NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF GENERAL PSYCHOLOGY

THE RELATIONSHIP OF PERCEIVED STRESS LEVELS, POSITIVE PSYCHOLOGICAL CAPITAL AND LOCUS OF CONTROL IN UNIVERSITY STUDENTS

Hasan ORUCU

PhD THESIS

NICOSIA
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ACCEPTANCE AND APPROVAL

This study, titled " The Relationship between Perceived Stress Levels, Positive Psychological Capital and Locus of Control in University Students ", prepared by Hasan Örücü, was accepted as a Doctoral Thesis by our jury as a result of the defence exam held on 28/06/2021.

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ABSTRACT

THE RELATIONSHIP OF PERCEIVED STRESS LEVELS, POSITIVE PSYCHOLOGICAL CAPITAL AND LOCUS OF CONTROL IN UNIVERSITY STUDENTS

Universities conduct their educational activities with young people who have passed adolescence. The mental health of this young generation is important for every country in the world. This is because the skilled workforce that will build the future of societies is educated in universities. Studies show that perceived stress, locus of control, and positive psychological capital are concepts that directly and indirectly affect university students. The purpose of this study is to examine the relationship between perceived stress, positive psychological capital, and locus of control in individuals pursuing their university education. The relationship between perceived stress, positive psychological capital and locus of control was investigated in relation to some demographic variables in the study, which was conducted using the relational screening model among individuals continuing their university education in Rize, Turkey. A total of 777 university students, 513 females and 264 males, participated in the study. Participants were interviewed using the Perceived Stress Scale, the Positive Psychological Capital Scale, the Locus of Control Scale, and the Demographic Information Form. As a result of the study, it was found that women are more stressed than men and they attribute events more to fate. It was found that they believe that the world is fairer than men and their perception of trust is very low compared to men. The high stress level of university students reduces their psychological capital. It was found that locus of control beliefs increased perceived stress and there was no direct relationship between locus of control beliefs and psychological capital. However, no relationship was found between locus of control and psychological capital. According to the correlation results, a positive and significant correlation was found between perceived stress scale scores and participants' perceived stress scale scores. Based on these findings, it is recommended that units and mechanisms be put in place to provide psychosocial support for female students. Various training programmes can be used to ensure that stress is within controllable ranges. In addition, various educational and psychological support programmes can be implemented to improve the locus of control and increase psychological capital. It is

believed that these programmes will contribute greatly to the mental health of the young generation that will shape the future.

Keywords: Perceived Stress, Positive Psychological Capital, Locus of Control

ÖZET

ÜNİVERSİTE ÖĞRENCİLERİNDE ALGILANAN STRES DÜZEYLERİ, POZİTİF PSİKOLOJİK SERMAYE VE KONTROL ODAĞININ İLİŞKİSİ

Üniversiteler eğitim faaliyetlerini ergenlik dönemini geride bırakmış gençlerle yapmaktadır. Bu genç neslin ruh sağlıkları dünyanın her ülkesi için önemlidir. Çünkü toplumların geleceklerini inşa edecek kalifiye insan gücü üniversitelerde yetişmektedir. Araştırmalar algılanan stres, kontrol odağı ve pozitif psikolojik sermayenin üniversite öğrencilerini doğrudan ve dolaylı etkileyen kavramlar olduğunu göstermektedir. Bu çalışmanın amacı, üniversite eğitimlerine devam eden bireylerde, algılanan stres, pozitif psikolojik sermaye ve kontrol odakları arasındaki ilişkiyi incelemektir. Türkiye'de Rize İlinde üniversite eğitimlerine devam eden bireylerde ilişkisel tarama modeli ile gerçekleştirilen araştırmada algılanan stres, pozitif psikolojik sermaye ve kontrol odağı arasındaki ilişki, bazı demografik değişkenler açısından araştırılmıştır. Çalışmaya 513 kadın, 264 erkek olmak üzere toplam 777 üniversite öğrencisi katılmıştır ve katılımcılara Algılanan Stres Ölçeği, Pozitif Psikolojik Sermaye Ölçeği, Kontrol Odağı Ölçeği ve Demografik Bilgi Formu uygulanmıştır. Araştırma sonucunda kadınların erkeklere oranla daha fazla stresli oldukları ve olayları daha fazla kadere bağladıkları bulunmuştur. Erkeklere oranla dünyanın daha adil olduğuna inandıkları, güven algılarının erkeklere oranla çok düşük olduğu tespit edilmiştir. Üniversite öğrencilerinin stres düzeylerinin yüksekliği psikolojik sermayelerini düşürmektedir. Kontrol odaklılığın algılanan stresi artırdığı, kontrol odaklı olmak ile psikolojik sermaye arasında ise doğrudan ilişki olmadığı sonucuna ulaşılmıştır. Yalnız kontrol odaklı olma ile psikolojik sermaye arasında herhangi bir ilişkiye rastlanmamıştır. Korelasyon sonuçlarına göre, katılımcıların algılanan stres ölçeği geneli puanları arttıkça aralarında pozitif yönlü ve anlamlı korelasyon bulunmuştur. Bu sonuçlara göre, kadın öğrencilere yönelik psikososyal açıdan destek sağlayacak birim ve mekanizmaların işler hale getirilmesi önerilir. Çeşitli eğitim programları ile stresin kontrol edilebilir aralıklarda olmasının sağlanabilir. Ayrıca kontrol odağını geliştirmek ve psikolojik sermayeyi artırmak için çeşitli eğitim ve psikolojik destek programları yapılabilir. Yapılacak programların geleceği inşa edecek genç neslin ruh sağlığına büyük katkılar sağlayacağı düşünülmektedir

Anahtar Kelimeler: Algılanan Stres, Pozitif Psikolojik Sermaye, Kontrol Odağı

TABLE OF CONTENTS

INDEXES OF TABLES AND FIGURES

Tables Index

Index of Shapes

ABBREVIATIONS

ACT. : Transmitted

AMOS : Analysis of Moment Structure

ARK : Friends

AVERAGE: Average

DİFF: Difference

FAQ: Standard Deviation

MAX : Maximum

MED: Median

MIN : minimum

Q. : Page

RTEU : Recep Tayyip Erdogan University

SPSS : Statistic Packets For Social Sciences

SS : Page Numbers

STD : Standard

TDK : Turkish Language Institution

TR : Turkish Republic

Translator : Translator

VB : And Similar

VD : And Others

WHO : World Health Organization

CHAPTER 1
INTRODUCTION

Universities conduct their educational activities with young people who have passed adolescence. At the end of 2018, 219,043,865 university students were in education worldwide (drdatastats, 2020). These figures are estimated to increase to 262 million by 2025 (YTB, 2020). In Turkey, according to YÖK statistics for 2020, 11,763,563 people are studying at a university (YÖK, 2020).

University students experience physical, social and mental changes very quickly. It is of great importance for all countries to protect the mental health of university students who will build the future of the countries. Students who are estranged from their families have trouble adjusting to the new environment. Others have problems in coping with stress (Doğan & Eser, 2013).

Today, stress has become a part of daily life. Stress manifests itself in different ways in each person. Everyone has different symptoms. People are constantly exposed to high levels of stress. Therefore, it is not possible to return to a normal level (Amount, 2000).

Scientific studies show that stress has a negative impact on mental health (Schneiderman, Ironson, & D. Siegel, 2004). These effects vary from person to person (Megan & Quevendo, 2007). Stress is now one of the leading causes of cardiovascular disease leading to death (Everson-Rose & Lewis, 2005).

Positive psychology, which builds bridges between the past and the future, is an important element in stress management (Kalem Ertal, 2017). Positive psychology scientifically focuses on the positive side of human beings. With this perspective, it makes a positive contribution to both individuals and institutions (Brandt, Gomes, & Boyanova, 2011). Nowadays, there is a growing interest in positive psychology. It is considered as the ability to cope with pain, be connected to life, survive in difficult situations, and recover from trauma (Biricik, 2012).

To cope with stress, it is necessary to show resistance (Luthans, Youssef, & Avolio, 2006). The locus of control, on the other hand, shows the individual's potential to cope. Internal locus of control indicates individual control over one's life. External locus of control means that events are associated with chance, fate, and external factors. People's responses to problems vary (Wong-McDonald & Gorsuch, 2004). University students with a high internal locus of

control and psychological capital cope more easily with difficulties (Luthans, Youssef, & Avolio, 2006).

The stress level of young people who continue their educational life in universities should be controllable. Young people must have a healthy psychological structure. Positive psychological capital and control beliefs are two important elements to control stress. This study shows the extent to which stress in university students is related to these two variables.

1.1. Problem Status

Stress has now become a part of daily life that affects human life. Stress causes psychosomatic diseases in people whom it affects for a long period of time. Therefore, many functions are affected. Two-thirds of the 200 million students in the world suffer from anxiety and stress (Journal İst, 2017). It is necessary to support university students who have gone through many psychological stages in this process. The healthier the stages are, the better will be the qualified intelligence of the countries. If the coping strategies against stress are kept at a high level during the students' education period, it will make an important contribution to the countries.

University students are in the final stage of beginning life. During this period, students go through psychosocial stages. It is normal for them to have adjustment problems during this time of change. Attitudes toward coping with stress are also important. Those who develop the right coping methods make a positive contribution to their lives. Those who use the wrong coping methods encounter problems in the process. (Deniz and Yılmaz, 2005). Stress coping strategies are behaviours that are exhibited to overcome problems later in life (Folkman, 2010). Studies show that university students around the world are exposed to severe stress (Mesidor & Sly, 2016).

The most important component of stress management is positive psychology. This is because it does not focus on the weaknesses of the individual. On the contrary, it focuses on the strengths and aspects that are capable of development. It emphasises the provision of their inner dynamics in conflict (Haffernon & Boniwell, 2014). Positive psychological capital is considered the most effective strategy for negative situations (Avey, Luthans, & Jensen, 2009).

Another important component is locus of control. The concept of locus of control refers to how a person defines and explains events in social life. People with a high internal locus of control believe that things are under their control. In contrast, those with an external locus of control attribute events to luck and fate (Uenuevar, 2012). There is no significant difference between genders in the studies. Individuals with an internal locus of control are solution-oriented during conflicts. Those with an external locus of control avoid problems (Taylor M. 2010).

During university, young people, who are often starting a family for the first time, are at great risk. During this time, young people need psychosocial support. For this, it is important to establish support programmes. If there are no support programmes, the risk of stress, depression and suicide is a major problem. This problem leading to disconnection from the current time is a big risk.

The university years are an intense time for students where they are challenged mentally, physically, spiritually, and emotionally. During this time, the negative effects of perceived stress should be controlled. If it cannot be controlled by the youth, the skilled human resources of their country will be affected. An important component in providing this control is increasing psychological capital. Another is addressing the compulsion to control. Addressing these components along with perceived stress fills an important gap in this research. There is no comprehensive study in this area on this topic. In this regard, the relationship between perceived stress, positive psychological capital, and locus of control in university students has been accepted as the main problem in this research.

1.2. Purpose of the research

- The purpose of this study is to find out whether there is a significant relationship between perceived stress, positive psychological capital, and locus of control in university students. The study examined whether the scores obtained from the scales differed according to socio-demographic variables. Then, the correlation analyses were evaluated. The structural equation model was used to examine the effects of the values determined from the scales on each other. Finally, answers to the research

questions were sought according to the research model. The sub-objectives of the research are listed below;

- Is there any relationship between the scores of the perceived stress scale, positive psychological capital scale and students' locus of control scale?
- Is there any relationship between the scores of perceived stress scale and socio-demographic characteristics of students?
- Is there a relationship between the scores of the Positive Psychological Capital Scale and the socio-demographic characteristics of the students?
- Is there a relationship between the results of the students' sense of control scale and their socio-demographic characteristics?
- Do the results of the perceived stress scale, the positive psychological capital scale, and the students' locus of control scale influence each other?

1.3. Importance of the research

The Turkish population is very young. Young people make up 15.4% of the population. The ratio between the age group 18-24, which is the subject of the study, and the young population is 71.5% (TUIK, 2020). It is necessary to minimise the conflicts that these young people may experience during their university education. Because the health of society depends on the mental health of young people. The aim is to scientifically uncover the risks, needs and expectations of students who are in the final stage of their education. The research aims to identify the risk factors of university students in coping with stress in order to contribute to the development of protective measures and solution strategies. While 39% of university students are moderately happy, 11% are unhappy. The self-esteem of those who are happy is also high (YÖK, 2019). The results will help to support the strengths and improve the weaknesses.

There are independent studies on university students on psychological capital, stress and locus of control. This study was conducted to provide a broader perspective by looking at the three concepts together and relating them to different demographic variables. It will give us an important way out of stress management. Studies state that $40 billion is spent annually on avoidable stress in the United States (Goh, Pfeffer, and Zenios, 2019). Looking at the world in general, this burden is much higher. This research is the first quantitative study to consider the variables of perceived stress, positive psychological capital, and locus of control together. In this regard, it should be a source of inspiration for the world of academia, practitioners, and policy developers.

1.4. Limitations of the Research

(1) This research is limited to the opinions of 777 students who participated in the survey of 18293 students pursuing their education at Rize Recep Tayyip Erdoğan University in Turkey.

(2) The data collection period for the survey is limited to the 2018-2019 academic year.

(3) The data collected in the study is limited to the Demographic Information Form, Perceived Stress Scale, Locus of Control Scale, and Positive Psychological Capital Scale.

1.5. Definitions

Stress: it is the usual reaction of the organism to any change, person, organ or mental structure. Stress is the name given to the tensions that arise in the organism due to physical, mental and emotional strain (Altintas, 2014).

Coping: This is the thoughts and behaviours of a person towards internal and external factors to cope with stressful events (Folkman, 2010).

Locus of Control: it is the equity that individuals use to overcome obstacles and succeed in their jobs. The internal locus of control belief indicates that an individual can control his or her life. External locus of control, on the other hand, refers to factors such as luck, chance, and fate (Wong-McDonald and Gorsuch, 2004).

Positive psychology: positive psychology is a discipline that aims to enhance an individual's positive personal attributes and protect his or her physical, mental, and emotional health (Seligman and Csikszentmihalyi, 2000).

CHAPTER 2
CONCEPTUAL FRAMEWORK, RELATED RESEARCH

In this part of the study, stress, the theoretical approach to stress, positive psychological capital and its subcomponents, locus of control and its subcomponents, and related research in this area are mentioned.

2.1. Stress

Stress is a concept as old as human history. From the earliest humans to the present, people have been exposed to stress at all times. Even though it has not been expressed as a concept until recently, man has experienced stress since his first day on earth. Naturally, he has developed methods of coping with stress. Stress in its current meaning has been used since the 17th century. Stress is closely related to many disciplines. From physics to medicine, anthropology, sociology and psychology are some of them. H. Selye, who was the first to work in this field, defines stress as the body's response to internal and external factors (Defrank and Vancevich, 1998). Stress is also expressed as the preservation of natural integrity or the effort to return to that integrity (Baltaş and Baltaş, 2004).

Today, we are faced with stressors that never stop due to constant change (Cüceloğlu, 1991). Coping with stress can be considered as the task of providing mental balance with the experience gained in the face of events and this knowledge (Öztaş, 1990). Stress is the interaction between stimulus and response (Baltaş, 2000). It is defined as the organism's response to the threat of constraint (Baltaş and Baltaş, 2004).

Stress is the emergence of the pressure exerted on the organism by internal or external factors. (Artan, 1986) In the literature, stress is defined as a response to stressors, a process in which a person interacts with his environment. Those who are exposed to stress are affected at various levels. It affects the physiology, emotional structure, cognitive or behavioural dimension of a person (Tarhan, 2008). Monat and Lazarus (1991) have discussed stress under three headings. These are physiological stress, psychological stress and social stress.

Individuals exposed to man-made traumatic events exhibit post-traumatic stress disorder (Charuvastra & Cloitre, 2008). Suicidal tendencies can be observed in individuals exposed to

stress (Eskin, Akoğlu & Uygur, 2006). Stress also increases the risk of substance use (Pilowsky, Keyes & Hasin, 2008). Currently, the creation of a new branch in medicine dealing with psychosomatic disorders is being discussed (Çevik and Şentürk, 2008). This is because people who are exposed to stress cannot think rationally. This situation leads to a loss of efficiency in the work done (Malik, 2011)..

2.2. Theoretical Approaches to Stress

2.2.1. Theories of Biological Approach to Stress

2.2.1.1. General Adaptation Syndrome

In experiments with mice in the laboratory environment, it was observed that the mice responded the same way to variables such as temperature and pressure, depending on the type of stimuli. From these experiments, it was concluded that the organism develops many somatic discomfort responses and that discomfort is associated with these disorders (Selye, 1965). Selye defined stress as the alarm phase, the resistance phase, and the exhaustion phase. It is said that if healthy resistance does not develop during these phases, stress can even lead to death during the exhaustion phase (Selye, 1965). Stress has an intense effect on the hippocampus, amygdala, and frontal region of the brain. Especially in stressful situations, increased amygdala activation leads to addiction and psychiatric risks (Sapolsky, 2015).

2.2.1.2. Genetic Structural Approach Theory

Genetic makeup determines responses to stressors. It causes people to develop resistance at different levels. In some individuals, sensitivity occurs in the digestive system, while in others, sensitivity occurs in the cardiovascular system (Akman, 2004).

2.2.1.3. The Stress Susceptibility Approach

This model arose as a synthesis of the two previous models. It assumes that the genetic structures of individuals and environmental factors interact with each other. There is an effect of heredity and environment (Şahin, 2013). It should also be considered that susceptibility does not always lead to stress in people with low-stress resistance. A person with a tendency to stress can remain healthy in a stress-free environment (Akman, 2004).

2.2.2. Psychological Approach

2.2.2.1. Psychodynamic Approach Theory

Unconscious dynamics is an approach proposed by Freud. In this approach, the reflection of

repressed impulses creates anxiety and tension in the individual (Akman, 2004). Freud talks about objective anxiety, neurotic anxiety and moral anxiety which cause stress. This is because the person experiences stress due to the emergence of repressed emotions. Overloading of defence mechanisms beyond normal levels causes the development of pathological diseases (Shultz and Shultz, 2001).

2.2.2.2. Cognitive Theory

According to this theory, the development of stress in individuals is the result of the interaction of the individual with the environment. This theory focuses on cognitive appraisals. People are constantly evaluating their interaction with the environment. These evaluations are useful to the person in terms of content and help them understand risky things (Akman, 2004). The first stage assesses whether events in the environment cause stress. The second stage examines the harmful and threatening situation of the events. In the third stage, it is determined how the events affect the person's normal state. A person's coping strategies vary from both the individual and the environment (Lazarus and Folkman, 1984).

2.2.2.3. Learning Theory

The theory is that conditioning experienced in early childhood comes into play in adulthood. Russian scientist Pavlov's experiment with dogs is called classical conditioning. Watson's experiment with Albert was called operant conditioning and it has been generalized. By establishing a link between conditioned and unconditioned stimuli, stress is eliminated when the reward is received (Akman, 2004).

2.2.3. Live Systems Theory

In this approach, it is emphasised that living individuals keep their lives in equilibrium with respect to all internal and external variables. This is called homeostatic equilibrium. For example, ensuring biological equilibrium can be expressed by a body temperature of 36.5 degrees. Psychological balance, on the other hand, is the situation in which feelings, thoughts, and behaviours influence each other. Cognitively, it is the meanings that a person ascribes to the outside world with the schemas in their mind. Stress occurs when the balance between all these factors is disturbed. It reveals the existence of the problem (Akman, 2004).

2.2.4. Psychosomatic Theory

According to this theory, there are meanings that people mentally assign to events. People who are under the influence of these meanings for a long time run the risk of developing psychosomatic complaints. If this effect is not controlled, stress leads to an effect that can damage the body (Şahin, 2013).

2.2.5. Neurobiological Theory

Increasing research on the brain has led to some developments. Your brain has a folded and layered structure, and if there is a relationship between these layers, stress can become a situation that contributes to human life. Neurobiological theory is a new and current approach that also incorporates psychodynamic theory, learning theory, and Eastern philosophy (Siegel, 2012). The lower layer of the brain gives the fight or flight command. The brain stem, also known as the reptilian brain, ensures that reflexes increase in the face of danger. The limbic system, referred to as the middle layer, is the area where anger, fear, and anxiety occur and is responsible for initial learning and memory. The upper brain is the region where cortical abilities are used at a high level and data from the sensory organs is evaluated. The feature that distinguishes humans from other creatures is the prefrontal cortex region of the brain. This region is the area where information from other areas and external stimuli are linked. This area includes functions such as establishing harmonious communication, establishing emotional balance, balancing fear and anxiety, the ability to empathize, intuition, and flexibility of responses (Siegel, 2012).

