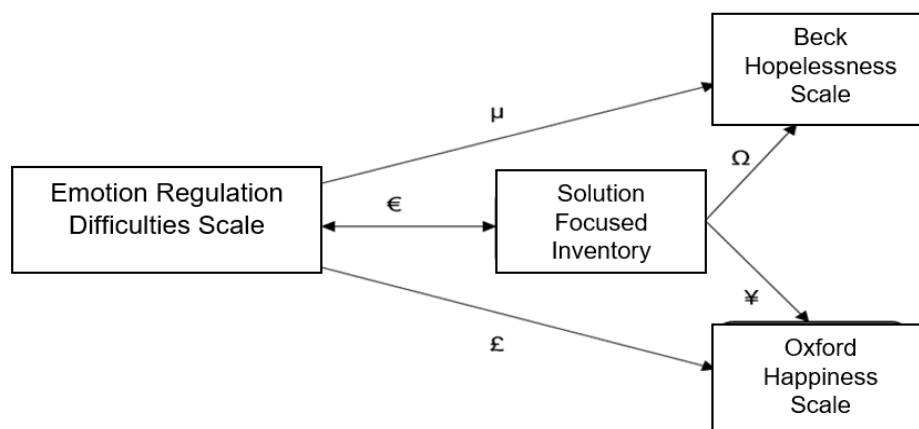
minds depending on their experiences. In other words, a cognitive connection is formed in our minds towards the experiences, thoughts and feelings of the individual in his life. If this bond is in a positive structure, the individual feels happy (Diener, Subjective Well-Being, 1984).

### 3. CHAPTER

## RESEARCH METHOD

### 3.1 Research model

This research is structured as a descriptive survey model, which is included in the quantitative research method (Dantzker & Hunter, 2006). In the screening model, in which two or more variables are generally evaluated together, it is aimed to consider the degree of change of the variables together. There are also relational descriptions, in the type of comparison between strata.



**Figure 1.** Research Model

### 3.2 Population and sample

The study was conducted on adolescents studying at public high schools in Samsun province in Turkey. The population of the research consists of 63,309 students (adolescents). The study group is a quantitative study consisting of a total of 573 individuals, 293 girls and 280 boys, using random sampling method. Adolescents constituting the research population; It is divided into strata as 9th grade, 10th grade, 11th grade and 12th grade. Percentage weight ratios in the universe were determined as explained in Table 1.

**Table 1**

*Strat-weight Ratios of the Number of Adolescents to be Sampled (%)*

Layer Name	In the universe Number of Persons	Calculation of the Ratio of the Sample in the Universe	Stratified Percentage (%) of Sample
9th grade	18.125	$18.125/63.309=28$	28
10th grade	15,774	$15.774.63.309=25$	25
11th grade	14.304	$14.304/63.309=23$	23
12th Grade	15.106	$15.106/63.309=24$	24
Total number	63,309	%	100

There are many different formulas for calculating sample size in research. We used the sample calculation formula developed by Taro Yamane in this study.

If no previous research has been done on the subject of the study, the p value, which expresses the population ratio and estimation, is taken as 0.5. This ratio briefly indicates the deviation between the population and the sample group. It is considered a bearable deviation for research. In the above formulas used to calculate the sample size of this study, the ratios of “p” and “q” were taken as 0.5 and thus the highest sample size that could be extracted was reached. In this study, the confidence level in obtaining the sample size was 95%, accordingly the Z value was 1.96 and the sensitivity level of 5% ( $d=0.05$ ), so the sample size in the study was calculated by considering the following values (Yamane, 2010).

***When Calculating the Number of Samples;***

N: Number of people in the study universe

n: Number of people to be sampled

p: incidence of the investigated event

q: frequency of absence of the investigated event (1-p)

t: Theoretical values found with respect to the z-table at a determined significance level.

d: sample error accepted according to the incidence of the event

$$n = \frac{N \cdot z^2 \cdot p \cdot q}{N \cdot d^2 + z^2 \cdot p \cdot q}$$

$$n = \frac{63309 \cdot (1,96)^2 \cdot 0,5 \cdot 0,5}{63309 \cdot (0,05)^2 + 1,96^2 \cdot 0,5 \cdot 0,5}$$

$$n = \frac{63309 * 3,8416 * 0,25}{63309 * 0,0025 + 3,8416 * 0,25} = 382$$

Adolescents to be sampled were determined as 382 people using the above-mentioned formula and stratified random method. Even if this number is considered statistically sufficient, since enlarging the sample size will increase the confidence level of the study, the number of samples has been increased by 50% and a sample number of 573 people has been determined and the application has been started.

The unit numbers of each stratum were determined in the MINITAB program with the random sampling method, from which adolescents the determined sample units would be formed.

The adolescents forming the universe were divided into strata according to their classes and the number of adolescents in each stratum was calculated according to the strata weight ratios (Table 1). In this context, according to the number of samples in the study, all classes took place at an equal level and according to the percentage in the universe. In this way, it becomes stronger that the research findings to be obtained represent the universe.

**Table 2***Socio-demographic characteristics of students (n=573)*

	<b>Dear)</b>	<b>Percent (%)</b>
<b>Gender</b>		
Woman	293	51.13
Male	280	48.87
<b>Age group</b>		
14-15 years	194	33.86
16-17 years old	322	56.20
18 years and over	57	9.95
<b>Number of siblings</b>		
only child	41	7.16
Two siblings	199	34.73
three brothers	218	38.05
Four or more	115	20.07
<b>birth order</b>		
first child	242	42.23
second child	184	32.11
Third and above	147	25.65
<b>where life takes place</b>		
Village	112	19.55
District	218	38.05
City	87	15.18
Big city	156	27.23

Table 2 shows the socio-demographic information of the students participating in the study. According to the data in Table 2, 51.13% of the adolescents participating in the study were female and 48.87% were male. Considering the age groups of the participators, it was seen that 33.86% were among the ages of 14-15, 56.20% were between the ages of 16-17 and 9.95% were aged 18 and over. When the distribution of the participants according to the number of siblings was examined, it was seen that 7.16% were single children, 34.73% had two siblings, 38.05% had three siblings, and 20.07% had four or more siblings. The birth order of the students is the first child in 42.23%, the second child in 32.11%, and the third or higher child in 25.65%.

The place where 19.55% of the students within the scope of the research live is in the village, 38.05% of them is in the district, 15.18% in the city and 27.23% in the metropolitan city.

**Table 2***Some characteristics of students' parents (n=573)*

	<b>Dear)</b>	<b>Percent (%)</b>
<b>Mother education status</b>		
Primary school and below	226	39.44
Middle School	144	25.13
High school	131	22.86
University and above	72	12.57
<b>Father's education</b>		
Primary school and below	151	26.35
Middle School	139	24.26
High school	147	25.65
University and above	136	23.73
<b>mother working status</b>		
Inoperative	423	73.82
Working	150	26.18
<b>mother occupation</b>		
Housewife	420	73.30
Self-employment	119	20.77
Farmer	34	5.93
<b>father working situation</b>		
Inoperative	65	11.34
Working	508	88.66
<b>father occupation</b>		
Worker	133	23.21
Officer	142	24.78
Self-employment	203	35.43
Farmer	44	7.68
Retired	51	8.90
<b>Parenthood togetherness</b>		
Together	516	90.05
not together	57	9.95
<b>family income</b>		
Low	32	5.58
Middle	367	64.05
High	174	30.37
<b>parent relationship</b>		
Good	425	74.17
Middle	119	20.77
Bad	29	5.06

In Table 3, some characteristics of the parents of the adolescents included in the study are given.

The maternal education level of the participants was primary school or below in 39.44%, secondary school in 25.13%, high school in 22.86%, and university or higher in 12.57%. Considering the father's education level of the students, it was seen that 26.35% of them were primary school graduates or below, 24.26% were secondary school graduates, 25.65% were high school graduates and 23.73% were university graduates or higher.

The mothers of 73.82% of the students included in the study are not working, while the mothers of 26.18% are working. As a result of the distribution of the students according to their mother's occupation, it was determined that 73.30%'s mothers were housewives, 20.77%'s mothers were self-employed and 5.93%'s mothers were farmers.

According to the father's employment status of the participants, it was seen that the fathers of 11.34% were not working and the fathers of 88.66% were working. The fathers of 23.21% of the students are workers, 24.78% are civil servants, 35.43% are self-employed, 7.68% are farmers, and 8.90% are retired.

While the parents of 90.05% of the students in the study are together, the parents of 9.95% are not together. Looking at the distribution by family income, it was determined that 5.58% of them had a low income, 64.05% had a medium income, and 30.37% had a high income.

According to the distribution of the parent relationship, 74.17% of the students evaluated the parent relationship as good, 20.77% as moderate and 5.06% as bad.

**Table 3***Some characteristics of students regarding their educational life (n=573)*

	<b>number (n)</b>	<b>Percent (%)</b>
<b>Type of school</b>		
Science High School	89	15,53
Anatolian High School	189	32,98
Other	121	21,12
Imam Hatip High School	108	18,85
Vocational high School	66	11,52
<b>Class</b>		
9	158	27,57
10	144	25,13
11	132	23,04
12	139	24,26
<b>Do not repeat a grade</b>		
Made	14	2,44
Not doing	559	97,56
<b>How parents follow education</b>		
constantly following	332	57,94
Sometimes following	220	38,39
Unfollow	21	3,66
<b>How parents evaluate school success</b>		
Good	242	42,23
Middle	283	49,39
Bad	48	8,38
<b>Believing that school success leads to future goals</b>		
Believing	380	66,32
Unbelieving	193	33,68

Some values regarding the educational life of the students in the study are given in Table 4.



According to the data in Table 4, 15.53% of the participants were Science High School students, 32.98% were Anatolian High School students, 18.85% were Imam Hatip High School students, 11.52% were Vocational High School students, and 21.12 of them are students from other high schools. According to the class distribution, 27.57% of the students are 9th grade, 25.13% are 10th grade, 23.04% are 11 and 24.26% are 12th grade. 2.44% of the students repeated the grade, 97.56% of them did not repeat the grade.

When the parents of the students participating in the study were examined, it was seen that 57.94% of them followed their parents constantly, 38.39% of them sometimes followed their parents and 3.66% of them did not follow their parents' education.

Regarding the way parents evaluate school success, 42.23% of the students evaluated it as good, 49.39% as medium and 8.38% as bad. 66.32% of the students in the study believe that school achievement leads to forthcoming goals, while 33.68% do not believe that school achievement leads to forthcoming goals.

### **3.3 Data collection tools**

Within the scope of the research, personal information form, solution-oriented inventory, difficulty in emotion regulation, hopelessness and happiness scales were used to determine the data on the personal characteristics of the participants.

#### **3.3.1 *Personal information form***

The socio-demographic expressions in the research are as follows; How would you describe your gender, age, school type, class, how many siblings are you, how many children are you, where you were born and grew up, education level of your parents, employment status of your parents, profession of mother, occupation of father, income of your family, marital status of your parents? situation, how decisions are made in the family, who or what was influential in choosing the school you attend, how is the relationship of your parents, did you repeat the grade, your parents follow your school success, how your parents evaluate your school success, how your school success will

affect you in the future. Do you believe that you are achieving your relevant goals”?  
A personal information form was created.

### **3.3.2 *Solution Oriented Inventory (SOI)***

Solution Oriented Inventory; in research (Grant, et al., 2012) Developed by SOI is a 6-point Likert-type scale that measures 12 norm groups, which are three sub-factors: “Separating from the problem, Goal Orientation, and Mobilizing Resources. The Turkish validity-reliability study of this scale was conducted by (Karahana & Hamarta, 2015) The Cronbach Alpha Coefficient of 0.85 is at the high confidence level.

### **3.3.3 *Emotion Regulation Difficulties Scale (DERS)***

Scale of Difficulties in Emotion Regulation; in research (Gratz & Roemer, 2004) Developed by The assessment of the DERS, which consists of sub-scales of “Awareness, Openness (Clarity), Disapproval (non-acceptance), Impulse Control, Goals (Being Purposeful), Strategies”, consists of 36 items. The psychometric properties of the Turkish version of the scale were first evaluated (Rugancı & Gençöz, 2010) worked by, later (Kavcıoğlu & Gencoz, 2011) In his study, minor changes were suggested on the Turkish expression of some items and this new form gave very strong reliability and validity coefficients. The scale is a 5-point Likert type scale. A Likert scale was defined as 1 (almost never) to 5 (almost always). Reliability score for the Cronbach Alpha total scale. It was found to be 93.

### **3.3.4 *Beck Hopelessness Scale (BHS)***

Beck Hopelessness Scale; (Beck, Weissman, Lester, & Trexler, 1974) Developed by It aims to determine the level of the individual's pessimism about the future. There are 20 items in the scale that include statements about the future, thoughts and feelings of adolescents and adults. Scale statements are answered as "yes-no" and the items have 11 correct answers and 9 wrong answer keys. The score range of the scale is among 0-20. The total score acquired from the scale shows the hopelessness score. When the total score value is high, it reflects the hopelessness value of the individual and

negative expectations. The validity and reliability study of this scale was first (Seber, Dilbaz, Kaptanođlu, & Tekin, 1993) made by The Cronbach's Alpha coefficient score of the scale was found to be 0.86.

### **3.3.5 Oxford Happiness Scale (OHS)**

Oxford Happiness Scale; (Hills & Argyle, 2002) It was developed by to determine the happiness levels of individuals. (Dođan & Sapmaz, 2012) It was adapted into Turkish by The scale, which has a single factor structure, is a 29-item and 6-point Likert type (1- I strongly disagree, 6- I completely agree) coded measurement tool. The lowest score to be obtained from the scale is 29, and the highest score is 174. A high score on the scale indicates that the individual's level of happiness is high. 1. 6. 10. 13. 14. 19. 23. 24. 27. 28. 29. Items are reverse coded. Cronbach's Alpha coefficient was found to be 0.89.

## **3.4 Application of Research**

Ethics committee approval (YDU/SB/1018/312) was obtained from the Near East University in order to collect data in public high schools in Samsun in Turkey. Since the research will be conducted in Turkey, written permission has been obtained from the Turkish Ministry of National Education, General Directorate of Innovation and Educational Technologies (Ankara). Again, the schools were visited with the consent of the Provincial Directorate of National Education. Since the sample group we wanted to conduct the research consisted of adolescents and individuals younger than 18 years of age, their families were informed that participation in the research was on a voluntary basis, and the information regarding the research was given both in writing and in an "informed consent form" and the necessary information was conveyed verbally. Data collection processes are carried out collectively in the classroom environment and in a time that will take at most one lesson hour, carried out by the same researcher. In order to control the order effect, the scales in the data collection set were arranged in mixed order.

### **3.5 Statistical Analysis of Data**

Statistical Package for Social Sciences (SPSS) 21.0 and AMOS 21.0 software were used for data statistical analysis. T test and analysis of variance (ANOVA) were used in data analysis and Tukey test was applied as post-hoc test. The Pearson test was used to determine the correlations among the scores obtained from the Solution-Oriented Inventory (SOI), Difficulty in Emotion Regulation Scale (DERS), Beck Hopelessness Scale (BHS) and Oxford Happiness Scale (OHS), and the predictive relationships of the variables in the study were revealed through the model.

## 4. CHAPTER

### FINDINGS

**Table 4**

*Students' Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale, and Oxford Happiness Scale Scores (n=573)*

	<b>n</b>	$\bar{x}$	<b>s</b>	<b>Min</b>	<b>Max</b>
Separation from the problem	573	14,03	3,97	4	24
Target	573	16,74	4,07	4	24
Source	573	15,69	2,94	6	24
<b>Solution Oriented Inventory</b>	573	46,46	7,17	22	64
Openness	573	13,52	4,14	5	25
Awareness	573	15,84	4,07	6	29
Impulse	573	16,41	6,29	6	30
refusing to accept	573	12,59	5,19	6	30
Target	573	16,70	5,06	5	25
Strategy	573	19,82	7,39	8	40
<b>Scale of Difficulties in Emotion Regulation</b>	573	94,88	22,91	44	169
<b>Beck Hopelessness Scale</b>	573	6,80	5,11	0	20
<b>Oxford Happiness Scale</b>	573	112,06	21,25	44	158

According to the analyzed table, the average score of the participants from the Solution-Oriented Inventory is  $46.46 \pm 7.17$ , the sub-dimensions of the inventory, Separating from the Problem, mean score is  $14.03 \pm 3.97$ , the mean score of the Target dimension is  $16.74 \pm 4.07$ , and the Source dimension mean score is  $15.69 \pm 2.94$ . The average score of the difficulties in emotion regulation scale of the students in the study was  $94.88 \pm 22.91$ . sub-size mean score of this scale is  $13.52 \pm 4.14$ , Awareness sub-size mean score is  $15.84 \pm 4.07$ , Impulse sub-variable mean score is  $16.41 \pm 6.29$ , Rejection sub-variable mean score is  $12.59 \pm 5.19$ , Target sub-size mean score is  $16.70 \pm 5.06$ , and

Strategy sub-dimension mean score is  $19.82 \pm 7.39$ . While the mean scores of the students on the Beck Hopelessness Scale were  $6.80 \pm 5.11$ , the mean of the Oxford Happiness Scale scores was  $112.06 \pm 21.25$ .

**Table 5**

*Comparison of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale Scores with respect to the gender of the students*

	<b>gender</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>t</b>	<b>p</b>
problem separation	Woman	293	13,26	3,94	-4,812	0,000*
	Male	280	14,83	3,84		
Target	Woman	293	16,30	4,32	-2,637	0,009*
	Male	280	17,20	3,74		
Source	Woman	293	16,04	2,95	2,931	0,004*
	Male	280	15,33	2,89		
<b>Solution Focused Inventory</b>	Woman	293	45,61	7,39	-2,928	0,004*
	Male	280	47,35	6,83		
Openness	Woman	293	14,24	4,41	4,278	0,000*
	Male	280	12,78	3,69		
Awareness	Woman	293	15,89	4,26	0,309	0,757
	Male	280	15,78	3,86		
Impulse	Woman	293	16,80	6,57	1,495	0,136
	Male	280	16,01	5,96		
refusing to accept	Woman	293	12,51	5,46	-0,351	0,726
	Male	280	12,66	4,89		
Target	Woman	293	17,43	5,11	3,567	0,000*
	Male	280	15,94	4,91		
Strategy	Woman	293	20,94	7,85	3,759	0,000*
	Male	280	18,64	6,69		
<b>Scale of Difficulties in Emotion Regulation</b>	Woman	293	97,80	24,21	3,150	0,002*
	Male	280	91,82	21,07		
<b>Beck Hopelessness Scale</b>	Woman	293	6,98	5,36	0,887	0,375
	Male	280	6,60	4,85		
<b>Oxford Happiness Scale</b>	Woman	293	108,86	21,22	-3,734	0,000*
	Male	280	115,42	20,79		

\* $p \leq 0,05$

With respect to the findings, it was found that the distinction among the datas of the adolescents in the study from the resolution-oriented inventory in general and from the target, problem separation and source subvariables was statistically significant ( $p \leq 0.05$ ).

The datas of female students from the resolution-oriented Inventory and from the target and problem separation sub-variable were lower than the scores of male students; The datas they got from the source subvariable were higher than the datas of male adolescents.

It was observed that there was a statistically meaningful distinction among the datas of the adolescents in the study from the scale of difficulties in feeling regulation and the subvariables of openness, goal and strategy with respect to their gender ( $p \leq 0.05$ ).

The datas of female participants in the scale of difficulties in clarity, goal, strategy and emotion regulation are significantly higher than the scores of male participants. There was no statistically meaningful distinction among the scores obtained from the hopelessness scale with respect to the gender of the students ( $p > 0.05$ ).

The hopelessness scale scores of male and female adolescents are similar. A statistically meaningful distinction was found among the scores obtained from the happiness scale with respect to the gender of the students in the study ( $p \leq 0.05$ ).

The happiness scale scores of female students are lower than the scores of male students.

**Table 6**

*Comparison of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores according to the age group of the students (n=573)*

	<b>Age group</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>min</b>	<b>max</b>	<b>F</b>	<b>p</b>	<b>D</b>
Problem separation	14-15 years	194	14.22	3.87	5	24	0.354	0.702	
	16-17 years old	322	13.94	4.01	4	23			
	18 years and over	57	13.88	4.12	6	24			
Target	14-15 years	194	16.66	4.17	4	24	0.756	0.470	
	16-17 years old	322	16.89	4.06	4	24			
	18 years and over	57	16.19	3.80	7	24			
Source	14-15 years	194	15.52	2.99	6	24	0.658	0.518	
	16-17 years old	322	15.82	2.94	8	24			
	18 years and over	57	15.61	2.80	8	21			
<b>Solution-Oriented Inventory</b>	14-15 years	194	46.40	7.16	23	64	0.442	0.643	
	16-17 years old	322	46.64	7.29	25	62			
	18 years and over	57	45.68	6.57	22	56			
Openness	14-15 years	194	13.61	4.14	5	24	0.143	0.867	
	16-17 years old	322	13.44	4.13	5	25			
	18 years and over	57	13.68	4.20	5	21			
Awareness	14-15 years	194	16.48	4.04	6	29	4,407	0.013*	1-2
	16-17 years old	322	15.40	4.06	6	26			
	18 years and over	57	16.09	3.94	8	26			
Impulse	14-15 years	194	16.94	6.40	6	30	1,940	0.145	
	16-17 years old	322	15.96	6.16	6	30			
	18 years and over	57	17.18	6.48	6	30			
Disapproval	14-15 years	194	12.63	5.20	6	28	0.049	0.952	
	16-17 years old	322	12.60	5.22	6	30			
	18 years and over	57	12.39	5.05	6	29			
Target	14-15 years	194	16.65	5.16	5	25	0.019	0.981	
	16-17 years old	322	16.74	5.01	5	25			
	18 years and over	57	16.68	5.11	5	25			
Strategy	14-15 years	194	20.03	7.64	8	38	0.289	0.749	
	16-17 years old	322	19.61	7.33	8	40			
	18 years and over	57	20.23	6.96	8	39			
<b>Scale of Difficulties in Emotion Regulation</b>	14-15 years	194	96.34	23.22	46	153	0.879	0.416	
	16-17 years old	322	93.76	22.75	44	169			
	18 years and over	57	96.25	22.76	47	159			
<b>Beck Hopelessness Scale</b>	14-15 years	194	7.15	5.31	0	19	0.829	0.437	
	16-17 years old	322	6.67	5.04	0	20			
	18 years and over	57	6.32	4.84	0	20			
<b>Oxford Happiness Scale</b>	14-15 years	194	110.78	21.14	55	154	2,835	0.060	
	16-17 years old	322	113.70	21.46	44	158			
	18 years and over	57	107.18	19.63	59	147			

\* $p \leq 0,05$



When Table 7 is examined, there was no statistically meaningful distinction among the data of the adolescents in the study, with respect to the age group, from the generally resolution-oriented inventory and the sub-variables of problem separation, target and source ( $p>0.05$ ). In other words, the solution-oriented inventory data of adolescents aged 14-15, 16-17, and 18 years and older are similar.

According to the analyzed data, it was observed that there was a statistically meaningful distinction among the data of the adolescents in the study, the difficulty in regulating emotion scale, from the awareness sub-variable ( $p\leq 0.05$ ).

Awareness scores of the adolescents in the 14-15 age group are meaningfully higher than the data of the adolescents in the 16-17 age group. It was determined that there was no statistically meaningful difference in the data acquired from the general difficulty in feeling regulation scale and other sub-variables of the students according to age groups ( $p>0.05$ ).

Regardless of the age groups of the adolescents, the overall scores of the scale of openness, impulse, rejection, goal, strategy and difficulty in emotion regulation are similar.

There was no statistically meaningful distinction among the scores obtained from the despondency scale and happiness scale with respect to the age group of the participants ( $p>0.05$ ). In other words, the scores obtained from the despondency and the happiness scale were found to be similar regardless of the age group of the adolescents.

**Table 7**

*Comparison of students' scores on Solution Focused Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to school type (n=573)*

	<b>School type</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>Min</b>	<b>Max</b>	<b>F</b>	<b>p</b>	<b>D</b>
Problem separation	Science High S.	89	13,56	4,08	5	22	1,090	0,360	
	Anatolian High S.	189	13,80	3,94	4	24			
	Other	121	14,27	4,35	6	24			
	Imam Hatip High S.	108	14,57	3,41	5	22			
	Vocational High S.	66	13,95	4,01	6	22			
Target	Science High S.	89	16,30	4,52	4	24	4,451	0,002*	2-3
	Anatolian High S.	189	15,98	4,03	4	24			2-4
	Other	121	17,54	3,66	7	24			
	Imam Hatip High S.	108	17,62	3,87	5	24			
	Vocational High S.	66	16,61	4,19	6	24			
Source	Science High S.	89	16,25	2,42	9	22	2,463	0,044*	1-5
	Anatolian High S.	189	15,57	3,04	6	24			
	Other	121	15,35	2,92	7	21			
	Imam Hatip High S.	108	16,16	2,66	10	24			
	Vocational High S.	66	15,20	3,56	8	24			
<b>Solution-Oriented Inventory</b>	Science High S.	89	46,11	8,14	23	60	3,576	0,007*	1-4
	Anatolian High S.	189	45,35	6,67	22	64			2-4
	Other	121	47,16	7,35	25	62			4-5
	Imam Hatip High S.	108	48,35	6,55	29	64			
	Vocational High S.	66	45,76	7,24	31	62			
Openness	Science High S.	89	14,33	4,31	6	25	2,620	0,034*	1-4
	Anatolian High S.	189	13,75	4,17	5	25			
	Other	121	13,68	4,25	5	25			
	Imam Hatip High S.	108	12,60	3,63	5	23			
	Vocational High S.	66	13,03	4,16	5	25			
Awareness	Science High S.	89	15,22	3,27	7	22	1,500	0,201	
	Anatolian High S.	189	16,23	4,13	6	26			
	Other	121	15,50	4,30	6	25			
	Imam Hatip High S.	108	15,69	4,27	6	29			
	Vocational High S.	66	16,39	4,01	6	26			
Impulse	Science High S.	89	16,74	6,92	6	30	2,613	0,035*	2-4
	Anatolian High S.	189	17,01	6,51	6	30			4-5
	Other	121	16,36	6,41	6	29			
	Imam Hatip High S.	108	14,74	5,22	6	26			
	Vocational High S.	66	17,09	5,76	6	30			
disapproval	Science High S.	89	12,87	5,32	6	30	1,816	0,124	
	Anatolian High S.	189	13,01	5,13	6	29			
	Other	121	12,44	5,79	6	30			
	Imam Hatip High S.	108	11,47	4,29	6	26			
	Vocational High S.	66	13,09	5,22	6	30			

**Table 8 (Continued)**

*Comparison of students' scores on Solution Focused Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to school type (n=573)*

	<b>School type</b>	<b>n</b>	<b><math>\bar{x}</math></b>	<b>s</b>	<b>Min</b>	<b>Max</b>	<b>F</b>	<b>p</b>	<b>D</b>	
<b>Difficulties in Emotion Regulation Scale</b>	Science High S.	89	17,42	4,97	5	25	2,937	0,020*	1-4	
	Anatolian High S.	189	17,39	5,32	5	25			1-5	
	Other	121	16,44	5,12	5	25			2-4	
	Imam Hatip High S.	108	15,94	4,41	6	24			2-5	
	Target	Vocational High S.	66	15,52	5,04	5	25			
	<b>Beck Hopelessness Scale</b>	Science High S.	89	20,96	7,46	8	37	2,825	0,024*	1-4
		Anatolian High S.	189	20,23	7,65	8	40			2-4
		Other	121	20,29	7,82	8	40			3-4
		Imam Hatip High S.	108	17,82	6,36	8	37			
		Strategy	Vocational High S.	66	19,50	6,88	8	40		
<b>Oxford Happiness Scale</b>		Science High S.	89	97,53	24,51	46	169	3,263	0,012*	1-4
		Anatolian High S.	189	97,60	23,17	44	159			2-4
		Other	121	94,70	23,91	47	165			3-4
		Imam Hatip High S.	108	88,28	19,37	49	148			4-5
		<b>Beck Hopelessness Scale</b>	Vocational High S.	66	94,62	21,79	47	160		
	Science High S.		89	6,39	5,22	0	19	7,169	0,000*	1-4
	Anatolian High S.		189	7,96	5,21	0	20			2-4
	Other		121	6,00	5,04	0	20			3-4
	Imam Hatip High S.		108	5,22	4,46	0	19			4-5
	<b>Oxford Happiness Scale</b>		Vocational High S.	66	8,06	4,91	0	18		
Science High S.			89	109,49	19,38	47	150	5,831	0,000*	1-4
Anatolian High S.			189	109,08	21,06	59	158			2-4
Other			121	112,54	22,93	53	158			3-4
Imam Hatip High S.			108	120,39	19,66	55	157			4-5
		Vocational High S.	66	109,58	20,47	44	150			

\* $p \leq 0,05$

With respect to the findings in Table 8, it was determined that there was a statistically meaningful distinction among the datas of the adolescents in the study from the resolution-focused inventory in general and from the target and source sub-variable with respect to the school type ( $p \leq 0.05$ ). The overall Solution Oriented Inventory scores of Imam Hatip High School students are higher than the scores of Science High School, Anatolian High School and Vocational High School students. The scores of the Anatolian High School students in the Target sub-variables are significantly lower than the datas of the high school students in the Imam Hatip High School and Other

groups. In addition, the Resource sub-variables scores of Science High School students are higher than those of Vocational High School students.

It was observed that there was a statistically meaningful distinction among the scores of the students within the scope of the study obtained from the difficulties in feeling regulation scale general and the openness, impulse, target and strategy sub-variables with respect to the school type ( $p \leq 0.05$ ). The data of Imam Hatip High School students in the Scale of Difficulties in Emotion Regulation were significantly lower than the data of the students in all other groups; In addition, the data they get from the Strategy sub-dimension are lower than the data of high school students in the Science High School, Anatolian High School and Other groups. Again, the data of Imam Hatip High School students in the Openness sub-dimension are lower than the data of Science High School students; The data they got from the impulse sub-dimension were significantly lower than the scores of Anatolian High School and Vocational High School students. The scores of Science High School and Anatolian High School students from the Target sub-variables were higher than the data of Imam Hatip High School and Vocational High School students. No meaningful difference was found among the scores acquired from the Awareness and Rejection subvariables of the Students' Difficulty in Emotion Regulation Scale with respect to the school type ( $p > 0.05$ ).

The distinction among the data obtained from the hopelessness scale with respect to the school type of the participants was found to be statistically meaningful ( $p \leq 0.05$ ). The Beck Hopelessness Scale data of Imam Hatip High School students are lower than the scores of students in all other groups.

It was detected that there was a statistically meaningful distinction among the data obtained from the happiness scale with respect to the school type of the students included in the study ( $p \leq 0.05$ ). The data of Imam Hatip High School students on the happiness scale are significantly higher than the data of students in all other school types.

**Tablo 8**

*Comparison of the scores of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to the class of the students (n=573)*

	Class	n	$\bar{x}$	s	min	Max	F	p	D
Problem separation	Nine	158	14.30	3.80	5	24	1,766	0.153	
	Ten	144	14.25	3.84	6	22			
	Eleven	132	13.34	4.19	4	23			
	Twelve	139	14.14	4.04	5	24			
Target	Nine	158	16.65	4.15	4	24	4,623	0.003*	2-3
	Ten	144	17.58	3.99	4	24			
	Eleven	132	15.79	3.98	8	24			
	Twelve	139	16.87	4.00	4	24			
Source	Nine	158	15.28	2.72	6	21	2,066	0.104	
	Ten	144	16.12	3.12	7	24			
	Eleven	132	15.73	3.06	8	23			
	Twelve	139	15.70	2.84	8	24			
<b>Solution-Oriented Inventory</b>	Nine	158	46.23	7.11	23	64	4,468	0.004*	2-3
	Ten	144	47.95	6.64	27	62			
	Eleven	132	44.86	7.68	25	61			
	Twelve	139	46.71	6.99	22	62			
Openness	Nine	158	13.53	4.23	5	24	2,138	0.094	
	Ten	144	13.36	3.70	5	25			
	Eleven	132	14.24	4.17	6	25			
	Twelve	139	13.01	4.37	5	25			
Awareness	Nine	158	16.34	3.91	7	26	1,243	0.293	
	Ten	144	15.47	4.46	6	29			
	Eleven	132	15.75	3.90	8	25			
	Twelve	139	15.73	3.96	6	26			
Impulse	Nine	158	17.09	6.52	6	30	0.874	0.454	
	Ten	144	16.19	6.19	6	30			
	Eleven	132	16.20	6.19	6	30			
	Twelve	139	16.06	6.22	6	30			
disapproval	Nine	158	12.39	5.30	6	28	0.417	0.741	
	Ten	144	12.43	4.84	6	28			
	Eleven	132	13.02	5.30	6	30			
	Twelve	139	12.56	5.33	6	30			
Target	Nine	158	16.34	5.04	5	25	0.967	0.408	
	Ten	144	17.25	5.09	5	25			
	Eleven	132	16.81	5.30	5	25			
	Twelve	139	16.45	4.83	6	25			
Strategy	Nine	158	19.96	7.49	8	38	0.296	0.828	
	Ten	144	20.01	7.39	8	39			
	Eleven	132	19.98	7.52	8	40			
	Twelve	139	19.30	7.20	8	40			
<b>Difficulties in Emotion Regulation Scale</b>	Nine	158	95.65	23.43	46	150	0.444	0.722	
	Ten	144	94.71	21.37	47	160			
	Eleven	132	96.00	23.58	44	169			
	Twelve	139	93.11	23.32	47	159			
<b>Beck Hopelessness Scale</b>	Nine	158	6.93	5.16	0	19	1,698	0.166	
	Ten	144	6.54	5.03	0	20			
	Eleven	132	7.54	5.19	0	20			
<b>Oxford Happiness Scale</b>	Twelve	139	6.21	5.04	0	20	0.231	0.875	
	Nine	158	111.38	20.83	55	154			
	Ten	144	111.65	22.02	44	158			
	Eleven	132	113.34	21.26	47	158			
	Twelve	139	112.06	21.07	59	157			

\* $p \leq 0,05$

When the results acquired from the table are examined, it was found that there was a statistically meaningful distinction among the data acquired from the resolution-oriented inventory and the target sub-variables of the inventory with respect to the class of the students participating in the study ( $p \leq 0.05$ ).

The scores of the tenth grade students from the resolution-oriented inventory and the Target subvariable are significantly higher than the data of the eleventh grade students. There was no statistically meaningful distinction among the scores acquired from the Source and problem separation sub-variables of the students according to their class ( $p > 0.05$ ).

It was observed that the distinction among the scores obtained from the scale of difficulties in feeling regulation and the sub-variables of openness, awareness, impulse, refusal, goal and strategy with respect to the class of the adolescents included in the study was not statistically meaningful ( $p > 0.05$ ). In other words, the scores of the adolescents on the Difficulty in Emotion Regulation Scale are similar regardless of their class.

The scores obtained from the participants' hopelessness scale do not show a statistically meaningful difference with respect to their class ( $p > 0.05$ ). The hopelessness scale scores of the students in the ninth, tenth, eleventh and twelfth grades are similar.

There was no statistically meaningful distinction among the scores obtained from the Oxford Happiness Scale with respect to the class of the students in the study ( $p > 0.05$ ). In other words, the Oxford Happiness Scale scores of the adolescents are similar regardless of their class.

**Table 9**

*Comparison of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores according to the number of siblings of the students (n=573)*

	Number of siblings	n	$\bar{x}$	s	min	Max	F	p	D
Problem separation	Only child	41	14.66	3.99	8	22	0.721	0.540	
	Two siblings	199	13.91	4.04	6	24			
	Three brothers	218	13.87	4.06	4	24			
	Four or more	115	14.31	3.66	5	23			
Target	Only child	41	16.66	4.42	4	24	0.406	0.749	
	Two siblings	199	16.59	3.92	4	24			
	Three brothers	218	16.70	4.24	4	24			
	Four or more	115	17.10	3.91	6	24			
Source	Only child	41	15.27	3.14	6	21	4,366	0.005*	1-4
	Two siblings	199	15.22	3.10	6	24			2-4
	Three brothers	218	15.84	2.71	9	24			
	Four or more	115	16.38	2.88	9	24			
<b>Solution-Oriented Inventory</b>	Only child	41	46.59	7.76	27	61	2,059	0.105	
	Two siblings	199	45.72	7.34	22	64			
	Three brothers	218	46.41	6.97	23	64			
	Four or more	115	47.80	6.91	32	62			
Openness	Only child	41	13.12	4.31	5	24	0.676	0.567	
	Two siblings	199	13.73	4.39	5	25			
	Three brothers	218	13.62	4.10	5	25			
	Four or more	115	13.13	3.68	5	25			
Awareness	Only child	41	16.27	4.57	8	26	0.617	0.604	
	Two siblings	199	15.67	4.20	6	26			
	Three brothers	218	15.72	3.95	6	29			
	Four or more	115	16.19	3.88	7	25			
Impulse	Only child	41	16.63	6.41	6	29	0.085	0.968	
	Two siblings	199	16.52	6.49	6	30			
	Three brothers	218	16.25	6.04	6	30			
	Four or more	115	16.44	6.42	6	30			
disapproval	Only child	41	12.80	5.71	6	28	0.594	0.619	
	Two siblings	199	12.46	4.98	6	30			
	Three brothers	218	12.89	5.46	6	30			
	Four or more	115	12.15	4.83	6	28			
Target	Only child	41	16.59	5.84	5	25	0.170	0.917	
	Two siblings	199	16.91	5.06	6	25			
	Three brothers	218	16.61	5.05	5	25			
	Four or more	115	16.57	4.85	5	25			
Strategy	Only child	41	18.54	7.06	8	33	1,262	0.287	
	Two siblings	199	20.07	7.45	8	40			
	Three brothers	218	20.27	7.43	8	39			
	Four or more	115	18.97	7.29	9	40			
<b>Difficulties in Emotion Regulation Scale</b>	Only child	41	93.95	22.47	51	139	0.232	0.874	
	Two siblings	199	95.36	22.88	47	165			
	Three brothers	218	95.37	23.41	44	169			
	Four or more	115	93.45	22.35	47	154			
<b>Beck Hopelessness Scale</b>	Only child	41	6.49	5.14	0	19	0.521	0.668	
	Two siblings	199	6.67	5.31	0	20			
	Three brothers	218	7.13	5.07	0	20			
	Four or more	115	6.50	4.87	0	20			
<b>Oxford Happiness Scale</b>	Only child	41	109.17	22.12	64	154	0.976	0.404	
	Two siblings	199	112.81	20.44	59	158			
	Three brothers	218	110.80	21.68	44	158			
	Four or more	115	114.19	21.49	55	154			

\* $p \leq 0,05$

When Table 10 is examined, a statistically meaningful difference was found among the data acquired from the source sub-variables of the resolution-oriented inventory with respect to the number of siblings of the students participating in the study ( $p \leq 0.05$ ).

The difference is due to the participants in the fourth group. The scores of the adolescents with four or more siblings in the Source dimension were found to be significantly higher than the scores of the adolescents with one child and two siblings. There was no statistically meaningful distinction among the scores acquired from the overall solution-oriented inventory and other sub-variables of the adolescents ( $p > 0.05$ ).

According to the number of siblings of the adolescents within the scope of the study, there was no statistically meaningful distinction among the data of the difficulties in feeling regulation and the sub-variables of openness, awareness, drive, refusal to accept, goal and strategy ( $p > 0.05$ ). In other words, regardless of the number of siblings, the data of the students in the scale of difficulties in feeling regulation and all sub-variables are similar.

According to the findings in the table, the scores obtained by the participants from the Beck Hopelessness Scale do not differ meaningfully with respect to the number of siblings ( $p > 0.05$ ). The hopelessness scale data of the adolescents were found to be similar regardless of the number of siblings.

It was observed that there was no statistically meaningful distinction among the happiness scale data of the students in the study with respect to the number of siblings ( $p > 0.05$ ). Oxford Happiness Scale scores of students with only one child, two siblings, three siblings and four or more siblings are similar.



**Table 10**

*Comparison of the scores of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to the birth order of the students (n=573)*

	<b>birth order</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>min</b>	<b>Max</b>	<b>F</b>	<b>p</b>
Problem separation	First child	242	13.97	4.00	5	24	0.231	0.794
	Second child	184	14.19	3.93	5	24		
	Third and above	147	13.93	3.98	4	23		
Target	First child	242	16.78	4.02	4	24	0.147	0.863
	Second child	184	16.82	4.20	4	24		
	Third and above	147	16.59	4.01	5	24		
Source	First child	242	15.48	2.99	6	21	2,568	0.078
	Second child	184	15.61	2.95	8	24		
	Third and above	147	16.16	2.82	9	24		
<b>Solution-Oriented Inventory</b>	First child	242	46.22	7.30	24	62	0.243	0.785
	Second child	184	46.62	7.11	22	64		
	Third and above	147	46.67	7.06	28	62		
Openness	First child	242	13.72	4.24	5	25	0.637	0.529
	Second child	184	13.27	4.07	5	24		
	Third and above	147	13.52	4.06	5	25		
Awareness	First child	242	15.74	4.22	6	26	0.258	0.773
	Second child	184	15.79	3.94	6	26		
	Third and above	147	16.04	3.99	7	29		
Impulse	First child	242	16.53	6.17	6	30	0.147	0.863
	Second child	184	16.21	6.15	6	30		
	Third and above	147	16.48	6.66	6	30		
disapproval	First child	242	12.72	5.18	6	30	0.155	0.857
	Second child	184	12.45	4.87	6	28		
	Third and above	147	12.53	5.60	6	30		
Target	First child	242	17.24	4.95	5	25	2,799	0.062
	Second child	184	16.09	5.10	5	25		
	Third and above	147	16.59	5.14	5	25		
Strategy	First child	242	20.40	7.37	8	40	1,337	0.263
	Second child	184	19.28	6.98	8	40		
	Third and above	147	19.53	7.90	8	40		
<b>Scale of Difficulties in Emotion Regulation</b>	First child	242	96.36	22.64	47	165	1,074	0.342
	Second child	184	93.09	22.08	46	158		
	Third and above	147	94.68	24.30	44	169		
<b>Beck Hopelessness Scale</b>	First child	242	6.51	5.05	0	20	0.677	0.509
	Second child	184	6.98	5.43	0	20		
	Third and above	147	7.05	4.81	0	20		
<b>Oxford Happiness Scale</b>	First child	242	111.83	20.35	53	158	0.102	0.903
	Second child	184	112.65	21.15	55	154		
	Third and above	147	111.73	22.89	44	158		

With respect to the data in the table, there was no statistically meaningful distinction among the scores acquired from the resolution-oriented inventory and from the target, problem separation, and source sub-variables with respect to the birth order of the adolescents participating ( $p>0.05$ ).

In other words, the scores of the students whose birth order is the first child, the second child, and the third child and above, acquired from the overall Solution Oriented Inventory and all sub-variables are similar.

With respect to the birth order of the adolescents who were the subject of the research, there was no meaningful difference among the data obtained from the difficulty in feeling regulation scale and the sub-variables of Openness, Awareness, Impulse, Disapproval, Goal and Strategy ( $p>0.05$ ). Regardless of birth order, the scores of the participants on the difficulty in feeling regulation scale were similar.

There was no meaningful distinction among the scores obtained from the hopelessness scale with respect to the birth order of the students ( $p>0.05$ ). According to the birth order of the students, Beck Hopelessness Scale scores are similar.

The scores obtained from the happiness scale of the adolescents participating in the research do not show a meaningful difference with respect to their birth order ( $p>0.05$ ). In other words, the Oxford Happiness Scale scores are similar with respect to the birth order of the participants.

**Table 11**

*Comparison of the scores of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to the place where the students spend their lives (n=573)*

	Location	n	$\bar{x}$	s	min	Max	F	p	D
Problem separation	Village	112	14.71	3.65	7	24	2,610	0.051	
	District	218	14.22	3.95	5	24			
	City	87	13.41	4.22	4	22			
	Big city	156	13.60	4.01	5	24			
Target	Village	112	17.34	3.82	5	24	2,126	0.096	
	District	218	16.94	4.24	4	24			
	City	87	16.08	4.19	8	24			
	Big city	156	16.40	3.88	4	24			
Source	Village	112	15.76	2.72	9	24	0.049	0.986	
	District	218	15.67	2.83	6	23			
	City	87	15.76	3.34	6	23			
	Big city	156	15.65	3.04	7	24			
<b>Solution-Oriented Inventory</b>	Village	112	47.81	6.10	30	62	3,036	0.029*	1-3
	District	218	46.83	7.21	24	64			1-4
	City	87	45.25	8.64	22	64			
	Big city	156	45.65	6.75	23	62			
Openness	Village	112	12.88	3.73	5	25	3,512	0.015*	1-3
	District	218	13.20	4.32	5	25			1-4
	City	87	14.55	4.15	6	25			2-3
	Big city	156	13.86	4.04	6	25			
Awareness	Village	112	16.09	3.88	6	29	0.534	0.659	
	District	218	15.58	4.03	6	26			
	City	87	16.08	4.23	6	26			
	Big city	156	15.87	4.17	6	25			
Impulse	Village	112	15.26	5.55	6	30	2,446	0.063	
	District	218	16.74	6.53	6	30			
	City	87	17.52	6.51	6	30			
	Big city	156	16.17	6.22	6	30			
disapproval	Village	112	12.69	4.37	6	26	0.656	0.580	
	District	218	12.53	5.29	6	30			
	City	87	13.21	5.42	6	28			
	Big city	156	12.25	5.46	6	29			
Target	Village	112	14.90	4.39	5	25	6,300	0,000*	1-2
	District	218	16.93	5.00	5	25			1-3
	City	87	17.40	5.17	6	25			1-4
	Big city	156	17.29	5.29	5	25			
Strategy	Village	112	17.71	5.81	8	36	4,194	0.006*	1-2
	District	218	20.19	7.85	8	40			1-3
	City	87	21.05	7.56	8	40			1-4
	Big city	156	20.12	7.43	8	40			
<b>Difficulties in Emotion Regulation Scale</b>	Village	112	89.53	19.90	47	160	3,482	0.016*	1-2
	District	218	95.17	24.15	44	169			1-3
	City	87	99.80	24.10	53	158			1-4
	Big city	156	95.56	21.88	47	159			
<b>Beck Hopelessness Scale</b>	Village	112	6.28	4.74	0	19	1,026	0.380	
	District	218	6.61	5.00	0	20			
	City	87	7.29	5.06	0	20			
	Big city	156	7.17	5.55	0	20			
<b>Oxford Happiness Scale</b>	Village	112	114.46	22.87	44	158	2,066	0.104	
	District	218	113.57	19.90	47	157			
	City	87	110.76	21.46	59	150			
	Big city	156	108.97	21.54	53	158			

\* $p \leq 0,05$

Looking at Table 12; It was observed that there was a statistically meaningful distinction among the datas acquired from the resolution-oriented inventory in general according to the place where the students within the scope of the research spent their lives ( $p \leq 0.05$ ).

The difference is due to the participants in the first group. The overall Solution Oriented Inventory scores of the students whose place of residence is the village are significantly higher than the scores of the adolescents whose place of residence is the city and metropolitan area. There was no meaningful distinction among the scores acquired from the other sub-variables of the inventory with respect to the place where the students spent their lives ( $p > 0.05$ ).

According to the place where the adolescents included in the study spent their lives, the distinction among the scores acquired from the difficulties in feeling regulation scale and the datas acquired from the Openness, Target and Strategy sub-variables of the scale was found to be statistically meaningful ( $p \leq 0.05$ ).

The datas of the students whose place of life is in the village, obtained from the difficulty in feeling regulation scale in general and the sub-variables of Goal and Strategy are significantly lower than the scores of the students whose place of residence is a district, city and metropolitan city. In addition, the datas of the students who live in the village in the Openness sub-dimension are lower than the students who spend their lives in the city and metropolitan area; Openness scores of the students who spend their life in the city are higher than the students who spend their life in the village and the district. It was observed that the distinction among the scores obtained from the hopelessness scale and the happiness scale according to the place where the participants lived was not statistically meaningful ( $p > 0.05$ ). The datas obtained from the despondency and the happiness scale are similar regardless of where students live.