2.3. Theories of Coping with Stress

2.3.1. Lazarus and Folkman's Theory

This theory dates back to 1966. There are problem-oriented coping approaches and emotion-oriented coping approaches. Problem-oriented coping is an attempt to identify the problem and calmly and consciously eliminate the cause. Emotion-oriented coping is a strategy to eliminate the negative emotions caused by stress. These strategies can take the form of avoidance, escapism, and emotional support (Folkman, 2010).

2.3.2. Pearlin and Schooler's Theory

This theory states that the negativities that individuals experience in their lives form a coping repertoire. It is necessary to understand the marks that compelling events leave on people. This includes changing the situation in the face of a challenging event, changing the meaning

of the event when it occurs, and coping with stress when it comes to the stage of stress. A person's personality traits also influence coping (Pearlin and Schooler, 1978).

2.3.3. Billings and Moos Theory

In this theory, coping is treated under three categories and a total of nine subtitles. The first is appraisal coping, which is the process of making sense of the stressful situation. The second is emotion-oriented coping. There are the sub-dimensions of emotional regulation, submission and acceptance, and emotional discharge. Problem-oriented coping involves seeking information or suggestions about the problem, attempting to solve the problem, and developing reward alternatives (Billings & Moos, 1984).

2.3.4. The Theory of Carver, Scheier, and Weintraub

This theory has similarities with Lazarus' theory. They have identified 13 different coping styles. These are as follows. The active coping method aims to reduce the effects of stress through effort and action steps. Planning is identified as planning the best steps to take against stress. The displacing, competing activities focus on the threat and struggle by leaving other jobs if necessary to control the stress. Do not hold back, but wait for the right time without rushing in the face of the problem. The instrumental causes of seeking social support consist of the stages of seeking support, seeking information, and seeking advice for the problem. Social support for emotional reasons is the phase of receiving moral support as an emotion-oriented coping method. Focusing and expressing emotions focus and express problems and concerns. Behavioural withdrawal; giving up because you do not think you can handle it. Mental withdrawal; mentally shifting to other areas, i.e. turning to actions such as watching television or daydreaming to get away from the problems. Positive reinterpretation; trying to see the positive side of the problem. Acceptance; It has a functional quality when it is not possible to change the source of the stress. Denial; To say that there is no source of stress is to act like it. Orientation to religion is an approach that opens the door to a positive interpretation of events (Carver, Scheier and Weintraub, 1989).

2.3.5. Endler and Parker's Theory

In this theory, stress coping strategy is determined in three dimensions. Task-oriented coping refers to the steps taken to eliminate the functionality of the source of stress. Emotion-oriented refers to the development of responses that have an emotional dimension in their content.

Avoidance-oriented refers to distracting oneself or directing oneself toward others (Endler & Parker, 1990).

2.3.6. Schwarzer and Taubert's Theory

In this theory, coping strategies are discussed under four main headings. Reactive coping recognizes that what is described as harm or loss that has happened in the past, re-plans the future. Anticipatory coping consists of thinking of the benefits of situations that will soon occur and are seen as threatening situations, such as exams, dentist appointments, promotions. Preventive coping is preventing the development of acute stress by imagining possible situations that may occur in the distant future. Proactive coping means developing one's vision and imagining that risky situations that may occur in the future offer an opportunity for their development (Schwarzer and Taubert, 2002).

2.4. Psychological Capital and Its Sub-Components

Psychologists have defined positive psychology as a concept that transcends human capabilities. It has been interpreted as psychology itself (Sheldon & King, 2001). Looking at the last 200 years, from the establishment of the first psychology laboratory in 1789 to the 20th century, the science of psychology has been more concerned with the negative aspects of human beings. Psychology has not done much to improve the good sides of man. (Snyder C. R., 2000). This may be understandable. Until the 1990s, the focus was on healing trauma. Positive psychology came on the agenda of psychology when Martin Seligman became president of APA. He pioneered research on the topic (Schulman, 2009). Seligman noted that work on improving the good and fulfilling life was neglected during his presidency (Linley, 2009).

Maslow is one of the psychologists who laid the foundations of positive psychology. Although it takes a different path than humanistic psychology, it shares similarities with positive psychology. While positive psychology relies on experimental studies, humanistic psychology is based on the personal stories of self-actualized people (Schultz & Schultz, 2008). It expresses the best performance of people, groups, and organisations as a function and study of these situations (Gable & Haidt, 2005). Positive psychology includes the abilities, skills, perseverance, aesthetic feelings, spiritual aspects, and love skills of individuals (Seligman & Csikszentmihalyi, 2000). In order to live a qualified life, individuals must be the subject of

research, gather studies under one umbrella, and present these studies using a scientific method (Schulman, 2009; Taylor, Reed, Bower & Gruenewald, 2000).

Positive psychology focuses on the truth in people and seeks to discover the good. Focusing on the best in people aims to feed the person with their positive aspects. Meanwhile, it does not ignore the negative. It sees them as a chain of events that happen and are likely to happen in the normal course of life. It builds a bridge between yesterday, today and tomorrow. It builds happiness for today and hope for the future by feeding off the good and satisfying events of the past. It is broad enough to be used in many fields, from education to business to therapy (Kalem Ertal, 2017). In a study conducted with cancer patients, disease progression slowed in individuals who focused on discovering their abilities (Biricik, 2012). Positive psychology focuses on strengths, not weaknesses. For example, compassion means that the affluent help the needy. Positive traits in humans not only protect against disease, but also reduce the damage of stress and many related illnesses (Gable and Haidt, 2005). Studies show that dealing with negativity, belief, and optimism also protect human health (Taylor, Reed, Bower, and Gruenewald, 2000). Second, psychology has turned entirely to the psychology of war, particularly after World War II (Gable and Haidt, 2005). The research conducted during this period is indicative of what the science of psychology focused on. According to Luthans, two hundred thousand articles were written on mental illness and its treatment, while one thousand articles were written on the positive qualities of people (Luthans F., 2002).

It can be said that positive psychology has come to the fore as a preventive measure in the 1990s. It was found that there is a strong link between positive interaction and positive events in daily life (Gable and Haidt, 2005).

2.4.1. Self-sufficiency

The ability to cope with possible situations that may arise is defined as confidence and belief in one's own abilities (Stajkovic and Luthans, 1998). Self-efficacy expresses how much people believe in their abilities rather than how skilled they are (Özkalp, 2009). There are three important dimensions of self-efficacy. The first is the degree of self-efficacy of a person. The second is whether the person's self-efficacy is strong or weak. Strength means perseverance and effort in a difficult situation, while weakness means giving up the struggle in a difficult situation. The third aspect is that the self-efficacy component can be developed (Stajkovic and Luthans, 1998). Those who have a sense of doubt about their potential

experience anxiety by avoiding the struggle at the slightest obstacle. People with high self-efficacy can develop various alternative solutions in difficult situations (Caprara and Cervone, 2003).

2.4.2. Optimism

Optimism is defined in connection with good humour, perseverance, success, physical health. Lack of optimism is associated with passivity, failure, and illness (Peterson, 2000). Optimism refers to people who have high life energy, hope for the future, and positive expectations. Negative optimism refers to people who are pessimistic and have negative feelings and thoughts (Luthans, Youssef and Avolio, 2007). When individuals' optimism is high, they tend to keep their physical health and mood good (Seligman and Csikszentmihalyi, 2000). Optimistic people may be more motivated in their work life (Keleş, 2011). In times of negativity, optimistic people achieve success by maintaining their expectations (Avey, Wernsing and Luthans, 2008).

2.4.3. Hope

Hope is the person's motivation to achieve the desired goal, to find a way to achieve the goal, and the perception of self-sufficiency for these processes (Snyder, 2002). Hope is defined as a cognitive state in which there are necessary alternatives for people to achieve their goals (Snyder et al., 1991). Hope is a trait that motivates people to perceive themselves as good and to act (Akman & Korkut, 1993). There is a positive relationship between academic achievement, physical health, athletic success, and psychological status of individuals with high levels of hope (Snyder, 2002). The hope component of positive psychological capital is a highly motivational tool (Luthans and Jensen, 2005). There are also some practices and approaches to increase people's hope levels (Luthans, Youssef, and Avolio, 2007).

2.4.4. Durability

The resilience component of positive psychological capital is defined as a person's ability to withstand and recover from all kinds of difficulties in the face of failure and conflict, in difficult and arduous processes (Luthans, 2002). Resilience has three dimensions, which are accepting the existing reality, finding a strong base of values and understanding and perceiving the natural flow of events (Coutu, 2002). It expresses the challenge and development of all the risks that life may bring before the events occur (Youssef & Luthans, 2007). Resilience is a multidimensional component that consists of a person's adaptation to all kinds of changes as long as his life lasts, his attitude towards psychological stress and this

adaptation process (Özkalp, 2009). Although resilience is a person's response to all types of situations, it is most effective in negative situations. In a negative situation, we can say that it is an important factor in fighting stress and anger (Luthans, 2002).

Positive psychology has led to the study of where people's happiness comes from, where they get their life energy from and how it affects people's well-being. These studies show that people can provide immunity and coping support against illness and seriously support recovery from disease states with less harm.

2.5. Locus of Control

The concept first appeared with Julian Rotter's social learning theory (Rotter, 1966). The Locus of Control became widely accepted through Rotter's work. People who believe that events are under their control have an internal locus of control. People who believe that events depend on chance and fate have an external Locus of Control (Rotter, 1966). Later, it was also used as a locus of control in translations. We have chosen to use the concept of locus of control. The internal locus of control or the external locus of control varies from individual to individual. Individuals may not fully belong to a field. Which side is more dominant determines the direction of the person's internal or external locus of control (Madu, 2018).

2.5.1. Internal Locus of Control

Individuals with an internal locus of control interpret events in the face of any situation by drawing strength from their behaviour and personality traits. In coping with problems, they use the internal locus of control when they are successful and the external locus of control when they are unsuccessful. People with high internal control beliefs do not involve luck, fate, and belief in an unfair world in their lives (Akın, 2007). When faced with a difficult task, a person with an internal locus of control focuses more on research, gathering information, and finding solutions. In simple tasks, there may be no difference between the internal and external control centre (Spector, 1982). Individuals with an internal locus of control exhibit more sincere and honest behaviour (Carlson and HYDE, 1980). They find more original strategies to find unique solutions to the problem (Cohen & Oden, 1974). In the event of failure, individuals with an internal locus of control take responsibility, whereas individuals with an external locus of control tend to blame others (Phares, Wilson, and Kgyver, 1971).

2.5.2. External Locus of Control

People with an external locus of control strongly believe that the entire outcome in case of failure or success depends on external factors such as luck, fate, and chance (Akın, 2007). They use more defence mechanisms, show more identity confusion and distrustful behaviour (Yaşar, 2013). We can say that individuals with a high internal locus of control are better able to cope with pathological situations, while individuals with an external locus of control are more susceptible to.

2.6. Related Studies

2.6.1. Stress and Studies Related to Stress in University Students

In some studies conducted in Russia, suicide attempts among university students were found to increase in stress-related depression (Sych, Matafonov, Belinskaya, and Ferreira, 2005).

In a study conducted in Taiwan, it was found that 84.2% of university students suffered from depression and 15.3% experienced depression every day. It has been shown that interpersonal relationships and academic problems are the main causes of depression as they cause stress (Wen, 2010).

Stress has also been the subject of studies among international students that they are exposed to high levels of stress due to reasons such as language, new culture, homesickness, finances, immigration, and learning adjustment (Mesidor & Sly, 2016). Similar results were found in a study of 229 Turkish students studying in the United States (Duru & Poyrazlı, 2011).

In the study conducted by Kılıç and İnci, it was found that young professionals with low education levels are at greater risk for occupational shocks (Kılıç and İnci, 2015). People under the age of 25 have higher levels of post-traumatic stress regardless of gender and education level. Accordingly, high school graduates were found to be more negatively affected by traumatic events than university graduates, and people under 25 were found to be more negatively affected than people over 25.

The tendency to resort to incorrect coping methods may also increase among university students who experience excessive anxiety and stress. It has been found that they may take refuge in alcohol and drug addiction to cope with the tension they experience (Duran & Goezden, 2016).

According to the study conducted by Akça et al. (2017), 917 adolescents were sampled and it was found that attention deficit and hyperactivity, depression, and anxiety-related problems were at a higher level than other mental health problems in the top three ranks in the sample group (Akça, Selen, Demir, & Demir, 2017). Girls were found to be at higher risk of depression and anxiety disorders compared to boys, and boys were more likely to have psychosis and alcohol dependence-related problems than girls.

University students who are exposed to many sources of stress use different coping methods. University students define stress as a mental state. They include methods such as adequate sleep, social support, and walking with a group of friends among their coping methods. Those who are satisfied with the university environment rarely request social support. Moreover, the perceived stress level was found to be higher in girls than in boys (Hancıoğlu, 2017).

University students have been found to belong to the high-risk group in terms of stress coping strategies, and some stress coping strategies that support students' well-being significantly reduce students' anxiety and perceived stress (Yusufov, Nicoloro-Santa Barbara, Grey, Moyer, & Lobel, 2019).

According to the study conducted by Ge et al. (2020) on 1137 medical students, it was found that as the amount of time spent in front of a screen increased, female students were at a higher risk of stress than male students (Ge, et al., 2020).

According to the study conducted by Choi (2020), students with high perceived stress levels were found to consume more convenience foods and unhealthy foods.

According to the study conducted by Gupta and NC (2021), the research findings reflect that there is a significant difference in empathy among university students in terms of gender, girls have more empathy than boys but the perceived stress level is higher than boys.

In the study of Tam et al (2020), it was found that resilience has a strong mediation effect with the impact of perceived stress on the use of psychotropic drugs.

A study conducted by Brubaker and Beverley (2020) on burnout, perceived stress, sleep quality, and smartphone use in osteopathic medical students found independent relationships between perceived stress, sleep quality, smartphone addiction, emotional exhaustion, and depersonalization. Medical students were found to be at higher risk for burnout.

2.6.2. Research on Positive Psychological Capital

In the study conducted by Luthans et al. (2006), the psychological capital of business students increased after the microintervention to increase positive psychological capital. This effect was not found in the control group. A similar increase in psychological capital was found in a study conducted among managers of different professions.

Karaırmak and Siviş (2008) suggested that steps should be taken to incorporate positive psychological capital more into mental health activities. They expressed that it should be possible to have children, adolescents, adults, and the elderly benefit more from mental health services while they are still in school. They stated that this should be done in healthy people before individual problems arise and said that this would contribute to society.

In the study conducted by Avey et al (2009), it was found that there was a positive and significant relationship between the subcomponents of positive psychological capital and perceived stress, sales performance, intention to quit and job search behaviour.

Akçay (2011) recommends studies to make a competitive advantage sustainable and to measure and develop psychological capital by considering the uniqueness of human beings.

In the field study conducted by Erkuş and Fındıklı (2012), positive psychological capital was found to have a positive and significant effect on working individuals.

Nguyen and Nguyen (2012) in their study of 364 marketing professionals found that positive psychological capital has a significant effect on work performance and quality of life of marketing professionals. As an example of positive psychological interventions, Eryılmaz (2017) found that Peseschkian and Seligman's approaches, which belong to positive psychotherapy methods, are as effective as psychotherapies conducted using the classical method.

In the study conducted by Eser (2018) with teachers, a significant and positive relationship was found between the variables of positive psychological capital, ethical leadership, work, and creating integrity. A similar study was conducted by Çakmak and Arabacı (2017). In the study, it was found that participants' positive psychological capital had a positive and significant relationship with their job satisfaction and organisational commitment. Anık (2018) found that there was a significant and positive relationship between participants' positive psychological capital and their problem-solving skills. In a similar study by Çiftçi (2019), it was found that the psychological capital of married middle school teachers was higher than that of single teachers, regardless of gender.

Thomas (2018) found a positive and significant relationship between communication skills and self-efficacy in a study of 98 students of different nationalities with high self-efficacy.

According to Yıldırım and Toesten's (2020) descriptive and relational survey model conducted on 374 teachers, it was found that there was a moderate, positive and significant relationship between teachers' commitment to their profession and their positive psychological capital.

The research conducted by Polatçı (2014) was related to police officers. According to the study, although the total scores of positive psychological capital had a significant effect on job performance, this was not the case for the sub-dimensions. While the sub-dimensions of resilience and hope influenced performance, self-efficacy and optimism had no significant effect.

2.6.3. Research on Locus of Control

(1983) found that first-year university students from large settlements had a stronger internal control mechanism than students from small settlements.

Argun's (1995) study on the effect of individual upbringing on control beliefs found that the internal control beliefs of students who received affection from their parents, whose behaviour was approved and whose needs were met were higher than those who did not experience these situations.

According to Arıcak's (1995) research, it was found that there was a significant difference between self-esteem, gender, and control beliefs among university students, that those with high self-esteem and boys had higher internal control beliefs than girls, and that there was no significant relationship between genders in relation to aggression. was conducted.

In a study conducted by Rotsztein (2003) to examine the relationship between locus of control and Internet use, it was found that Internet use increased among university students who had external locus of control. A significant and positive relationship was found with external locus of control. It was found that the probability of reporting problems related to internet use was high.

To investigate the relationship between stress and depression, Akbağ et al. (2005) concluded in a study of university students that individuals with an external locus of control were more affected by sources of stress.

In the study conducted by Chang and DeSimone (2001) on university students, a significant and positive relationship was found between hope and coping, a component of the internal locus of control. Ciarrchi et al (2007) found that there is a positive relationship between hope, self-esteem and academic achievement. They came to this conclusion in their study of 784 high school students.

In the study conducted by Durna and Şentuerk (2012), no significant difference was found between different demographic variables (gender, grade level, parental education level, family residence, etc.) and locus of control in university students, but there were significant differences according to parents' occupation and educational faculties.

In the study conducted by Ye et al. (2015) on university students, it was found that students with an external locus of control were more likely to engage in online social interactions. In order to control students' online social interaction, it is recommended to strengthen the internal control mechanism. A similar study was conducted by Hou et al. (2017) with university students on the use of mobile phones and social networks. In the study, it was found that the problematic use of social networks and mobile phones was related to an external control centre.

In the research conducted by Bitsadze and Japaridze (2016), it was found that among 407 teachers working in official public schools in Georgia, those with an internal locus of control were less likely to experience burnout, and studies to improve the internal locus of control were recommended.

In a study conducted with preschool teachers in Germany, it was concluded that the professional success of teachers with an internal locus of control was positively influenced and that of teachers with an external locus of control was negatively influenced (Smidt, Kammermeyer, Roux, Theisen, & Weber, 2018).

In a study conducted with 279 university students, self-efficacy was found to have a significant mediating effect between subjective well-being and life stress (Kang, 2020).

In a study conducted with 165 students at Southern Luzon State University, it was found that there is a negative correlation between internal locus of control and academic stress. Although they are not predictors of each other, a positive correlation was also found between the courageous behaviour of students with an internal locus of control (Quing & Baudin, 2021).

CHAPTER 3
METHOD OF THE RESEARCH

In this section, the research model, universe and sample, data collection tools, application of the research and statistical analysis methods of the data are explained.

3.1. Model of the Research

This research is quantitative research and a general screening method was applied. A relational screening model was used between dependent and independent variables. A relational survey model is an approach that aims to determine the change between two or more variables by scanning the entire universe or the sample taken to reach a general opinion about the universe (Karasar, 2011).

The research model is shown in Figure 1.

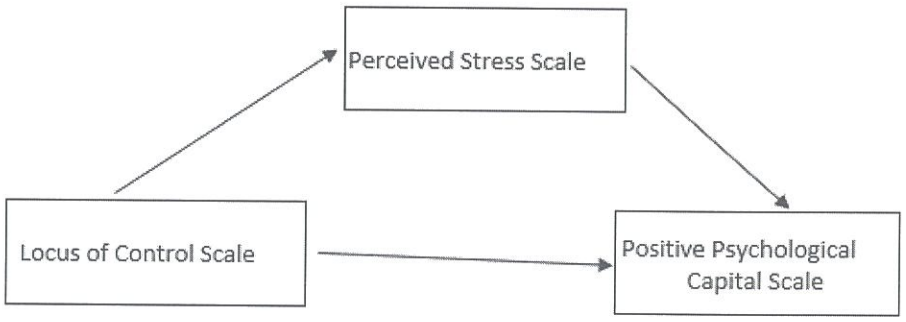


Figure 1: Research Model 1

3.2. Universe and Sample

The population of the study consists of 18,293 students who were enrolled and continuing their education in different departments of Recep Tayyip Erdoğan University in the academic year 2018-19. Since it is impossible to reach the entire population due to limited time, cost and control difficulties, sampling across the population was preferred.

What needs to be considered when determining the number of samples is the characteristics of the target population of the sample (Ural and Kılıç, 2013). The aim was to reach enough people to represent the students in the population who were included in the sample using the

simple random sampling method. Each person who constitutes the population has an equal chance of being included in the sample through simple random sampling (Arıkan, 2007). Although there are many formulas for calculating sample size, this study used the formula developed by Yaman for simple random sampling (Yaman, 2001).

The reason why the sample size is calculated based on the ratio "p" is because of the questions in the questionnaire we used. Since the scale of the questions used in the survey is not based on a real measurement scale, it is not quantitative when we use it as a variable. The questions of the questionnaire that we prepared depending on the options have the character of a "qualitative variable". Therefore, for each question, the participant answers either "agree" or "other options". From this situation arises the need to calculate a sample size that depends on the "p" ratio.

In order to create the formula, the researcher needs to make some predictions about the parameters in advance. The p-value was set at 0.5 because there was no previous research on our research topic. In determining the number of samples, the acceptable margin of error shows the incompatibility between the target group that is the subject of the research and the selected target group (cited from Hurst, Artuğer, 2011). In calculating the sample size of this study, the ratios of "p" and "q" in the formulas were assumed to be 0.5 and an attempt was made to obtain the highest sample size.

The acceptable error value "d" is the maximum difference between the mean of the population and that of the sample. It is the tolerance that the researcher will observe in estimating the value of the population. The acceptable standard error rate should be between 3-5%. The closer it is to 3, the larger the diameter, and the closer it is to 5, the smaller the sample size. In this study, the acceptable error rate was set at 5% considering the financial capabilities and time factor. Confidence level is another parameter that is set by the researcher. Research in the field of social sciences is conducted with a confidence level of 99% or 95%. The value that completes the confidence level to 100% is the probability of being wrong or the significance level (Kılıç and Pelit, 2004; Karasar, 2011). In this study, the confidence level was 95%, accordingly, the Z value was assumed to be 1.96 with a sensitivity of 5% (d=0.05) and the sample size was determined in this way. Thus, the sample size of the study was calculated as follows.

According to Yamane's Formula,

If the Universe Diameter is less than 10000;

$$n = \frac{N}{1 + N.(e)^2}$$

If the Universe Diameter is greater than 10000;

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

n: Number of Samples

N: Universe Diameter

z: Confidence Level (%95)

d-e: Amount of Sensitivity (0,05)

p: Aspect Ratio (0,50)

q: Invisible Rate (0,50)

$$n = \frac{18293 * (1,96)^2 * 0,50 * 0,50}{(18293 - 1)(0,05)^2 + (1,96)^2 * 0,50 * 0,50}$$

$$n = \frac{18293 * 3,8416 * 0,25}{18293 * 0,0025 + 3,8416 * 0,25} = 376$$

According to this calculation, 18,293 students enrolled in Recep Tayyip Erdoğan University were considered as research universe. It was considered sufficient to collect data from 376 individuals with an acceptable margin of error of 5% and a confidence level of 95%. It was decided to collect data from 1,128 students as it was believed that increasing the size of the sample would have a positive effect on the representativeness of the population by increasing it by three times. 1500 forms were distributed and 1,035 completed forms were collected. After sorting out the incompletely filled forms, 777 forms formed the sample for the study. A proportional distribution was made among the sections for the sample to be surveyed and care was taken to ensure that each section was represented in the sample. The personal details of the 777 students who participated in the study can be found in Table 1.

Table 1. *Personal characteristics of students*

		N	%
Gender	Female	513	66,02
	Male	264	33,98
Age	18-19 years	163	20,98
	20-21 years	321	41,31
	22-23 years	169	21,75
	24 years ≥	124	15,96
Civil situation	Married	43	5,53
	Single	734	94,47
	Associate Degree	328	42,21
School type	Licence	387	49,81
	MSc/Doctorate	62	7,98
	1st Class	273	35,14
Class	2 st Class	323	41,57
	3 st Class	72	9,27
	4 st Class ≥	109	14,03
	Successful	333	42,86
	Middle	411	52,90
	Unsuccessful	33	4,25
Study	worker	129	16,60
	Inoperative	648	83,40
Brother	≤ 2 siblings	189	24,32
number	3-4 siblings	437	56,24
	5 siblings ≥	151	19,43
	Bay	175	22,52
The Longest	District	220	28,31
living place	Province	231	29,73
	Big city	151	19,43
	Apartment	501	64,48
Seated	Detached house	154	19,82
	Village house	122	15,70
Type of house	Family House	591	76,06
	Rent	186	23,94
	0-1850 TL	243	31,27
Seated	1851-3700TL	354	45,56
ownership of the house	3701 TL ≥	180	23,17
	Country	394	50,71
family income	On Rent (Solo/Friend)	101	13,00
	With Parents	212	27,28
	Other	70	9,01

Table 1.

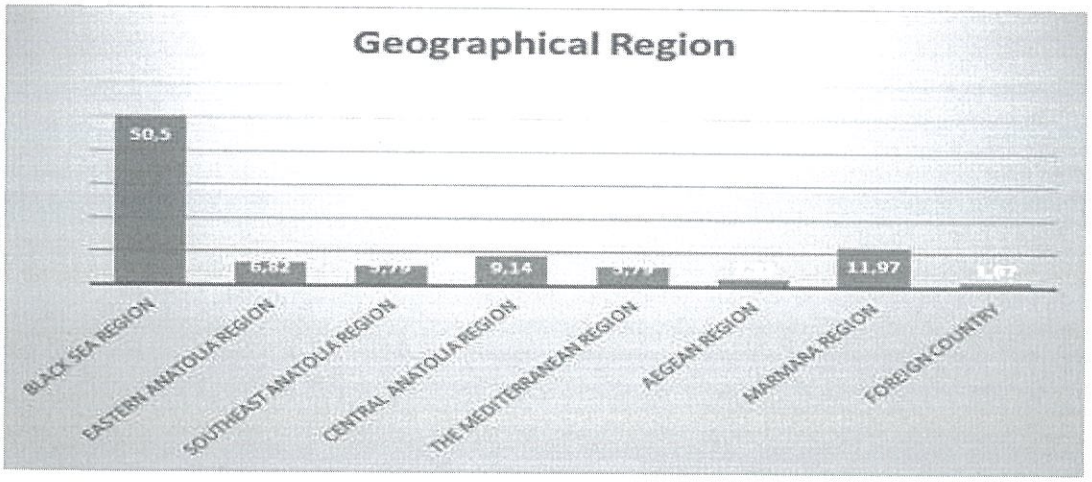
Personal characteristics of students (Continued)

Current place of stay	≤ 6 Hours	311	40,03
	7-8 Hours	355	45,69
	9 Hours ≥	111	14,29
	illiterate	70	9,01
	Primary school	400	51,48
	Middle School	175	22,52
	High school	98	12,61
	Licence	34	4,38
Father education level	Primary school	291	37,45
	Middle School	212	27,28
	High school	180	23,17
	Licence	94	12,10
Mom dad	The married	690	88,80
	Divorced/Separate	34	4,38
	deceased	53	6,82
Togetherness	Good	547	70,40
	Middle	173	22,27
	Bad	57	7,34
Mom dad	Diseased	626	80,57
	Illness Free	151	19,43

According to the data, 66.02% of the participants are female. 41.31% are between 20 and 21 years old, 21.75% are between 21 and 22 years old, and 20.98% are between 18 and 19 years old. 94.47% of male and female participants are single; 49.81% have a bachelor's degree, 42.21% have an associate's degree; 41.57% were in 2nd grade. Class and 35.14% were in 1st class; 52.90% of them have intermediate level of achievement, 42.86% of them are successful; 83.40% of the participants are not working, 56.24% of them have 3-4 siblings. 37.84% of them are the first child and 29.73% of them live in the province for the longest time, 28.31% in the district; 64.48% of them live in an apartment and 76.06% of them live on their family's property.

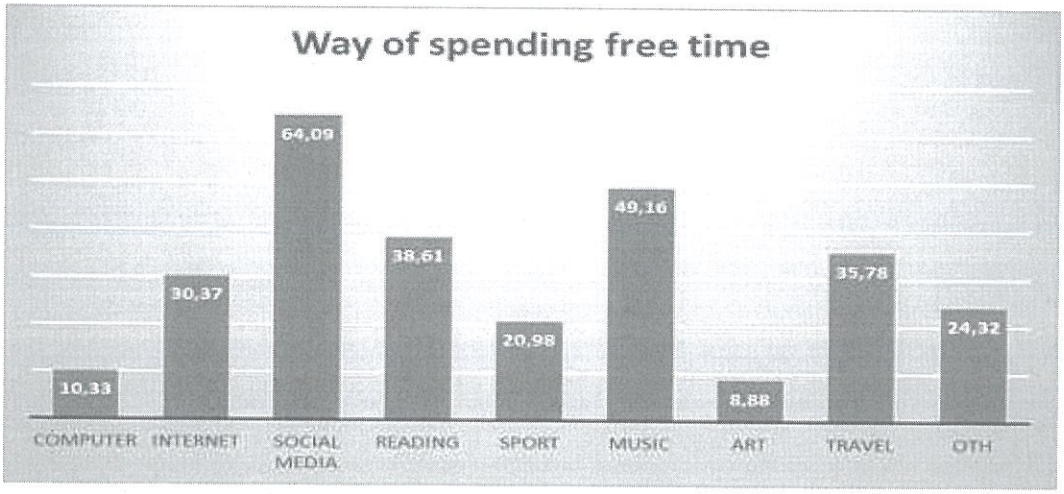
The participants consist of 45.56% of people whose family income is between 1851and 3700 TL and 50.71% of people who live in a dormitory. Daily sleep duration is 7-8 hours for 45.69%, 6 hours or less for 40.03%. The mother's education level was primary school 51.48%; the father's education level is 37.45%, while those with primary education is 27.28%. The parents of 88.80% of the students are together, and 70.40% of them have a

good relationship with their parents. On the other hand, 80.57% of the students did not have any serious illness before (Table 1).



Shape 1. Geographical regions of students

Students are mostly from the Black Sea region, 56.50%, and from the Marmara region, 11.97% (Figure 1).



Shape 2.The way students spend their free time

It was observed that the participants spent their free time on social media at a rate of 64.09%, with music at a rate of 49.16% and by reading a book at a rate of 38.61% (Figure 2.).

3.3. Data Collection Tools

A questionnaire was used to collect data from the participants. The questionnaire, which was given to the participants, consisted of four parts. The first part collected the socio-demographic data of the participants. In the second part, the Perceived Stress Level Scale (PSS) was used to measure the stress level. In the third part, the Positive Psychological Capital Scale was used to measure their positive psychological capital. In the fourth chapter, the Locus of Control Scale (LOS) was used to determine the locus of control of inheritance.

3.3.1. Information on Demographic Characteristics of Participants

In the personal information form, there are statements to determine the demographic characteristics of the students. Their gender, age, department and class are added. They were asked how many siblings they had and how many siblings they had. The students were tried to be understood in depth by asking questions about the place where they were born and raised, the house they lived in, the education level of the parents, the income status of the family, whether the parents were together or not, and how they were related to the parents in the family. Questions to determine the situation of the students in general and to determine the effect on other variables were prepared by the researcher. 16 questions were asked to determine demographic characteristics.

3.3.2. Perceived Stress Scale

The Perceived Stress Scale (PSS), developed by Cohen, Kamarck, and Mermelstein (1983) to determine the stress level of specific situations in a person's life, is a 14-item scale. A 5-point Likert rating was given on the scale, ranging from "Never (0)" to "Very often (4)". 7 of the items with positive expressions have a reverse score. The internal consistency coefficient of the Turkish ASÖ-14 is 0.84; the test-retest reliability coefficient was reported as 0.87. The stress level scores obtained with the PSS were positively correlated with depression and life events. There is a negative correlation coefficient with scores for satisfaction, self-esteem, and perceived social support. The scale was translated into Turkish by Eskin, Harlak, Demirkıran, and Dereboy (Eskin, Harlak, & Demirkıran, 2013). The scores of the PSS-14 range from 0 to 56, which means that a person with a high score also has a high sense of stress.

3.3.3. Locus of Control Scale

The Locus of Control Scale is a 29-item forced-choice questionnaire first developed by Rotter (1966) to measure differences in people's views about luck, talent, and fate. The restriction to

two choices on the Rotter Internal-External Locus of Control Scale led some participants to complain that neither answer applied to me. To prevent these complaints, the Locus Scale (KÖ) was created as a Likert-type of (Dağ, 2002). The scale was created as not at all true, not very true, true, fairly true, completely true and scored accordingly. A high score indicates the level of external locus of control. Of the items in the scale, 42 were scored straight and 38 were scored from the opposite direction. The SDL consists of 47 items and the internal consistency coefficient was found to be Cronbach's alpha = 0.92. There is no time limit for the application.

3.3.4. Positive Psychological Capital Scale

This is a scale developed to measure psychological capital (Luthans, Avolio, Avey, & Norman, 2007). Luthans et al. (2007) used this scale on different samples and the alpha value of reliability of the scale was reported to be 89%. The self-efficacy, hope, flexibility, and optimism subscales were found to be highly reliable, with the highest alpha values of 85%, 80%, 72%, and 79%, respectively (Luthans, Avolio, Avey, & Norman, 2007). The scale consists of 24 questions. To ensure that the four components of self-efficacy, hope, optimism, and flexibility are equally weighted, 6 equally weighted questions were asked that are believed to best represent the subcomponents. Since there is no reverse scoring on the scale, a high score means that psychological capital is high. The internal alpha consistency coefficient calculated for the scores obtained from the scale with all dimensions is 0.79 for the first dimension, 0.80 for the second dimension, 0.82 for the third dimension, 0.79 for the fourth dimension, 0.75 for the fifth dimension, and 0.72 for the sixth dimension. The alpha consistency coefficient of the six-dimensional scale is 0.92. The positive psychological capital scale conducted by Tösten and Özgan (2014) is used to test validity and reliability.

3.4. Application of Research

By letter dated 06/02/2019 and numbered 87374136-302.08.01-E.247, permission was granted for the survey at Recep Tayyip Erdoğan University, a state university in Rize, Turkey. Ethics Committee approval was granted by Near East University, dated 12.02.2019 and numbered NEU/SB/2018/341. The fact that 3 institutes, 12 faculties, 6 schools and 6 vocational schools continue education in 13 different locations of the university where the survey is to be conducted under the obtained permissions has complicated the implementation process. For this reason, the survey application was collected in 4 months between 18/02/2019-23/06/2019. In the units where the number of valid questionnaires could not be

achieved to represent the respective unit, the questionnaire was re-deployed in different classes. The response to the questionnaire was voluntary and followed a simple random procedure. The classes to be surveyed were drawn and the questionnaire was distributed according to the seating arrangement in the classrooms starting with the first person in the class first entered and skipping one person. This procedure was continued in the drawn classes. Questionnaires were distributed on days when classes were in session in at least 75% of all departments, taking into account the number of persons who would reach the sample number representative of the population by going to the departments in person. In this way, all departments were able to participate in the survey to the maximum extent possible.

3.5. Statistical Analysis of Data

The data of this study were analyzed using the programs IBM SPSS 24.0 for Windows and AMOS 24.0. The internal consistency coefficient of the Perceived Stress scale was 0.672, the internal consistency coefficient of the Locus of Control scale was 0.856, and the internal consistency coefficient of the Positive Psychological Capital scale was 0.924. The results of the Perceived Stress scale, Locus of Control scale, and Positive Psychological Capital scale were presented, and nonparametric hypothesis tests were applied to compare these results with sociodemographic characteristics. The reason why the Kolmogorov-Smirnov test and nonparametric hypothesis tests are preferred in comparisons is that the assumption of normality is not given. Thus, in comparisons, the Mann-Whitney U test was used when two variables were compared and the Kruskal-Wallis H test was used when three or more variables were compared. The relationship between the perceived stress scale, the locus of control scale, and the positive psychological capital scale was examined using the Spearman test. Structural equation modelling (SEM) was used to determine if the Perceived Stress and Locus of Control scales predicted the Positive Psychological Capital scale.

CHAPTER 4
RESULTS

In this section, the total scores and sub-dimensions of the scales and descriptive statistics were examined according to demographic data. Correlations between students' perceived stress, locus of control and positive psychological capital scale scores were examined. Finally, according to the structural equation model, the results of the path analysis regarding the effect of the Locus of Control Scale and Perceived Stress Scale scores on the Positive Psychological Capital Scale were examined.

4.1. Descriptive Statistics

Table 2. *Descriptive statistics of students' perceived stress scale scores*

	$\overline{X}$	S.S.	Smallest	Largest
Insufficient self-efficacy perception	15,29	3,36	0	27
Stress/ Perception of discomfort	16,95	3,68	0	28
Perceived Stress Scale	32,24	5,84	0	54

Considering the responses of the participants to the perceived stress scale, the overall scale scores were 32.24±5.84, the perception of insufficient self-efficacy scores were 15.29±3.36, and the perception of stress/discomfort scores were 16.95±3.68 (Table 2).

Table 3. Descriptive statistics of students' locus of control scale scores

	$\overline{X}$	S.S.	Smallest	Largest
Personal control	58,37	9,93	18	89
Believing in luck	29,11	4,77	11	55
The futility of striving	24,71	6,30	10	50
Fatalism	10,79	2,41	3	15
Unjust world belief	11,84	3,66	5	25
Locus of Control Scale	134,81	18,03	47	234

When we examine Table 22, which contains the averages of the answers given by the participants to the locus of control scale; it is seen that the students' control scores are 58.37±9.93. It is seen that the scores of believing in luck are 29.11±4.77. In addition, it is seen that the meaninglessness of effort scores are 24.71±6.30, and the fatalism scores are

10.79±2.41. Apart from this, it is seen that the unjust world belief scores are 11.84±3.66 and the locus of control scale overall scores are 134.81±18.03.

Table 4. *Descriptive statistics of students' positive psychological capital scale scores*

	$\bar{X}$	S.S.	Smallest	Largest
Self-sufficiency	8,20	3,06	4	20
Optimism	11,01	4,41	5	25
Confidence	7,49	2,77	4	20
Extroversion	11,25	4,09	5	25
Psychological resilience	10,32	3,86	5	25
Hope	5,39	2,32	3	15
Positive Psychological Capital Scale	53,67	15,50	26	130

When we examine Table 4, where the averages of the answers given by the participants to the positive psychological capital scale are found; it is seen that the students' positive psychological capital scale overall scores are 53.67±15.50. It is seen that the highest mean among the sub-dimensions of the scale is the extraversion dimension with 11.25±4.09. The mean scores of the other sub-dimensions are 8.20±3.06 in the self-efficacy dimension, 11.01±4.41 in the optimism dimension, and 7.49±2.77 in the confidence dimension. In addition, it is 10.32±3.86 in the psychological resilience dimension and 5.39±2.32 in the hope dimension with the lowest mean score.

4.2. Comparison of Demographic Variables and Key Variables

Table 5. *Mann-Whitney U test results of comparing students' perceived stress scale scores by gender*

Scale	Gender	$\overline{X}$	S.S.	Med.	Lower	Top	SO	Z	p
Insufficient Self-efficacy perception	Female	15,30	3,06	15	0	26	387,56	-0,251	0,802
	Male	15,27	3,88	15	0	27	391,80		
Stress/Discomfort perception	Female	17,44	3,29	17	7	28	415,61	-4,626	0,000**
	Male	16,00	4,18	16	0	28	337,30		
	Female	32,75	5,07	33	7	54	406,15	-2,976	0,003**
	Male	31,26	7,01	32	0	54	355,67		

***p<0,01*

As can be seen in the table, we can mention that female students' overall perceived stress scores and the stress/discomfort perception sub-dimension of the scale are significantly higher than that of male students ($p<0.01$; Table 5.).

Table 6.*Mann-Whitney U test results of comparing students' locus of control scale scores by gender*

Scale	Gender	$\overline{X}$	S.S.	Med.	Lower	Top	SO	Z	p
Personal control	Female	58,34	9,63	57	21	89	388,75	-0,043	0,966
	Male	58,43	10,50	57	18	88	389,48		
don't believe in luck	Female	29,02	4,44	29	18	55	384,75	-0,737	0,461
	Male	29,28	5,34	29	11	52	397,25		
Your effort meaninglessness	Female	24,42	5,99	24	10	50	379,67	-1,618	0,106
	Male	25,26	6,84	25	10	48	407,13		
	Female	11,03	2,40	11	3	15	409,19	-3,525	0,000**
	Male	10,33	2,38	10	3	15	349,77		
Fatalism	Female	11,38	3,53	11	5	25	361,62	-4,758	0,000**
	Male	12,72	3,76	13	5	23	442,21		
Unfair	Female	134,19	16,91	134	74	234	378,61	-1,800	0,072
	Male	136,02	20,02	136	47	224	409,19		

***p<0,01*

The fatalism levels of female participants are higher than male participants, and their belief in an unfair world is lower than that of male participants (Table 6.).