**Table 12**

*Comparison of the students' Solution Focused Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores according to their mother's education level (n=573)*

	<b>Mother Educ.</b>	<b>n</b>	<b><math>\bar{x}</math></b>	<b>s</b>	<b>min</b>	<b>Max</b>	<b>F</b>	<b>p</b>	<b>D</b>
Problem separation	Primary school and below	226	13.85	3.66	5	22	0.903	0.439	
	Middle School	144	14.43	3.97	5	23			
	High school	131	14.11	4.34	4	24			
	University and above	72	13.63	4.18	6	24			
Target	Primary school and below	226	16.85	3.89	5	24	2,165	0.091	
	Middle School	144	17.22	4.11	4	24			
	High school	131	16.56	4.26	4	24			
	University and above	72	15.78	4.12	6	24			
Source	Primary school and below	226	16.02	2.77	9	24	2,922	0.033*	1-4
	Middle School	144	15.31	3.16	6	23			
	High school	131	15.89	3.02	6	24			
	University and above	72	15.10	2.76	7	20			
<b>Solution-Oriented Inventory</b>	Primary school and below	226	46.72	6.62	28	62	2,150	0.093	
	Middle School	144	46.97	6.95	24	64			
	High school	131	46.55	8.01	22	64			
	University and above	72	44.50	7.48	23	60			
Openness	Primary school and below	226	13.23	3.78	5	25	2,114	0.097	
	Middle School	144	13.17	4.29	5	25			
	High school	131	14.18	4.04	7	25			
	University and above	72	13.97	4.92	5	25			
Awareness	Primary school and below	226	15.92	3.91	6	29	0.071	0.975	
	Middle School	144	15.72	4.15	7	26			
	High school	131	15.84	4.23	6	26			
	University and above	72	15.82	4.16	6	25			
Impulse	Primary school and below	226	15.48	6.04	6	30	3,202	0.023*	1-2
	Middle School	144	16.56	6.23	6	30			
	High school	131	17.41	6.44	6	30			
	University and above	72	17.21	6.59	6	29			
disapproval	Primary school and below	226	12.66	5.18	6	30	0.228	0.877	
	Middle School	144	12.41	4.85	6	27			
	High school	131	12.44	5.18	6	30			
	University and above	72	12.96	5.93	6	30			
Target	Primary school and below	226	16.29	4.74	5	25	1,954	0.120	
	Middle School	144	16.40	5.24	6	25			
	High school	131	17.30	4.98	5	25			
	University and above	72	17.54	5.69	5	25			
Strategy	Primary school and below	226	19.09	6.84	8	40	2,138	0.094	
	Middle School	144	19.53	7.42	8	40			
	High school	131	20.69	8.05	8	40			
	University and above	72	21.08	7.57	8	38			
<b>Difficulties in Emotion Regulation Scale</b>	Primary school and below	226	92.66	21.35	47	160	2,196	0.087	
	Middle School	144	93.78	23.76	44	154			
	High school	131	97.86	22.42	53	169			
	University and above	72	98.58	26,00	46	165			
<b>Beck Hopelessness Scale</b>	Primary school and below	226	6.57	4.90	0	19	0.740	0.529	
	Middle School	144	6.69	5.03	0	20			
	High school	131	7.37	5.55	0	20			
	University and above	72	6.69	5.14	0	20			
<b>Oxford Happiness Scale</b>	Primary school and below	226	114.08	20.60	44	158	2,693	0.045*	1-3
	Middle School	144	113.68	21.71	47	157			
	High school	131	108.68	22.16	53	158			
	University and above	72	108.68	19.86	64	152			

\* $p \leq 0,05$

With respect to the scores acquired from the table, a statistically meaningful difference was found among the scores acquired from the Source sub-variable of the Solution-Oriented Inventory according to the mother's educational status of the students participating in the study ( $p \leq 0.05$ ). The Resource dimension scores of the students whose mother's education level is primary school and below are higher than the scores of the students whose mother's education level is university and above. There was no meaningful distinction among the scores acquired from the resolution-oriented inventory and its other sub-variables with respect to the educational status of the students' mothers ( $p > 0.05$ ).

It was determined that the distinction among the scores of the participants from the Impulse subvariate of the difficulties in feeling regulation scale according to the mother's education level was statistically significant ( $p \leq 0.05$ ). The difference is due to the participants in the first group. The Impulse scores of the students whose mother's education level is primary school and below are lower than the scores of the students whose mother's education level is secondary school, high school and university and above. The scores obtained by the students from the Scale of Difficulties in Emotion Regulation and from other sub-variables do not show a statistically meaningful difference according to the educational status of the mother ( $p > 0.05$ ).

With respect to the results in Table 13, no statistically meaningful difference was found among the scores obtained from the Beck Hopelessness Scale with respect to the educational status of the mothers of the adolescents ( $p > 0.05$ ).

A statistically meaningful difference was found among the data of the adolescents included in the study from the Oxford Happiness Scale with respect to their mother's education level ( $p \leq 0.05$ ). Oxford Happiness scale data of students whose mother's education level is primary school or below and students who are secondary school students are meaningfully higher than the scores of students whose mothers' education level is high school and above-university.

**Table 13**

*Comparison of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores according to the father's education level of the students (n=573)*

	Father Educ.	n	$\bar{x}$	s	min	max	F	p	D
Problem separation	Primary school and below	151	14.34	3.75	5	23	1,387	0.246	
	Middle School	139	13.53	3.87	4	21			
	High school	147	13.88	4.13	5	24			
	University and above	136	14.34	4.11	6	24			
Target	Primary school and below	151	16.99	3.94	4	24	1,355	0.256	
	Middle School	139	16.59	4.24	4	24			
	High school	147	17.10	3.73	7	24			
	University and above	136	16.23	4.37	4	24			
Source	Primary school and below	151	15.90	2.79	9	22	0.672	0.569	
	Middle School	139	15.44	3.28	6	24			
	High school	147	15.79	2.93	6	22			
	University and above	136	15.63	2.76	7	24			
<b>Solution-Oriented Inventory</b>	Primary school and below	151	47.23	6.60	27	62	1,475	0.220	
	Middle School	139	45.56	6.96	28	61			
	High school	147	46.78	6.99	22	64			
	University and above	136	46.19	8.08	23	62			
Openness	Primary school and below	151	13.00	3.83	5	24	1,983	0.115	
	Middle School	139	13.24	4.30	5	25			
	High school	147	13.94	3.98	5	23			
	University and above	136	13.94	4.41	5	25			
Awareness	Primary school and below	151	16.30	4.06	6	29	2,045	0.107	
	Middle School	139	15.59	3.60	6	26			
	High school	147	16.13	4.17	6	26			
	University and above	136	15.25	4.35	6	25			
Impulse	Primary school and below	151	15.72	5.82	6	30	1,097	0.350	
	Middle School	139	16.97	6.73	6	30			
	High school	147	16.31	6.62	6	30			
	University and above	136	16.72	5.94	6	29			
disapproval	Primary school and below	151	12.44	4.97	6	30	1,584	0.192	
	Middle School	139	13.03	5.11	6	30			
	High school	147	11.90	4.90	6	28			
	University and above	136	13.04	5.74	6	30			
Target	Primary school and below	151	15.93	5.00	5	25	1,783	0.149	
	Middle School	139	16.73	4.86	6	25			
	High school	147	17.07	5.36	5	25			
	University and above	136	17.14	4.95	5	25			
Strategy	Primary school and below	151	18.49	6.69	8	37	2,771	0.041*	1-4
	Middle School	139	20.19	7.61	8	40			
	High school	147	19.81	7.41	8	38			
	University and above	136	20.92	7.74	8	40			
<b>Difficulties in Emotion Regulation Scale</b>	Primary school and below	151	91.89	21.33	47	149	1,327	0.265	
	Middle School	139	95.76	24.60	44	169			
	High school	147	95.15	22.23	47	158			
	University and above	136	97.01	23.43	46	165			
<b>Beck Hopelessness Scale</b>	Primary school and below	151	6.45	4.81	0	19	0.589	0.622	
	Middle School	139	6.86	5.19	0	20			
	High school	147	6.69	4.84	0	20			
	University and above	136	7.24	5.66	0	20			
<b>Oxford Happiness Scale</b>	Primary school and below	151	115.01	20.31	55	158	2,658	0.048*	1-4
	Middle School	139	113.75	21.02	44	157			
	High school	147	110.56	21.47	53	154			
	University and above	136	108.71	21.87	47	158			

\*  $p \leq 0,05$

According to the evaluated data, it was detected that the distinction among the data of the adolescents in the study from the resolution-oriented inventory and from the target, problem separation, and source sub-variables of the inventory was not statistically meaningful ( $p>0.05$ ). In other words, the participants' Solution Focused Inventory scores are similar regardless of their father's education level.

A statistically meaningful difference was found among the data acquired from the strategy sub-variable of the difficulties in feeling regulation scale with respect to the educational status of the participants ( $p\leq 0.05$ ).

The Strategy score of the students whose father's education level is primary school or below is significantly lower than the scores of the students whose father's education level is university and above. There was no meaningful distinction among the scores acquired from the Scale of Difficulties in Emotion Regulation and its other sub-variables with respect to the educational status of the students' fathers ( $p>0.05$ ).

There was no meaningful distinction among the scores obtained from the Beck Hopelessness Scale data with respect to the educational status of the fathers of the research subjects ( $p>0.05$ ). In other words, the Beck Hopelessness Scale scores of the students are similar regardless of their father's educational status.

It was determined that the distinction among the scores of the adolescents obtained from the Oxford Happiness Scale with respect to their father's education level was at a statistically meaningful level ( $p\leq 0.05$ ).

The Oxford Happiness Scale scores of students whose father's education level is primary school or below are significantly higher than the scores of students whose father's education level is university and above.



**Table 14**

*Comparison of the scores of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to the mother's working status of the students (n=573)*

	<b>Mom working</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>t</b>	<b>p</b>
	Inoperative	423	14.11	3.87		
Problem separation	Working	150	13.80	4.24	0.819	0.413
	Inoperative	423	16.98	4.04		
Target	Working	150	16.05	4.10	2,414	0.016*
	Inoperative	423	15.79	2.83		
Source	Working	150	15.42	3.23	1,332	0.184
<b>Solution Focused</b>	Inoperative	423	46.88	7.13		
<b>Inventory</b>	Working	150	45.27	7.15	2,374	0.018*
	Inoperative	423	13.38	3.98		
Openness	Working	150	13.92	4.53	-1,367	0.172
	Inoperative	423	15.85	4.02		
Awareness	Working	150	15.81	4.22	0.103	0.918
	Inoperative	423	15.93	6.10		
Impulse	Working	150	17.76	6.63	-3,079	0.002*
	Inoperative	423	12.50	5.07		
Refusing to accept	Working	150	12.83	5.52	-0.660	0.510
	Inoperative	423	16.28	4.94		
Target	Working	150	17.90	5.23	-3,400	0.001*
	Inoperative	423	19.36	7.24		
Strategy	Working	150	21.11	7.69	-2,512	0.012*
<b>Scale of Difficulties in</b>	Inoperative	423	93.30	22.55		
<b>Emotion Regulation</b>	Working	150	99.33	23.39	-2,785	0.006*
	Inoperative	423	6.67	5.19		
<b>Beck Hopelessness Scale</b>	Working	150	7.16	4.91	-1,010	0.313
	Inoperative	423	112.97	21.38		
<b>Oxford Happiness Scale</b>	Çalışan	150	109,52	20,73	1,710	0.088

\* $p \leq 0,05$

When the data in Table 15 are examined, it is seen that there is a statistically meaningful level among the scores of the students from the resolution-oriented inventory overall and from the Target sub-variable of the inventory with respect to their mother's working status ( $p \leq 0.05$ ). Resolution-oriented inventory overall and goal dimension scores of the students whose mothers are not working are higher than the scores of the students whose mothers are working. There was no meaningful distinction among the scores acquired from the Problem Separation and Source sub-variables with respect to the working status of the mothers ( $p > 0.05$ ). Problem Separation and Resource dimensions scores are similar according to the mother's working status.

It was observed that there was a statistically meaningful distinction among the scores of the participants from the hardship in feeling regulation scale and the scores acquired from the Impulse, goal and strategy sub-variable of the scale with respect to the mother's employment status ( $p \leq 0.05$ ). Adolescents whose mothers are not working have lower scores on the hardship in feeling regulation scale and on the Impulse, Goal and Strategy dimensions of the scale than the scores of students whose mothers work. There was no meaningful distinction among the scores acquired from the Openness, Awareness, and Disapproval sub-variables of the scale according to the working status of the mother ( $p > 0.05$ ).

With respect to the table, there was no statistically meaningful distinction among the scores obtained from the Beck Hopelessness Scale with respect to the maternal employment status of the adolescents included in the study ( $p > 0.05$ ), and the Beck Hopelessness Scale scores of the students whose mothers were working and not working were found to be similar.

There was no statistically meaningful distinction among the scores of the students from the Oxford Happiness Scale and the working status of the mother ( $p > 0.05$ ). The Oxford Happiness Scale scores of the participants whose mothers were working and not working were similar.

**Table 15**

*Comparison of students' scores on Solution Focused Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to mother's occupation (n=573)*

	<b>Mother occupation</b>	<b>n</b>	<b><math>\bar{x}</math></b>	<b>s</b>	<b>min</b>	<b>max</b>	<b>F</b>	<b>p</b>	<b>D</b>
Problem separation	Housewife	420	14.11	3.86	5	24	2,414	0.090	
	Self-employment	119	13.45	4.19	4	24			
	Farmer	34	15.00	4.33	5	22			
Target	Housewife	420	16.99	4.05	4	24	3,030	0.049*	1-3
	Self-employment	119	16.16	4.10	4	24			
	Farmer	34	15.74	4.03	8	23			
Source	Housewife	420	15.81	2.83	8	24	1,384	0.251	
	Self-employment	119	15.30	3.37	6	24			
	Farmer	34	15.65	2.72	10	21			
<b>Solution-Oriented Inventory</b>	Housewife	420	46.91	7.13	22	64	3,653	0.027*	1-2
	Self-employment	119	44.91	7.13	25	60			
	Farmer	34	46.38	7.27	30	61			
Openness	Housewife	420	13.38	3.98	5	25	1,097	0.334	
	Self-employment	119	14.02	4.70	5	25			
	Farmer	34	13.56	3.86	8	25			
Awareness	Housewife	420	15.84	4.00	6	29	0.186	0.830	
	Self-employment	119	15.72	4.23	6	26			
	Farmer	34	16.21	4.39	8	25			
Impulse	Housewife	420	15.94	6.08	6	30	4,483	0.012*	1-2
	Self-employment	119	17.74	6.49	6	30			
	Farmer	34	17.59	7.41	6	30			
Disapproval	Housewife	420	12.54	5.07	6	30	0.336	0.715	
	Self-employment	119	12.55	5.49	6	30			
	Farmer	34	13.29	5.70	6	30			
Target	Housewife	420	16.28	4.92	5	25	5,775	0.003*	1-2
	Self-employment	119	18.02	5.29	5	25			
	Farmer	34	17.29	5.27	8	25			
Strategy	Housewife	420	19.37	7.22	8	40	3,228	0.040*	1-2
	Self-employment	119	21.31	7.60	8	38			
	Farmer	34	20.06	8.21	9	38			
<b>Scale of Difficulties in Emotion Regulation</b>	Housewife	420	93.36	22.47	44	160	3,544	0.030*	1-2
	Self-employment	119	99.35	23.82	46	165			
	Farmer	34	98.00	23.33	59	169			
<b>Beck Hopelessness Scale</b>	Housewife	420	6.70	5.19	0	20	0.319	0.727	
	Self-employment	119	7.10	4.79	one	20			
	Farmer	34	7.00	5.37	0	18			
<b>Oxford Happiness Scale</b>	Housewife	420	112.95	21.42	44	158	1,372	0.254	
	Self-employment	119	109.78	21.31	64	158			
	Farmer	34	109.15	18.44	68	152			

\* $p \leq 0,05$

When Table 16 is examined, it has been detected that there is a statistically meaningful level among the datas of the adolescents in the study from the resolution focused inventory and the Target subvariable of the inventory with respect to the mother's occupation ( $p \leq 0.05$ ).

The Solution Oriented Inventory scores of the adolescents whose mother was a housewife were higher than those whose mother was self-employed; The target dimension scores were higher than the students whose mother was a farmer. There is no meaningful distinction among the scores acquired from the other horse variable of the inventory according to the mother's occupation ( $p > 0.05$ ).

A statistically meaningful difference was observed among the datas of the adolescents participating in the study from the Difficulties in Emotion Regulation Scale overall and the Impulse, Target and Strategy sub-variable of the scale according to their mother's occupation ( $p \leq 0.05$ ).

The difference is due to the participants in the first group. The overall Difficulty in Emotion Regulation Scale, Impulse dimension and Goal dimension scores of the students whose mother is a housewife are lower than the datas of all other students; Strategy scores are lower than the scores of students whose mothers are self-employed.

There was no statistically meaningful distinction among the scores acquired from the despondency and the happiness scale with respect to the mothers' occupation of the participants ( $p > 0.05$ ). In other words, the scores obtained from the despondency and the happiness scale are similar regardless of the mother's occupation of the students.

**Table 16**

*Comparison of the students' Solution Focused Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores according to their father's employment status (n=573)*

	<b>Dad working</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>t</b>	<b>p</b>
Problem separation	Inoperative	65	14.15	3.92	0.272	0.786
	Working	508	14.01	3.98		
Target	Inoperative	65	16.63	3.92	-0.229	0.819
	Working	508	16.75	4.10		
Source	Inoperative	65	15.65	2.59	-0.141	0.888
	Working	508	15.70	2.99		
<b>Solution Focused Inventory</b>	Inoperative	65	46.43	6.16	-0.038	0.970
	Working	508	46.47	7.29		
Openness	Inoperative	65	13.22	3.87	-0.638	0.524
	Working	508	13.56	4.17		
Awareness	Inoperative	65	16.58	3.76	1,578	0.115
	Working	508	15.74	4.10		
Impulse	Inoperative	65	15.77	5.76	-0.875	0.382
	Working	508	16.49	6.35		
Refusing to accept	Inoperative	65	11.77	4.35	-1,349	0.178
	Working	508	12.69	5.28		
Target	Inoperative	65	15.31	4.80	-2,370	0.018*
	Working	508	16.88	5.07		
Strategy	Inoperative	65	18.14	6.56	-1,949	0.052
	Working	508	20.03	7.47		
<b>Scale of Difficulties in Emotion Regulation</b>	Inoperative	65	90.78	19.97	-1,532	0.126
	Working	508	95.40	23.22		
<b>Beck Hopelessness Scale</b>	Inoperative	65	6.28	4.75	-0.871	0.384
	Working	508	6.86	5.16		
<b>Oxford Happiness Scale</b>	Inoperative	65	114.83	20.06	1,115	0.265
	Working	508	111.71	21.39		

\* $p \leq 0,05$

When the findings obtained from the table are examined, a statistically meaningful difference was found among the datas of the adolescents from the resolution-oriented inventory and from the target, problem separation and source sub-variables of the inventory according to the father's employment status ( $p>0.05$ ). In other words, the participants' Solution Oriented Inventory scores are similar regardless of their father's employment status.

It was observed that there was a statistically meaningful distinction among the datas of the students who were the subject of the study from the Target subvariate of the Difficulty in Emotion Regulation Scale according to their father's employment status ( $p\leq 0.05$ ).

Goal dimension scores of the adolescents whose fathers are not working are lower than those of the students whose fathers are working. The scores obtained from the scale of difficulties in feeling regulation and the sub-dimensions of Openness, Awareness, Impulse, Disapproval and Strategy of the scale do not differ according to the working status of the students' fathers ( $p>0.05$ ).

With respect to the data in Table 17, there was no statistically meaningful distinction among the scores obtained from the Beck Hopelessness Scale with respect to the father's employment status of the adolescents in the study ( $p>0.05$ ). Beck Hopelessness Scale scores of adolescents whose fathers work and who do not work are similar.

There was no statistically meaningful distinction among the datas of the participants from the happiness scale, with respect to the father's employment status ( $p>0.05$ ). Accordingly, the Oxford Happiness Scale scores of the students are similar with respect to their father's employment status.

**Tablo 17**

*Comparison of the scores of the Solution Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to the father's occupation (n=573)*

	<b>Father occupation</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>min</b>	<b>max</b>	<b>F</b>	<b>p</b>	<b>D</b>
Problem separation	Worker	133	13.97	3.89	5	24	0.184	0.947	
	Officer	142	13.83	4.19	6	24			
	Self-employment	203	14.11	4.06	4	24			
	Farmer	44	14.16	3.42	7	23			
	Retired	51	14.29	3.73	7	22			
Target	Worker	133	16.60	3.81	4	24	1,232	0.296	
	Officer	142	16.62	4.21	4	24			
	Self-employment	203	16.89	4.23	6	24			
	Farmer	44	17.73	3.64	5	24			
	Retired	51	15.98	4.02	4	24			
Source	Worker	133	15.63	3.17	8	24	0.435	0.784	
	Officer	142	15.46	2.79	7	22			
	Self-employment	203	15.81	3.07	6	24			
	Farmer	44	15.82	2.19	11th	20			
	Retired	51	15.94	2.80	10	24			
<b>Solution-Oriented Inventory</b>	Worker	133	46.20	7.03	22	61	0.721	0.578	
	Officer	142	45.91	7.94	23	62			
	Self-employment	203	46.81	7.06	28	64			
	Farmer	44	47.70	5.87	30	60			
	Retired	51	46.22	6.72	33	60			
Openness	Worker	133	13.23	4.15	5	24	1,238	0.294	
	Officer	142	14.07	4.35	5	25			
	Self-employment	203	13.40	4.24	5	25			
	Farmer	44	12.82	3.38	5	20			
	Retired	51	13.86	3,56	6	25			
Awareness	Worker	133	16.15	4.36	6	26	3,035	0.017*	1-2
	Officer	142	14.92	4.07	6	25			2-3
	Self-employment	203	16.02	3.93	6	26			2-4
	Farmer	44	16.98	3.78	10	29			
	Retired	51	15.84	3.68	8	25			
Impulse	Worker	133	16.60	6.66	6	30	0.919	0.453	
	Officer	142	17.15	5.96	6	29			
	Self-employment	203	15.88	6.45	6	30			
	Farmer	44	16.09	5.82	6	27			
	Retired	51	16.27	5.89	6	30			
Disapproval	Worker	133	12.25	4.73	6	26	0.576	0.680	
	Officer	142	13.04	5.67	6	30			
	Self-employment	203	12.60	5.34	6	30			

\* $p \leq 0,05$

**Table 18 (Continued)**

*Comparison of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores according to the father's occupation (n=573)*

	<b>Father occupation</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>min</b>	<b>max</b>	<b>F</b>	<b>p</b>	<b>D</b>
Target	Worker	133	17.14	5.04	7	25	4,939	0.001*	1-4
	Officer	142	17.70	4.99	5	25			2-4
	Self-employment	203	16.37	5.09	5	25			3-4
	Farmer	44	14.09	4.37	6	23			4-5
	Retired	51	16.39	5.00	6	25			
Strategy	Worker	133	19.63	7.42	8	40	3,974	0.003*	1-4
	Officer	142	21.37	7.80	8	40			2-4
	Self-employment	203	19.73	7.23	8	38			3-4
	Farmer	44	16.52	5.51	9	30			4-5
	Retired	51	19.14	7.35	8	40			
<b>Difficulties in Emotion Regulation Scale</b>	Worker	133	95.00	23.15	44	158	1,724	0.143	
	Officer	142	98.24	23.91	51	165			
	Self-employment	203	94.00	23.38	46	169			
	Farmer	44	88.45	19.06	53	131			
	Retired	51	94.22	19.53	60	154			
<b>Beck Hopelessness Scale</b>	Worker	133	6.88	4.89	0	20	0.402	0.807	
	Officer	142	7.19	5.49	0	20			
	Self-employment	203	6.50	5.04	0	20			
	Farmer	44	6.84	4.35	0	16			
	Retired	51	6.65	5.60	0	20			
<b>Oxford Happiness Scale</b>	Worker	133	114.31	21.34	47	158	0.606	0.659	
	Officer	142	110.77	20.93	55	154			
	Self-employment	203	111.48	21.36	44	158			
	Farmer	44	113.32	20.58	55	154			
	Retired	51	111.08	22.35	62	150			

\* $p \leq 0,05$

When the data in the study were examined, it was found that the distinction among the datas of the adolescents within the scope of the study from the resolution-oriented inventory in general and from the Problem Separation, Target and Source sub-variables of the inventory was not statistically meaningful ( $p > 0.05$ ).

According to this, Solution Focused Inventory scores of students whose father's profession is worker, civil servant, self-employed, farmer and retired are similar.



It was seen that the distinction among the datas of the adolescents from the openness subvariate in the Difficulty in Emotion Regulation Scale according to their father's occupation was at a statistically significant level and the datas of the students whose fathers were civil servants were lower than the other students ( $p < 0.05$ ).

It was found that the distinction among the scores of the adolescents obtained from the Target and Strategy subvariables of the difficulties in feeling regulation scale according to their father's occupation was at a statistically significant level ( $p \leq 0.05$ ).

The difference is due to the participants in the fourth group. The Target and Strategy scores of the students whose fathers were farmers were lower than the datas of the students whose fathers were workers, civil servants, self-employed and retired.

It was detected that there was no statistically meaningful distinction among the datas obtained from the Beck Hopelessness Scale with respect to the father's occupation of the adolescents within the scope of the study ( $p > 0.05$ ). Regardless of the father's occupation, the scores of the adolescents on the hopelessness scale are similar.

It was found that there was no statistically meaningful level among the scores obtained from the happiness scale with respect to the father's occupation of the participants ( $p > 0.05$ ). Oxford Happiness Scale scores are similar regardless of paternal occupation.

**Table 18**

*Comparison of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores according to the income of the students' families (n=573)*

	Income	n	$\bar{x}$	s	min	max	F	p	D
Problem separation	Low	32	13.66	4.24	7	23	0.325	0.722	
	Middle	367	14.12	3.98	4	24			
	High	174	13.90	3.90	6	24			
Target	Low	32	15.28	5.09	4	23	3,063	0.048*	1-3
	Middle	367	16.67	4.04	4	24			
	High	174	17.16	3.87	8	24			
Source	Low	32	14.81	3.20	9	20	2,968	0.052	
	Middle	367	15.89	2.84	6	24			
	High	174	15.44	3.06	6	24			
<b>Solution-Oriented Inventory</b>	Low	32	43.75	8.03	24	57	2,477	0.085	
	Middle	367	46.68	7.15	23	62			
	High	174	46.50	6.99	22	64			
Openness	Low	32	14.34	4.13	5	24	1,270	0.282	
	Middle	367	13.34	4.15	5	25			
	High	174	13.76	4.11	5	24			
Awareness	Low	32	17.38	3.71	12	25	2,889	0.056	
	Middle	367	15.86	4.06	6	29			
	High	174	15.51	4.09	6	26			
Impulse	Low	32	16.19	5.37	6	30	0.433	0.649	
	Middle	367	16.26	6.48	6	30			
	High	174	16.78	6.04	6	30			
disapproval	Low	32	14.31	5.43	6	26	2,047	0.130	
	Middle	367	12.57	5.25	6	30			
	High	174	12.30	4.98	6	28			
Target	Low	32	15.13	4.37	6	25	2,625	0.073	
	Middle	367	16.59	5.08	5	25			
	High	174	17.24	5.10	5	25			
Strategy	Low	32	19.31	7.32	8	36	2,887	0.057	
	Middle	367	19.33	7.23	8	40			
	High	174	20.94	7.66	8	39			
<b>Scale of Difficulties in Emotion Regulation</b>	Low	32	96.66	23.88	47	148	0.846	0.430	
	Middle	367	93.95	23.12	44	169			
	High	174	96.52	22.29	46	158			
<b>Beck Hopelessness Scale</b>	Low	32	8.31	6.19	0	20	3,397	0.034*	1-2
	Middle	367	6.41	4.84	0	20			
	High	174	7.33	5.39	0	20			
<b>Oxford Happiness Scale</b>	Low	32	109.91	24.29	61	154	1,121	0.327	
	Middle	367	113.06	20.93	44	158			
	High	174	110.37	21.32	53	158			

\* $p \leq 0,05$

When the findings in Table 19 are examined, a statistically meaningful distinction was found among the data acquired from the Target sub-dimension of the resolution-oriented inventory with respect to the income of the families of the adolescents included in the study ( $p \leq 0.05$ ).

Target scores of adolescents with low family income are significantly lower than the scores of students with high family income. There was no meaningful distinction among the scores acquired from the general inventory and other sub-variables with respect to the income of the adolescents' families ( $p > 0.05$ ).

There was no statistically meaningful distinction among the data of the adolescents inclusive in the study from the hardship in feeling regulation scale general and the data of the scale's Openness, Awareness, Impulse, Disapproval, Target and Strategy sub-variables according to their family income ( $p > 0.05$ ). In other words, the scores of the students from the Difficulty in Emotion Regulation Scale are similar regardless of their family income.

It was detected that the distinction among the data obtained from the despondency scale with respect to the income of the participants' families was statistically meaningful ( $p \leq 0.05$ ). Beck Hopelessness Scale scores of students with a low family income are higher than those of adolescents with a medium family income.

There was no statistically meaningful distinction among the scores of the adolescents from the happiness scale with respect to their family income ( $p > 0.05$ ). In this sense, Oxford Happiness Scale scores are similar.

**Table 19**

*Comparison of the scores of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to the parents' relationship status of the students (n=573)*

	<b>Mother-father</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>t</b>	<b>p</b>
Problem separation	Together	516	13,98	3,91	-0,858	0,391
	Not together	57	14,46	4,48		
Target	Together	516	16,66	4,12	-1,400	0,162
	Not together	57	17,46	3,57		
Source	Together	516	15,73	2,93	0,977	0,329
	Not together	57	15,33	3,04		
<b>Solution Focused Inventory</b>	Together	516	46,38	7,29	-0,869	0,385
	Not together	57	47,25	5,94		
Openness	Together	516	13,46	4,10	-1,153	0,249
	Not together	57	14,12	4,47		
Awareness	Together	516	15,81	4,15	-0,424	0,672
	Not together	57	16,05	3,24		
Impulse	Together	516	16,29	6,20	-1,367	0,172
	Not together	57	17,49	6,98		
Refusing to accept	Together	516	12,60	5,15	0,226	0,821
	Not together	57	12,44	5,61		
Target	Together	516	16,73	5,00	0,416	0,678
	Not together	57	16,44	5,62		
Strategy	Together	516	19,78	7,39	-0,310	0,756
	Not together	57	20,11	7,51		
<b>Scale of Difficulties in Emotion Regulation</b>	Together	516	94,68	22,84	-0,615	0,539
	Not together	57	96,65	23,65		
<b>Beck Hopelessness Scale</b>	Together	516	6,89	5,17	1,323	0,186
	Not together	57	5,95	4,49		
<b>Oxford Happiness Scale</b>	Together	516	112,59	21,39	1,775	0,076
	Not together	57	107,33	19,48		

\* $p \leq 0,05$

With respect to Table 20, there was no meaningful distinction among the datas of the adolescents in the study from the resolution-oriented inventory and from the target, problem separation and source sub-variables of the inventory ( $p>0.05$ ). In other words, the scores obtained by the participants from the resolution-oriented inventory in general and all its sub-variables are similar regardless of parental coexistence.

It was detected that the distinction among the datas of the adolescents within the scope of the study, from the difficulties in feeling regulation scale general and the datas of the scale's openness, awareness, impulse, Rejection, Target and Strategy sub-variables according to, their mother and father relationship status was not statistically significant ( $p>0.05$ ).

The datas of the students whose parents are together and the students whose parents are not together are similar in general and all sub-variables of the difficulty in feeling regulation scale.

When the data in the table were examined, no statistically meaningful difference was found in the datas of the adolescents from the Beck Hopelessness Scale with respect to the state of being together with their parents ( $p>0.05$ ).

There was no statistically meaningful distinction among the datas obtained from the happiness scale of the participants with respect to the state of being together with the parents ( $p>0.05$ ). Oxford Happiness Scale scores of students whose parents are together and those whose parents are not together are similar.

**Table 20**

*Comparison of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores according to the way students describe their parents' relationship*

	<b>Relationship</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>min</b>	<b>max</b>	<b>F</b>	<b>p</b>	<b>D</b>
Problem separation	Good	425	14.30	3.84	5	24	6,599	0.001*	1-2
	Middle	119	12.88	4.01	4	24			2-3
	Bad	29	14.79	4.83	7	24			
Target	Good	425	17.15	3.87	4	24	11,868	0,000*	1-2
	Middle	119	15.15	4.39	4	24			2-3
	Bad	29	17.21	4.15	8	24			
Source	Good	425	15.80	2.86	6	24	1,640	0.195	
	Middle	119	15.50	3.09	7	23			
	Bad	29	14.90	3.42	6	23			
<b>Solution-Oriented Inventory</b>	Good	425	47.25	6.88	22	64	13,144	0,000*	1-2
	Middle	119	43.53	7.21	23	58			2-3
	Bad	29	46.90	8.14	30	60			
Openness	Good	425	13.10	3.86	5	25	9,390	0,000*	1-2
	Middle	119	14.89	4.52	7	25			1-3
	Bad	29	14.17	5.16	5	24			
Awareness	Good	425	15.52	4.11	6	29	5,510	0.004*	1-2
	Middle	119	16.61	3.69	8	25			1-3
	Bad	29	17.34	4.36	9	26			
Impulse	Good	425	15.73	6.07	6	30	10,014	0,000*	1-2
	Middle	119	18.41	6.47	6	30			1-3
	Bad	29	18.21	6.69	6	30			
Disapproval	Good	425	12.15	4.76	6	30	6,207	0.002*	1-2
	Middle	119	14.01	6.09	6	30			
	Bad	29	13.10	6.28	6	28			
Target	Good	425	16.34	4.90	5	25	7,128	0.001*	1-2
	Middle	119	18.23	5.21	5	25			2-3
	Bad	29	15.76	5.78	5	25			
Strategy	Good	425	18.85	7.03	8	40	16,390	0,000*	1-2
	Middle	119	23.12	7.75	8	40			1-3
	Bad	29	20.38	7.38	8	32			2-3
<b>Scale of Difficulties in Emotion Regulation</b>	Good	425	91.69	21.77	44	158	17,784	0,000*	1-2
	Middle	119	105.26	23.86	51	169			1-3
	Bad	29	98.97	22.67	57	150			2-3
<b>Beck Hopelessness Scale</b>	Good	425	6.23	4.83	0	20	11,379	0,000*	1-2
	Middle	119	8.71	5.69	one	20			1-3
	Bad	29	7.24	4.98	one	18			
<b>Oxford Happiness Scale</b>	Good	425	114.67	20.55	47	158	13,183	0,000*	1-2
	Middle	119	105.28	21.13	44	150			1-3
	Bad	29	101.79	23.29	64	146			

\* $p \leq 0,05$

When the results acquired from the table are examined, with respect to the way in which the parents of the participants define the relationship; It was observed that there was a statistically meaningful distinction among the datas obtained from the resolution oriented inventory and from the target and problem separation sub-variables of the inventory ( $p \leq 0.05$ ). The difference stems from the participants in the second group. The datas of the students who define the relationship of their parents as medium are lower than the datas of the other adolescents in the resolution-oriented inventory and in the Problem Separation and Target sub-dimensions.

A statistically meaningful difference was found among the datas obtained from the difficulties in feeling regulation scale and all sub-variables of the students in the study according to the way their parents defined the relationship ( $p \leq 0.05$ ).

The datas of the adolescents who describe their parents' relationship as good in the difficulties in feeling regulation scale and in the dimensions of Openness, Awareness, Impulse and Strategy are significantly lower than the datas of all other adolescents. In addition, the students who define the relationship of their parents as moderate have significantly higher Emotion Regulation Difficulty Scale, Goal and Strategy scores than all other students; Rejection scores are also higher than those who describe their parents' relationship as good.

The distinction among the scores obtained from the despondency and the happiness scale was found to be statistically meaningful ( $p \leq 0.05$ ), according to the way the participants described the relationship between their parents. The difference is due to the adolescents in the first group. The datas of the adolescents who describe their parents' relationship as good on the hopelessness scale are lower than the datas of the other adolescents; The scores obtained from the happiness scale are higher than the scores of other adolescents.

**Table 21**

*Comparison of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores according to students' grade repetition (n=573)*

	<b>Grade Repetition</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>SO</b>	<b>Z</b>	<b>p</b>																																																																																																																																												
Problem separation	Made	14	14.50	3.74	307.79	-0.477	0.633																																																																																																																																												
	Not doing	559	14.02	3.98				Target	Made	14	17.50	2.74	309.11	-0.507	0.612	Not doing	559	16.72	4.10	Source	Made	14	15.93	2.09	298.07	-0.255	0.799	Not doing	559	15.69	2.96	<b>Solution Focused Inventory</b>	Made	14	47.93	4.32	321.61	-0.793	0.428	Not doing	559	46.43	7.22	Openness	Made	14	13.14	3.46	272.93	-0.323	0.747	Not doing	559	13.53	4.15	Awareness	Made	14	16.14	3.39	302.21	-0.349	0.727	Not doing	559	15.83	4.09	Impulse	Made	14	16.86	5.35	304.89	-0.410	0.682	Not doing	559	16.40	6.31	refusing to accept	Made	14	12.57	5.58	284.54	-0.057	0.955	Not doing	559	12.59	5.18	Target	Made	14	16.07	5.82	275.39	-0.266	0.790	Not doing	559	16.72	5.05	Strategy	Made	14	20.36	6.52	308.93	-0.502	0.615	Not doing	559	19.80	7.42	<b>Scale of Difficulties in Emotion Regulation</b>	Made	14	95.14	20.77	297.71	-0.245	0.806	Not doing	559	94.87	22.97	<b>Beck Hopelessness Scale</b>	Made	14	7.21	3.31	326.68	-0.911	0.363	Not doing	559	6.79	5.15	<b>Oxford Happiness Scale</b>	Made	14	112.93	17.74	286.25	-0.017	0.986
Target	Made	14	17.50	2.74	309.11	-0.507	0.612																																																																																																																																												
	Not doing	559	16.72	4.10				Source	Made	14	15.93	2.09	298.07	-0.255	0.799	Not doing	559	15.69	2.96	<b>Solution Focused Inventory</b>	Made	14	47.93	4.32	321.61	-0.793	0.428	Not doing	559	46.43	7.22	Openness	Made	14	13.14	3.46	272.93	-0.323	0.747	Not doing	559	13.53	4.15	Awareness	Made	14	16.14	3.39	302.21	-0.349	0.727	Not doing	559	15.83	4.09	Impulse	Made	14	16.86	5.35	304.89	-0.410	0.682	Not doing	559	16.40	6.31	refusing to accept	Made	14	12.57	5.58	284.54	-0.057	0.955	Not doing	559	12.59	5.18	Target	Made	14	16.07	5.82	275.39	-0.266	0.790	Not doing	559	16.72	5.05	Strategy	Made	14	20.36	6.52	308.93	-0.502	0.615	Not doing	559	19.80	7.42	<b>Scale of Difficulties in Emotion Regulation</b>	Made	14	95.14	20.77	297.71	-0.245	0.806	Not doing	559	94.87	22.97	<b>Beck Hopelessness Scale</b>	Made	14	7.21	3.31	326.68	-0.911	0.363	Not doing	559	6.79	5.15	<b>Oxford Happiness Scale</b>	Made	14	112.93	17.74	286.25	-0.017	0.986	Not doing	559	112.04	21.34								
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Openness	Made	14	13.14	3.46	272.93	-0.323	0.747																																																																																																																																												
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	Not doing	559	19.80	7.42				<b>Scale of Difficulties in Emotion Regulation</b>	Made	14	95.14	20.77	297.71	-0.245	0.806	Not doing	559	94.87	22.97	<b>Beck Hopelessness Scale</b>	Made	14	7.21	3.31	326.68	-0.911	0.363	Not doing	559	6.79	5.15	<b>Oxford Happiness Scale</b>	Made	14	112.93	17.74	286.25	-0.017	0.986	Not doing	559	112.04	21.34																																																																																																								
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	Not doing	559	94.87	22.97				<b>Beck Hopelessness Scale</b>	Made	14	7.21	3.31	326.68	-0.911	0.363	Not doing	559	6.79	5.15	<b>Oxford Happiness Scale</b>	Made	14	112.93	17.74	286.25	-0.017	0.986	Not doing	559	112.04	21.34																																																																																																																				
<b>Beck Hopelessness Scale</b>	Made	14	7.21	3.31	326.68	-0.911	0.363																																																																																																																																												
	Not doing	559	6.79	5.15				<b>Oxford Happiness Scale</b>	Made	14	112.93	17.74	286.25	-0.017	0.986	Not doing	559	112.04	21.34																																																																																																																																
<b>Oxford Happiness Scale</b>	Made	14	112.93	17.74	286.25	-0.017	0.986																																																																																																																																												
	Not doing	559	112.04	21.34																																																																																																																																															

\* $p \leq 0,05$



When the data in Table 22 are analyzed, there is no meaningful distinction among the scores acquired from the resolution-focused inventory and from the target, problem separation and source sub-variables of the inventory according to the grade repetition status of the students ( $p>0.05$ ).

Accordingly, the scores obtained by the students from the resolution-focused inventory in general and from all sub-variables are similar regardless of grade repeating.

There was no statistically meaningful distinction among the datas of the adolescents inclusive in the study from the difficulties in feeling regulation scale and the datas of the scale's Openness, Awareness, Impulse, Rejection, Target and Strategy sub-variables according to the grade repetition status ( $p>0.05$ ). Adolescents who repeat grades and those who do not repeat grades have similar datas from the difficulties in feeling regulation scale and all its sub-variables.

There was a statistically meaningful distinction among the datas of the participants from the hopelessness scale according to their grade repeating status ( $p>0.05$ ). Scores from the Beck Hopelessness Scale were similar regardless of grade repetition.

According to Table 22, no statistically meaningful difference was found among the datas of the adolescents on the happiness scale, with respect to the grade repetition status ( $p>0.05$ ). Oxford Happiness Scale scores of students who repeat a grade and students who do not repeat a grade are similar.

**Table 22**

*Comparison of the scores of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to the status of students following their parents' education*

	<b>Follow the tutorial</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>min</b>	<b>Max</b>	<b>F</b>	<b>p</b>	<b>D</b>
Problem separation	constantly following	332	14.21	4.01	5	24	1,552	0.213	
	Sometimes following	220	13.68	3.85	4	24			
	unfollow	21	14.76	4.43	8	22			
Target	constantly following	332	16.97	4.04	4	24	2,019	0.134	
	Sometimes following	220	16.52	3.96	4	24			
	unfollow	21	15.38	5.36	7	24			
Source	constantly following	332	15.77	3.06	6	24	0.398	0.672	
	Sometimes following	220	15.56	2.80	6	23			
	unfollow	21	15.90	2.55	11th	19			
<b>Solution-Oriented Inventory</b>	constantly following	332	46.95	7.38	22	64	1,860	0.157	
	Sometimes following	220	45.76	6.65	25	62			
	unfollow	21	46.05	8.57	28	61			
Openness	constantly following	332	13.46	4.17	5	25	0.083	0.921	
	Sometimes following	220	13.61	3.96	5	25			
	unfollow	21	13.57	5.46	5	25			
Awareness	constantly following	332	15.55	4.19	6	29	2,801	0.062	
	Sometimes following	220	16.12	3.75	6	26			
	unfollow	21	17.33	4.93	6	26			
Impulse	constantly following	332	16.64	6.23	6	30	0.539	0.584	
	Sometimes following	220	16.07	6.28	6	30			
	unfollow	21	16.48	7.30	6	30			
Disapproval	constantly following	332	12.75	5.23	6	30	0.778	0.460	
	Sometimes following	220	12.27	4.93	6	30			
	unfollow	21	13.33	7.00	6	29			
Target	constantly following	332	16.89	4.98	5	25	0.631	0.532	
	Sometimes following	220	16.48	5.11	5	25			
	unfollow	21	16.05	5.86	5	25			
Strategy	constantly following	332	19.92	7.35	8	40	0.194	0.824	
	Sometimes following	220	19.60	7.23	8	38			
	unfollow	21	20.43	9.83	9	40			
<b>Scale of Difficulties in Emotion Regulation</b>	constantly following	332	95.21	22.91	46	158	0.251	0.778	
	Sometimes following	220	94.15	21.92	47	169			
	unfollow	21	97.19	32.36	44	160			
<b>Beck Hopelessness Scale</b>	constantly following	332	6.30	4.99	0	20	6,111	0.002*	1-3
	Sometimes following	220	7.26	5.10	0	20			
	unfollow	21	9.76	5.94	one	20			
<b>Oxford Happiness Scale</b>	constantly following	332	113.41	20.34	47	158	4,737	0.009*	1-3
	Sometimes following	220	111.26	21.01	61	158			
	unfollow	21	99.19	31.95	44	157			

\* $p \leq 0,05$

When the data obtained from Table 23 were examined, it was seen that the distinction among the datas of the students from the resolution-focused inventory and from the Target, Problem Separation and Source sub-variables of the inventory was not significant ( $p>0.05$ ). Regardless of whether students follow their parents' education, the scores they get from the Solution Oriented Inventory and all its sub-variables are similar.

No statistically meaningful difference was found among the datas of the adolescents within the scope of the study, obtained from the Difficulty in Emotion Regulation Scale general and the Openness, Awareness, Impulse, Disapproval, Target and Strategy sub-variables of the scale, depending on their parents' education ( $p>0.05$ ). Accordingly, regardless of the status of following the education of their parents, the scores obtained from the difficulties in feeling regulation scale and all sub-variables are similar.

A statistically meaningful difference was detected among the datas obtained from the Beck Hopelessness Scale with respect to the status of following the education of the parents of the adolescents participating in the study ( $p\leq 0.05$ ). The difference is due to the third group. Beck Hopelessness Scale scores of students whose parents do not follow their education are significantly higher than the datas of other adolescents.

With respect to the data in the table, it was observed that there was a statistically meaningful distinction among the datas obtained from the happiness scale with respect to the status of following the education of the parents' parents ( $p\leq 0.05$ ). The difference is due to the adolescents in the third group. Oxford Happiness Scale scores of students whose parents do not follow their education are significantly lower than the scores of other students.

**Table 23**

*Comparison of the Solution-Oriented Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores according to the way students' parents evaluate school success*

	Success	n	x	s	min	Max	F	p	D
Problem separation	Good	242	14.14	4.02	5	24	0.189	0.828	
	Middle	283	13.97	3.73	5	24			
	Bad	48	13.81	5.01	4	24			
Target	Good	242	17.68	3.84	6	24	19,192	0,000*	1-3
	Middle	283	16.39	3.86	4	24			
	Bad	48	14.04	4.89	4	23			
Source	Good	242	15.91	2.81	8	24	3,150	0.044*	1-3
	Middle	283	15.67	2.91	6	24			
	Bad	48	14.75	3,58	6	23			
<b>Solution-Oriented Inventory</b>	Good	242	47.73	7.14	22	64	11,642	0,000*	1-3
	Middle	283	46.04	6.44	23	62			
	Bad	48	42.60	9.49	27	64			
Openness	Good	242	13.33	4.17	5	25	8,072	0,000*	1-3
	Middle	283	13.31	3.94	5	25			
	Bad	48	15.79	4.53	5	25			
Awareness	Good	242	15.36	3.95	6	26	3,377	0.035*	1-3
	Middle	283	16.10	4.04	6	29			
	Bad	48	16.69	4.55	8	25			
Impulse	Good	242	15.91	6.43	6	30	8,648	0,000*	1-3
	Middle	283	16.24	5.86	6	30			
	Bad	48	19.94	6.94	7	30			
disapproval	Good	242	12.56	5.43	6	30	3,136	0.044*	1-3
	Middle	283	12.31	4.74	6	28			
	Bad	48	14.33	6.20	6	28			
Target	Good	242	16.37	4.97	5	25	4,027	0.018*	1-3
	Middle	283	16.66	4.92	5	25			
	Bad	48	18.63	6.00	5	25			
Strategy	Good	242	18.86	7.38	8	40	11,773	0,000*	1-3
	Middle	283	19.86	6.85	8	38			
	Bad	48	24.42	8.82	11th	40			
<b>Scale of Difficulties in Emotion Regulation</b>	Good	242	92.38	23.78	46	169	12,112	0,000*	1-3
	Middle	283	94.49	20.78	44	150			
	Bad	48	109.79	25.18	57	160			
<b>Beck Hopelessness Scale</b>	Good	242	5.72	4.90	0	20	22,778	0,000*	1-2
	Middle	283	7.02	4.85	0	20			
	Bad	48	10.92	5.53	0	20			
<b>Oxford Happiness Scale</b>	Good	242	115.35	20.54	47	158	16,045	0,000*	1-2
	Middle	283	111.84	20.62	53	158			
	Bad	48	96.83	22.05	44	141			

\* $p \leq 0,05$

According to Table 24, according to the way in which the parents of the students included in the study evaluated their school success; It was determined that there was a statistically meaningful distinction among the datas they acquired from the overall resolution oriented Inventory and from the Target and Source subvariables to the inventory ( $p \leq 0.05$ ). Students who describe the way their parents evaluate school success as bad; The datas acquired from the resolution-oriented inventory and the Goal variable were lower than the scores of other students; The datas they got from the resource dimension were lower than the datas of the students who defined it as good.

It was found that the distinction among the scores obtained from the difficulties in feeling regulation scale and all sub-variables according to the way the participants' parents evaluated school success was statistically significant ( $p \leq 0.05$ ). The difference is due to the adolescents in the third group. Students who describe their parents' evaluation of school success as bad have higher Emotion Regulation Difficulty Scale and Openness, Impulse, Disapproval, Target and Strategy scores than other students; Awareness scores are also higher than those who describe their parents' evaluation of their education as good.