Table 7. *Mann-Whitney U test results of the comparison of students' positive psychological capital scale scores by gender*

Scale	Gender	$\overline{X}$	S.S.	Med.	Lower	Top	SO	Z	p
Self-sufficiency	Female	8,29	3,01	8	4	20	397,61	-1,500	0,134
	Male	8,04	3,14	8	4	20	372,27		
Optimism	Female	11,10	4,53	10	5	25	391,27	-0,393	0,694
	Male	10,84	4,17	10	5	25	384,60		
Confidence	Female	7,32	2,66	7	4	20	376,48	-2,185	0,029*
	Male	7,81	2,96	8	4	20	413,33		
extraversion	Female	11,38	4,08	11	5	25	396,77	-1,349	0,177
	Male	11,02	4,11	11	5	25	373,90		
Psychological durability	Female	10,42	3,88	10	5	25	395,79	-1,180	0,238
	Male	10,11	3,83	10	5	25	375,81		
Hope	Female	5,33	2,28	5	3	15	382,30	-1,182	0,237
	Boy	5,53	2,39	5,5	3	15	402,01		
	Female	53,83	15,13	53	26	130	393,66	-0,807	0,420
	Male	53,35	16,22	52	26	130	379,94		

*$p<0,05$

When the data in the table were analysed, the result of comparing the scores of female and male students from the positive psychological capital scale showed that the scores of female students in the trust sub-dimension of the scale were significantly lower than those of male students ($p < 0.05$; Table 7).

Table 8. *Kruskal-Wallis H test results of comparing students' perceived stress scale scores by age*

Scales	Age	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Inadequate perception of self-efficacy	18-19 years	14,95	3,65	15	0	26	362,07	8,860	0,031*	a-d
	20-21 years	15,27	3,41	15	0	27	391,42			
	22-23 years	15,20	3,23	15	2	26	375,02			
	24 years ≥	15,91	2,95	16	0	22	437,19			
Perseption of Stres/ Discomfort	18-19 years	17,16	3,82	18	2	28	408,78	3,006	0,391	
	20-21 years	16,81	3,59	17	0	27	377,91			
	22-23 years	16,81	3,78	17	5	26	379,36			
	24 years ≥	17,23	3,63	17	0	24	404,85			
Perceived Stress Scale	18-19 years	32,11	6,30	33	3	54	387,63	4,693	0,196	
	20-21 years	32,09	5,79	32	0	54	380,13			
	22-23 years	32,01	5,64	32	8	46	378,40			
	24 years ≥	33,14	5,60	33	0	44	428,23			

*$p<0,05$

According to the participants' responses on the stress perception scale, the inadequate self-efficacy perception scores of students aged 18-19 years are significantly different from the scores of students aged 24 years and older and are lower ($p < 0.05$; Table 8).

Table 9. *Kruskal-Wallis H test results of comparing students' locus of control scale scores by age*

Scales	Age	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Personal control	18-19 years	57,31	9,44	57	18	85	370,69	7,736	0,052	
	20-21 years	57,98	9,31	57	21	88	382,07			
	22-23 years	60,19	10,29	59	35	89	430,60			
	24 years ≥	58,29	11,33	56	18	89	374,32			
luckily don't believe	18-19 years	29,02	4,67	29	17	45	389,42	2,727	0,436	
	20-21 years	28,94	4,74	29	11	48	381,84			
	22-23 years	29,72	5,09	29	18	55	412,68			
	24 years ≥	28,81	4,49	29	11	45	374,70			
your effort meaninglessness	18-19 years	25,37	6,00	25	12	41	415,82	6,689	0,082	
	20-21 years	24,30	6,46	24	10	47	376,76			
	22-23 years	25,43	6,47	24	13	50	408,12			
	24 years ≥	23,91	5,91	24	10	40	359,36			
Fatalism	18-19 years	10,88	2,40	11	4	15	396,47	3,672	0,299	
	20-21 years	10,89	2,41	11	3	15	401,34			
	22-23 years	10,75	2,35	11	5	15	380,31			
	24 years ≥	10,48	2,52	10,5	3	15	359,07			
unfair	18-19 years	11,64	3,59	11	5	22	379,64	6,434	0,092	
	20-21 years	11,82	3,66	12	5	23	386,85			
	22-23 years	12,41	3,77	12	5	25	423,47			
	24 years ≥	11,35	3,54	11	5	21	359,88			
world faith	18-19 years	134,23	17,19	135	61	177	391,18	8,912	0,030*	c-d
	20-21 years	133,93	17,68	133	63	217	374,56			
	22-23 years	138,49	18,65	137	92	234	431,85			
	24 years ≥	132,84	18,70	133	47	202	365,12			

*$p<0,05$

When comparing the participants' Control Belief Scale scores according to their age, it was found that the total Control Belief Scale scores of students aged 22-23 years had a significant difference from students aged 24 years and older. They were also found to be higher than students aged 24 years and above ($p < 0.05$; Table 9).

Table 10. *Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores by age*

Scales	Yaş	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Self-suffiency	18-19 years	8,39	3,06	8	4	16	405,22	11,901	0,008**	a-d
	20-21 years	8,40	3,03	8	4	18	404,13			b-d
	22-23 years	8,20	2,95	8	4	20	390,05			c-d
	24 years ≥	7,48	3,18	7	4	20	327,07			
Optimism	18-19 years	11,83	4,54	11	5	25	432,08	13,158	0,004**	a-d
	20-21 years	10,98	4,23	10	5	25	389,63			b-d
	22-23 years	10,98	4,55	10	5	25	385,44			c-d
	24 years ≥	10,04	4,36	10	5	25	335,57			
Confidence	18-19 years	7,71	2,86	8	4	18	407,20	24,619	0,000**	a-d
	20-21 years	7,64	2,48	7	4	20	410,98			b-d
	22-23 years	7,67	3,10	7	4	20	395,71			c-d
	24 years ≥	6,56	2,75	6	4	20	299,02			
Extraversion	18-19 years	11,69	4,22	12	5	23	409,18	28,727	0,000**	a-d
	20-21 years	11,56	3,81	12	5	24	412,05			b-d
	22-23 years	11,44	4,26	11	5	25	397,60			c-d
	24 years ≥	9,64	4,04	9	5	25	291,09			
Psychological durability	18-19 years	10,66	4,24	10	5	24	404,17	12,938	0,005**	a-d
	20-21 years	10,50	3,58	10	5	21	404,62			b-d
	22-23 years	10,40	3,96	10	5	25	392,57			c-d
	24 years ≥	9,27	3,79	9	5	25	323,75			
Hope	18-19 years	5,55	2,31	6	3	12	406,98	8,972	0,030*	a-d
	20-21 years	5,56	2,33	6	3	15	407,27			b-d
	22-23 years	5,15	2,25	5	3	15	364,12			
	24 years ≥	5,08	2,36	4	3	15	351,96			
Positive Psychological Capital Scale	18-19 years	55,83	15,19	54	26	100	425,52	29,448	0,000**	a-d
	20-21 years	54,64	14,17	53	26	91	407,77			b-d
	22-23 years	53,84	16,32	52	26	130	388,85			c-d
	24 years ≥	48,07	16,86	46	26	130	292,60			

*$p<0,05$, **$p<0,01$

In the table comparing the scores of the positive psychological capital scale by age of the students, it was found that the scores of the participants aged 24 years and above on the total

positive psychological capital scale and the sub-dimensions of self-efficacy, optimism, self-confidence, extraversion and resilience are significantly lower than the scores of all other age groups. In addition, the scores of students aged 24 and older on the Hope sub-dimension are significantly lower than those of 18-19-year-olds and 20-21-year-olds ($p < 0.05$, $p < 0.01$; Table 10.).

Table 11.*Mann-Whitney U test results of comparing students' perceived stress scale scores according to marital status*

Scales	Marital status	$\overline{X}$	S.S.	Med.	Lower	Top	SO	Z	p
Insufficient self-efficacy perception	The married	15,63	3,90	16	0	22	421,16	-0,973	0,331
	single	15,27	3,33	15	0	27	387,12		
Stress/Discomfort perception	The married	16,37	4,25	16	0	24	352,65	-1,097	0,272
	Single	16,99	3,65	17	0	28	391,13		
	The married	32,00	7,51	33	0	44	388,40	-0,018	0,985
	Single	32,26	5,73	33	0	54	389,04		

The perceived stress level of the participants shows no significant difference depending on their marital status as the significance value of the perceived stress scale and its sub-dimensions, perception of inadequate self-efficacy and perception of stress/discomfort, of the students participating in the study was $p > 0.05$ (Table 11.).

Table 12. *Results of the Mann-Whitney U test comparing student control belief scale scores by marital status.*

Scales	Marital status	$\overline{X}$	S.S.	Med	Low	Top	SO	Z	p
Personal Control	The married	57,26	12,23	54	18	89	355,15	-1,018	0,309
	Single	58,44	9,78	57	18	89	390,98		
don't believe in luck	The married	28,42	4,47	29	11	37	379,36	-0,291	0,771
	Single	29,15	4,78	29	11	55	389,56		
your effort meaninglessness	The married	23,07	5,32	24	10	32	339,86	-1,479	0,139
	Single	24,81	6,34	24	10	50	391,88		
Fatalism	The married	10,02	2,69	9	3	15	318,49	-2,138	0,033*
	Single	10,83	2,39	11	3	15	393,13		
Unfair World faith	The married	11,05	3,66	11	5	21	347,77	-1,244	0,213
	Single	11,88	3,66	12	5	25	391,42		
Locus Control Scale	The married	129,81	19,10	133	47	158	348,29	-1,224	0,221
	Single	135,10	17,94	135	61	234	391,38		

*$p<0,05$

In line with the data obtained from the table, we can mention that the fatalism sub-dimension of the students' locus of control scale is $p<0.05$, and the fatalism scores of the participants make a significant difference according to their marital status. Accordingly, the fatalism level of married students is lower than that of single students (Table 12.).

Table 13.*Mann-Whitney U test results of the comparison of students' positive psychological capital scale scores according to their marital status*

Scales	Marital Status	$\bar{X}$	S.S.	Med.	Lower	Top	SO	Z	p
Self-sufficiency	The married	7,47	3,72	6	4	20	308,22	-2,443	0,015*
	Single	8,25	3,01	8	4	20	393,73		
Optimism	The married	9,21	4,60	9	5	25	277,88	-3,350	0,001**
	Single	11,11	4,38	10,5	5	25	395,51		
Confidence	The married	6,49	3,46	5	4	20	270,84	-3,580	0,000**
	Single	7,54	2,72	7	4	20	395,92		
Extraversion	The married	9,26	5,25	7	5	25	257,64	-3,961	0,000**
	Single	11,37	3,99	11	5	25	396,70		
Psychological durability	The married	8,74	5,13	7	5	25	262,52	-3,819	0,000**
	Single	10,41	3,76	10	5	25	396,41		
Hope	The married	5,37	2,88	4	3	15	366,40	-0,693	0,488
	Single	5,40	2,28	5	3	15	390,32		
Positive Psychological Capital Scale	The married	46,53	22,55	41	26	130	246,67	-4,279	0,000**
	Single	54,08	14,90	53	26	130	397,34		

*$p<0,05$, **$p<0,01$

The results of the comparison of positive psychological capital scores of the students participating in the study according to their marital status show that the levels of positive psychological capital scale-wide sub-dimensions of self-efficacy, optimism, confidence, extraversion and resilience of married students are significantly lower than those of single students (Table 13.).

Table 14.*Kruskal-Wallis test results of comparing students' locus of control scale scores according to school type*

Scales	School Type	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Personal control	Associate degree	58,47	10,48	57	18	89	390,92	4,786	0,091	
	Licence	57,95	9,15	57	30	88	378,37			
	MSc/PhD	60,52	11,42	61,5	18	89	445,20			
luckily don't believe	Associate degree	29,62	5,13	29	14	55	416,11	8,485	0,014*	a-b
	Licence	28,76	4,41	28	11	45	370,85			a-c
	MSc/PhD	28,50	4,68	28	11	43	358,82			
Your effort meninglessness	Associate degree	25,32	6,62	25	10	50	412,15	6,109	0,047*	a-c
	Licence	24,30	6,05	24	10	44	373,08			
	MSc/PhD	24,03	5,98	24	10	40	365,92			
Fatalism	Associate degree	10,98	2,40	11	4	15	406,70	6,909	0,032*	a-c
	Licence	10,73	2,39	11	3	15	383,72			
	MSc/PhD	10,11	2,52	10	3	15	328,28			
Unfair World faith	Associate degree	11,98	3,81	12	5	25	398,01	1,312	0,519	
	Licence	11,71	3,53	11	5	23	379,78			
	MSc/PhD	11,90	3,70	12	5	20	398,90			
Locus Control Scale	Associate degree	136,37	19,69	137	61	234	409,45	6,212	0,045*	a-c
	Licence	133,45	15,91	133	63	202	368,87			
	MSc/PhD	135,06	20,78	135	47	185	406,44			

*$p<0,05$

When comparing by school type, participants' scores on the control belief scale and the sub-dimensions of belief in happiness, futility of effort, and fatalism show a significant difference by school type ($p < 0.05$). The overall control belief scale and sub-dimensions of meaninglessness of effort and fatalism were higher in associate degree students than graduate/PhD students; their belief in chance is also higher than undergraduate or graduate/PhD students (Table 14).

Table 15. *Kruskal-Wallis test results of comparing students' perceived stress scale scores according to school type*

Scales	School type	$\overline{X}$	S.S.	Med.	Low	Top	SO	χ^2	p
Inadequate perception of self-efficacy	Associate degree	14,95	3,67	15	0	27	367,72	5,162	0,076
	Licence	15,55	3,06	16	0	26	404,44		
	MSc/PhD	15,48	3,31	15,5	0	22	405,17		
Stress/Discomfort perception	Associate degree	16,83	3,85	17	0	28	383,04	1,522	0,467
	Licence	17,12	3,43	17	0	28	397,82		
	MSc/PhD	16,53	4,25	16,5	0	26	365,48		
Perceived Stress Scale	Associate degree	31,78	6,36	32	0	54	372,26	3,670	0,160
	Licence	32,67	5,21	33	0	54	404,22		
	MSc/PhD	32,02	6,56	32,5	0	42	382,59		

Since the participants' stress perception scale and its sub-dimensions, perception of inadequate self-efficacy and perception of stress/discomfort, have a significance level of $p > 0.05$, we can conclude that students' stress perception does not differ significantly according to school type (Table 15).

Table 16. *Kruskal-Wallis test results of the comparison of students' positive psychological capital scale scores according to school type*

Scales	School Type	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Self-sufficiency	Associate degree	7,70	3,13	7,5	4	20	347,06	29,478	0,000**	a-b
	Licence	8,74	2,95	9	4	20	432,57			b-c
	MSc/PhD	7,55	2,76	7	4	15	338,93			
Optimism	Associate degree	10,77	4,45	10	5	25	373,39	5,286	0,071	
	Licence	11,30	4,36	11	5	25	407,12			
	MSc/PhD	10,45	4,48	10	5	24	358,49			
Confidence	Associate degree	7,43	2,79	7	4	20	383,14	12,205	0,002**	a-c
	Licence	7,68	2,75	7	4	20	407,74			b-c
	MSc/PhD	6,56	2,66	6	4	17	303,06			
Exraversion	Associate degree	11,28	4,34	11	5	25	386,18	14,377	0,001**	a-c
	Licence	11,49	3,87	12	5	25	407,04			b-c
	MSc/PhD	9,69	3,77	9,5	5	25	291,35			
Psychological durability	Associate degree	10,01	3,97	10	5	25	366,77	11,396	0,003**	b-c
	Licence	10,69	3,73	10	5	25	415,39			
	MSc/PhD	9,63	3,95	9,5	5	25	341,91			
Hope	Associate degree	5,19	2,27	4	3	15	366,28	6,586	0,037*	b-c
	Licence	5,58	2,33	5	3	15	408,64			
	MSc/PhD	5,35	2,41	5	3	15	386,56			
Positive Psychological Capital Scale	Associate degree	52,37	15,63	51	26	130	368,12	17,634	0,000**	b-c
	Licence	55,48	15,05	54	26	130	419,37			
	MSc/PhD	49,24	16,18	46,5	27	112	309,90			

*$p<0,05$, **$p<0,01$

The self-efficacy scores of undergraduate students are higher than those of graduate and doctoral students ($p < 0.01$). The general psychological capital scale and self-confidence, extraversion, resilience, and hope scores of master's/doctoral degree students are significantly lower than those of bachelor's degree students. The scores for confidence and extraversion are lower among students with master's/doctoral degrees than among students with associate degrees (Table 16).

Table 17. *Kruskal-Wallis H test results of comparing students' perceived stress scale scores by class*

Scales	Class	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Insufficient self-efficacy perception	1st Class	14,86	3,63	15	0	27	361,12	7,520	0,057
	2st Class	15,41	3,36	15	0	26	398,48		
	3st Class	15,53	2,78	15	7	21	401,56		
	4st Class ≥	15,83	2,89	16	7	26	422,43		
Stress/ Discomfort perception	1st Class	16,68	3,92	17	0	28	375,16	4,437	0,218
	2st Class	17,20	3,64	17	0	28	408,97		
	3st Class	16,83	3,44	17	5	24	371,28		
	4st Class ≥	16,96	3,33	17	10	26	376,21		
Perceived Stress scale	1st Class	31,55	6,36	32	0	54	363,39	5,933	0,115
	2st Class	32,61	5,91	33	0	54	407,14		
	3st Class	32,36	4,69	32	13	40	388,72		
	4st Class≥	32,80	4,78	33	18	44	399,59		

According to the data in the table, the perceived stress levels of the students are similar according to their classes (Table 17.).

Table 18.*Kruskal-Wallis H test results of comparing students' locus of control scale scores by class*

Scales	Class	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Personal Control	1st Class	58,52	9,90	57	32	89	389,51	3,045	0,385
	2st Class	58,36	10,35	58	18	89	391,50		
	3st Class	56,72	8,61	56	38	84	348,81		
	4st Class ≥	59,14	9,55	57	35	86	406,87		
Luckily don't belive	1st Class	28,73	4,69	28	14	48	373,42	2,424	0,489
	2st Class	29,41	5,13	29	11	55	401,08		
	3st Class	29,19	4,34	29	18	42	398,78		
	4st Class ≥	29,07	4,02	29	20	45	385,77		
Your effort meninglessness	1st Class	24,51	6,32	24	11	47	381,56	3,994	0,262
	2st Class	25,14	6,61	25	10	50	406,01		
	3st Class	24,61	5,67	24	14	43	384,58		
	4st Class ≥	24,02	5,67	23	13	44	360,15		
Fatalism	1st Class	10,86	2,52	11	4	15	394,42	6,943	0,074
	2st Class	10,83	2,38	11	3	15	396,74		
	3st Class	11,08	2,22	11	7	15	410,77		
	4st Class ≥	10,30	2,33	10	5	15	338,11		
Unfair World Faith	1st Class	11,56	3,73	11	5	21	374,02	3,952	0,267
	2st Class	11,98	3,75	12	5	25	394,84		
	3st Class	12,47	3,41	12	5	21	429,88		
	4st Class ≥	11,69	3,31	11	5	20	382,23		
Locus of Control Scale	1st Class	134,18	18,19	135	70	217	380,66	2,291	0,514
	2st Class	135,71	19,48	136	47	234	403,29		
	3st Class	134,08	13,01	135	105	165	377,51		
	4st Class ≥	134,22	16,03	134	98	202	375,14		

Since students' locus of control scale and its sub-dimensions are significant, $p>0.05$, the scores of the participants from the locus of control scale and its sub-dimensions do not differ significantly according to their classes (Table 18.).

Table 19.*Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores by class*

Scales	Class	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Self-sufficiency	1st Class	7,89	3,14	8	4	17	363,55	6,153	0,104
	2st Class	8,44	3,01	8	4	20	408,58		
	3st Class	8,38	3,19	8	4	20	397,78		
	4st Class ≥	8,17	2,85	8	4	16	388,91		
Optimism	1st Class	10,99	4,54	10	5	25	385,88	3,139	0,371
	2st Class	11,08	4,35	10	5	25	393,89		
	3st Class	11,53	4,39	11	5	25	419,66		
	4st Class ≥	10,51	4,30	10	5	23	362,06		
Confidence	1st Class	7,38	2,67	7	4	17	382,07	1,528	0,676
	2st Class	7,61	2,88	7	4	20	396,99		
	3st Class	7,75	3,10	7	4	20	403,33		
	4st Class ≥	7,22	2,48	7	4	16	373,20		
Extraversion	1st Class	11,23	4,25	11	5	24	383,86	5,292	0,152
	2st Class	11,49	4,01	12	5	25	405,00		
	3st Class	11,36	4,05	11	5	25	396,66		
	4st Class ≥	10,54	3,89	10	5	23	349,41		
Psychological durability	1st Class	10,03	3,97	10	5	24	367,65	5,860	0,119
	2st Class	10,49	3,79	10	5	25	402,59		
	3st Class	11,03	4,34	11	5	25	425,44		
	4st Class ≥	10,05	3,43	10	5	19	378,12		
Hope	1st Class	5,20	2,11	5	3	12	374,41	3,806	0,283
	2st Class	5,63	2,54	5	3	15	407,13		
	3st Class	5,42	2,56	5	3	15	381,17		
	4st Class ≥	5,16	1,89	5	3	12	376,99		
Positive Psychological Capital Scale	1st Class	52,73	15,24	51	26	100	375,66	5,180	0,159
	2st Class	54,74	15,71	54	26	130	404,96		
	3st Class	55,46	16,92	54	26	130	411,97		
	4st Class ≥	51,65	14,28	50	26	89	359,94		

As it can be seen from the above table results, the scores of the participants in the positive psychological capital scale in general and in all its sub-dimensions do not show a significant difference according to their classes (Table 19.).

Table 20.*Kruskal-Wallis H test results of comparing students' perceived stress scale scores according to their success at school*

Scales	Succes	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Insufficient self-efficacy perception	Successful	15,59	3,42	16	0	26	415,71	9,218	0,010*	a-b
	Middle	15,02	3,32	15	0	27	366,18			b-c
	Unsuccessful	15,58	3,02	15	8	22	403,71			
Stress/ Discomfort perception	Successful	17,35	3,47	17	0	26	411,68	9,282	0,010*	a-b
	Middle	16,54	3,80	17	0	28	366,55			b-c
	Unsuccessful	18,06	3,66	18	12	28	439,79			
perceived Stress scale	Successful	32,94	5,68	33	0	46	420,01	14,898	0,001**	a-b
	Middle	31,56	6,01	32	0	54	359,93			b-c
	Unsuccessful	33,64	4,23	33	25	44	438,15			

*$p<0,05$, **$p<0,01$*

The perceived stress scale and sub-dimensions of inadequate self-efficacy and stress/discomfort perception scores of the students participating in the study show a significant difference according to their success at school ($p<0.05$, $p<0.01$). In addition, it is seen that students with moderate success have lower perceived stress scores than other students (Table 20.).

Table 21. *Kruskal-Wallis H test results of comparing students' locus of control scale scores according to their success at school*

Scales	Succes	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Personal control	Successful	57,62	9,54	57	18	89	376,10	2,225	0,329
	Middle	58,85	10,06	57	30	89	397,03		
	Unsuccessful	60,03	11,68	62	39	84	419,17		
Luckily don't believe	Successful	29,08	5,04	29	11	55	384,08	0,455	0,797
	Middle	29,06	4,49	29	11	52	391,44		
	Unsuccessful	29,97	5,28	29	22	45	408,29		
Your effort meaninglessness	Successful	24,71	6,50	24	10	50	384,50	0,946	0,623
	Middle	24,68	6,04	24	10	48	394,91		
	Unsuccessful	25,09	7,57	22	15	41	360,71		
Fatalism	Successful	10,74	2,36	11	3	15	382,57	4,543	0,103
	Middle	10,78	2,43	11	3	15	387,79		
	Unsuccessful	11,45	2,80	12	3	15	468,89		
Unfair world faith	Successful	11,86	3,55	12	5	25	392,61	1,460	0,482
	Middle	11,87	3,74	12	5	23	389,73		
	Unsuccessful	11,15	3,74	11	5	21	343,45		
Locus of Control Scale	Successful	134,01	18,45	134	47	234	378,18	1,498	0,473
	Middle	135,23	17,59	135	63	224	395,98		
	Unsuccessful	137,70	19,31	134	104	202	411,27		

Looking at the data in the table, it was determined that the scores of the participants on the locus of control scale and its sub-dimensions did not show a significant difference according to their success at school ($p>0.05$; Table 21.).

Table 22. *Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to their success at school*

Scales	Succes	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Self-sufficiency	Successful	7,68	3,01	7	4	20	347,91	22,438	0,000**	a-b
	Middle	8,51	2,96	8	4	17	414,92			a-c
	Unsuccessful	9,64	3,75	10	4	20	480,83			b-c
Optimism	Successful	10,53	4,29	10	5	25	363,52	12,673	0,002**	a-b
	Middle	11,21	4,39	11	5	25	401,31			a-c
	Unsuccessful	13,36	5,08	13	6	25	492,86			b-c
Confidence	Successful	7,20	2,82	7	4	20	360,59	10,716	0,005**	a-b
	Middle	7,64	2,65	7	4	20	406,98			a-c
	Unsuccessful	8,42	3,43	8	4	20	451,70			b-c
Extraversion	Successful	10,16	3,83	10	5	25	327,28	44,532	0,000**	a-b
	Middle	12,03	4,01	12	5	24	434,02			a-c
	Unsuccessful	12,67	4,99	13	5	25	451,18			
Psychological durability	Successful	9,56	3,64	9	5	25	344,41	23,589	0,000**	a-b
	Middle	10,83	3,85	10	5	25	420,58			a-c
	Unsuccessful	11,48	4,85	11	5	25	445,59			b-c
Hope	Successful	5,23	2,25	5	3	15	371,68	3,639	0,162	
	Middle	5,50	2,33	5	3	15	401,49			
	Unsuccessful	5,70	2,78	6	3	15	408,23			
Positive Psychological Capital Scale	Successful	50,37	15,41	49	26	130	336,39	33,812	0,000**	a-b
	Middle	55,73	14,64	55	26	103	424,44			a-c
	Unsuccessful	61,27	19,66	65	30	130	478,53			b-c

***p<0,01*

According to data, the scores of the successful students in the total scale of positive psychological capital and the sub-dimensions of self-efficacy, optimism, self-confidence, extraversion and resilience are significantly different from the scores of the other students ($p < 0.01$). Accordingly, the scores of the total scale of positive psychological capital and sub-dimensions of self-efficacy, optimism, confidence, extroversion and resilience are lower in successful students than unsuccessful and moderately successful students. On the other hand, the scores of moderately successful students in school in the general scale of positive psychological capital and sub-dimensions of self-efficacy, optimism, confidence and resilience are significantly lower than the scores of unsuccessful students ($p < 0.01$; Table 22).

Table 23. *Kruskal-Wallis H test results of the comparison of students' perceived stress scale scores according to the number of siblings*

Scales	Number of siblings	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Insufficient	≤ 2 sibling	15,52	3,61	15	0	27	400,03	0,813	0,666
self-efficacy	3-4 sibling	15,27	3,26	15	0	26	387,89		
perception	5 sibling ≥	15,07	3,34	15	0	23	378,40		
Stress/	≤ 2 sibling	17,15	3,53	17	3	27	400,85	2,196	0,333
Discomfort	3-4 sibling	16,81	3,66	17	0	28	378,57		
perception	5 sibling ≥	17,10	3,92	18	0	26	404,35		
Perceived	≤ 2 sibling	32,67	6,07	33	3	54	406,36	2,597	0,273
Stress	3-4 sibling	32,08	5,63	32	0	54	377,73		
scale	5 sibling ≥	32,17	6,17	33	0	44	399,87		

According to the data, since the Perceived Stress Scale and its sub-dimensions, Perception of Inadequate Self-Efficacy and Perception of Stress/Distress, have a significance value of $p > 0.05$. It goes without saying that the scores of the perceived stress scale of the participants have no significant difference depending on the number of siblings and the scores are similar (Table 23).

Table 24. *Kruskal-Wallis H test results of comparing students' locus of control scale scores according to the number of siblings*

Scales	Number of siblings	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Personal control	≤ 2 sibling	59,02	10,46	58	33	86	398,03	0,450	0,799
	3-4 sibling	58,22	9,74	57	18	89	387,24		
	5 siblings ≥	58,00	9,83	57	18	88	382,77		
Luckily don't believe	≤ 2 sibling	29,02	4,92	28	18	52	374,08	4,168	0,124
	3-4 sibling	28,94	4,61	29	11	55	384,31		
	5 sibling ≥	29,71	4,98	29	11	44	421,25		
Your effort meaninglessness	≤ 2 sibling	24,57	6,75	24	10	48	379,42	0,666	0,717
	3-4 sibling	24,82	6,32	24	10	50	394,57		
	5 sibling ≥	24,56	5,68	24	10	43	384,87		
Fatalism	≤ 2 sibling	10,49	2,42	11	3	15	364,09	3,502	0,174
	3-4 sibling	10,85	2,46	11	3	15	393,72		
	5 sibling ≥	10,99	2,23	11	3	15	406,53		
Unfair World faith	≤ 2 sibling	12,01	3,72	12	5	23	399,53	1,216	0,545
	3-4 sibling	11,84	3,62	12	5	25	390,03		
	5 sibling ≥	11,60	3,72	11	5	23	372,85		
Locus of Control Scale	≤ 2 sibling	135,11	17,87	134	83	224	386,84	0,073	0,964
	3-4 sibling	134,66	18,36	135	61	234	390,91		
	5 sibling	134,87	17,37	135	47	187	386,17		

Since the scores of the students participating in the study in the overall scale of locus of control and the sub-dimensions of personal control, belief in luck, the meaninglessness of effort, fatalism and belief in an unfair world were $p>0.05$, the significance level of the scores of the participants' locus of control scale did not differ significantly according to the number of siblings. (Table 24.).

Table 25. *Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to the number of siblings*

Scales	Kardeş Sayısı	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Self-sufficiency	≤ 2 sibling	8,29	3,22	8	4	20	393,28	0,191	0,909
	3-4 sibling	8,12	2,91	8	4	17	385,92		
	5 sibling ≥	8,34	3,25	8	4	20	392,56		
Optimism	≤ 2 sibling	11,43	5,03	11	5	25	401,43	5,910	0,052
	3-4 sibling	10,59	3,96	10	5	24	372,71		
	5 sibling ≥	11,68	4,72	11	5	25	420,59		
Confidence	≤ 2 sibling	7,71	2,98	7	4	20	402,35	2,382	0,304
	3-4 sibling	7,31	2,58	7	4	17	378,13		
	5 sibling ≥	7,71	3,02	8	4	20	403,74		
Extraversion	≤ 2 sibling	11,35	4,05	11	5	25	396,75	0,326	0,849
	3-4 sibling	11,17	3,99	11	5	23	385,62		
	5 sibling ≥	11,38	4,43	11	5	25	389,09		
Psychological durability	≤ 2 sibling	10,40	3,82	10	5	25	395,89	0,444	0,801
	3-4 sibling	10,23	3,75	10	5	22	384,33		
	5 sibling ≥	10,48	4,24	10	5	25	393,90		
Hope	≤ 2 sibling	5,68	2,58	6	3	15	410,12	2,330	0,312
	3-4 sibling	5,27	2,14	5	3	15	381,29		
	5 sibling ≥	5,40	2,44	5	3	15	384,86		
Positive Psychological Capital Scale	≤ 2 sibling	54,86	16,83	53	26	130	401,92	1,964	0,375
	3-4 sibling	52,70	14,23	52	26	101	379,05		
	5 sibling ≥	54,99	17,11	53	27	130	401,63		

Since the overall positive psychological capital scale and the significance level of all sub-dimensions of the students participating in the study were $p>0.05$, the positive psychological capital scale scores of the participants did not show a significant difference according to the number of siblings (Table 25).

Table 26.*Kruskal-Wallis H test results of comparing students' perceived stress scale scores according to the place where they live the longest.*

Scales	Location	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Insufficient self-efficacy perception	Village	15,23	3,44	15	0	27	384,37	1,728	0,631	
	County	15,10	3,68	15	0	26	375,45			
	Province	15,32	3,17	16	0	26	396,21			
	Metropolitan	15,58	3,06	16	5	24	403,07			
Stress/ Discomfort perception	Village	16,51	3,51	17	3	27	363,15	10,640	0,014*	a-b
	County	17,09	4,00	17	0	28	401,15			b-c
	Province	16,68	3,74	17	0	25	368,59			
	Metropolitan	17,67	3,20	18	6	26	432,49			
Perceived Stress scale	Village	31,75	5,86	32	3	54	366,79	7,055	0,070	
	County	32,19	6,53	33	0	54	392,02			
	Province	32,00	5,57	32	0	44	377,24			
	Metropolitan	33,25	5,03	34	15	46	428,33			

*$p<0,05$

When we look at the findings obtained from the table, it is seen that the perceived stress scale's stress/discomfort sub-dimension scores of the participants whose place of residence is the county for the longest time show a significant difference and are higher than the students whose place of residence is the village and the province the longest ($p<0.05$; Table 26).

Table 27.*Kruskal-Wallis H test results of comparing students' locus of control scale scores according to the place where they lived the longest.*

Scales	Yer	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Personal control	Village	58,59	8,65	57	36	86	396,05	4,658	0,199
	County	58,30	10,18	58	18	89	392,21		
	Province	57,51	10,86	56	21	88	364,80		
	Metropolitan	59,54	9,41	58	36	88	413,16		
Luckily don't believe	Village	29,46	4,07	29	18	48	408,34	4,491	0,213
	County	29,29	5,08	29	11	55	403,03		
	Province	28,76	5,21	28	11	52	368,71		
	Metropolitan	28,95	4,30	28	18	42	377,19		
your effort meaninglessness	Village	24,90	5,81	25	12	47	397,93	4,546	0,208
	County	25,30	6,78	25	10	50	411,00		
	Province	24,30	6,24	24	10	48	373,37		
	Metropolitan	24,25	6,20	24	11	42	370,52		
Fatalism	Village	10,87	2,20	11	6	15	395,67	2,009	0,570
	County	10,93	2,41	11	3	15	403,12		
	Province	10,68	2,54	10	3	15	377,54		
	Metropolitan	10,66	2,46	11	3	15	378,24		
Unfair world faith	Village	11,44	3,73	11	5	23	365,66	5,304	0,151
	County	12,29	3,75	12	5	25	416,04		
	Province	11,78	3,52	11	5	23	384,26		
	Metropolitan	11,73	3,64	12	5	21	383,91		
Locus of control scale	Village	135,27	15,40	134	85	217	388,66	3,526	0,317
	County	136,11	20,22	136	47	234	409,85		
	Province	133,03	18,97	134	63	224	370,21		
	Metropolitan	135,13	15,82	135	102	190	387,76		

As a result of comparing the scores on the Locus of Control scale of the study participants according to the place where they lived the longest, it was found that the scores of the students whose place of residence was a village, district, province, or metropolitan area were similar and there was no significant difference between their scores ($p > 0.05$; Table 27).

Table 28.*Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to the place where they lived the longest.*

Scales	Location	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Self-sufficiency	Village	8,22	3,00	8	4	18	390,05	0,294	0,961
	County	8,26	3,13	8	4	17	392,89		
	Province	8,14	3,16	8	4	20	382,52		
	Metropolitan	8,21	2,87	8	4	17	392,03		
Optimism	Village	10,86	3,99	10	5	25	387,43	1,131	0,770
	County	10,90	4,37	10	5	25	384,08		
	Province	11,03	4,80	10	5	25	383,68		
	Metropolitan	11,29	4,35	11	5	25	406,13		
Confidence	Village	7,51	2,77	7	4	20	392,57	0,524	0,914
	County	7,40	2,71	7	4	17	380,56		
	Province	7,63	3,03	7	4	20	394,88		
	Metropolitan	7,36	2,45	7	4	16	388,17		
Extraversion	Village	11,50	3,97	12	5	24	407,22	4,795	0,187
	County	11,30	4,06	11	5	25	392,46		
	Province	11,41	4,34	11	5	25	394,05		
	Metropolitan	10,66	3,85	10	5	23	355,11		
Psychological durability	Village	10,38	3,57	10	5	24	400,76	2,245	0,523
	County	10,47	3,86	10	5	25	397,75		
	Province	10,42	4,30	10	5	25	385,67		
	Metropolitan	9,87	3,48	10	5	19	367,71		
Hope	Village	5,10	1,98	5	3	12	368,32	2,842	0,417
	County	5,61	2,58	6	3	15	401,37		
	Province	5,43	2,23	5	3	15	398,15		
	Metropolitan	5,35	2,39	5	3	15	380,94		
Positive Psychological Capital Scale	Village	53,58	14,57	53	26	100	394,47	0,679	0,878
	County	53,96	15,63	52	26	112	392,52		
	Province	54,06	17,07	52	26	130	390,07		
	Metropolitan	52,74	13,83	50	27	91	375,89		

Considering the data in the table, since the positive psychological capital scale significance value of the participants was $p>0.05$, it was determined that there was no significant difference when the scale scores were compared according to the place where they lived for the longest time (Table 28.).

Table 29.*Kruskal-Wallis H test results of the comparison of students' perceived stress scale scores according to house type*

Scales	House	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Insufficient	Apartment	15,37	3,32	15	0	27	393,66	0,619	0,734
self-efficacy	Family house	15,10	3,58	15	0	26	381,30		
perception	Village house	15,22	3,28	15	0	24	379,58		
Stress/	Apartment	16,95	3,58	17	0	28	385,78	0,322	0,851
Discomfort	Family house	16,90	4,04	17	0	25	392,82		
perception	Village house	17,04	3,64	17	3	28	397,40		
Perceived	Apartment	32,31	5,69	33	0	54	388,75	0,006	0,997
Stress	Family house	31,99	6,54	33	0	44	390,21		
scale	Village house	32,26	5,56	32	3	46	388,48		

The scores of the students who participated in the study from the perceived stress scale and its sub-dimensions do not make a significant difference according to the type of house ($p>0.05$; Table 29.).

Table 30.*Kruskal-Wallis H test results of comparing students' locus of control scale scores according to house type*

Scales	House	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
	Apartment	58,46	10,20	57	18	89	389,44	5,344	0,069	
Personal control	Family house	59,26	10,16	59	18	88	415,97			
	Village house	56,91	8,27	56	34	78	353,16			
	Apartment	29,00	4,79	29	14	55	381,17	2,358	0,308	
Luckily	Family house	29,40	5,12	29	11	44	412,74			
don't believe	Village house	29,16	4,18	29	18	43	391,20			
	Apartment	24,37	6,25	24	10	50	375,29	5,967	0,051	
Your effort	Family house	25,56	6,97	25	10	44	423,84			
meaninglessness	Village house	25,01	5,52	25	12	43	401,34			
	Apartment	10,69	2,43	11	3	15	378,92	3,546	0,170	
Fatalism	Family house	10,88	2,54	11	3	15	397,69			
	Village house	11,08	2,18	11	6	15	419,43			
	Apartment	11,79	3,68	12	5	25	385,70	3,223	0,200	
Unfair	Family house	12,21	3,70	12	5	21	415,45			
world faith	Village house	11,54	3,53	11	5	23	369,18			
	Apartment	134,32	18,12	134	61	234	382,19	7,074	0,029*	a-b
Locus of control	Family house	137,31	20,27	137	47	190	430,25			b-c
scale	Village house	133,70	14,11	132	106	170	364,91			

*$p<0,05$

As a result of comparing the participants' control centre scale scores according to the type of house, it was found that the scores of the students living in a single-family house were significantly different from the scores of the other students in the general control centre scale and were higher than those of the students living in an apartment or a village house ($p < 0.05$; Table 30).

Table 31. *Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to house type*

Scales	House	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	Diff.
	Apartment	8,06	3,04	8	4	20	378,13	4,604	0,100	
Self-sufficiency	Family house	8,62	3,09	8	4	17	422,12			
	Village house	8,27	3,07	8	4	18	391,82			
	Apartment	10,86	4,47	10	5	25	379,44	3,626	0,163	
Optimism	Family house	11,50	4,36	11	5	25	418,64			
	Village house	11,01	4,23	10	5	25	390,86			
	Apartment	7,39	2,72	7	4	20	381,22	1,998	0,368	
Confidence	Family house	7,61	2,94	7	4	20	396,85			
	Village house	7,74	2,77	7	4	15	411,04			
	Apartment	10,91	3,94	11	5	25	371,07	9,155	0,010*	a-b
Extraversion	Family house	12,05	4,53	12	5	25	425,23			
	Village house	11,69	3,94	11,5	5	22	416,91			
	Apartment	10,14	3,78	10	5	25	378,37	3,920	0,141	
Psychological durability	Family house	10,59	4,29	10	5	25	398,11			
	Village house	10,71	3,62	11	5	24	421,17			
	Apartment	5,45	2,26	5	3	15	397,83	4,494	0,106	
Hope	Family house	5,58	2,73	5	3	15	390,54			
	Village house	4,94	1,90	4	3	12	350,78			
Positive	Apartment	52,80	15,32	52	26	130	376,33	4,699	0,095	
Psychological	Family house	55,95	16,58	54	26	112	417,43			
Capital Scale	Village house	54,36	14,57	53	26	100	405,13			

*$p<0,05$

Comparison of the positive psychological capital scores of the students in the study by type of house shows that the scores of the participants living in an apartment have a significant difference in the extraversion subdimension from those living in a single-family house ($p < 0.05$). The extraversion scores of students living in an apartment are lower than those of students living in a single-family house (Table 31).