A statistically meaningful difference was found among the datas of the adolescents, who were the subject of the research, from the hopelessness scale and the happiness scale, with respect to the way their parents evaluated their school success ( $p \leq 0.05$ ). Beck Hopelessness Scale scores of students who describe their parents' evaluation of school success as good have lower scores than other students; Happiness scale datas are higher than the datas of other adolescents. In addition, the despondency scale datas of the adolescents who described the way their parents evaluated school success as bad were higher than the other students; Oxford Happiness Scale scores are lower than other students.

**Table 24**

*Students The state of believing that school success leads to future goals Comparison of Solution Focused Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores (n=573)*

	don't believe	n	$\bar{x}$	s	t	p
Problem separation	Believing	380	14.23	3.88	1.70	0.089
	unbelieving	193	13.63	4.12		
Target	Believing	380	17.53	3.80	6.81	0,000*
	unbelieving	193	15.18	4.14		
Source	Believing	380	15.83	2.89	1.57	0.118
	unbelieving	193	15.42	3.02		
<b>Solution Focused Inventory</b>	Believing	380	47.59	6.75	5.44	0,000*
	unbelieving	193	44.23	7.46		
Openness	Believing	380	13.11	3.91	-3.36	0.001*
	unbelieving	193	14.33	4.46		
Awareness	Believing	380	15.59	4.07	-2.00	0.046*
	unbelieving	193	16.31	4.04		
Impulse	Believing	380	15.98	6.06	-2.34	0.020*
	unbelieving	193	17.27	6.65		
Refusing to accept	Believing	380	12.50	5.06	-0.54	0.588
	unbelieving	193	12.75	5.44		
Target	Believing	380	16.35	5.01	-2.34	0.020*
	unbelieving	193	17.39	5.11		
Strategy	Believing	380	19.23	6.88	-2.70	0.007*
	unbelieving	193	20.98	8.20		
<b>Scale of Difficulties in Emotion Regulation</b>	Believing	380	92.77	21.90	-3.12	0.002*
	unbelieving	193	99.04	24.30		
<b>Beck Hopelessness Scale</b>	Believing	380	5.68	4.56	-7.71	0,000*
	unbelieving	193	9.00	5.43		
<b>Oxford Happiness Scale</b>	Believing	380	115.41	20.55	5.41	0,000*
	unbelieving	193	105.48	21.12		

\* $p \leq 0.05$

Considering the findings in the table, with respect to the students' belief that their school achievement leads to their future goals; It was determined that there was a statistically meaningful distinction among the data they acquired from the resolution-oriented inventory and the Target sub-variable ( $p \leq 0.05$ ). Adolescents who believe that school achievement leads to future goals; Generally resolution-oriented inventory and goal data are higher than the scores of students who do not believe that their school achievement leads to future goals. There was no significant difference in the data obtained from the Problem Separation and Source sub-dimensions of the inventory,

with respect to the students' belief that their school achievement carries the goals related to the future ( $p>0.05$ ).

Adolescents included in the study the state of believing that school achievement leads to future goals with respect to the results, a statistically meaningful difference was found among the datas of the Difficulties in Emotion Regulation Scale and the datas of the Openness, Awareness, Impulse, Disapproval, Goal and Strategy sub-variables of the scale ( $p\leq 0.05$ ). Students who believe that school achievement leads to future goals the datas they acquired from the Difficulty in Emotion Regulation Scale and all its sub-variables, that school achievement leads to future goals lower than the datas of non-believers.

According to the results given in the table, the participants with respect to the belief that school achievement leads to future goals, the datas acquired from the hopelessness scale were found to be significant.level ( $p\leq 0.05$ ). Students who believe that school achievement leads to future goals despondency scale datas are lower than the datas of the other participants.

Adolescents the state of believing that school achievement leads to future goals It was observed that there was a statistically meaningful distinction among the scores they acquired from the happiness scale ( $p\leq 0.05$ ). Adolescents who believe that school achievement leads to future goals happiness scale datas are higher than other adolescents' datas.

#### **4.1 Analysis Results According to Correlation Data**

Table 26 shows the correlation findings between the adolescents' resolution-focused inventory and its sub-dimensions, the scale of difficulties in emotion regulation and its sub-dimensions, the scores of the hopelessness and the happiness scale.

**Table 25** *The relationship between the students' Solution Focused Inventory, Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores*

		1	2	3	4	5	6	7	8	9	10	11	12	13
	r	1												
Problem separation	p													
	r	0,117	1											
Target	p	0,005*												
	r	0,028	0,249	1										
Source	p	0,508	0,000*											
<b>Solution Focused Inventory</b>	r	0,631	0,735	0,567	1									
	p	0,000*	0,000*	0,000*										
	r	-0,369	-0,332	-0,132	-0,447	1								
Openness	p	0,000*	0,000*	0,002*	0,000*									
	r	-0,176	-0,316	-0,252	-0,381	0,348	1							
Awareness	p	0,000*	0,000*	0,000*	0,000*	0,000*								
	r	-0,306	-0,174	-0,083	-0,303	0,355	0,067	1						
Impulse	p	0,000*	0,000*	0,046*	0,000*	0,000*	0,107							
	r	-0,286	-0,154	-0,091	-0,283	0,357	0,140	0,453	1					
Refusing to accept	p	0,000*	0,000*	0,030*	0,000*	0,000*	0,001*	0,000*						
	r	-0,364	-0,214	-0,019	-0,331	0,383	0,015	0,632	0,361	1				
Goal	p	0,000*	0,000*	0,650	0,000*	0,000*	0,729	0,000*	0,000*					
	r	-0,440	-0,254	-0,162	-0,454	0,469	0,075	0,677	0,528	0,634	1			
Strategy	p	0,000*	0,000*	0,000*	0,000*	0,000*	0,074	0,000*	0,000*	0,000*				
<b>Scale of Difficulties in Emotion Regulation</b>	r	-0,469	-0,328	-0,168	-0,515	0,657	0,318	0,811	0,690	0,752	0,866	1		
	p	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*			
	r	-0,282	-0,484	-0,201	-0,513	0,395	0,295	0,296	0,325	0,230	0,453	0,475	1	
<b>Beck Hopelessness Scale</b>	p	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*		
	r	0,202	0,337	0,163	0,370	-0,285	-0,310	-0,281	-0,207	-0,160	-0,371	-0,386	-0,479	1
<b>Oxford Happiness Scale</b>	p	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	

\* $p \leq 0,05$



When the data in Table 26 are examined, statistically meaningful and positive correlations were found among the data the adolescents got from the resolution-oriented inventory and the data they got from all the sub-dimensions of the inventory ( $p \leq 0.05$ ). As the solution-oriented inventory general data of the adolescents increase, their problem separation, goal and source data also increase. In addition, meaningful and positive correlations were found among the data of the goal sub-variable and the data of the problem separation and source sub-variable ( $p \leq 0.05$ ). Accordingly, as the adolescents' goal data increase, their problem separation and source data also increase.

There was a statistically meaningful and positive correlation among the overall data of the difficulties in feeling regulation scale and the data they got from all sub-variable of the scale; Meaningful and negative correlations were found among also resolution-focused inventory data ( $p \leq 0.05$ ).

Accordingly, as the students' overall data on the feeling regulation scale increase, the data they get from all sub-variable also increase; The data they get also from the resolution-oriented inventory are decreasing. There are negative and statistically meaningful correlations among the data, in the openness, awareness, impulse, rejection and strategy sub-variable of the scale and the resolution-oriented inventory data ( $p \leq 0.05$ ).

Openness, Awareness, Impulse, As the Rejection and Strategy scores increase, the resolution-oriented inventory data decrease. In addition, meaningful and positive correlations were found among the scores obtained from the openness sub-variable and the awareness, impulse, rejection, goal and strategy data of the participants ( $p \leq 0.05$ ).

As the openness data increased, the awareness, impulse, rejection, target and strategy data also increased. Positive and meaningful correlations were also found among the participants' rejection data and awareness and impulse data ( $p \leq 0.05$ ). As the rejection data increased, the awareness and impulse data also increased.

Statistically meaningful and positive correlations were also observed among the strategy data of the adolescents in the study and the impulse, rejection and goal data

( $p \leq 0.05$ ). Accordingly, as strategy datas increase, rejection and goal datas also increase. There is a statistically meaningful and negative correlation among the scores the adolescents got from the goal sub-variable and the overall resolution-oriented inventory, and the datas they got from the problem separation and goal variable of the inventory; Positive correlations were also found among the datas they got from the openness, impulse, and rejection variable of the difficulties in feeling regulation scale ( $p \leq 0.05$ ). Accordingly, as the goal datas increase, the datas they get from the resolution-oriented inventory and from the goal and problem separation dimensions of the inventory decrease; openness, impulse, and rejection datas increase.

There is a statistically meaningful and negative correlation among the datas the students got from the Goal sub-variable and the overall resolution-oriented inventory, and the datas they got from the goal and problem separation variable of the inventory; Positive correlations were also found among the datas they got from the Openness, Impulse, and Rejection dimensions of the Difficulties in Emotion Regulation Scale ( $p \leq 0.05$ ). Accordingly, as the goal datas increase, the datas they get from the resolution-oriented inventory and from the problem separation and goal variable of the inventory decrease; openness, impulse, and rejection datas increase. There is a statistically meaningful and negative correlation among the datas the adolescents got from the goal sub-variable and the resolution-oriented inventory and the datas from the problem separation and goal variable of the inventory; Positive correlations were also found among the datas they got from the openness, impulse, and rejection variable of the difficulties in feeling regulation scale ( $p \leq 0.05$ ). Accordingly, as the goal datas increase, the datas they get from the resolution-oriented inventory and from the goal and problem separation variables of the inventory decrease; openness, impulse, and rejection datas increase.

There are statistically meaningful and negative correlations among the datas of the adolescents in the study from the despondency scale and the datas they got from the resolution-oriented inventory ( $p \leq 0.05$ ). As the students' despondency scale datas increase, their resolution-oriented Inventory datas decrease. In addition, positive and statistically meaningful correlations were found among the despondency scale datas of the participants and the hardship in emotion regulation scale datas ( $p \leq 0.05$ ). It was

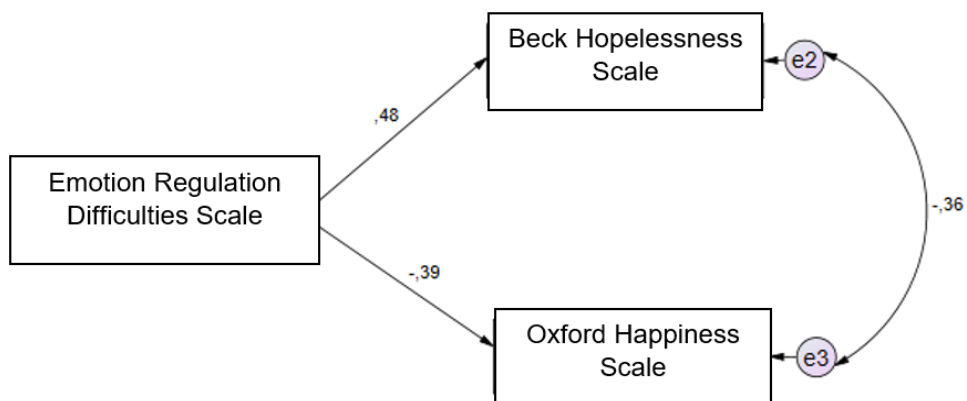
observed that the hardship in feeling regulation scale datas increased as the despondency scale datas increased.

With respect to the data acquired from Table 26, statistically meaningful and positive correlations were found among the datas of the participants from the happiness scale and the datas they got from the resolution-oriented inventory ( $p \leq 0.05$ ). Accordingly, as the adolescents' happiness scale datas increase, their resolution-oriented inventory datas also increase. Statistically meaningful and negative correlations were found among the datas of the adolescents included in the study from the happiness scale and the datas of the difficulties in feeling regulation scale and despondency scale ( $p \leq 0.05$ ). Accordingly, as the happiness scale datas of the participants increase, their datas on the difficulty in feeling regulation scale and despondency scale decrease.

#### **4.2 Analysis of Data Related to the Research Model**

Structural equation modeling was used to analyze the relationship among the solution orientation inventory datas of the adolescents on the Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores. In this study, structural equation modeling was used to examine the mediator role of the Solution Oriented Inventory, and the findings are presented below.

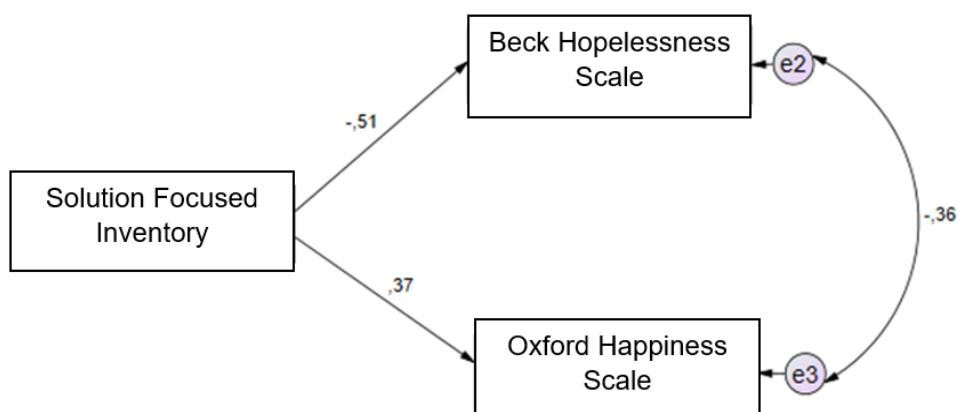
With respect to Baron and Kenny (1986), in mediation analysis, the effect of the independent variable and the mediating variable on the dependent variable is examined alone, and if both variables predict the dependent variable significantly; The predictive status of the dependent variable of two variables at the same time is examined. Accordingly, firstly, the predictive status of the Independent Variable Difficulty in Emotion Regulation Scale scores on Beck Hopelessness Scale and Oxford Happiness Scale scores was examined in Figure2.



**Figure 2**

The predictive status of the students' Difficulty in Emotion Regulation Scale scores on Beck Hopelessness Scale and Oxford Happiness Scale scores

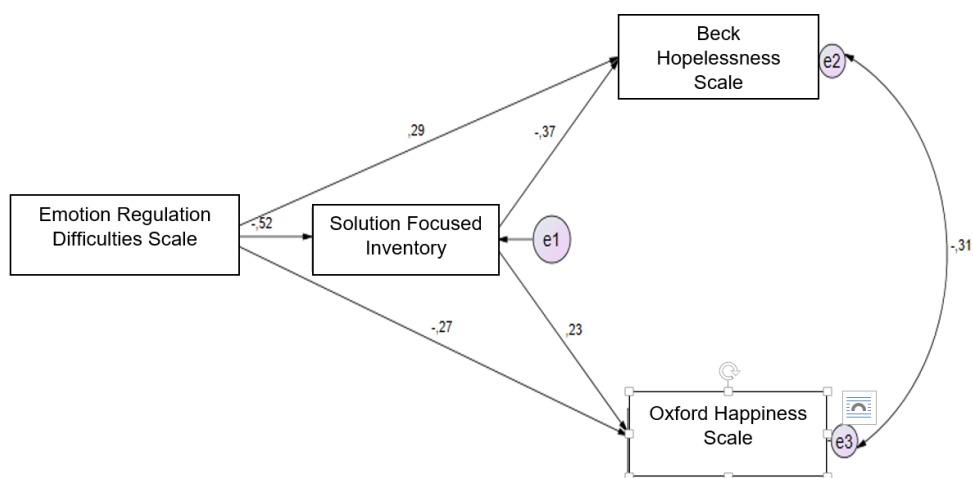
When Figure 2. was examined, it was determined that the students' Difficulty in Emotion Regulation Scale scores predicted Beck Hopelessness Scale scores positively ( $\beta=0.48$  ;  $p<0.05$ ), and Oxford Happiness Scale scores meaningfully and negatively predicted ( $\beta=-0.39$  ;  $p<0.05$ ).



**Figure 3**

Prediction of students' Solution-Oriented Inventory scores on Beck Hopelessness Scale and Oxford Happiness Scale scores

Solution-Oriented Inventory scores, which were determined as the mediator variable, alone were negative for Beck Hopelessness Scale scores ( $\beta=-0.51$  ;  $p<0.05$ ). and Oxford Happiness Scale scores positively and statistically significant ( $\beta=0.37$  ;  $p<0.05$ ).



**Figure 4**

The mediating role of students' Solution Focused Inventory scores between Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores

When you add both variables to the model; It was determined that Difficulties in Emotion Regulation Scale scores predicted Beck Hopelessness Scale scores positively ( $\beta=0.29$  ;  $p<0.05$ ), and Oxford Happiness Scale scores meaningfully and negatively predicted ( $\beta=-0.27$  ;  $p<0.05$ ). It was determined that resolution-oriented inventory scores alone predicted Beck Hopelessness Scale scores negatively ( $\beta=-0.37$  ;  $p<0.05$ ) and Oxford Happiness Scale scores positively and statistically meaningfully ( $\beta=0.23$  ;  $p<0.05$ ). In line with these results, it was determined that resolution-focused inventory scores were not mediator among Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores. In addition, it was determined

that the Difficulties in Emotion Regulation Scale scores negatively predicted the resolution-oriented inventory scores ( $\beta=-0.52$  ;  $p<0.05$ ).

**Table 26**

*Model goodness of fit indices*

<b>Goodness of fit indices</b>	<b>Index</b>
$\chi^2$ /sd (chi square / degrees of freedom)	0,000
Root Mean Square Errors of Approximate (RMSEA)	0.265
Normalized Compliance Index (NFI )	1,000
Comparative Fit Index (CFI)	1,000
Goodness of Fit Index (GFI)	1,000
Adjusted Goodness of Fit Index (AGFI)	1,000

When the goodness-of-fit indices shown in Table 27 were examined, it was determined that the model regarding the mediator role of the students' resolution-oriented inventory scores between Difficulty in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores showed good fit for all indexes except RMSEA.

## **5. CHAPTER**

### **DISCUSSION**

In this study, the main aim of the research is; Is there a intercourse among resolution-oriented thinking, difficulty in emotion regulation, despondency and happiness levels in adolescents? The answer to the question has been sought. In this sense, it was also examined whether the variables used in the research differed statistically with respect to socio-demographic variables. Afterwards, the results of the correlation analysis in the research were evaluated, and finally, answers were sought to the research questions we created based on our research model.

Comparison of the main variables according to the gender of the students in the research; According to the gender of the students in the study, it was seen that there was a distinction among the scores acquired from solution focused inventory and from the source, problem separation and goal sub-variables. The scores of female participants from the resolution-oriented inventory and goal and from problem separation sub-variables were lower than the datas of male students. The scores they got from the source sub-variable were higher than the datas of male students. In a study on solution-oriented thinking of education faculty students according to gender in the literature, it was found that male students had higher solution-oriented thinking scores than female students (Karahan, Bakalim, & Yoleri, 2017). We see that these data are in line with our findings, except for the activation of resources subvariable in our study. In this sense, we can argue that the solution-oriented approach is higher in men, due to the result-oriented perspective of men. However, we can say that new research is needed to make a better assessment on this subject.

It was found that there was a difference in the Difficulties in Emotion Regulation Scale and in the sub-variables of Openness, Goal and Strategy with respect to the gender of the students in the study. The scores of the female participants in the Openness, Goal, Strategy and Difficulty in Emotion Regulation Scale were found to be meaningfully higher than the data of the male participants. In this sense, we can say that female participants have more difficulty in regulating emotions in the specified areas than male participants. It can be said that female participants use regulatory strategies more when experiencing emotions compared to men. Regarding the differences among boys and girls in the literature, girls express more positive and negative internalizing feelings than boys (Chaplin & Aldao, 2013; Sanchis-Sanchis, Grau, Moliner, & Morales-Murillo, 2020). These data in the literature are partially compatible with our research findings.

The hopelessness levels of the students were found to be similar according to their gender. In a study conducted on high school students in the literature, it was determined that hopelessness levels did not differ according to gender (Tümekaya, 2005). These data support our findings. In this sense, it can be said that the factors affecting the hopelessness levels of adolescents are common or similar.

The happiness levels of the students in the study were found to be different with respect to their gender. The happiness scores of female students are lower than the scores of male students. In a study on life satisfaction and self-esteem among adolescents aged 13-18 in the literature, it was stated that among gender differences, life satisfaction and self-esteem were higher in boys than girls (Moksnes & Espnes, 2013; Moksnes, Moljord, Espnes, & Byrne, 2010). Accordingly, it can be argued that girls may be more vulnerable during adolescence and that more support should be given to girls in order to solve potential problems.

Comparison of the main variables to the age groups of the students in the study; With respect to the age group of the students participating in the research, the general resolution-oriented inventory and the sub-variables of problem separation, goal and source are similar. In other words, the solution-oriented approach data of the students aged 14-15, 16-17, and 18 years and older were found to be similar. It has been observed that there is no study in the literature investigating the effect of solution-oriented approach on age groups. On the other hand, it is seen that studies on sample groups in which solution-oriented thinking is applied are intense. In this sense, it can



be said that the solution-oriented approach has a similar effect regardless of the age group.

According to the analyzed data, it was seen that the awareness sub-variable of the scale of difficulties in feeling regulation was different according to the age group of the students who were the subject of the research. Accordingly, the emotional awareness deficiency scores of the students in the 14-15 age group are meaningfully higher than the scores of the students in the 16-17 age group. The research on normative age changes in feeling regulation during adolescence is consistent with the study showing that there are age-specific increases and decreases in middle adolescence (13-15 years) compared to early and late adolescence (Zimmermann & Iwanski, 2014). In this sense, we can say that adolescents between the ages of 14-15, who are in middle adolescence, experience a deficiency of emotional awareness more. Again, the data of the students in the difficulties in feeling regulation and other sub-variables are similar regardless of age groups. In the literature, studies on the relationship among age and feeling regulation in children and adolescents have concluded that there is no meaningful distinction among different age groups and they show a similar feature (Sanchis-Sanchis, Grau, Moliner, & Morales-Murillo, 2020; Theurel & Gentaz, 2018). In this sense, there are studies that show that there are no age-related differences in feeling regulation during adolescence, as well as studies that indicate that there are differences.

It was seen that the hopelessness and happiness levels of the participants were similar regardless of age group. In a study on the quality of life and happiness levels of university students in the literature, it was found that the age variable did not have a meaningful relationship on the level of happiness (Akyüz, Yaşartürk, Aydın, Zorba, & Türkmen, 2017). Again, in the literature, it was seen that there was no meaningful difference in the comparison of the despondency levels of the adolescents living with their families and those staying in the orphanage with the age variable (Tümkeya, 2005). These data are in line with our research findings and it was seen that the age variable did not make a significant difference on adolescent hopelessness or happiness.

Comparison of the main variables with respect to the school type of the students in the study; With respect to the school type of the students participating in the study, it was seen that the overall resolution-focused inventory and the source and goal sub-variables were different. The overall Solution Oriented Inventory scores of Imam

Hatip High School students are higher than the scores of Science High School, Anatolian High School and Vocational High School students. The scores of the Anatolian High School students in the Goal sub-variable are meaningfully lower than the data of the high school students in the Imam Hatip High School and Other groups. In addition, the Resource sub-dimension scores of Science High School students are higher than those of Vocational High School students. In a study on the learning styles of students in Anatolian and science high schools in the literature, it was revealed that science high school students used common sense learning more and they were in an approach that questioned the cause of events, (Peker & Aydın, 2003). In this sense, it can be said that science high school students' solution-oriented thinking, mobilizing resources and a prudent approach are more supportive than vocational high school students.

With respect to the school type of the students within the scope of the research, it was observed that the difficulties in feeling regulation and the sub-variables of Openness, Impulse, Target and Strategy were different. The scores of Imam Hatip High School students in the scale of difficulties in feeling regulation were significantly lower than the scores of the students in all other groups; In addition, the scores they get from the Strategy sub-dimension are lower than the scores of high school students in the Science High School, Anatolian High School and Other groups. Again, the scores of Imam Hatip High School students in the Openness sub-dimension are less than the scores of Science High School students; The scores they got from the impulse sub-dimension were significantly lower than the scores of Anatolian High School and Vocational High School students. Scores of Science High School and Anatolian High School students from the Target sub-dimension, It was found higher than the scores of Imam Hatip High School and Vocational High School students. No meaningful difference was found among the scores of the adolescents in the Awareness and Rejection sub-dimensions of the Difficulty in Emotion Regulation Scale according to the school type. Studies on difficulty in feeling regulation have not been found to be evaluated for these variables in the literature. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-specific nature. No evaluation was seen for these variables. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-specific nature.

According to the school type, the hopelessness levels of the participants were different. In particular, the hopelessness levels of the Imam Hatip High School students are lower than the scores of the students in all other groups. In the study on the despondency levels of high school students according to school type in the literature, it is stated that the school type with the highest hopelessness level is multi-program high school, followed by imam hatip high school, followed by vocational high school, Anatolian high school, private high school and science high school (Abas Abay, 2017). In this sense, although the difference in hopelessness levels according to school type is similar to our research findings, it is seen that the hopelessness levels of imam hatip high school students do not coincide with our research findings.

In the study, it is seen that there is a difference in the happiness levels of the adolescents according to the school type. In this sense, the happiness levels of Imam Hatip High School students are higher than the scores of students in all other school types. In a study conducted on the subjective well-being levels of students attending different high school types in the literature, it was stated that the subjective well-being scores of the adolescents studying at imam hatip high schools were significantly higher than those of the adolescents studying at Anatolian and science high schools (Kaya & Candeğer, 2019). These data are also consistent with our research findings. In addition, there are studies stating that the type of school does not make a meaningful difference on subjective well-being or happiness. However, as explained in the PISA 2018, Turkey report conducted among OESD countries, it has been determined that the school type with the lowest score of the students who report feeling happy in all school types is the multi-program Anatolian high school, and the science high school with the highest score (TR Ministry of National Education, 2019). In addition, there are studies stating that the type of school does not make a meaningful difference on subjective well-being or happiness.

Comparison of the main variables with respect to the class of the students in the study; It is seen that there are differences in the solution-oriented thinking and goal orientation variable according to the grade levels of the adolescents. This difference is due to the fact that the scores of the students in the tenth grade are higher than the scores of the students in the eleventh grade. There was no difference in the problem separation and resource variables of the students according to their class. In the studies on solution-oriented thinking in the literature, no evaluation of the class level has been

observed. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-specific nature.

Regardless of the grade level of the adolescents in the study, emotional regulation difficulty in general and sub-variables of clarity, awareness, impulse, refusal, goal and strategy dimensions are similar. In the literature, in a study on high school students, it was stated that there was no meaningful relationship between difficulty in emotion regulation and grade level (Brieskorn & Eker, 2019). This is in line with our findings.

The despondency levels of the students in the ninth, tenth, eleventh and twelfth grades were similar. In a study on the despondency levels of high school students in the literature, it was found that hopelessness levels did not differ according to the grade level (Tasdemir, 2018; Tmkaya, elik, & Aybek, 2011). These data are in line with our research findings. Accordingly, we can say that the effects on the hopelessness levels of adolescents are similar even if they are at different grade levels.

Regardless of the class level of the students in the study, their happiness levels were found to be similar. In a study on subjective well-being levels according to different high school types in the literature, it was seen that there was no meaningful difference in subjective well-being levels of adolescents according to their grade levels (Kaya & Candeęer, 2019). In this sense, it is similar to our research findings. Accordingly, we can say that the happiness levels of adolescents are similar even if they are at different grade levels.

Comparison of the basic variables with respect to the number of siblings of the students in the study; With respect to the number of siblings of the students participating in the research, different values of the source subvariable of solution-oriented thinking are different. The difference is due to the participants in the fourth group. The scores of the students who have four or more siblings from the Source dimension are meaningfully higher than the datas of the participants who have only one child and two siblings. Adolescents' overall solution-focused inventory and other sub-variables were similar. In the studies on solution-oriented thinking in the literature, an evaluation of these variables has not been seen. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-specific nature.

Regardless of the number of siblings, the students within the scope of the study have similar scores on difficulties in emotion regulation and all sub-variables. In a study conducted on kindergarten students in the literature, it was seen that emotion regulation skill did not create a meaningful awareness according to the number of siblings (Bozkurt Yükçü, 2017). Again, in the study on the personality traits of high school students' social media addiction and emotion regulation skills and their relationship with various variables, no meaningful relationship was found among the number of siblings and emotion regulation (Colak, 2020). In this sense, it is similar to our research results. When the literature is examined, it is seen that the researches in this field are very limited.

In the study, the hopelessness levels of the students were found to be similar regardless of the number of siblings. When we look at the literature, it is seen that there is no meaningful difference in the level of hopelessness according to the number of siblings (Abas Abay, 2017). The happiness levels of the students in the study were found to be similar regardless of the number of siblings. In a study conducted on adolescents studying at a science high school in the literature, it was detected that there was no meaningful intercourse among the level of subjective well-being according to the number of siblings (Koca, 2019). In this sense, our research findings are consistent with this study. Accordingly, we can say that the number of siblings does not have a significant effect on hopelessness or happiness levels.

Comparison of the basic variables with respect to the birth order of the students in the study; According to birth order, the scores acquired from the overall solution-focused inventory and all sub-variables were found to be similar. In the studies on solution-oriented thinking in the literature, no evaluation was found for the birth order variable. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-specific nature.

According to the birth order of the students who were the subject of the research, it was observed that the general difficulties in feeling regulation and the sub-variables of Openness, Awareness, Impulse, Rejection, Goal and Strategy were similar. In this sense, we can say that birth order does not have a meaningful effect on the difficulty of emotion regulation. In a study on high school students in the literature, it is stated that there are external functional emotion regulation differences in first and middle

children according to birth order, and first children have more internal dysfunctional emotion regulation skills than the last children in the family (Colak, 2020). In this sense, it is not in line with our research findings.

The happiness levels of the students participating in the research are similar. In a study on the life satisfaction of gifted students' emotional intelligence and creativity levels in the literature, it was determined that there was no meaningful intercourse among the level of life satisfaction and the number of children in the family (Kocak & İcmenoğlu, 2012). In this sense, it is similar to our research findings.

Comparison of the main variables according to the place where the students in the research spent their lives; It has been found that the solution-oriented inventory is different in general according to the place where the students within the scope of the research spend their lives. The difference is due to the participants in the first group. The overall solution-oriented inventory scores of the students whose place of residence is in the village are significantly higher than the datas of the adolescents whose place of residence is the city and metropolitan. There was no meaningful distinction among the scores acquired from the other sub-dimensions of the inventory with respect to the place where the students spent their lives. In a study on the predictive variables of solution-orientation in the literature, it was seen that the place where he spent his life did not make a meaningful difference on the solution-oriented approach (Sarı, Uyumaz, & Kaya, 2019). Yet another study showed that students living in rural areas had less solution-oriented thinking levels than students living in the city center (Al-Ma'seb, 2018). These findings are not consistent with our study data.

It was observed that the overall difficulty in feeling regulation and the openness, goal and strategy sub-variables of the scale were different with respect to the place where the students included in the study spent their lives. The scores of the students whose place of living is in the village were meaningfully lower than the scores of the students whose place of living is the village, the difficulty in feeling regulation scale, and the sub-variables of the target and strategy. In addition, the datas of the students who live in the village in the sub-dimension of openness are lower than the students who spend their lives in the city and metropolitan area; On the other hand, the openness scores of the students who spend their life in the city are higher than the students who spend their life in the village and in the district.

The hopelessness levels of the participants are similar with respect to the place where they spent their lives. In the studies on hopelessness in the literature, no evaluation was found for the variable of the place where he spent his life. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-specific nature.

The happiness levels of the participants were found to be similar according to the place where they spent their lives. In a study on the happiness levels of university students in the literature, (Yeter, 2019), again in a study on high school students (Kaplan, 2016), It was stated that there was no meaningful difference in the level of happiness with respect to the variable of where he spent his life. In this sense, it is similar to our research findings.

Comparison of the basic variables with respect to the education level of the parents of the students in the study; It was found that the Source sub-variable of the Solution Oriented Inventory was different with respect to the mother's education level of the students participating in the research. Resource mobilization dimension scores of the students whose mother's education level is primary school and below are higher than the scores of the students whose mother's education level is university and above. There was no meaningful distinction among the scores acquired from the resolution-oriented inventory and its other sub-variables with respect to the educational status of the students' mothers. According to the analyzed data, it was seen that the resolution-oriented inventory and the target, problem separation and source sub-factor of the inventory were not different according to the father's education status of the students in the study. In other words, the Solution-Oriented Inventory scores of the participants are similar regardless of their father's education level. In the literature, not many studies have been found between the education level of the parents and the solution-oriented approach. However, in a study on the ability of the solution-focused short-term approach to cope with peer bullying, no relationship was found among the mother's education level and the solution-oriented approach, and there was a meaningful distinction among the father's education level and the solution-oriented approach in those who graduated from high school or above (Öztürk Çopur, 2019). In this sense, our data are similar in terms of maternal education level.

It was observed that the Impulse sub-variable of the Difficultys in Emotion Regulation Scale was different with respect to the mother's education level of the participants. The difference is due to the participants in the first group. The impulse control difficulties scores of the students whose mother's education level is primary school and below are lower than the scores of the students whose mother's education level is secondary school, high school and university and above. It was observed that the students' Emotion Regulatory Difficulties Scale general and other sub-variables were similar. In a similar study in the literature, it was stated that there was no meaningful distinction among maternal education level and difficulty in emotion regulation (Sosyal, 2019). Again, in a study conducted in science high schools, it was stated that emotional regulation in adolescents was not significantly correlated with parental education (Koca, 2019). This is in line with our findings. It was seen that the Strategy sub-variable of Difficulty in Emotion Regulation Scale was different with respect to the father's education level of the participants. The Strategy score of the students whose father's education level is primary school or below is significantly lower than the scores of the students whose father's education level is university and above. In the study on the intercourse among father's education level and difficulty in emotion regulation in the literature, it was stated that the emotional difficulties of the participants whose father education level was high school were meaningfully higher than those who had undergraduate and higher education. In this sense, the limited access subscale to strategies for feeling regulation difficulty does not fit with our data. However, there is a parallelism in the sense that the data differ. In addition, no meaningful difference was found among the datas acquired from the Scale of Difficulties in Emotion Regulation and the other sub-variables according to the educational status of the students' fathers. In the literature, there are studies in which there is no meaningful difference in emotion regulation difficulties with respect to the education levels of the parents (Akhun, 2012). These data are in line with our research findings and different research findings have been found in the literature. In the study, it was observed that the educational status of the parents did not meaningfully predict the emotion regulation difficulties of adolescents in general. In our study, it was expected that parental education level meaningfully predicted emotional regulation difficulties in adolescents. In our findings, in the mother education dimension, impulse control difficulties; There was a meaningful difference in father education dimension and limited access to feeling regulation strategies. It was observed that the education



levels of the parents of the adolescents in the study group showed a homogeneous distribution. In our research prediction, it was thought that well-educated parents would be a protective and supportive factor for children against emotion regulation difficulties. However, when the data obtained are evaluated, it does not support our prediction. This situation suggested that different variables other than parental education level might have an effect on emotion regulation difficulties.

Adolescents' hopelessness levels were found to be similar according to their mother's education level and their father's education level. In a study on the despondency perceptions of associate degree students in the literature, it was found that there was no significant relationship between mother and father education level and hopelessness (Tetik & Yurtsever, 2018). In this sense, it was similar to our research findings.

There was a difference in the level of happiness of the adolescents in the study with respect to the educational status of their mothers. The happiness levels of the students whose mother's education level is primary school and below and students who are secondary school students are higher than the happiness levels of students whose mother's education level is high school and university and above. Again, there was a difference in the level of happiness with respect to the education level of the father. The happiness levels of the students whose father education level is primary school and below are higher than the students whose father education level is university and above. In a study on the happiness levels of individuals in the literature, it was seen that individuals with no education, primary and secondary education levels were happier than individuals with a master's degree (Akın & Şentürk, 2012). In addition, there are data based on the conclusion that the education level of the parents does not make a significant difference on the happiness levels of the adolescents (Cihangir & Meydan, 2018). Despite the differences in the literature findings, it is assumed in our study that as the education level of the parents increases, the happiness levels of the adolescents decrease and the happiness levels are negatively affected by the highly educated parents having high expectations for their children.

Comparison of the basic variables with respect to the working status of the parents of the students in the study; It was seen that the solution-oriented inventory and the target sub-variable of the inventory were different according to the mother's working status of the adolescents. The resolution-focused overall inventory and target dimension

scores of the students whose mothers are not working are higher than the scores of the students whose mothers are working. There was no meaningful distinction among the scores acquired from the problem separation and resource sub-variables with respect to the mother's working status. Problem separation and resource dimensions scores were similar according to maternal employment status. According to the working status of the father, the data of the students in the resolution-oriented inventory and the problem separation, target and source sub-variables of the inventory were similar. In the studies on solution-oriented thinking in the literature, no evaluation was found for the mother working status variable. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-specific nature.

It was found that the data obtained by the participants from the hardship in feeling regulation and the impulse, goal and strategy sub-variables of the scale were different with respect to the mother's working status. Adolescents whose mothers are not working have lower scores on the difficulties in feeling regulation and on the impulse, goal and strategy sub factors of the scale than the scores of the students whose mothers are working. There was no meaningful distinction among the scores acquired from the openness, awareness and non-acceptance sub-variables of the scale according to the working status of the mother. It was observed that the scores acquired from the target sub-variable of the hardship in feeling regulation scale were different according to the father's employment status of the students who were the subject of the research. The target dimension scores of the students whose fathers do not work are lower than those of the students whose fathers work. The scores obtained from the difficulties in feeling regulation scale and the openness, awareness, impulse, and strategy subvariables of the scale do not differ according to the students' father work status. In the study on the feeling regulation skills of preschool children in the literature, it was observed that there was no significant difference in feeling regulation skills according to the mother's working status, but there was a meaningful difference in the feeling regulation skills according to the father's (Bozkurt Yükcü & Demircioğlu, 2017). We can say that these data are similar to our research findings within the scope of the target sub-dimension of maternal employment status and father employment status.

Students' hopelessness levels were found to be similar according to their mother's working status and their father's working status. It was thought that the status of

working or non-working parents would make a difference in hopelessness levels, since they regulate the social life and basic needs of individuals. In the studies on hopelessness in the literature, no evaluation was found for the mother and father working status variable. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-specific nature.

There was no distinction among the happiness level of the students with respect to the working status of the mother. The happiness levels of the participants whose mothers are working and not working with respect to are similar. It was observed that the happiness levels were similar with respect to the father's employment status. In the literature, it was stated that the working status of the parents did not have a meaningful effect on the subjective well-being levels of the adolescents (Alim, 2018). These data are in line with our research findings. In this sense, it can be said that the working status of the parents does not have a meaningful effect on the level of adolescent happiness.

Comparison of the basic variables according to the mother and father profession of the students in the study; It was seen that the datas of the students in the study from the overall resolution-oriented inventory and the target sub-variable of the inventory were different according to the mother's occupation. The solution-oriented inventory scores of the students whose mothers were housewives were higher than those whose mothers were self-employed; The target dimension scores are higher than the students whose mother is a farmer. There is no meaningful distinction among the scores obtained from the other horse dimensions of the inventory according to the mother's occupation. When the data obtained were examined, it was seen that the scores of the students within the scope of the research from the resolution-oriented inventory with target, problem separation and source sub-variables were similar according to the father's profession. In the studies on solution-oriented thinking in the literature, no evaluation was found for the mother profession variable. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-specific nature.

It was observed that the scale of difficulties in feeling regulation and the sub-variables of impulse, goal and strategy of the scale were at different levels according to the mother's occupation of the students participating in the study. The difference is due to

the participants in the first group. The overall difficulty in emotion regulation scale, the impulse dimension and the goal dimension scores of the students whose mother was a housewife were lower than the scores of all other students; strategy scores are lower than the data of the adolescents whose mothers are self-employed. It was determined that the openness subvariable in the scale of difficulties in emotion regulation according to the father's profession was different and the scores of the students whose fathers were civil servants were lower in this sub-dimension than the other students. It was determined that the target and strategy sub-variables of the difficulties in feeling regulation were also different according to the father's occupation of the students. The difference is due to the participants in the fourth group. The target and strategy scores of the students whose father was a farmer were lower than the data of the students whose fathers were workers, civil servants, self-employed and retired. There was no meaningful distinction among the scores of the participants in the scale of difficulties in regulating emotions according to their father's occupation and in the sub-variables of awareness, impulse and rejection of the scale. In the studies on the difficulty of feeling regulation in the literature, no evaluation was found for the mother profession variable. Therefore, a comparison of the data has not been made within the scope of the literature.

The hopelessness and happiness levels of the participants were similar regardless of their mother's and father's profession. In the studies on hopelessness and happiness levels in the literature, no evaluation was observed for the variables of mother's occupation and father's occupation. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-specific nature.

Comparison of the main variables according to the income of the families of the students in the study; With respect to the income of the families of the students included in the study, it was seen that the scores acquired from the target sub-variable of the solution-oriented inventory. The target scores of students with low family income are significantly lower than the scores of students with high family income. There was no meaningful distinction among the scores acquired from the general inventory and other sub-dimensions with respect to the income of the students' families. It was not observed that the scores of the adolescents in the study were different from the difficulties in emotion regulation according to their family income

and the data of the scale's openness, awareness, impulse, refusal, goal and strategy subvariable. In other words, the data of the students from the difficulty in feeling regulation are similar regardless of their family income. In a study conducted with high school students in the literature, no significant difference was found between perceived economic status and emotion regulation (Colak, 2020). In this sense, it is similar to our research findings. However, there are studies in the literature that are not similar to our research findings (Bozkurt Yükçü, 2017). In this sense, it is thought that sample structures and socio-cultural differences, perceived economic level, may create differences on emotion regulation.

There was a meaningful distinction in the levels of despondency according to the income status of the families of the participants. The hopelessness levels of students with a low family income are higher than the scores of students with a medium income. In a study on the factors affecting the hopelessness and hopelessness level of high school students in the literature, it was seen that adolescents living in families with low income were more hopeless (Özmen, Dündar, Çetinkaya, Taşkın, & Özmen, 2008; Yiğiter & Kuru, 2016). In this sense, we can say that low family income not only affects the physical development of children, but also causes psychosocial problems and affects their mental development (Hatun, Etiler, & Gonullu, 2003). In addition, the high or low income level of people is an important factor in terms of future security. In this sense, we can say that it is an important factor in determining the level of hopelessness.

There was no difference in the happiness levels of the students with respect to the income of their families. That is, the levels of happiness are similar. In a study on happiness and quality of life of university students, it was determined that there was no meaningful relationship among family income level and happiness (Akyüz, Yaşartürk, Aydın, Zorba, & Türkmen, 2017). In this sense, it is consistent with our research findings. On the other hand, there are studies showing that the level of happiness of students increases as the family income level increases (Caliskan & Yasul, 2017; Demir, 2020).

Comparison of the basic variables with respect to the parental relationship status of the students in the study; There was no difference among the data of the adolescents in the study from the resolution-oriented inventory in general and from the target,

problem separation and source sub-variables of the inventory according to the parental relationship status of the students. In other words, the scores of the participants in the overall solution-oriented inventory and in all its sub-dimensions are similar regardless of parental union status. Since there is no study for this evaluation, it is unique to the research.

It was seen that the scores of the adolescents within the scope of the study obtained from the difficulties in feeling regulation in general and from the openness, awareness, impulse, rejection, goal and strategy sub-variables of the scale were similar with respect to the parental relationship status. Since there is no study for this evaluation, it is unique to the research.

The hopelessness and happiness levels of the adolescents are similar according to their parents' togetherness. Supporting our findings in the literature, it was stated that the presence of adolescent parents together or apart did not have a meaningful effect on subjective well-being levels (Alim, 2018). In addition, in a study on loneliness and general life satisfaction of high school adolescents whose parents were divorced or not; It has been stated that adolescents whose parents are divorced have more negative effects on loneliness and life satisfaction than those whose parents are not divorced (Civitci, Civitci, & Fiyakal, 2009). In this sense, besides seeing different results in the literature, it can be said that more comprehensive studies should be conducted. In our study, it was thought that the adolescents whose parents were not together were not adequately represented in the sample, so it did not overlap with the literature.

Comparison of the main variables according to the way in which the parents of the students in the study define the relationship; It was seen that the datas acquired from the resolution-oriented inventory and the target and problem separation sub-variables of the inventory were different according to the way the participants defined the relationship between their parents. The difference is due to the participants in the second group. The datas of the students who define the relationship of their parents as medium are lower than the datas of the other adolescents in the resolution-oriented inventory and in the target and problem separation sub-variables. In the studies on solution-oriented thinking in the literature, no evaluation was found according to the way of defining the relationship between parents. Therefore, a comparison of the data has not been made within the scope of the literature. These findings are of a research-

specific nature. In this context, it is thought that the resolution-oriented thinking approach is more common in the mother and father relationship, which is defined as medium (including the good and bad relationship dimension) compared to the adolescents who define the mother-father relationship as good or bad.

It was found that the datas of the adolescents in the study from the difficulties in feeling regulation and all sub-variables were different according to the way their parents defined the relationship. The datas of the students who describe their parents' relationship as good in the difficulties in feeling regulation and in the dimensions of Openness, Awareness, Impulse and Strategy are significantly lower than the datas of all other adolescents. In addition, the students who define the relationship of their parents as moderate have significantly higher Emotion Regulation Difficulty Scale, Goal and Strategy scores than all other students; Rejection scores are also higher than those who describe their parents' relationship as good. In the literature, in the research on the relationship among parental attitudes and feeling regulation in adolescents, the existence of life control and coping skills in children from families with democratic attitudes was emphasized (Kars, Bektaş, & Akyürek, 2019). In this sense, we see that parent relationships affect the emotional climate of the family. It is thought that ensuring the participation of their parents in the intervention programs to be created especially for students who score high in emotion regulation difficulties will make these studies for adolescents more productive.

It was observed that the levels of hopelessness and happiness were different according to the way the participants defined the relationship between their parents. The difference is due to the adolescents in the first group. The scores of the students who described their parents' relationship as good from the hopelessness scale were lower than the datas of the other adolescents; The scores obtained from the happiness datas are higher than the scores of other adolescents. In the literature, it has been stated that individuals who define the parent-child relationship as negative pose a risk in terms of psychological health and that the conflict between the parents negatively affects the psychological well-being of the children (Booth & Amato, 2004). In this sense, it can be said that the level of parental relationship may affect the hopelessness and happiness levels of adolescents. We can say that the good relationship levels of the parents make a positive additive to the happiness grade of the adolescents.

Comparison of the basic variables according to the grade repeating status of the adolescents in the research; According to the grade repetition status of the students who are the subject of the research, there was no meaningful distinction among the scores of the resolution-oriented inventory and the datas of the target, problem separation and source sub- variables of the inventory. Accordingly, the scores obtained by the students from the resolution-oriented inventory and from all its sub-variables are similar regardless of whether they repeat a grade. Since there is no study for this evaluation, it is unique to the research.

With respect to the grade repetition status of the students included in the study, the datas they got from the Difficulty in Emotion Regulation Scale and the Openness, Awareness, Impulse, Disapproval, Target and Strategy sub-variables of the scale were similar. The level of hopelessness of the participants is similar to the case of repeating a grade. Again, there was no meaningful distinction among students' happiness levels and scores, according to their grade repeating status. It has been observed that the happiness levels of the students who repeat a grade and those who do not repeat a grade are similar. Since there is no study for this evaluation, it is unique to the research.

Comparison of the basic variables according to the status of following the education of the parents of the students in the study; It was determined that the distinction among the datas acquired from the resolution-oriented inventory and from the target, problem separation and Source sub-variables of the inventory was not at a significant level according to the participants' parents' education status. Regardless of whether students follow their parents' education, the scores they get from the Solution Oriented Inventory and all its sub-variables are similar. Since there is no study for this evaluation, it is unique to the research.

It was seen that the datas of the students within the scope of the study obtained from the difficulties in feeling regulation in general and the Openness, Awareness, Impulse, Disapproval, Target and Strategy sub-dimensions of the scale were similar with respect to the status of following their parents' education. Since there is no study for this evaluation, it is unique to the research.

According to the status of following the education of the parents of the students within the scope of the research; It was observed that the scores they obtained from the overall difficulties in feeling regulation and the sub-dimensions of Openness, Awareness,



Impulse, Disapproval, Target, and Strategy of the scale were similar. Since there is no study for this evaluation, it is unique to the research.

In the study, it was observed that there was a difference in the happiness levels of the participants according to the status of following the education of their parents. The difference is due to the students in the third group. The Oxford happiness scale data of the students who do not follow the education of their parents are meaningfully lower than the data of the other students. In a study on the happiness levels of secondary school students and supportive family relationships in the literature, it was seen that the increase in the supportive relationships of the families increased the happiness levels of the students (Mert & Kahraman, 2018). In this sense, we can say that parents' interest and supportive approaches towards their children's occupations or lessons contribute positively to their children's happiness levels.