Table 32. *Kruskal-Wallis H test results of the comparison of students' perceived stress scale scores according to family income*

Scales	Family income	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Insufficient	0-1850 TL	14,97	3,00	15	0	27	361,64	5,828	0,054
self-efficacy	1851-3700TL	15,44	3,39	15	0	26	396,54		
perception	3701 TL ≥	15,43	3,73	16	0	26	411,12		
Stress/	0-1850 TL	17,19	3,52	18	0	27	402,35	3,881	0,144
Discomfort	1851-3700TL	17,06	3,66	17	3	28	394,09		
perception	3701 TL ≥	16,42	3,89	16	0	28	360,98		
Perceived	0-1850 TL	32,16	5,31	33	0	54	379,83	1,026	0,599
Stress	1851-3700TL	32,50	5,71	33	3	46	397,72		
scale	3701 TL ≥	31,84	6,72	33	0	54	384,24		

Since the perceived stress scale and its sub-dimensions, the perception of inadequate self-efficacy and the stress/discomfort dimensions of the students in the study are significant $p > 0.05$, the data in the table show that the perceived stress level of the students has no significant difference depending on their family income. In other words, the perceived stress level of the participants depending on their family income is similar (Table 32).

Table 33. *Kruskal-Wallis H test results of comparing students' locus of control scale scores according to family income*

Scales	Family income	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Personal control	0-1850 TL	58,09	9,43	57	18	87	385,00	0,700	0,705	
	1851-3700TL	58,27	9,62	57	18	89	385,51			
	3701 TL ≥	58,95	11,16	58	21	89	401,26			
Luckily don't belive	0-1850 TL	29,41	4,45	29	11	48	410,13	5,848	0,054	
	1851-3700TL	29,15	4,87	29	17	55	390,72			
	3701 TL ≥	28,61	4,94	28	11	52	357,08			
Your effort meaninglessness	0-1850 TL	25,26	6,35	25	10	47	409,32	3,036	0,219	
	1851-3700TL	24,56	6,23	24	10	50	382,26			
	3701 TL ≥	24,26	6,36	24	10	48	374,83			
Fatalism	0-1850 TL	11,05	2,32	11	3	15	409,60	9,832	0,007**	a-b
	1851-3700TL	10,85	2,43	11	3	15	397,54			a-c
	3701 TL ≥	10,32	2,45	10	3	15	344,40			
Unfair world faith	0-1850 TL	11,81	3,71	12	5	23	388,38	0,250	0,882	
	1851-3700TL	11,90	3,60	12	5	25	392,71			
	3701 TL ≥	11,73	3,72	11,5	5	23	382,53			
Locus of control scale	0-1850 TL	135,61	17,10	136	47	217	401,76	1,144	0,564	
	1851-3700TL	134,74	18,01	134	61	234	382,96			
	3701 TL ≥	133,87	19,32	135	63	224	383,66			

***p<0,01*

The comparison of the control beliefs scale scores of the students who participated in the study according to the income of their families shows that the scores of the participants whose family income is 0-1850 TL have a significant difference from the scores of the other students in the fatalism subdimension. It also shows that the level of fatalism is higher than the students whose families have a higher income ($p < 0.01$; Table 33).

Table 34. *Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to family income*

Scales	Family income	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Self-sufficiency	0-1850 TL	8,63	3,31	8	4	20	417,15	5,631	0,060
	1851-3700TL	8,02	2,94	8	4	20	376,23		
	3701 TL ≥	7,98	2,86	8	4	17	376,11		
Optimism	0-1850 TL	11,16	4,43	10	5	25	397,22	0,801	0,670
	1851-3700TL	10,91	4,48	10	5	25	381,33		
	3701 TL ≥	11,01	4,28	11	5	25	392,99		
Confidence	0-1850 TL	7,73	2,91	7	4	20	407,34	2,445	0,294
	1851-3700TL	7,36	2,68	7	4	20	379,19		
	3701 TL ≥	7,42	2,77	7	4	18	383,54		
Extraversion	0-1850 TL	11,49	4,13	11	5	25	402,02	2,464	0,292
	1851-3700TL	11,31	4,18	11	5	25	390,85		
	3701 TL ≥	10,84	3,84	10	5	21	367,79		
Psychological durability	0-1850 TL	10,77	4,12	10	5	25	413,72	5,410	0,067
	1851-3700TL	10,24	3,78	10	5	25	384,93		
	3701 TL ≥	9,86	3,62	10	5	25	363,63		
Hope	0-1850 TL	5,52	2,40	5	3	15	399,50	1,069	0,586
	1851-3700TL	5,31	2,29	5	3	15	380,73		
	3701 TL ≥	5,39	2,27	5	3	15	391,08		
Positive Psychological Capital Scale	0-1850 TL	55,30	16,06	54	26	130	415,85	5,208	0,074
	1851-3700TL	53,14	15,17	51	26	130	379,42		
	3701 TL ≥	52,51	15,27	52	26	103	371,60		

When the data in the table were examined, it was found that the participants' scores did not differ significantly according to the income of their families, as the scores of the scale of positive psychological capital of the students were $p > 0.05$. The scores of the positive psychological capital scale were similar regardless of family income (Table 34).

Table 35.*Kruskal-Wallis H test results of comparing students' perceived stress scale scores according to their current residence*

Scales	Location	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	Diff.
Insufficient self-efficacy perception	Yurtta	15,49	3,06	15	0	26	396,63	1,110	0,775	
	Kirada	15,02	3,94	15	0	27	377,52			
	Aileyle	15,08	3,46	15	0	23	379,61			
	Diğer	15,20	3,71	16	0	22	391,09			
Stress/ Discomfort perception	Yurtta	17,39	3,36	17	0	28	414,05	10,257	0,017*	a-c
	Kirada	16,69	4,34	17	0	28	371,27			a-d
	Aileyle	16,44	3,70	17	3	24	361,76			
	Diğer	16,39	4,08	16	0	24	356,09			
Perceived Stress scale	Yurtta	32,88	5,09	33	0	54	409,58	7,119	0,068	
	Kirada	31,71	7,15	32	0	54	377,69			
	Aileyle	31,52	5,98	32	3	46	361,83			
	Diğer	31,59	6,92	32,5	0	44	371,76			

**p<0,01*

According to the test results, the scores of the students who took part in the study and stated that they are currently living in the dormitory in the stress/discomfort sub-dimension of the perceived stress scale are significantly higher than the students who are currently staying with their families and choosing the "other" option as their current residence (p<0, 01; Table 35.).

Table 36. *Kruskal-Wallis H test results of comparing students' locus of control scale scores according to their current residence*

Scales	Location	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Personal control	Dormitory	58,28	8,99	57	32	86	356,70	4,341	0,114
	On rent	59,58	11,20	58	21	88	384,80		
	Family home	57,32	10,30	56	18	89	334,31		
	Other	60,33	11,52	60	18	89			
Luckily don't believe	Dormitory	29,27	4,56	29	14	45	363,77	5,808	0,055
	On rent	29,51	4,77	29	11	48	374,06		
	Family home	28,63	4,97	28	17	55	326,29		
	Other	29,03	5,25	29	11	52			
Your effort meaninglessness	Dormitory	24,78	6,34	24	10	44	353,52	0,636	0,728
	On rent	24,43	6,30	24	10	47	341,34		
	Family home	25,05	6,01	25	12	50	360,93		
	Other	23,70	6,95	23	10	48			
Fatalism	Dormitory	10,87	2,29	11	3	15	355,41	0,414	0,813
	On rent	10,64	2,43	11	3	15	342,12		
	Family home	10,89	2,52	11	4	15	357,04		
	Other	10,27	2,71	10	3	15			
Urfaid world faith	Dormitory	11,84	3,50	12	5	22	353,77	0,703	0,703
	On rent	12,25	3,94	12	5	23	368,26		
	Family home	11,84	3,78	11	5	25	347,64		
	Other	11,21	3,75	11	5	23			
Locus of control scale	Dormitory	135,04	16,44	135	70	202	354,40	0,804	0,669
	On rent	136,42	20,09	135	63	217	368,46		
	Family home	133,72	18,58	134	61	234	346,37		
	Other	134,54	21,68	134	47	224			

According to the result obtained from the Kruskal Wallis H test, the students' locus of control scale scores do not show a significant difference according to the place they are currently staying, since the overall locus of control scale and all sub-dimensions of the participants were $p>0.05$ (Table 36.).

Table 37.*Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to their current residence*

Scales	Location	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Self-sufficiency	Dormitory	8,49	3,03	8	4	18	367,93	4,265	0,119
	On rent	8,15	3,13	8	4	20	341,01		
	Family home	8,01	2,99	8	4	17	334,30		
	Other	7,23	3,06	7	4	20			
Optimism	Dormitory	11,16	4,36	10,5	5	25	355,63	0,062	0,970
	On rent	11,18	4,62	10	5	25	350,79		
	Family home	11,13	4,45	11	5	25	352,50		
	Other	9,51	4,06	9	5	25			
Confidence	Dormitory	7,70	2,72	8	4	20	363,51	1,960	0,375
	On rent	7,51	2,96	7	4	20	341,50		
	Family home	7,48	2,70	7	4	18	342,28		
	Other	6,29	2,77	6	4	20			
Extraversion	Dormitory	11,56	3,96	12	5	24	364,60	2,694	0,260
	On rent	11,03	3,86	11	5	25	331,83		
	Family home	11,32	4,05	11	5	22	344,85		
	Other	9,64	4,90	9	5	25			
Psychological durability	Dormitory	10,56	3,70	10	5	24	363,83	2,910	0,233
	On rent	10,62	4,14	10	5	25	356,81		
	Family home	10,09	3,61	10	5	21	334,40		
	Other	9,20	4,84	8	5	25			
Hope	Dormitory	5,50	2,28	5	3	15	362,71	1,821	0,402
	On rent	5,37	2,57	5	3	15	336,94		
	Family home	5,32	2,21	5	3	15	345,93		
	Other	5,09	2,49	4	3	15			
Positive Psychological Capital Scale	Dormitory	54,98	14,77	54	26	100	365,59	2,895	0,235
	On rent	53,86	16,84	52	29	130	336,66		
	Family home	53,35	14,36	52	26	101	340,72		
	Other	46,96	19,02	44,5	26	130			

In the table comparing the scores of the positive psychological capital scale of the participants according to their current place of residence, it can be seen that the scores of the students in the scale and all sub-dimensions are similar and do not result in a significant difference ($p > 0.05$; Table 37).

Table 38. *Kruskal-Wallis H test results of comparing students' perceived stress scale scores according to sleep duration*

Scales	Sleep Time	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Insufficient	≤ 6 Hours	15,70	3,15	16	0	26	412,11	6,181	0,045*	a-c
self-efficacy	7-8 Hours	15,10	3,38	15	0	27	378,11			
perception	9 Hours ≥	14,77	3,74	15	0	26	359,07			
Stress/	≤ 6 Hours	17,35	3,30	17	0	28	411,30	6,307	0,043*	a-c
Discomfort	7-8 Hours	16,83	3,83	17	0	28	380,31			
perception	9 Hours ≥	16,21	4,07	17	0	24	354,32			
Perceived	≤ 6 Hours	33,05	5,24	33	0	54	417,00	8,891	0,012*	a-c
Stress	7-8 Hours	31,93	5,98	32	0	54	375,45			
scale	9 Hours ≥	30,97	6,67	32	0	42	353,89			

**p<0,01*

Since the significance level of the participants' perceived stress scale and all its sub-dimensions was $p < 0.01$, it was found that the students' perceived stress scale scores showed a significant difference as a function of sleep duration. Accordingly, the perceived stress level of students with sleep duration of 6 hours or less is significantly higher than that of students with sleep duration of 9 hours or more (Table 38).

Table 39.*Kruskal-Wallis H test results of comparing students' locus of control scale scores according to sleep duration*

Scales	Sleep Time	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Personal control	≤ 6 Hours	58,62	9,51	57	18	88	392,53	0,273	0,872	
	7-8 Hours	58,23	10,03	57	18	89	384,43			
	9 Hours ≥	58,14	10,81	58	30	86	393,71			
Luckily don't believe	≤ 6 Hours	29,37	4,88	29	11	52	401,70	4,902	0,086	
	7-8 Hours	28,76	4,52	28	14	55	370,10			
	9 Hours ≥	29,46	5,17	30	11	45	413,86			
Your effort meaninglessness	≤ 6 Hours	25,05	6,27	24	10	48	401,62	7,383	0,025*	a-b
	7-8 Hours	24,10	6,29	24	11	50	366,67			b-c
	9 Hours ≥	25,70	6,28	24	10	41	425,07			
Fatalism	≤ 6 Hours	10,77	2,28	11	3	15	386,38	0,074	0,964	
	7-8 Hours	10,79	2,49	11	3	15	390,47			
	9 Hours ≥	10,86	2,55	11	3	15	391,63			
Unfair world faith	≤ 6 Hours	11,67	3,59	12	5	23	380,51	4,527	0,104	
	7-8 Hours	11,74	3,60	11	5	25	383,40			
	9 Hours ≥	12,61	3,96	12	5	22	430,68			
Locus of control scale	≤ 6 Hours	135,47	17,54	135	47	224	398,95	5,247	0,073	
	7-8 Hours	133,62	17,81	134	61	234	370,41			
	9 Hours ≥	136,77	19,92	137	63	202	420,59			

*$p<0,05$

According to the table, it was determined that the scores of the students whose sleep duration was 7-8 hours in the meaninglessness of effort sub-dimension made a significant difference compared to the other students, and the level of the meaninglessness of trying was lower than the other students ($p<0.05$; Table 39.).

Table 40.*Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to sleep duration*

Scales	Sleep Time	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	Diff.
Self-sufficiency	≤ 6 Hours	8,06	3,09	8	4	20	378,33	1,994	0,369	
	7-8 Hours	8,21	2,94	8	4	18	390,93			
	9 Hours ≥	8,59	3,28	8	4	17	412,72			
Optimism	≤ 6 Hours	10,85	4,26	10	5	25	383,99	0,452	0,798	
	7-8 Hours	11,01	4,34	10	5	25	389,81			
	9 Hours ≥	11,45	5,03	11	5	25	400,45			
Confidence	≤ 6 Hours	7,31	2,92	7	4	20	368,58	7,608	0,022	
	7-8 Hours	7,46	2,55	7	4	17	392,24			
	9 Hours ≥	8,07	2,98	8	4	20	435,86			
extraversion	≤ 6 Hours	10,84	4,20	11	5	25	364,10	9,848	0,007**	a-c
	7-8 Hours	11,27	3,70	11	5	23	394,89			
	9 Hours ≥	12,37	4,73	12	5	24	439,92			
Psychological durability	≤ 6 Hours	10,10	4,00	10	5	25	372,08	5,809	0,055	
	7-8 Hours	10,23	3,46	10	5	21	390,54			
	9 Hours ≥	11,23	4,53	11	5	25	431,47			
Hope	≤ 6 Hours	5,32	2,52	5	3	15	371,09	3,995	0,136	
	7-8 Hours	5,39	2,14	5	3	15	396,68			
	9 Hours ≥	5,61	2,28	6	3	12	414,62			
Positive Psychological Capital Scale	≤ 6 Hours	52,49	16,43	51	26	130	368,69	8,149	0,017*	a-c
	7-8 Hours	53,55	14,00	52	26	101	391,07			
	9 Hours ≥	57,33	16,89	57	26	103	439,27			

**p<0,05, **p<0,01*

According to the table, it was determined that the scores of the students whose sleep duration was 6 hours or less in the general positive psychological capital scale and the extraversion sub-dimension were significantly lower than the students whose sleep duration was 9 hours and above (Table 40.).

Table 41.*Kruskal-Wallis H test results of the comparison of students' perceived stress scale scores according to their mothers' educational status*

Scales	Mom education	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
	illiterate	15,26	3,14	15	0	21	389,63	2,005	0,735
Insufficient	Primary school	15,44	3,06	15	2	26	395,24		
self-efficacy	Middle School	15,34	3,30	15	0	23	392,51		
perception	High school	14,80	4,10	15	0	27	360,93		
	Licence	14,82	4,84	15	0	26	377,09		
	illiterate	17,09	4,02	17	0	28	399,61	6,383	0,172
Stress/	Primary school	17,03	3,39	17	5	26	391,87		
Discomfort	Middle School	17,29	3,34	17	3	25	407,80		
perception	High school	16,11	4,36	16	0	27	339,20		
	Licence	16,47	5,28	17	0	28	380,21		
	illiterate	32,34	5,70	33,5	0	42	407,82	7,039	0,134
Perceived	Primary school	32,46	5,18	33	8	46	393,03		
Stress	Middle School	32,63	5,49	33	3	44	403,53		
scale	High school	30,91	7,20	31	0	54	335,20		
	Licence	31,29	9,49	32,5	0	54	383,15		

According to the table, it is seen that the perceived stress scale and its sub-dimensions, the perception of insufficient self-efficacy and the perception of stress/discomfort, do not differ significantly according to the educational status of their mothers ($p>0.05$). In other words, the students' perceived stress scale scores according to their mothers' educational status are similar (Table 41.).

Table 42. *Kruskal-Wallis H test results of comparing students' locus of control scale scores according to their mothers' educational status*

Scales	Mom education	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Personal control	illiterate	58,23	10,81	57	18	88	388,19	2,448	0,654
	Primary school	58,85	9,53	57	18	89	399,96		
	Middle School	57,85	10,15	57	33	89	371,27		
	High school	57,44	10,16	57	21	86	374,94		
	Licence	58,50	11,08	59	32	85	393,54		
Luckily don't believe	illiterate	29,39	4,64	29	11	44	409,74	6,152	0,188
	Primary school	29,19	4,51	29	17	52	394,05		
	Middle School	29,35	4,86	29	19	55	400,74		
	High school	28,52	5,38	28	11	48	352,84		
	Licence	28,03	5,50	27,5	14	45	330,69		
Your effort meaninglessness	illiterate	24,41	6,25	24	10	43	379,59	2,017	0,733
	Primary school	24,83	6,01	24,5	10	48	394,25		
	Middle School	24,97	6,43	24	10	50	395,92		
	High school	24,46	6,94	24	10	47	376,60		
	Licence	23,26	7,30	23	10	38	346,76		
Fatalism	illiterate	11,19	2,37	11	3	15	428,90	8,244	0,083
	Primary school	10,90	2,36	11	4	15	396,63		
	Middle School	10,72	2,44	11	3	15	385,40		
	High school	10,48	2,49	10	3	15	362,56		
	Licence	9,88	2,59	10	3	15	311,78		
Unfair world faith	illiterate	12,20	3,55	12	5	21	411,43	6,658	0,155
	Primary school	11,59	3,69	11	5	23	373,71		
	Middle School	12,07	3,56	12	5	25	402,61		
	High school	12,35	3,74	12	5	21	424,33		
	Licence	11,26	3,72	11	5	21	350,82		
Locus of control scale	illiterate	135,41	20,00	134	47	190	394,13	1,310	0,860
	Primary school	135,36	17,17	134	61	224	394,71		
	Middle School	134,96	17,59	135	91	234	386,54		
	High school	133,24	20,05	135,5	63	217	378,09		
	Licence	130,94	20,12	135	70	173	355,40		

We can mention that the scores of the students in the study in the locus of control scale in general and in its sub-dimensions did not differ significantly according to the educational status of their mothers ($p>0.05$; Table 42).