Comparison of the main variables with respect to the way the parents of the students in the study evaluated their school success; It was seen that there was a difference in the data of the students included in the study from the resolution-oriented inventory and from the Target and Source sub-variables with respect to the way their parents evaluated their school success. The scores of the students who describe their parents' evaluation of school success as bad in the resolution-oriented inventory and in the goal variable are lower than the data of the other adolescents; The scores they got from the resource dimension were lower than the scores of the students who defined it as good.

It was found that the scores obtained from the scale of difficulties in emotion regulation and all sub-variables of the participants differed according to the way their parents evaluated school success. The difference is due to the students in the third group. Students who describe their parents' evaluation of school success as bad have higher Emotion Regulation Difficulty Scale and Openness, Impulse, Disapproval, Target and Strategy scores than other students; Awareness scores are also higher than those who describe their parents' evaluation of their education as good. In support of our study, a study in the literature shows that children with better emotion regulation skills have higher academic success and productivity reported by their teachers (Graziano, Reavis, Keane, & Calkins, 2007). In this sense, we can say that there is a negative relationship among the emotional regulation difficulties of adolescents and their perceived school achievement levels.

There was a distinction among the datas of the students who were the subject of the research from the despondency scale and the happiness scale, with respect to the way their parents evaluated school success. Despondency scale scores of students who describe their parents' evaluation of school success as good have lower scores than other students; Happiness datas are higher than the datas of other adolescents. In addition, the despondency scale scores of the students who described the way their parents evaluated school success as bad were higher than the other students; Happiness scale datas are lower than other students.

Comparison of the basic variables with respect to the belief of the students in the study that their school achievement leads to future goals; It was found that there was a meaningful difference in the overall resolution-oriented inventory and the goal subvariable with respect to the students' belief that their school achievement leads to their future goals. The resolution-oriented inventory and goal datas of adolescents who believe that school achievement leads to future goals are higher than those of adolescents who do not believe that school achievement leads to future goals. The datas acquired from the source and problem separation sub-variables of the inventory, on the other hand, do not show a meaningful difference with respect to the students' belief that their school achievement leads to future goals. In the literature, it has been concluded that using solution-oriented thinking techniques in the life coaching program is effective in reaching the goal, increasing well-being and hope (Green, Oades, & Grant, 2006). In this sense, it is partially similar to our research findings.

With respect to the belief that the school achievement of the adolescents included in the research carries the goals related to the future; Meaningful difference was observed in the difficulties in feeling regulation and in the Openness, Awareness, Impulse, Rejection, Target and Strategy sub-variable of the scale. The datas of the adolescents who believe that school achievement leads to future goals, and the datas acquired from the scale of difficulties in feeling regulation and all sub-variables are lower than the datas of adolescents who do not believe that school achievement leads to future goals. In addition to the absence of a study in this field in the literature; in a study investigating the effects of feeling intelligence on living satisfaction and academic achievement in the literature; there was no significant relationship between factors such as self-evaluation, use of emotions and regulation of emotions, and academic achievement (Bakan & Güler, 2017). These data, which are a different field study, do

not coincide with our research findings. Nevertheless, based on our research data, it is thought that adolescents with high emotion regulation levels will focus on their lessons and be more motivated towards their goals.

It was determined that the hopelessness levels of the participants were at a significant level according to their belief that the success of the school carried the goals related to the future. Despondency scale datas of adolescents who believe that school achievement leads to future goals are lower than the datas of other students. In the literature, it has been observed that hopelessness levels increase as the grade achievement level of adolescents decreases, which is in line with our findings (Tümekaya, 2005). In this sense, since success feeds the sense of self-confidence, it is thought that adolescents who feel successful have a higher belief in moving towards future goals and lower hopelessness rates.

It has been observed that there is a meaningful difference in the happiness levels of the students with respect to their belief that their school achievement leads to future goals. Happiness scale datas of adolescents who believe that school achievement leads to future goals are higher than the scores of other students. In the literature, it has been determined that high school students have high levels of subjective well-being of adolescents with high academic self-efficacy (Telef & Ergün, 2013). In this sense, it can be said that school success is an important factor that predicts adolescent happiness. In the literature, the existence of a positive and significant relationship among the subjective well-being of adolescents and their positive expectations for the future has been determined by the study (Eryılmaz, 2011). Another research in the literature; According to the PISA report, which evaluates the answers given by the students to their academic expectations for the education levels they aim to complete in the future; It has been observed that students who want to finish university, master's and doctorate degrees are more successful in mathematics, reading skills and science than other students (Tas, Arıcı, Ozarkan, & Özgürlük, 2016). This situation supports the data obtained.

In the study, with respect to the results of the correlation analysis; As the overall Solution Oriented Inventory scores increase, Statistically meaningful and positive correlations were found among the datas they got from all sub-variables of the inventory. As the solution-oriented inventory general datas of the adolescents increase,

the target, problem separation and source datas also increase. In the literature, when the pre-test and post-test results of the solution-oriented inventory scores in a study conducted for university students were compared, it was seen that the post-test results increased in the study (Gündoğdu, 2019). Again, in the study conducted with adolescent school children, it is seen that the solution-focused therapy approach increases their self-efficacy (Kvarme, et al., 2010). In addition, meaningful and positive correlations were found among the datas of the Target sub-dimension and the datas they got from the problem separation and source sub-variables. Accordingly, as the students' target scores increase, their source and problem separation datas also increase. In order to reach a targeted result and solution, it is necessary to set the target and move forward with unity of power (Grant, 2011). In this sense, it has been seen that goal orientation is important in adolescents and that with the increase of goal orientation, it positively predicts problem separation and solving by activating resources. In the literature, activity studies conducted with adolescents and research data show parallelism (Atkinson & Amesu, 2007; Dielman & Franklin, 1998; Franklin, Streeter, Kim, & Tripodi, 2007; Newsome, 2005).

Statistically meaningful and positive correlations were found among datas of the difficulties in feeling regulation and the datas they got from all sub-variables of the scale. The existence of a meaningful and positive relationship among the difficulty in emotion regulation scale and its sub-dimensions coincides with our research findings in his study on the psychological symptoms of emotional dysregulation and emotional reactivity in university students in the literature (Yumuşak, 2019). Again, in studies on adolescents, we can say that internalization and externalization problems show internal consistency with our research findings (Neumann, van Lier, Gratz, & Koot, 2010; Weinberg & Klonsky, E. David, 2009). Accordingly, as the participants' datas on the difficulty in feeling regulation scale increase, the datas they get from all sub-variables also increase.

Meaningful and negative correlations were found among the overall of the difficulties in feeling regulation scale, and the resolution-oriented inventory datas. It is thought that there is no study in the literature that will evaluate the correlation data between emotion regulation difficulty and solution-oriented thinking and that our research findings will be presented as a contribution to the literature. If we evaluate it in this

sense, as the participants' data on the difficulty in feeling regulation scale increase, the data they get from the solution-oriented inventory decrease. It is thought that solution-oriented studies for adolescents will make a positive contribution to combating emotion regulation difficulties.

There are statistically meaningful, moderate and negative correlations among the hopelessness levels and solution-oriented thinking levels of the students within the scope of the research. Accordingly, as adolescents' hopelessness levels increase, their solution-oriented thinking scores decrease. In this sense, his study showing that focusing on solution-oriented positive emotions effectively counteracts depressive symptoms (Geschwind, Arntz, Bannink, & Peeters, 2019), which is consistent with our research findings.

In addition, positive and statistically meaningful correlations were found among the participants' despondency scale data and the difficulties in feeling regulation scale data. As the hopelessness scores increased, it was observed that the difficulties in feeling regulation increased. In the literature, it has been found that difficulties in feeling regulation have a reinforcing effect on depressive symptoms (Fern, Nitkowski, & Petermann, 2018), shows that depressed adolescents who also experience negative emotions have difficulties in emotion regulation (Lange & Tröster, 2018). In this sense, it was observed that as the despondency scores increased, the scores of emotion regulation difficulties also increased. We can say that studies on emotion regulation difficulties, especially for adolescents, to be conducted in schools will significantly affect depressive symptoms such as hopelessness.

Is there a significant relationship between the correlation levels between resolution-oriented thinking, difficulty in feeling regulation, despondency and happiness scales in adolescents? In the study conducted for the sub-research question; Statistically meaningful and positive correlations were found among the scores of the participants from the happiness scale and the scores they got from the resolution-oriented inventory. Accordingly, as the happiness scale data of the students increase, the data they get from the solution-oriented inventory and its sub-dimensions also increase. This situation reveals that the solution-oriented approach has a positive effect on adolescent happiness. In a study on adults in the literature, solution-focused therapy was found to increase happiness levels (Khoshakhlagh & Narimani, 2019). In the

research, it is seen that there is a positive and low-level relationship among solution-oriented thinking, problem separation, and happiness. In this sense, it is seen that the approach of separation from the problem has a positive effect on the happiness levels of the adolescents, albeit slightly. In a study conducted on university students in the literature, the findings of the relationship between problem separation and psychological well-being were found to be similar to our data (Şanal Karahan & Hamarta, 2016). When evaluated in this sense, we can say that adolescents' happiness levels have a positive predictive effect on the approach of separating them from the problem. It is seen that there is a positive and moderate relationship among the goal sub-dimension and happiness. When we evaluate these data, it can be said that the adolescents' focus on the solution rather than the problems, that is, on the goal, has a positive effect on their happiness levels. Studies in the literature show that adolescents who internalize their life goals have higher levels of happiness and subjective well-being (Brunstein, 1993; Deci & Ryan, 2000; Emmons, 1996; Spence & Grant, 2007). In this sense, the findings are in line with the data in the literature. Again, there is a positive and low-level relationship among activating resources, which is a sub-dimension of solution-oriented thinking, and happiness. We can say that resource activation in adolescents contributes to their happiness levels in order to discover their own potential and self-resources. In this sense, studies in the literature that self-control resources increase happiness levels are in line with our findings (Cheung, Gillebaart, Kroese, & De Ridder, 2014; Karahan & Hamarta, 2015). Again, the study revealing the existence of a positive relationship among self-efficacy levels and subjective well-being levels in adolescents (Kabasakal & Emiroğlu, 2020), supports our research data.

Statistically meaningful and negative correlations were found, among the data of the adolescents included in the study from the happiness scale and the scores of the difficulties in feeling regulation scale and despondency scale. Accordingly, as the happiness data of the participants increase, their data on the difficulty in feeling regulation and despondency decrease. It has been found in the literature that there is a negative correlation among feeling regulation difficulties and well-being (Gratz & Roemer, 2004). In literature, adolescents with high life satisfaction, in a study that examined the characteristics; internal locus of control, self-esteem and hope levels were found to be high (Gilman & Huebner, 2006). In another study, it was determined that difficulty in feeling regulation and all its sub-dimensions had a significant and

negative relationship with subjective well-being (Shourie & Kaur, 2017). In this sense, we can say that the findings in the literature support our research data.

If we interpret the findings regarding the variables in the research model; Is there a negative relationship between DERS and SOT? In the study conducted for the sub-research question; It was detected that the data on the difficulties in feeling regulation predicted the resolution-oriented inventory data negatively. When the literature is examined, no study has been found about the relationship levels between emotion regulation difficulty and solution-oriented thinking. However, in a study on the emotional expressiveness of solution-focused therapy, it was detected that solution-focused therapy had a meaningful effect on increasing emotional expressions (Dorostian, Navabi-Nejad, & Farzad, 2018). Again, in a study on the emotional difficulties of children with reading difficulties with a solution-oriented approach; It has been revealed that solution-oriented thinking has a high effect size and is an effective intervention (Daki & Savage, 2010). These results support our research findings. In this sense, we see that the solution-oriented thinking approach has a supportive feature in the process of better understanding the emotional states of adolescents. Therefore, it can be said that resolution-oriented thinking approach has a supportive structure in overcoming emotion regulation difficulties in adolescents.

Is there a positive relationship among the DERS and BHS? In the study conducted for the sub-research question; Difficulties in feeling regulation scale datas were found to predict Beck Hopelessness scale scores meaningfully and positively. Detection of a positive relationship among negative emotion reactivity and feeling regulation difficulty in the literature (Nicholas & Marsha, 2012), and findings in the relationship among adolescents' psychological distress and feeling regulation difficulty (Ma & Fang , 2019) We can say that it supports this study. In this sense, the increase in the difficulty of emotion regulation in adolescents shows that hopelessness levels are also affected negatively.

Is there a negative relationship among DERS and OHS? In the study conducted for the sub-research question; Difficulties in feeling regulation scale datas were found to predict happiness scale datas meaningfully and negatively. In a meta-analysis study evaluating the relationship among emotion regulation strategies and feeling regulation

difficulties and psychological well-being in clinical samples in the literature, it has been shown that general feeling regulation difficulties have a negative and moderate relationship with well-being (Kraiss, ten Klooster, Moskowitz, & Bohlmeijer, 2020). Again, in a study conducted on adolescents, it was stated that fordyce happiness education was effective in reducing emotion regulation difficulties (Narmashiri, Raghbi, & Mazaheri, 2014). In this sense, we can say that increasing the level of happiness in adolescents is effective in reducing the difficulties of emotion regulation. Is there a negative relationship among SOT and BHS? In the study conducted for the sub-research question; It was determined that resolution-oriented inventory datas alone predicted despondency scale datas negatively and meaningful. In the literature, they emphasized that solution-oriented thinking is an approach that reduces the intensity of negative emotions of students in the school environment and helps them manage their behavioral problems (Gingerich & Wabeke, 2001; Kim & Franklin, 2009). Again, it has been demonstrated by the study that the solution-oriented approach has a small effect in the treatment of internalization disorders of individuals (Schmit, Schmit , & Lenz, 2016). In this sense, it is seen that the resolution-oriented thinking contributes to overcoming many of the questions experienced by adolescents and reducing their feelings of hopelessness.

Is there a positive relationship among SOT and OHS? In the study conducted for the sub-research question; It was determined that resolution-focused inventory datas alone predicted happiness scale datas positively and meaningfully. According to Arslan and Asıçı (2021), in a study on the effects of solution-oriented thinking on awareness and psychological well-being of university students, it was found that solution-oriented thinking predicted their psychological well-being at an understandable level. However, it was determined that goal orientation and resource activation, which are the sub-dimensions of resolution--oriented thinking, predicted positively, while the sub-dimension of problem solving was predicted by negativity (Arslan & Asıçı , 2021). The problem resolution sub-dimension does not coincide with our findings. In another study, it was seen that there was a meaningful intercourse among solution-oriented thinking and psychological well-being, and it was found to be an important predictor (Şanal Karahan & Hamarta, 2016). In general, the findings in the literature support our research questions. In this sense, we can say that the presence of a solution-oriented



approach in adolescents contributes to the development of positive moods and makes a positive contribution to their happiness levels.

The present findings also have important practical implications. On the model we created, the existence of the relationship between the variables was determined. Another issue we questioned in our research is that solution-oriented thinking does not have a mediating effect between difficulty in emotion regulation and hopelessness and happiness. With respect to our research results, solution-oriented thinking and emotion regulation emerged as a protective factor against psychological distress of adolescents such as hopelessness and revealed an effect that affirmed their happiness levels. In this sense, resolution-oriented therapy is increasingly being used for adolescents, especially in schools. Again, programs for emotion regulation difficulties should be considered more in order to improve adolescent emotion regulation skills and reduce psychological problems.

## **6. CHAPTER**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Conclusions**

In this study, it was determined that there is a meaningful relationship among adolescents' resolution-oriented thinking, difficulty in feeling regulation, despondency and happiness. In this context, when the results and sub-objectives of the research are examined;

With respect to the genders of the adolescents participating in the study, the data acquired from the resolution-oriented inventory and the goal and problem separation subvariable were lower than the datas of male students. It was seen that the scores they got from the source sub-variable were higher than the scores of male students. The scores of female participants in the overall scale of difficulties in clarity, goal, strategy and emotion regulation are significantly higher than the scores of male participants. There was no meaningful distinction among the scores they got from the unhappiness scale. It was determined that the happiness datas of the female participants were lower than the scores of the male students.

According to the age group of the adolescents in the study, There was no meaningful distinction among the scores they got from the overall solution-oriented inventory and all its sub-variables. Feeling A difference was determined in the awareness sub-variable of difficulties in regulation scale. It was observed that the awareness scores of the students in the 14-15 age group were higher than the scores of the students in the 16-17 age group. There was no distinction in the difficulties in feeling regulation scale in general and other sub-variables. There was no distinction among the scores obtained from the despondency and the happiness scale with respect to the age group of the participants.

According to the school type of the adolescents participating in the study, there were differences in the overall resolution-oriented inventory and in the sub-dimensions of the target and the resource. The overall solution-oriented inventory scores of Imam Hatip High School students are higher than the scores of Science High School, Anatolian High School and Vocational High School students. The scores of the Anatolian High School students in the Target sub-dimension are significantly lower than the datas of the high school adolescents in the Imam Hatip High School and Other groups. In addition, it was seen that the resource sub-dimension scores of Science High School students were higher than the scores of Vocational High School students. It was found that there was a meaningful difference in the scores they acquired from the difficulties in feeling regulation and the openness, impulse, goal and strategy sub-variables with respect to school type. The scores of Imam Hatip High School students in the scale of difficulties in emotion regulation were significantly lower than the scores of the students in all other groups; In addition, the scores they get from the strategy sub-dimension are lower than the scores of high school students in the Science High School, Anatolian High School and Other groups. No meaningful difference was found among the scores of the students in the awareness and refusal sub-variables of the hardship in emotion regulation scale, according to the type of school. It was found that there was a difference in the despondency levels of the participants according to the school type. The hopelessness levels of Imam Hatip High School students are lower than the scores of the students in all other groups. It has been determined that there is a difference in the happiness levels of the students participating in the research according to the type of school.

It was observed that there was a meaningful distinction among the scores acquired from the overall resolution-oriented inventory and the target sub-variable with respect to the class of the adolescents participating in the study. The scores of the tenth grade students from the overall solution-oriented inventory and the target subvariable are significantly higher than the scores of the eleventh grade adolescents. There was no difference according to the class in the sub-variables of students' separation from the problem and resource. According to the class of the adolescents, difficulties in feeling regulation were found to be similar in general and all sub-variables. It was seen that the scores of the participants from the hopelessness and the happiness scale did not show a meaningful distinction with respect to their class.

According to the number of siblings of the students within the scope of the study, the scores of the adolescents with four or more siblings in the resource dimension were found to be significantly higher than the scores of the adolescents with one child and two siblings. The scores acquired from the overall solution-focused inventory and other sub-variables of adolescents were not found to be similar. Again, no difference was observed between difficulties in feeling regulation. The scores they got from the hopelessness scale and the happiness scale were similar with respect to the number of siblings.

There was no distinction among the general and sub-dimensions of the solution-oriented inventory according to the birth order of the adolescents participating in the study. Difficulties in feeling regulation across and the data acquired from the sub-variable are also similar in order of birth. Again There was no meaningful distinction among the scores of the hopelessness scale and the happiness scale according to birth order.

With respect to the place where the students included in the study spent their lives, It was observed that there was a distinction across the solution-oriented inventory. The overall resolution-oriented inventory scores of the adolescents living in the village are significantly higher than the scores of the adolescents living in the city and metropolitan area.

There was no meaningful distinction among the scores acquired from the other sub-dimensions of the inventory. It was observed that there was a distinction among the difficulties in feeling regulation in general and the openness, strategy and goal sub-variables of the scale with respect to the place where the adolescents spent their lives. The scores of the students whose living place is in the village, from the scale of difficulties in sense regulation and from the sub-dimensions of goal and strategy; It is significantly lower than the scores of the students whose places of residence are districts, cities and metropolises. The distinction among the scores of the participants on the hopelessness and the happiness scale with respect to the place where they spent their lives, no difference was detected.

With respect to the maternal education level of the adolescents in the study source sub-variable of solution-oriented inventory was found to be different. The resource

dimension scores of the students whose mother's education level is primary school and below are higher than the scores of the students whose mother's education level is university and above. No difference was observed in the solution-oriented inventory and other sub-dimensions with respect to the educational status of the students. There was a meaningful difference in the impulse sub-variable of the difficulties in sensation regulation scale with respect to the mothers' educational status of the participants. The impulse scores of the students whose mother's education level is primary school and below are lower than the scores of the students whose mother's education level is secondary school, high school and university and above. No difference was observed in the scale of difficulties in sensation regulation of the students and in other sub-variables with respect to the educational status of the mother. There was no meaningful difference from the level of despondency with respect to the maternal education level of the adolescents. A meaningful difference was found in the happiness levels of the students participating in the study with respect to their mother's education level. It was observed that the happiness scale scores of the students whose mother's education level is primary school and below and those who are secondary school students are significantly higher than the scores of students whose mother's education level is high school and university and above.

There was no meaningful distinction among solution-oriented thinking and its sub-dimensions with respect to the father's education status of the students in the study. The scale of difficulties in emotion regulation with respect to father's education level, a meaningful difference was observed in the strategy sub-dimension. The strategy score of the students whose father's education level is primary school and below is significantly lower than the scores of the students whose father's education level is university and above. No difference was found in the scale of difficulties in sensation regulation and in other sub-variables. Students' hopelessness levels with respect to their father's education level no significant difference was found. There was a meaningful difference in the happiness levels of the adolescents with respect to their father education a difference has been detected. Oxford happiness scale data of students whose father's education level is primary school and below are significantly higher than the scores of adolescents whose father's education level is university and above.

In the study, it was observed that there was a distinction among the scores the adolescents got from the overall resolution-oriented inventory and the target sub-variable of the inventory according to the mother's working status. The solution-focused overall inventory and target dimension scores of the students whose mothers are not working are higher than the scores of the students whose mothers are working. No distinction was found among the scores of the adolescents in the sub-dimensions of problem separation and resource according to their mother's working status.

Adolescents whose mothers are not working have lower scores on the difficulties in sensation regulation and on the impulse, goal and strategy dimensions than the scores of the students whose mothers are working. There was no meaningful distinction among the scores acquired from the openness, awareness and refusal sub-variables of the scale, according to the working status of the mother. There was no distinction among the scores acquired from the despondency and the happiness with respect to the mothers' working status of the adolescents.

Mothers of the students in the study According to the occupation, it was determined that it was the solution-oriented overall inventory and the target sub-variable of the inventory. The solution-oriented inventory scores of the students whose mothers were housewives were higher than those whose mothers were self-employed; The target dimension scores were higher than the students whose mother was a farmer. There is no meaningful distinction among the scores acquired from the other horse dimensions of the inventory according to the mother's occupation. It was observed that there was a distinction among the datas of the adolescents participating in the study in the scale of difficulties in regulating emotions according to their mother's occupation and in the impulse, strategy and goal sub-variable of the scale. The difference is due to the participants in the first group. Adolescents whose mothers were a housewife had lower scores on difficulties in sensation regulation scale, impulse dimension, and goal dimension than all other students; strategy scores are lower than the datas of the adolescents whose mothers are self-employed. There was no distinction among the scores obtained from the despondency and the happiness with respect to the mothers' occupation of the participants.

There was no distinction among the overall solution-oriented inventory and the sub-variables of the inventory, according to the father's employment status of the students who were the subject of the research. According to father's working status It was observed that there was a distinction among the scores obtained from the target sub-

variable of the difficulty in feeling regulation scale.. The target dimension datas of the students whose fathers do not work are lower than those of the adolescents whose fathers work. The scores obtained from the scale of difficulties in sensation regulation and the sub-dimensions of openness, awareness, impulse, refusal and strategy do not differ according to the father's work status of the students. There was no distinction among the scores obtained from the despondency and the happiness with respect to the father's working status of the adolescents.

According to the father's occupation of the adolescents within the scope of the research, the solution-oriented inventory in general and the inventory There was no distinction among the scores obtained from the sub-variable. It was determined that the distinction among the scores of the openness sub-variable in the scale of emotion regulation difficulties with respect to the father's profession was significant, and the scores of the students whose fathers were civil servants were lower than the other students. Goal and strategy There was also a distinction among the scores they got from the sub-variable. The difference is due to the participants in the fourth group. The target and strategy scores of the students whose father was a farmer were found to be lower than the datas of the students whose fathers were workers, civil servants, self-employed and retired. According to the father's occupation of the participants, the scale of difficulties in regulating emotions in general and the scale of awareness, impulse and non-acceptance. In the sub-variable, no difference was detected. According to the father's occupation, the datas of the students on the hopelessness scale and the happiness scale are similar.