Table 43. *Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to their mothers' educational status*

Scales	Mom eduction	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	Diff.
Self-sufficiency	illiterate	8,46	3,64	8	4	20	392,62	2,046	0,727	
	Primary school	8,05	2,98	8	4	20	379,01			
	Middle School	8,45	3,05	8	4	17	406,10			
	High school	8,28	2,94	8	4	16	398,50			
	Licence	8,06	2,98	8	4	17	383,71			
Optimism	illiterate	11,44	5,16	10	5	25	396,46	1,528	0,822	
	Primary school	11,02	4,49	10	5	25	388,12			
	Middle School	11,05	4,10	11	5	25	397,11			
	High school	10,51	4,07	10	5	23	366,50			
	Licence	11,29	4,47	10,5	5	22	407,10			
Confidence	illiterate	7,56	3,25	7	4	20	380,42	3,799	0,434	
	Primary school	7,45	2,73	7	4	20	388,28			
	Middle School	7,30	2,72	7	4	17	371,43			
	High school	7,71	2,61	7	4	16	413,90			
	Licence	8,09	3,04	8	4	18	433,78			
Extraversion	illiterate	11,43	4,56	11,5	5	25	393,15	5,438	0,245	
	Primary school	11,01	4,17	11	5	25	374,86			
	Middle School	11,55	4,02	11	5	21	403,37			
	High school	11,82	3,57	12	5	23	426,26			
	Licence	10,71	3,76	10	5	20	365,41			
Psychological resilience	illiterate	10,40	4,50	10	5	25	382,12	0,241	0,993	
	Primary school	10,30	3,85	10	5	25	388,07			
	Middle School	10,38	4,01	10	5	22	388,20			
	High school	10,26	3,47	10	5	21	395,11			
	Licence	10,29	3,06	10	5	16	400,66			
Hope	illiterate	5,21	2,56	4,5	3	15	358,21	12,143	0,016*	a-e
	Primary school	5,27	2,31	5	3	15	373,88			b-e
	Middle School	5,46	2,31	5	3	15	398,11			
	High school	5,67	2,28	6	3	15	424,16			
	Licence	6,06	1,95	6	3	12	482,10			
Positive Psychological capital scale	illiterate	54,50	19,97	52	26	130	383,39	1,267	0,867	
	Primary school	53,08	15,54	52	26	130	381,68			
	Middle School	54,18	14,51	52	26	89	396,62			
	High school	54,24	13,63	53	27	94	404,38			
	Licence	54,50	15,14	52	32	84	403,18			

*$p<0,05$

According to the data obtained from the table, it is seen that the scores of the students whose mothers are undergraduates in the hope sub-dimension of the positive psychological capital

scale are significantly higher than the students whose mother's education level is a primary school and whose mother is illiterate ($p<0.05$; Table 43).

Table 44.*Kruskal-Wallis H test results of the comparison of students' perceived stress scale scores according to their father's educational status*

Scales	Father education	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Insufficient self-efficacy perception	Primary school	15,42	3,18	16	0	26	396,60	1,732	0,630
	Middle School	15,07	3,23	15	0	23	375,83		
	High school	15,43	3,45	16	2	27	398,86		
	Licence	15,12	3,98	15	0	26	376,30		
Stress/ Discomfort perception	Primary school	16,97	3,46	17	0	28	384,77	1,684	0,641
	Middle School	17,19	3,65	17	3	26	405,36		
	High school	16,73	3,80	17	2	27	378,13		
	Licence	16,78	4,19	17	0	28	386,02		
Perceived Stress scale	Primary school	32,39	5,33	33	0	44	390,92	0,207	0,977
	Middle School	32,26	5,72	33	3	46	392,27		
	High school	32,16	6,10	33	5	54	386,02		
	Licence	31,89	7,06	32,5	0	54	381,40		

When we look at the table, the perceived stress scale scores of the students according to the educational status of their fathers are similar (Table 44).

Table 45.*Kruskal-Wallis H test results of comparing students' locus of control scale scores according to their father's educational status*

Scales	Father education	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Personal control	Primary school	58,50	9,51	57	18	89	390,21	1,097	0,778
	Middle School	58,30	11,06	57	18	89	390,20		
	High school	58,75	9,52	58	37	86	396,84		
	Licence	57,41	9,33	56	30	84	367,52		
Luckily don't believe	Primary school	29,07	4,33	29	11	44	393,27	3,031	0,387
	Middle School	29,48	5,51	29	17	55	396,06		
	High school	29,19	4,37	29	18	48	393,40		
	Licence	28,20	4,92	28	11	38	351,46		
Your effort meaninglessness	Primary school	24,65	6,00	24	10	43	386,34	3,366	0,339
	Middle School	24,75	6,68	24	10	50	382,34		
	High school	25,26	6,30	25	10	47	413,32		
	Licence	23,74	6,32	24	10	40	365,66		
Fatalism	Primary school	10,88	2,34	11	3	15	395,64	6,838	0,077
	Middle School	10,89	2,53	11	3	15	400,54		
	High school	10,88	2,25	11	5	15	393,84		
	Licence	10,11	2,60	10	3	15	333,14		
Unfair world faith	Primary school	11,69	3,67	12	5	22	382,05	0,879	0,831
	Middle School	11,86	3,74	12	5	25	385,99		
	High school	11,96	3,62	12	5	23	396,68		
	Licence	11,98	3,55	12	5	21	402,59		
Locus of control scale	Primary school	134,80	16,57	134	47	190	383,59	3,672	0,299
	Middle School	135,27	20,94	134,5	61	234	388,54		
	High school	136,04	16,96	136	85	217	412,89		
	Licence	131,45	17,15	133	63	164	361,03		

In line with the data in the table, we can state that the locus of control scale scores of the participants does not differ significantly according to the educational status of their fathers ($p>0.05$; Table 45).

Table 46. *Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to their father's educational status*

Scales	Father education	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Self-sufficiency	Primary school	8,16	2,99	8	4	18	386,73	2,305	0,512
	Middle School	8,29	3,23	8	4	20	388,91		
	High school	7,99	2,96	8	4	17	376,91		
	Licence	8,53	3,03	9	4	17	419,40		
Optimism	Primary school	10,89	4,48	10	5	25	380,44	4,663	0,198
	Middle School	10,72	4,29	10	5	25	376,37		
	High school	11,12	4,36	10	5	25	395,46		
	Licence	11,81	4,54	11	5	23	431,62		
Confidence	Primary school	7,60	2,83	7	4	20	397,33	4,354	0,226
	Middle School	7,29	2,99	7	4	20	362,82		
	High school	7,48	2,61	7	4	18	395,11		
	Licence	7,61	2,37	7	4	14	410,55		
Extraversion	Primary school	11,18	4,23	11	5	25	382,96	1,570	0,666
	Middle School	11,17	4,35	11	5	25	381,38		
	High school	11,56	3,80	11,5	5	23	406,50		
	Licence	11,12	3,55	11	5	19	391,39		
Psychological durability	Primary school	10,53	3,93	10	5	25	400,17	3,400	0,334
	Middle School	10,10	4,27	10	5	25	368,86		
	High school	10,16	3,46	10	5	19	383,60		
	Licence	10,47	3,42	11	5	19	410,19		
Hope	Primary school	5,33	2,30	5	3	15	381,53	3,654	0,301
	Middle School	5,28	2,39	5	3	15	374,34		
	High school	5,46	2,15	6	3	12	403,24		
	Licence	5,73	2,52	5,5	3	15	417,94		
Positive Psychological Capital scale	Primary school	53,69	15,97	53	26	112	388,48	3,231	0,357
	Middle School	52,85	16,52	50	26	130	371,27		
	High school	53,76	13,91	52	26	91	394,52		
	Licence	55,27	14,57	54,5	26	89	420,03		

When the participants' overall positive psychological capital scale and all sub-dimensions scores were compared according to their father's education level, no significant difference was found ($p>0.05$; Table 46).

Table 47. *Kruskal-Wallis H test results of the comparison of students' perceived stress scale scores according to the state of being together with their parents*

Scales	Parental relationship status	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Insufficient self-efficacy perception	The married	15,27	3,40	15	0	27	388,61	2,179	0,336
	Divorced/Separate	15,00	2,82	14,5	10	21	348,24		
	Dead	15,75	3,15	16	7	24	420,27		
Stress/ Discomfort perception	The married	16,87	3,74	17	0	28	384,91	2,896	0,235
	Divorced/Separate	17,12	3,07	17	8	23	394,10		
	Dead	17,85	3,18	18	10	26	438,94		
Perceived Stress scale	The married	32,14	5,95	33	0	54	386,00	2,861	0,239
	Divorced/Separate	32,12	4,68	31,5	19	41	373,13		
	Dead	33,60	4,97	34	23	44	438,28		

The perceived stress levels of students whose parents are married, divorced/separated or deceased are similar (Table 47).

Table 48. *Kruskal-Wallis H test results of the comparison of students' locus of control scale scores according to their parents' coexistence*

Scales	Parental relationship status	$\bar{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Personal control	The married	58,42	9,84	57	18	88	390,50	0,471	0,790
	Divorced/Separate	57,41	10,78	56	39	88	363,87		
	Dead	58,30	10,63	56	35	89	385,54		
Luckily don't believe	The married	29,09	4,78	29	11	52	388,26	0,073	0,964
	Divorced/Separate	29,29	4,24	29	22	43	397,10		
	Dead	29,23	5,03	29	19	55	393,47		
your effort meaninglessness	The married	24,66	6,28	24	10	48	387,83	0,471	0,790
	Divorced/Separate	25,65	6,50	24,5	11	40	414,81		
	Dead	24,79	6,49	24	13	50	387,64		
Fatalism	The married	10,82	2,39	11	3	15	391,66	4,465	0,107
	Divorced/Separate	9,88	2,40	10	3	15	311,51		
	Dead	10,96	2,62	11	5	15	404,09		
Unfair world faith	The married	11,85	3,66	12	5	23	389,43	0,693	0,707
	Divorced/Separate	12,24	3,37	12	7	20	410,15		
	Dead	11,40	3,80	11	5	25	369,90		
Locus of control scale	The married	134,84	17,89	135	47	224	390,26	0,247	0,884
	Divorced/Separate	134,47	16,29	133	110	179	372,16		
	Dead	134,68	21,01	135	85	234	383,38		

According to the data obtained from the table, the values of the control scale general and personal control, belief in happiness, futility of effort, fatalism, and belief in an unjust world are similar according to the relationship status of the students' parents (Table 48).

Table 49. *Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to their parents' coexistence.*

Scales	Parental relationship status	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p
Self-sufficiency	The married	8,18	3,02	8	4	20	387,86	0,466	0,792
	Divorced/Separate	8,62	3,36	9	4	16	414,54		
	Dead	8,30	3,37	8	4	20	387,49		
Optimism	The married	10,99	4,33	10	5	25	389,20	0,924	0,630
	Divorced/Separate	11,56	4,68	10	5	25	416,12		
	Dead	10,94	5,26	10	5	25	368,99		
Confidence	The married	7,50	2,77	7	4	20	390,32	0,288	0,866
	Divorced/Separate	7,24	2,51	7	4	17	370,54		
	Dead	7,47	3,04	7	4	20	383,71		
Extraversion	The married	11,27	4,10	11	5	25	389,53	0,052	0,974
	Divorced/Separate	11,18	3,68	11	5	21	388,78		
	Dead	11,08	4,23	11	5	25	382,24		
Psychological durability	The married	10,28	3,81	10	5	25	387,45	0,341	0,843
	Divorced/Separate	10,53	4,32	10	5	24	394,84		
	Dead	10,66	4,30	10	5	25	405,38		
Hope	The married	5,38	2,28	5	3	15	388,73	1,285	0,526
	Divorced/Separate	5,06	2,15	4	3	12	357,82		
	Dead	5,83	2,83	5	3	15	412,45		
Positive Psychological Capital Scale	The married	53,59	15,22	52	26	130	388,59	0,103	0,950
	Divorced/Separate	54,18	14,06	52,5	26	100	400,87		
	Dead	54,28	19,67	53	26	130	386,67		

The positive psychological capital scale scores of students whose parents are married, divorced/separated or deceased are similar (Table 49.).

Table 50. *Kruskal-Wallis H test results of the comparison of students' perceived stress scale scores according to the evaluation of their parents' relationship*

Scales	Parent relationship	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Insufficient	Good	15,33	3,48	15	0	27	392,61	1,275	0,529	
self-efficacy	Middle	15,28	3,12	15	0	26	387,91			
perception	Bad	15,00	2,95	15	6	22	357,62			
Stress/	Good	16,67	3,71	17	0	28	371,07	12,274	0,002**	a-c
Discomfort	Middle	17,55	3,58	18	0	28	426,42			
perception	Bad	17,81	3,42	18	8	23	447,47			
Perceived	Good	32,00	6,08	33	0	54	378,19	4,343	0,114	
Stress	Middle	32,83	5,34	33	0	44	416,37			
scale	Bad	32,81	4,81	33	19	44	409,68			

***p<0,01*

The stress/discomfort perception of the students whose parents have a good relationship is lower than the students whose parents have a bad relationship (Table 50).

Table 51.*Kruskal-Wallis H test results of the comparison of students' locus of control scale scores according to the evaluation of their parents' relationship*

Scales	Parent relationship	$\overline{X}$	S.S.	Med.	Low	Top	SO	χ^2	p
Personal control	Good	58,64	9,87	57	18	89	394,27	2,148	0,342
	Middle	57,37	10,13	57	18	88	367,45		
	Bad	58,88	9,85	58	39	81	403,83		
Luckily don't believe	Good	28,96	4,90	29	11	55	378,29	4,421	0,110
	Middle	29,53	4,59	29	11	45	418,14		
	Bad	29,25	3,92	29	22	43	403,36		
Your effort meaninglessness	Good	24,37	6,26	24	10	50	377,27	5,116	0,077
	Middle	25,64	6,54	25	10	44	418,87		
	Bad	25,12	5,70	25	11	40	410,91		
Fatalism	Good	10,88	2,39	11	3	15	395,70	3,147	0,207
	Middle	10,69	2,43	11	3	15	383,30		
	Bad	10,25	2,55	10	3	15	342,04		
Unfair world faith	Good	11,84	3,71	12	5	25	389,15	1,301	0,522
	Middle	11,99	3,59	12	5	23	398,29		
	Bad	11,32	3,41	11	5	19	359,35		
Locus of control scale	Good	134,68	18,17	134	61	234	384,78	0,680	0,712
	Middle	135,22	18,43	136	47	202	400,40		
	Bad	134,81	15,54	136	101	179	394,94		

Scores on the control belief scale overall and on the subdimensions of personal control, belief in happiness, futility of effort, fatalism, and belief in an unfair world do not differ significantly with respect to ratings of the relationship with parents, and scores are similar ($p>0.05$; Table 51).

Table 52. *Kruskal-Wallis H test results of the comparison of students' positive psychological capital scale scores according to the evaluation of their parents' relationship*

Scales	Parent relationship	$\overline{X}$	S.S.	Med.	Lower	Top	SO	χ^2	p	*Diff.*
Self-sufficiency	Good	7,90	2,91	8	4	20	368,65	15,670	0,000**	a-b
	Middle	8,83	3,23	9	4	20	432,83			a-c
	Bad	9,19	3,44	9	4	17	451,25			
Optimism	Good	10,69	4,26	10	5	25	373,28	9,256	0,010*	a-b
	Middle	11,68	4,60	11	5	25	423,24			a-c
	Bad	12,05	4,89	11	5	25	435,92			
Confidence	Good	7,42	2,75	7	4	20	383,46	1,604	0,448	
	Middle	7,76	2,96	7	4	20	407,89			
	Bad	7,30	2,30	7	4	16	384,78			
Extraversion	Good	11,15	4,10	11	5	25	383,56	1,104	0,576	
	Middle	11,55	4,23	11	5	25	402,86			
	Bad	11,32	3,59	11	5	21	399,11			
Psychological durability	Good	10,04	3,71	10	5	25	374,73	7,532	0,023*	a-b
	Middle	10,99	4,21	10	5	25	423,15			a-c
	Bad	10,89	3,99	11	5	24	422,24			
Hope	Good	5,41	2,29	5	3	15	392,27	1,630	0,443	
	Middle	5,47	2,50	5	3	15	390,43			
	Bad	4,96	1,94	4	3	12	353,27			
Positive Psychological Capital Scale	Good	52,62	15,36	51	26	130	373,67	8,641	0,013*	a-b
	Middle	56,29	16,06	54	27	130	424,40			a-c
	Bad	55,72	14,18	54	26	100	428,68			

*$p<0,05$, **$p<0,01$

When examining the data obtained from the table, the participants' scores in the overall scale of positive psychological capital and the sub-dimensions of self-efficacy, optimism and resilience show a significant difference ($p < 0.05$, $p < 0.01$). Accordingly, students who rate the relationship with their parents as good have lower scores for self-efficacy, optimism, and resilience on the overall scale of positive psychological capital and its sub-dimensions (Table 52).

4.3. Correlation Test of Scales

Table 53. *Spearman test results of correlations between students' perceived stress, locus of control and positive psychological capital scale scores*

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Insufficient	r	1	0,237	0,728	0,155	0,035	-0,090	0,135	-0,033	0,079	-0,210	-0,127	-0,136	-0,192	-0,220	-0,069	-0,227
self-efficacy	p	.	0,000**	0,000**	0,000**	0,327	0,012*	0,000**	0,352	0,027*	0,000**	0,000**	0,000**	0,000**	0,000**	0,056	0,000**
2.Stress/Discomfort	r		1	0,810	0,085	0,130	0,089	0,185	0,014	0,141	0,034	0,134	-0,050	-0,062	-0,068	-0,036	0,006
perception	p		.	0,000**	0,017*	0,000**	0,013*	0,000**	0,703	0,000**	0,338	0,000**	0,160	0,083	0,059	0,320	0,867
3. Perceived Stress	r			1	0,159	0,118	0,002	0,202	-0,011	0,149	-0,103	0,014	-0,124	-0,150	-0,173	-0,072	-0,133
scale	p			.	0,000**	0,001**	0,949	0,000**	0,753	0,000**	0,004**	0,702	0,001**	0,000**	0,000**	0,045*	0,000**
4.Personal	r				1	0,259	-0,012	0,245	-0,013	0,647	-0,207	-0,122	-0,186	-0,124	-0,190	-0,157	-0,211
control	p				.	0,000**	0,736	0,000**	0,726	0,000**	0,000**	0,001**	0,000**	0,001	0,000**	0,000**	0,000**
5. Don't believe in luck	r					1	0,533	0,136	0,400	0,706	0,048	0,030	0,039	0,028	0,043	0,036	0,053
	p					.	0,000**	0,000**	0,000**	0,000**	0,178	0,402	0,275	0,442	0,235	0,310	0,143
6. The effort	r						1	0,229	0,564	0,637	0,163	0,108	0,150	0,113	0,120	0,110	0,178
meaninglessness	p						.	0,000**	0,000**	0,000**	0,000**	0,003**	0,000**	0,002**	0,001**	0,002**	0,000**
7. Fatalism	r							1	0,064	0,404	-0,054	-0,027	-0,086	0,003	-0,089	-0,064	-0,055
	p							.	0,073	0,000**	0,133	0,459	0,016*	0,936	0,013*	0,074	0,125
8. Unfair	r								1	0,511	0,148	0,050	0,142	0,090	0,106	0,117	0,140
world faith	p								.	0,000**	0,000**	0,168	0,000**	0,012*	0,003**	0,001**	0,000**
9.Locus of Control	r									1	-0,013	-0,005	-0,018	-0,002	-0,041	-0,014	-0,010
Scale	p									.	0,727	0,879	0,613	0,957	0,253	0,692	0,782
10. Self-efficacy	r										1	0,505	0,435	0,503	0,554	0,323	0,737
	p										.	0,000**	0,000**	0,000**	0,000**	0,000**	0,000**
11. Optimism	r											1	0,453	0,431	0,442	0,224	0,721
	p											.	0,000**	0,000**	0,000**	0,000**	0,000**
12. Trust	r												1	0,534	0,582	0,326	0,715
	p												.	0,000**	0,000**	0,000**	0,000**
13. Extraversion	r													1	0,689	0,308	0,807
	p													.	0,000**	0,000**	0,000**
14. Psychological	r														1	0,454	0,845
durability	p														.	0,000**	0,000**
15.Hope	r															1	0,508
	p															.	0,000**
16. Positive	r																1
Psychological	p																.

*$p<0,05$, **$p<0,01$

The correlation results obtained using Spearman's test show that as the total scores of the participants' stress perception scale increase, the scores of the total scale of the centre of control and the sub-dimensions of personal control, belief in happiness, and fatalism, which have positive and significant correlations, also increase. On the other hand, the scores of the total scale of positive psychological capital and sub-dimensions of self-efficacy, self-confidence, extraversion, resilience and hope, which have negative and significant correlations, decrease ($p < 0.05$, $p < 0.01$).

There was significant and positive correlation between the scores of perceived stress sub-dimensions, inadequate self-efficacy perception and total perceived stress and stress/discomfort scale, total sense of control and personal control scale and fatalism scores which were positively correlated. Negative and significant correlations were also observed between the total scale of positive psychological capital and all its sub-dimensions except hope ($p < 0.05$, $p < 0.01$). Accordingly, as students' inadequate self-efficacy increases, the scores of the total perceived stress scale and the perceived stressand discomfort scale, the total sense of control scale, the personal control scale, and the fatalism scale also increase, while the scores of futility of effort, the total positive psychological capital scale, self-efficacy, optimism, confidence, extraversion, and resilience decrease.

The data from the table shows that with the increase in stressand discomfort perception of the students, the scores of perceived stress, personal control, belief in happiness, meaninglessness of effort, fatalism, total locus of control scale and optimism scale which are significantly and positively correlated with each other also increase ($p < 0.05$). , $p < 0.01$).