In the study, a meaningful difference was found in the target subvariable of the solution-oriented inventory with respect to the income of the students' families. The target datas of students with low family income are significantly lower than the scores of students with high family income. Overall inventory and other sub-variables were found to be similar. Again, according to the income of the families of the students, the difficulty in regulating emotions scale is different from the general and the scale's The scores they get from the sub-variables are similar. But It was determined that the level of hopelessness was meaningfully different with respect to the income of the family. The hopelessness scale scores of students with a low family income are higher than the scores of students with a medium family income. Adolescents' happiness levels are similar according to their family income.

According to the parental relationship status of the students in the study, the overall resolution-oriented inventory and the sub-variables of the inventory are similar. Again Difficulty in emotion regulation scale and all sub-variables were found to be similar. The level of hopelessness and happiness of the adolescents are similar according to the state of being together with their parents.

According to the way in which the parents of the participants defined the relationship, the overall resolution-oriented inventory and the target and problem separation sub-variable of the inventory were found to be different. The difference is due to the participants in the second group. The data of the students who define the relationship of their parents as medium are lower than the scores of the other adolescents in the resolution-oriented inventory and in the problem separation and target sub-dimensions. According to the way students describe the relationship between their parents, the overall difficulty in emotion regulation scale and all sub-variables were found to be meaningfully different. The scores of the adolescents who described their parents' relationship as good in general scale of difficulties in sensation regulation and in the dimensions of openness, awareness, impulse and strategy were meaningfully lower than the data of all other adolescents. In addition, the students who defined the relationship between their parents as moderate, had a higher level of difficulty in emotion regulation scale, goal and strategy scores than all other students; scores of rejection are also higher than those who describe their parents' relationship as good. It was seen that the levels of hopelessness and happiness were different according to the way the participants defined the relationship between their parents. The difference is due to the adolescents in the first group. The data of the students who defined their parents' relationship as good from the hopelessness scale, lower than other students' scores; The scores obtained from the happiness data are higher than the scores of other adolescents.

According to the grade repeating status of the students who are the subject of the research, the solution-oriented inventory in general and the sub-inventory variables are similar. There was no significant interaction among the scale of difficulties in sensation regulation and the sub-variables of the scale according to the students' grade repeating status. Again, the level of hopelessness and happiness of the participants are similar according to their grade repeating status.



According to the status of following the education of the parents of the students within the extent of the research, the solution-oriented inventory in general and the inventory subvariables were found to be similar. Again difficulties in sensation regulation across the scale and the scores acquired from the sub-variables are similar. According to the status of students following their parents' education hopelessness levels were different. The hopelessness levels of the students whose parents do not follow their education are higher than the scores of the another adolescents. The happiness levels of the participants were found to be different according to the status of following the education of their parents. The distinction is due to the adolescents in the third group. It has been determined that the happiness levels of the adolescents who do not follow the education of their parents are under than the datas of the other adolescents.

According to the way the parents of the students evaluated the school success; The overall solution-oriented inventory and the target and source sub-variables of the inventory were found to be different. Students who describe the way their parents evaluate school success as bad; The datas acquired from the overall resolution-oriented inventory and the target subvariable were lower than the datas of another adolescents; The scores they get from the resource dimension are lower than the datas of the adolescents who describe the way they evaluate school success as good. According to the way participants' parents evaluate school success; The scores they acquired from the emotion regulation difficulties scale in general and all its sub-factors were found to be meaningfully different. The difference is due to the adolescents in the third group. Students who described their parents' evaluation of school success as bad had higher emotional regulation difficulties overall and openness, impulse, rejection, goal and strategy scores than other students' scores; awareness scores are also higher than those who describe their parents' evaluation of their education as good. It has been observed that there is a distinction among the hopelessness and happiness levels of the adolescents who are the subject of the research, according to the way their parents evaluate school success. The hopelessness levels of students who defined their parents' evaluation of school success as good were under than the scores of other adolescents; happiness scores were found to be higher than the scores of other adolescents.

With respect to the belief that school achievements carries to future goals; the resolution-oriented inventory and the datas they obtained from the target subvariable were found to be significantly different. The resolution-oriented overall of inventory

and target datas of adolescents who believe that school achievement carries to future goals are higher than the datas of adolescents who do not believe that school achievement leads to future goals. The datas acquired from the resource and problem separation sub-variable of the inventory are similar. The sub-variable scores of the emotion regulation difficulties scale and openness, awareness, impulse, rejection, goal and strategy scale were found to be different with respect to the state of believing that the students included in the study carried their school success to future goals. The datas of the adolescents who believe that school achievement leads to future goals, and the datas acquired from the scale of difficulties in emotion regulation and all its sub-variables; It is lower than the datas of adolescents who do not believe that school achievement leads to future goals. Participants' Hopelessness levels were found to be different with respect to the belief that school achievement leads to future goals. Adolescents who believe that school achievement leads to future goals have lower hopelessness levels than other adolescents. The happiness levels of the adolescents were found to be different with respect to their belief that their school achievement will lead to their future goals. It has been determined that the happiness levels of the adolescents who believe that the achievement of the school leads to the goals related to the future are higher than the happiness levels of the other adolescents.

According to the results of Pearson product-of-moments correlation analysis, a positive and meaningful relationship was found among students' solution-oriented thinking and its sub-dimensions. A positive and meaningful relationship was found among general emotion regulation difficulties and its sub-variable. While there is a positive and significant intercourse among solution-oriented thinking and happiness; A negative and meaningful correlation was found among emotion regulation and hopelessness. Therefore, while there is a positive and meaningful correlation among emotion regulation and hopelessness; There is a negative correlation with happiness and solution-oriented thinking.

As a result of the analysis made with respect to the research model, it was detected that the students' difficulty in sensation regulation datas predicted the level of hopelessness positively and significantly, and the level of happiness predicted significantly and negatively. It was detected that solution-oriented thinking predicted the level of hopelessness negatively and the level of happiness positively and significantly. When both variables are added to the research model; It was detected that difficulties in

feeling regulation scale datas predicted despondency scale datas positively and happiness scale datas significantly and negatively. It was detected that resolution-oriented inventory datas alone predicted despondency scale datas negatively and happiness scale scores positively and statistically significantly. In line with these results, it was determined that the resolution-oriented inventory scores were not a mediator between the difficulties in feeling regulation scale, despondency and happiness scale datas. In addition, it was detected that difficulties in feeling regulation scale datas negatively predicted resolution-oriented inventory datas.

As a result, it is thought that the findings of this study make an important contribution to the literature since there is no study in which the data as four main variables are evaluated together. In this context, the main result of the study is to reveal the theoretical and practical results of the happiness and hopelessness levels of individuals in adolescence, difficulty in emotion regulation and solution-oriented thinking approach. In this context, the existence of a intercourse among adolescents' resolution-oriented thinking, difficulty in emotion regulation, despondency and happiness has been determined. Our research questions, which were based on the intercourse among variables, were confirmed. Despite certain limitations, this research is important in terms of revealing the intercourse among resolution-oriented thinking, difficulty in emotion regulation, despondency and happiness levels of adolescents.

## **6. 2 Recommendations**

Based on all these data, if we emphasize our suggestions for researchers who will work in this field;

- The research was conducted with adolescents studying in public high schools in Samsun, Turkey. These issues should be taken into account when generalizing to different provinces and countries.
- In future studies, the effectiveness of studies based on different provinces and countries can be tested in terms of the results of the research findings.

- Again, since the research includes adolescents studying in public high schools, research and examination can be conducted on adolescents studying in private high schools.
- In addition, since our sample group included in our study included high school adolescents, adolescents between the ages of 10-13 are out of the scope of this study. Therefore, the level of relationship with this age group can be examined in future studies.
- By adding different variables to the research, a more comprehensive explanation of the dependent variable can be achieved.

Based on the results of the research, if we emphasize our suggestions to educators, school administrators and educational program organizers;

- Especially solution-oriented approach and emotion regulation studies are applied in schools. In this sense, training and seminars for adolescents can be beneficial in order to increase their awareness level.
- In addition, it is recommended that educators apply activity studies on resolution-oriented thinking, emotion regulation difficulties, despondency and happiness levels in the process of psychological counseling and guidance services.
- It is thought that it will contribute to the success of the training programs, which will be prepared by educators and developmental psychologists.
- It will also be an important resource that individuals who research and work in this field can benefit from.
- It is suggested that the approach of raising happy individuals, which is one of the basic building blocks of education, and the solution-oriented thinking approach to overcome the difficulties of negative affect and emotion regulation, especially in adolescence, should be more prominent in determining education policies.

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## ATTACHMENTS

### Appendix A

#### Parent Approval Form

Dear Parent;

This study, in which your child will participate, is about “The Relationship between Solution-Oriented Thinking, Emotion Regulation, Hopelessness and Happiness Levels in Adolescents” is a research application to be carried out between 05.11.2018-28.02.2019.

Purpose of the Study: It is 9.10.11 and 12th grade high school students studying in high schools. Research Application: It is in the form of a questionnaire.

The research is carried out with the permission of the Samsun Provincial Directorate of National Education affiliated to the Ministry of National Education and the school administration. Participation in the research practice is completely voluntary. Your child is free to participate in the study or not. The research does not pose any undesirable effects or risks to your child. Your child's participation is entirely at your discretion, you can refuse or leave at any stage. In case of not participating in the research or leaving the research, the academic achievement of the students will not affect the relations with the school and their teachers.

No identifying information is requested from the students in the study. The answers will be kept completely confidential and evaluated only by the researchers.

Applications generally do not contain questions and situations that will cause personal discomfort. However, if your child feels uncomfortable with questions or for any other reason during participation, they are free to stop answering and leave. In this case, necessary assistance will be provided to relieve the discomfort. After your child participates in the study, he/she can withdraw at any time. In such a case, it will be sufficient to tell the person applying the data collection tool that he or she will not complete the study. Not participating in the survey or giving up after participating in the survey will not bring any responsibility to your child.

If there is anything you want to ask before giving your approval, do not hesitate to ask. After the study is over, you can reach us by phone or e-mail and ask questions and ask for information about the results. Regards,

Researcher : Oguzhan KOCA

Contact information : [oguzhankoca\\_1234@hotmail.com](mailto:oguzhankoca_1234@hotmail.com) 0530 353 33 55

*The student of ..... class ....., whose parent I am, ..... .....*

*I consent to ..... to participate in the research described above.* (Please send the form back to school with your child after signing\*)

Parent Name-Surname :

.../.../...

Phone number:

Name-Surname-Signature:

## Appendix B

### Data Collection Tools

<b>SOCIO-DEMOGRAPHIC FORM</b>	
1	Your gender:      a) Girl ( )                      b) Male ( )
2	Your age: .....
3	School type: <input type="checkbox"/> Science High School <input type="checkbox"/> Social Sciences High School <input type="checkbox"/> Anatolian High Schools <input type="checkbox"/> Vocational and Technical Anatolian High Schools <input type="checkbox"/> Imam-Hatip High Schools <input type="checkbox"/> Multi-Program Anatolian High Schools <input type="checkbox"/> Fine Arts High School <input type="checkbox"/> Sports High School
4	Your class:              ( )9      ( )10      ( )11      ( )12
5	How many are brothers...
6	Which child are you...
7	Place of birth and birth: Village ( )      District ( ) City ( )      Big city ( )
8	Educational Status of Your Parents (the last school they graduated from) <div style="display: flex; justify-content: space-around; font-size: small;"> <span>Illiterate</span> <span>Primary school</span> <span>Middle School</span> <span>High school</span> <span>University-School</span> </div> Mother:    ( )                      ( )                      ( )                      ( )                      ( ) Father:    ( )                      ( )                      ( )                      ( )                      ( )
9	What is the working status of your parents? <div style="display: flex; justify-content: space-around; font-size: small;"> <span>Not working</span> <span>working</span> </div> Mother:    ( )                      ( ) Father:    ( )                      ( )
10	Mother's profession <input type="checkbox"/> Housewife <input type="checkbox"/> Paid Employee <input type="checkbox"/> Independent Working
11	Father's Job <input type="checkbox"/> worker    ( ) officer              ( ) Freelancer              ( )Farmer              ( )Retired
12	How would you describe your family's income? a) Low income ( )      b) middle income ( ) c) good income ( )      d) It is very good ( )
13	Your Parents: <input type="checkbox"/> Married and Living Together <input type="checkbox"/> Divorced                      ( ) They are not divorced, they live separately <input type="checkbox"/> They live apart                      ( ) Father passed away    ( ) Mother passed away

14	How are decisions made in the family? <input type="checkbox"/> We decide together on an issue that concerns us all. <input type="checkbox"/> Occasionally, we get the opinion of our brothers and sisters. <input type="checkbox"/> Our opinion is not taken, only my parents decide. <input type="checkbox"/> Only my mother has a say in matters that concern us all. <input type="checkbox"/> Only my father has a say in matters that concern us all. <input type="checkbox"/> Other .....
15	Who or who was influential in choosing the school you attended? <input type="checkbox"/> My own choice <input type="checkbox"/> my family's request <input type="checkbox"/> Friend my environment <input type="checkbox"/> My teachers <input type="checkbox"/> Other (please specify) .....
16	What is your parents' relationship like? <input type="checkbox"/> Good <input type="checkbox"/> medium <input type="checkbox"/> Bad
17	Have you repeated a grade? <input type="checkbox"/> I did <input type="checkbox"/> I didn't
18	How do your parents evaluate your school success? <input type="checkbox"/> Constantly follows <input type="checkbox"/> Sometimes follows <input type="checkbox"/> Does not follow
19	How do your parents evaluate your school success? <input type="checkbox"/> Good <input type="checkbox"/> medium <input type="checkbox"/> Bad
20	Do you believe that your school achievements carry you to your future goals? <input type="checkbox"/> Yes <input type="checkbox"/> No

**Solution Focused Thinking Inventory**

Below are some sentences based on solution-oriented thinking. Please read each item carefully and indicate whether you agree or disagree with these statements using a scale of 1-6. Give only one answer to each item and never leave it blank.

1: I strongly disagree	2:I disagree	3: I slightly disagree						
4: I somewhat agree	5:I agree	6: I totally agree						
			1	2	3	4	5	6
1. To possible solutions aĝmore of my time than to wasteĝI tend to analyze my problems.			1	2	3	4	5	6
2. Solve my problemssto be stuck in fameĝI am scientific.			1	2	3	4	5	6
3. Every problem has a solution.			1	2	3	4	5	6

### Scale of Difficulties in Emotion Regulation (DERS)

Below are some of the methods people use to control their emotions. Please read each situation carefully and sincerely evaluate how true each one is for you. Mark your assessment by placing a cross (X) on the circle in front of the appropriate answer.

1. I am clear about what I feel.	<input type="radio"/> Almost Never	<input type="radio"/> Sometimes	<input type="radio"/> About Half	<input type="radio"/> Most of the time	<input type="radio"/> Almost Half Always
2. I take into account how I feel.	<input type="radio"/> Almost Never	<input type="radio"/> Sometimes	<input type="radio"/> About Half	<input type="radio"/> Most of the time	<input type="radio"/> Almost Half Always
3. My emotions are unbearable and uncontrollable to me.	<input type="radio"/> Almost Never	<input type="radio"/> Sometimes	<input type="radio"/> About Half	<input type="radio"/> Most of the time	<input type="radio"/> Almost Half Always

### Beck Hopelessness Scale (BHS)

Below are some sentences that express thoughts about the future. Please read each statement and decide how relevant it is to you. "Yes" for those that suit you and "No" for those that don't. Tick the box (☐) below.

	Yes	No
1. I look to the future with hope and enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>
2. Since I can't fix things about myself, I better stop trying	<input type="checkbox"/>	<input type="checkbox"/>
3. It's comforting to know that things don't always stay the way they are, even when things go wrong.	<input type="checkbox"/>	<input type="checkbox"/>

### Oxford Happiness Scale (OHS)

Below are some expressions that people use to describe their own feelings. Read each statement, then indicate how you feel at that moment by scribbling on the appropriate one to the right of the statements. There is no right or wrong answer. Tick the answer that shows how you instantly feel without spending too much time on any statement.

<b>Oxford Happiness Scale (OHS)</b>	<b>I never agree</b>	<b>I mostly disagree</b>	<b>I somewhat agree</b>	<b>I agree</b>	<b>Mostly I agree</b>	<b>I totally agree</b>
1. I am dissatisfied with myself.	1	2	3	4	5	6
2. I am very interested in other people.	1	2	3	4	5	6
3. I find life to be quite rewarding.	1	2	3	4	5	6



## Appendix C

### Permissions Regarding the Use of Scales

#### About scale permission

faika şanalkarahan [faikas8787@hotmail.com](mailto:faikas8787@hotmail.com)

Thu 26.01.2017 at 17:36

Hello, you can use our Solution Focused inventory. You can access the articles from my thesis. For more information on the inventory, Elementary Education Online, 14(2), 757-769, 2015. Elementary Education Online, 14(2), 757-769, 2015. [Online]:<http://ilkogretim-online.org.tr> You can reach it from <http://dx.doi.org/10.17051/io.2015.15313>.

#### About scale permission

Tulin Gencoz [tgencoz@metu.edu.tr](mailto:tgencoz@metu.edu.tr) Wed 8.08.2018 at 15:36

Hello, You can use the scale in your scientific research. I have prepared the article for the evaluation of the final version of the scale. I am sending the document and reference information in the attachment. Best wishes,

Prof. Dr. Tülin Gençöz, Director of Social Sciences Institute, Middle East Technical University, 06800 Ankara, TURKIYE,

T: +90 312 210 7341 / 312 210 2094 F: +90 312 210 3703

#### About scale permission

aysegul dur <[ayseguldurak@yahoo.com](mailto:ayseguldurak@yahoo.com)>

Thu 22.11.2018 at 08:33

Mr. Koca, you can use this scale in your scientific studies. Good work...

Prof. Dr. Ayşegül Durak Batigun

#### About scale permission

Tayfun Doğan <[dogantayfun@msn.com](mailto:dogantayfun@msn.com)>

Tue 31.07.2018, 10:04

Hi, You can use Scale. You can reach the scale on my personal website.

Tayfun Doğan [www.tayfundogan.net](http://www.tayfundogan.net)

## Appendix D

### Ethics Committee Approval



10.12.2018

Sayın Oğuzhan Koca

Bilimsel Araştırmalar Etik Kurulu'na yapmış olduğumuz YDU/SB/2018/312 proje numaralı ve "Ergenlerin Çözüm Odaklı Düşüncelerinde Duygu Regülasyonunun Umutsuzluk Ve Mutluluk Düzeyleriyle İlişkisi" başlıklı proje önerisi kurumumuzca değerlendirilmiş olup, etik olarak uygun bulunmuştur. Bu yazı ile birlikte, başvuru formunuzda belirttiğiniz bilgilerin dışına çıkmamak suretiyle araştırmaya başlayabilirsiniz.

Doçent Doktor Direnç Kanol

Bilimsel Araştırmalar Etik Kurulu Raportörü


A handwritten signature in black ink, reading 'Direnç Kanol', is placed below the text of the committee member.

Not: Eğer bir kuruma resmi bir kabul yazısı sunmak istiyorsanız, Yakın Doğu Üniversitesi Bilimsel Araştırmalar Etik Kurulu'na bu yazı ile başvurup, kurulun başkanının imzasını taşıyan resmi bir yazı temin edebilirsiniz.

## Appendix E

## Ministry of National Education Approval

T.C.  
MİLLÎ EĞİTİM BAKANLIĞI  
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü



Sayı : 81576613/605.01/1475988 21.01.2019  
Konu: Araştırma Uygulama İzin Talebi

**YAKIN DOĞU ÜNİVERSİTESİ REKTÖRLÜĞÜNE**  
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi: a) Yakın Doğu Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsü Müdürlüğünün 24/12/2018 tarihli ve SBE.HY.TÇ/18.21 referans numaralı yazısı  
b) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelgesi

İlgi (a) yazı ile Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsü, Genel Psikoloji Anabilim Dalı Doktora Programı öğrencisi Oğuzhan KOCA'nın "Ergenlerin Çözüm Odaklı Düşüncelerinde Duygu Regülasyonunun Umutsuzluk ve Mutluluk Düzeyleriyle İlişkisi" konulu doktora tezi kapsamında hazırladığı veri toplama araçlarının Samsun ilinde bulunan her tür ve derecedeki liselerde öğretim gören öğrencilere uygulanmasına yönelik izin talebi Genel Müdürlüğümüze incelenmiştir.


Denetimi il/ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılmış veri toplama araçlarının ilgi (b) genelge doğrultusunda uygulanmasına izin verilmiştir.

Gereğini bilgilerinize rica ederim.

Asaf Murat KARAPINAR  
Bakan a.  
Genel Müdür V.

**Güvenli Elektronik İmzalı  
Aslı İle Aynıdır**

23 Ocak 2019

  
Erdogan GÜKLER  
Bilgisayar İşletmeni

Ek: Veri Toplama Araçları (10 sayfa)

Yenişehir Mahallesi Melas Sokak No:8 06560 Yenimahalle-ANKARA  
Telefon No: 0312 296 94 00 Faks No: 0312 21 3 61 36  
E-posta: [genel@meb.gov.tr](mailto:genel@meb.gov.tr) İnternet: [www.meb.gov.tr](http://www.meb.gov.tr) [www.genel.meb.gov.tr](http://www.genel.meb.gov.tr)

Bilgi için: Seydi KARABULUT - Dr. Anıl DEMİRBAŞ  
Öğretmen Komutanlık  
Telefon No: 0312 786 95 82

Bu e-posta güvenli elektronik imza ile atılmıştır. <https://www.genel.meb.gov.tr> adresinden 4851-fa60-338f-b571-a594 koda ile teyit edilebilir.

## Appendix F

## Turnitin Similarity Report

THE RELATIONSHIP OF SOLUTION-FOCUSED THINKING,  
EMOTION REGULATION, HOPELESSNESS AND HAPPINESS IN  
ADOLESCENTS-Oğuzhan Koca

## ORJİNALLİK RAPORU

% <b>14</b>	% <b>12</b>	% <b>5</b>	%
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

## BİRİNCİL KAYNAKLAR

<b>1</b>	<a href="http://revistaclinicapsicologica.com">revistaclinicapsicologica.com</a> İnternet Kaynağı	% <b>8</b>
<b>2</b>	Esen Sucuoğlu. "Economic status, self-efficacy and academic achievement: the case study of undergraduate students", Quality & Quantity, 2018 Yayın	% <b>1</b>
<b>3</b>	Sevtap Kanat. "The Relationship Between Digital Game Addiction, Communication Skills and Loneliness Perception Levels of University Students", International Education Studies, 2019 Yayın	<% <b>1</b>
<b>4</b>	<a href="http://www.revistaclinicapsicologica.com">www.revistaclinicapsicologica.com</a> İnternet Kaynağı	<% <b>1</b>
<b>5</b>	<a href="http://www.journals.lapub.co.uk">www.journals.lapub.co.uk</a> İnternet Kaynağı	<% <b>1</b>

## Appendix G

### Biography

**Name- Surname:** Oguzhan KOCA

**Date of birth:** 1974

**E-mail:** *oguzhankoca\_1234@hotmail.com*

Degree	University	Domain	Year
Associate Degree	Istanbul University (Istanbul, Turkey)	Justice College Justice	1994-1997
License	On Dokuz Mayıs University (Samsun, Turkey)	Faculty of Education Social Studies Teaching	1998-2002
MSc	Ahmet Yesevi International Kazakh Turkish University (Ankara, Turkey)	Faculty of Economics Health Institutions Management	2006-2008
PhD	Southern University Institute of Management Business and Law (Rostov on Don, Russia) (Double Degree Program)	Institute of Graduate Studies , General Psychology	2014 -2021
PhD	Near East University (Nicosia, Cyprus)	Institute of Graduate Studies , General Psychology	2016 -2021

### Titles

at the Ministry of Labor and Social Security	Manager	2001-2005
at the Ministry of Health	Manager	2005-2010
at the Ministry of Education	Social Studies Teacher	2010-

### Publications

#### **Papers presented at International Scientific Meetings and published in the proceedings book**

KOCA, O. and KOCA, S. (2019). Professional Comparison of Factors Affecting Employee Motivation in Healthcare Businesses, I. International Justice Congress Proceedings, Rize, p.1058

#### **Articles Published in International Refereed Journals (SCIE-SSCI)**

KOCA, O. (2020). The Relationship between Solution Focused Thinking, Emotion Regulation, Hopelessness and Happiness Level in Adolescents, According to the State of Belief that School Success Carries the Future Goals. *Revista Argentina de Clínica Psicológica*, 29(5), 1864-1874. DOI: 10.24205/03276716.2020.1182