There is a positive and strong correlation between participants' scores on the personal control sub-dimension and total scores for happiness belief, fatalism and locus of control. There are negative and strong correlations between self-efficacy, optimism, confidence, resilience, hope, and total positive psychological capital scale scores ($p < 0.01$). As students' control scores increase, their happiness belief, fatalism, and locus of control scores also increase, but their self-efficacy, optimism, confidence, resilience, hope, and total positive psychological capital scores decrease.

To the extent that students' scores on the happiness belief subdimension increase, so do their scores on the meaninglessness of effort, fatalism, belief in an unfair world, and control belief scales, which are strongly and positively correlated with each other. As the values for

Meaninglessness of Effort increase, so do the positive correlations between the cross-scale values for Fatalism, Belief in an Unjust World, and Control Belief. At the same time, their scores on the total scale of positive psychological capital and all its sub-dimensions also increase ($p < 0.01$).

There was a positive and significant difference between the students' scores on the sub-dimension of fatalism and the total scale of locus of control. It was found that there were negative and significant correlations between confidence and resilience sub-dimensions ($p < 0.05$, $p < 0.01$). Accordingly, when the students' fatalism scores increase, the scores of the overall control belief scale also increase, while the scores for confidence and resilience decrease.

It can be seen that there are strong and positive correlations between the scores of the students who participated in the study in the Unjust Worldview sub-dimension and the total scores of the Control Belief, Self-Efficacy, Self-Confidence, Extraversion, Resilience, Hope, and Positive Psychological Capital scales ($p < 0.05$, $p < 0.01$). As participants' scores on the unfair world belief increase, so do their total scores on the control beliefs, self-efficacy, self-confidence, extraversion, resilience, hope, and positive psychological capital scales.

Positive and strong correlations were found between scores on the self-efficacy sub-dimensions and the total positive psychological capital scale, as well as scores on the optimism, confidence, extraversion, resilience, and hope sub-dimensions ($p < 0.01$). When self-efficacy scores increase, total positive psychological capital scores and optimism, confidence, extraversion, resilience, and hope scores also increase. Positive and strong correlations were found between participants' total positive psychological capital scale scores and scores on the sub-dimensions of optimism, extraversion, resilience, and hope ($p < 0.01$). It was found that as optimism scores increased, so did total positive psychological capital scale scores and scores for trust, extraversion, resilience, and hope. When scores on the student confidence sub-dimension increase, scores on the overall positive psychological capital scale and extraversion, resilience, and hope also increase. As scores on extraversion increase, scores on the Positive Psychological Capital scale also increase overall and for resilience and hope. As psychological resilience scores increase, scores for the Hope and Positive Psychological Capital scales increase overall. As hope increases, scores for the Positive Psychological Capital scale increase overall (Table 4.71.).

After the correlation analysis, the structural equation model was used to examine the effects of locus of control and perceived stress on positive psychological capital.

4.4. Structural Equation Model

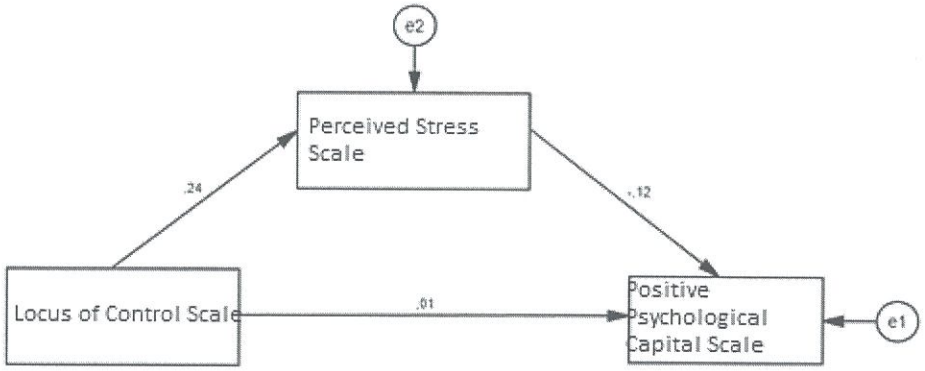


Figure 3. *Path analysis results regarding the effect of Locus of Control Scale and Perceived Stress Scale scores on Positive Psychological Capital Scale*

The path analysis of the structural equation model is shown in Figure 3. It was found that students' scores on the Locus of Control Scale did not statistically significantly predict scores on the Positive Psychological Capital Scale (β=0.01; $p > 0.05$). It was found that students' scores on the Perceived Stress Scale statistically significantly and negatively predicted scores on the Positive Psychological Capital Scale (β=-0.12 ; $p < 0.05$). In addition, it was found that the Locus of Control Scale scores of the students participating in the study positively predicted the Perceived Stress Scale scores (β=0.24; $p < 0.05$).

CHAPTER 5
DISCUSSION

In this study, the relationship between the stressful situations of students pursuing their university education in Rize, Turkey, and the interaction between their control centre and their psychological capital is analysed and evaluated. In this section, the findings of the study are discussed in the context of previous studies on this topic.

5.1. Discussion

Stress is the result of pressure exerted on the organism by internal or external factors, which vary from person to person and according to the way the individual perceives events. Therefore, personality traits are as much a source of stress as events. In this context, the study investigated whether perceived stress, locus of control, and positive psychological capital differ as a function of 18 demographic variables at a level that reveals students' personality traits and reveals environmental influences, whether they influence each other, and what their relationship is.

In the study, it was found that women are more stressed than men. Hancıoğlu's study also found that women are more stressed than men in terms of gender and perceived stress levels (Hancıoğlu, 2017). Stress was compared with different variables and it was found that with increasing time spent in front of a screen, female students have a higher risk of stress than male students (Ge et al., 2020). Another study came to similar conclusions and found that among university students, females showed more empathy than males, but perceived stress levels were higher than males (Gupta and NC, 2021). Studies have found that among university students, females have higher levels of anxiety, depression or stress than them (Rizvi, Qureshi, Rajput, & Afzal, 2015). These studies are consistent with our research findings. It is believed that women are more sensitive and this situation causes a higher level of stress. It is important that women receive training in an environment that is suitable for them and that they are competent enough to empathise with the nature of the people they will come in contact with. Studies on understanding women's perceptions of stress and their expectations can be stimulating in this regard.

In the study, it was found that women mostly attribute events to fate, which corresponds to the control belief subdimension, but they believe that the world is more just than men. In the studies conducted, no significant difference was found between gender and control beliefs in university students (Durna & Şentuerk, 2012). In the study conducted with teacher candidates on the relationship between locus of control and gender, no significant difference was found in the sub-dimensions of locus of control and the total scale (Demirtaş & Yener, 2019). In a study

conducted by Altınkurt (2012), it was found that women have stronger external locus of control beliefs. As a result of the research, it is believed that it will contribute to the literature with the finding that the gender factor affects the locus of control beliefs.

In the study, it was found that the perception of trust, the positive sub-dimension of psychological capital, was very low in female participants compared to males. Considering the variables in similar studies (Çiftçi, 2019), there was no relationship between positive psychological capital and gender. According to Yetkin's (2017) study, no relationship was found between gender and perception of positive psychological capital. Our research does not overlap with other studies. In this regard, the results can be retested with other studies. However, it is believed that social perspective has a negative influence on women's perception of confidence, which is reflected in the results of this research. It is understandable that female students who leave their parents' home for studies and try to stand on their own feet are more sceptical about the external environment with their first life experiences, biological structures and psychosocial factors.

In the study, those over the age of 24 were found to be more stressed and more inclined to give up more quickly than those aged 18-19. In terms of locus of control, those aged 22-23 have a higher locus of control than those over 24, and their psychological capital is very low compared to the other age groups. In the study conducted by Kılıç and İnci, which includes the youth over 25 years of age, it was found that young workers are at a greater risk of occupational trauma, and the scores of post-traumatic stress in individuals under 25 years of age were higher regardless of gender and education level (Kılıç and İnci, 2015). According to Tarhan and Bekaroğlu, this period is expressed in terms of Erikson's psychosocial developmental stages as the stage of loneliness versus intimacy, the transition period from the search for identity to one's own identity (Tarhan and Bekaroğlu, 2021). Another risk of the age group of 18to 25 years old is the risk that exists in this period in terms of substance abuse histories (Çakıcı, Çakıcı, Karaaziz, Tutar, & Eş, 2014). According to the research conducted by Yılmaz (2020) on psychological capital, the perception of positive psychological capital did not differ significantly by age. Akduru (2019), on the other hand, found that positive psychological capital was high in the 26-35 age group. Considering that the age group in question is mostly in the period of postgraduate education, the results become even more significant. The difficulty of postgraduate education is the most important factor to be considered in this sense. A recent study supports this point of view. The study states that almost half of the students who continue their postgraduate education have to give up their education and cannot graduate (Arastaman,

Uslu, Arslan and Guelsoy Kerimoğlu, 2020). Revealing the situation of people who are in a situation of giving up and especially reviewing the processes and workflows in graduate education can be helpful in solving this problem.

In the study, those aged 22 to 23 showed a higher locus of control than those aged 24 and over. In a study conducted on 126 individuals without any pathology, a significant relationship was found between the internal locus of control and advanced age (Tuekel and Goek, 1996). In another study, the focus of internal control was found to increase with age in individuals who are married (Dibekoğlu, 2006). The results are consistent with the studies. Advanced age and increased experience contribute to viewing events from a broader perspective. It is believed that the out-of-school experience for university students has a positive effect on their horizon of control and improves their ability to empathise.

Research has shown that the psychological capital of students over the age of 24 is significantly lower than that of 18 to 21-year-olds. Considering university life in terms of developmental stages, according to Tarhan and Bekaroğlu, this period is referred to as the stage of intimacy versus loneliness, the transitional period from the search for an identity to one's own identity in terms of Erikson's psychosocial stages of development (Tarhan & Bekaroğlu, 2021). In the study conducted with 148 elementary school teachers, it was concluded that there is a positive relationship between age and self-efficacy, the sub-dimension of psychological capital. 22-year-old students have higher self-efficacy than students in the age group 20-21 (Oğuz, 2009). In a similar study, it was found that the level of self-efficacy is high in students over the age of 22 (Alemdağ, 2015). In the study, those aged 24 and older make up 16% of the sample. Half of them are students pursuing postgraduate education. This data is meaningful because students above 24 years old have low psychological capital. This is because a recent study states that almost half of the students who continue their postgraduate education have to abandon their education and fail to graduate (Arastaman, Uslu, Arslan, & Guelsoy Kerimoğlu, 2020). This dropout can be an important indication of how difficult the studies are and how important psychological resilience is in coping. It can be said that making individuals who have had to drop out of graduate education the subject of research will contribute to the revision of processes and procedures in graduate education.

In the study, the fact that the participants were married or single was not perceived as a source of stress. Studies have shown that married workers are more affected by stress (Kejriwal, 2019). It is also found that married international students have psychological problems (Masharipov,

2017). The results are not consistent with the studies. Since the marriage rate of the study participants was low, no generalisation was made.

In the study, it was found that the fatalism level of married students is lower than that of single students. These findings are supported by the studies conducted. In the study conducted by Dibekoğlu (2006), it was found that internal locus of control is high in married individuals. It is believed that being married is an important obstacle that has been overcome at a time when the winds of youth are blowing and helps young people to be more confident about the future.

Research has shown that the psychological capital of married students is lower than that of single students. In a study on this topic, it was found that health, good personal relationships, and marital status are important factors that increase the level of psychological capital in terms of effective teaching (Wang, Chen, & Hsu, 2014). A similar study also states that the psychological capital of married teachers is high (Toesten & Oezgan, 2014). While being married increases the psychological capital of professionals, it is noteworthy that it is low among students. The fact that no data on married students could be found in the literature suggests that the topic should be studied with different variables.

The study found that school type was not a cause of stress. However, it was found that almost half of the students enrolled in graduate and doctoral education were unable to complete their thesis because they felt too much time pressure and this made it difficult to connect this work with their lives (Arastaman, Uslu, Arslan, & Gülsoy Kerimoğlu, 2020). Although the types of schools do not clearly indicate the perception of stress, as the weighting of courses varies between departments and programmes, conducting in-depth studies with different variables will contribute to this area.

In the study, it was found that students with an associate degree tend to believe in the locus of control and are more fortunate than graduate and doctoral students. No research on this topic was found in the domestic and international literature. It is believed that students with an associate degree finish school and get a job in a short period of time and that the expectations create some level of anxiety and this anxiety increases their focus on external control. It is believed that active associate degree departments and programmes for career and employment areas will positively contribute to the Locus of Control of associate degrees.

In the study, it was found that types of schools are not the cause of stress, associate degree students' thoughts of effort and endeavour are weaker than others and they attribute more

importance to fate, and postgraduate and doctoral students are more likely to have a sense of burnout in terms of psychological capital. Considering the studies, it was found that although postgraduate education seems inspiring and very attractive in terms of educational attainment, the individual sacrifices are high and the problems and financial difficulties encountered wear away (Spaulding & Rockinson-Szapkiw, 2012). Again, a similar result was found that almost half of the students enrolled in postgraduate education, especially doctoral education, are unable to complete their dissertation, feel too much time pressure, and find the connection between this work and their lives difficult (Arastaman, Uslu, Arslan, & Guelsoy Kerimoğlu, 2020). It can be assumed that postgraduate and doctoral students in Yüksel feel hopeless due to the job and career expectations of their social circles and experience social pressure from their surroundings to stand on their own feet. Considering that graduate education is an arduous process, providing economic support through projects during education and creating opportunities for students to be more productive in graduate education could be the solution. It is believed that the high stress level among associate degree students is due to their anxiety about finding a job after completing a two-year degree.

From the study data, it was concluded that the participants' class levels did not affect the perceived stress. In Akbağ's (2000) study of university students' methods of coping with stress, it was found that class level had no effect on stress. In the study supporting this result, a study was conducted on 238 university students and found that class levels had no influence on stress (Taşğın & Çağlayan, 2011). In contrast, in a study with first-year nursing students, university students were found to have high levels of stress due to adjustment problems (Öztürk, 2020). In a study conducted with first-year university students, the stress level of separation anxiety was found to be high in first-year university students (Akhunlar Turgut, Sarıot Ertuerk, Karslı, & Şakiroğlu, 2020). Considering the different results in the studies on a departmental basis, it is suspected that it might be higher among students in the field of health, especially considering the difficulties of health-related education programmes.

In the study, participants' scores on the control beliefs scale and its sub-dimensions showed no significant difference depending on their grade levels. In a study of nursing students, it was found that first-year students were more likely to have external locus of control beliefs and seniors were more likely to have internal locus of control beliefs in a sample of 289 individuals (Guemueşen & Uestuen, 2011). In another study, it was found that there is no difference

between grade levels (Karaman, Koekkaya, Obuz, Coşkun, & Aldal, 2019). The results of the study are consistent with the second study.

According to the study, no difference was found in students' psychological capital according to their grade level. In the study conducted with 134 students, students' psychological capital differed significantly according to grade level. The psychological capital of first graders was higher than that of second graders (İştar Işıklı, 2018). The research is not in line with the literature. The research subject can be reexamined in other sample groups.

The study found that student success had no effect on their control beliefs. A look at the literature shows different results. In the study conducted on 447 university students from different universities, it was found that there was no relationship between students' success and their locus of control beliefs (Baba, 2012). In another study, it was found that those with an internal locus of control were more successful than those with an external locus of control (Yeşilyaprak, 2020). Studies in the literature have not agreed on a common basis. Studies with larger sample groups may provide generalizable results.

According to the researches, it was found that the psychological capital of students with medium success is lower than that of unsuccessful students. There are research findings that psychological capital must be high for academic success to be high (Jafri, 2013). High psychological capital also affects the level of learning and success in social relationships (You, 2016). In another study conducted with 240 students, it was found that students with high grades have high psychological capital (Luthans, Luthans, & Jensen, 2012). According to the research conducted by Ergin and Karataş, it was found that success is an important factor in motivating students (Engin & Karataş, 2018). According to these results, the research does not agree with the existing literature. The high psychological capital of the unsuccessful student is not considered as a meaningful result. It can be considered as information that can be confirmed by revisiting new studies. In addition, it was found that men experience more career stress due to the high social expectations for men at university (Bozkurt, Yemenici, & Özkara, 2020). Success and failure are important concepts that cause stress in university students. Even small failures can cause feelings of intense stress in those who consistently strive for high achievement. On the other hand, those who are at an intermediate level have allowed themselves to go with the flow of events, which results in their stress being lower. However, if we consider that life is not just about being a student, the important factor that attracts attention here is the low level of psychological capital that will provide energy to cope with difficulties in the future.

In this regard, the variables of success - stress - psychological capital can be the subject of research.

In the research, students' perception of stress is not affected by whether they are working or not. In one study, it was emphasised that although the working conditions of university students do not directly affect their stress, their socioeconomic status can develop an avoidance reflex (Savcı & Aysan, 2014). Interestingly, working students in this study constitute 16% of the participants and their psychological capital is low. Although there is no difference in their stress perception, it is believed that those who are working students are very exhausted in terms of working conditions and class participation. In this regard, it can be ensured that the working conditions of those who receive higher education are adjusted so that they do not interfere with schooling. A study states that working people look at life with a much more hopeful perspective than non-working people (Öğütçü Zeman, Çelikay Söyler, & Ender Altıntoprak, 2019). Consideration can be given to creating opportunities for students to combine work with their education and studying the impact of these opportunities.

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In the study, the number of siblings of the participants did not affect the increase or decrease of their stress. In a similar study, it was found that as the number of siblings increased, the focus on stress decreased and the perception of stress was affected in terms of perceived stress and coping strategies among university students (Savcı & Aysan, 2014). In another study, no significant difference was found between the number of siblings and perceived stress (Turan, Durgun, Kaya, Gonca, & Kuvan, 2019). The results of the second study are consistent with the results of our study. It is believed that if there are too many siblings, there may be economic

problems and especially the attention of parents is not enough, but in the case of an only child, the lack of peers and stress have a negative effect on children.

In the study, no relationship was found between the number of siblings and the locus of control. In a study conducted with 150 health management students, no relationship between the number of siblings and locus of control was found in the literature (Karaman, Kökkaya, Obuz, Coşkun, & Aldal, 2019). According to these results, the research findings are consistent with the literature.

Although the number of siblings in the study varied and almost all participants had siblings, it did not affect stress. Similarly, locus of control and psychological capital. One study states that there is no difference between attachment, self-esteem, and emotional intelligence of the first and second child (Rahmani & Ulu, 2020). We could not find any study that examined the relationship between the number of siblings in university students and our variables. The results suggest that siblings are perceived as a natural part of the normal course of life.

In the study, it was found that the stress of participants who lived in the district for a long time was higher than those who lived in the province and village. There is no difference between the Locus of Control of those who reported their residence as village, district or province. The Locus of Control was higher among those who lived in a single family house than those who lived in a family house. In a study conducted in the literature, it was found that those living in the city have an external locus of control due to external factors that they cannot control, while those events in the countryside have an internal locus of control due to the processes that can be controlled and the results of which can be observed. This situation has been found to support a belief in a more just world (Corcoran, et al., 2017). It is believed that the development of a person's internal locus of control is related to how much they can control events. Many uncontrolled sources of stress in the city come to the agenda without losing their effect. It can be said that this out of control situation triggers the belief of an unjust world. In addition, the perception of the threat varies from person to person. It is not the events themselves but the way they are perceived that creates the perception of threat in the individual. Activities that lead to learning how events should be perceived can help make cities livable places. This data can be accessed through the psychosocial structures of settlements. Although the sources of stress in the provinces are high, the variety of opportunities to relieve stress and the possibility to move freely in the villages are considered factors that reduce stress. Perhaps it is necessary to diversify the fields of activities of young people according to the demands of modern life in the districts.

Testing groups whose fields of activity are intensive by making them the subject of research may open new horizons in this field.

The results of the research show that the stress of the participants does not change depending on the type of house they live in. A study on this topic states that where one lives can affect the perception of stress (Ross, Niebling, & Helkert, 1999). The results are not consistent with the current study. However, it is believed that students' dorms and places of residence have now reached a certain standard and this is not perceived as a source of stress in normal life.

Those who live in a single-family house have higher external control than those who live in an flat or village house. It has been found that those who live in an flat are introverted in terms of psychological capital. It is believed that those who lived in the flat had problems due to the impossible physical conditions and vertical neighbourhood. In a study that supports this idea, it is found that closed housing complexes cause a great weakening of neighbourly relations and social relationships (Yılmaz, 2020). In urban sociology, crowded and high settlements are called urban pathology (Keleş, 2004). It is claimed that living in high-rise buildings, which is also the subject of literature, isolates the individual, is a mass without aesthetics and soul, and that people who live in these places treat others with suspicion and fear (Sürgit, 2019). Multi-storey buildings are believed to leave negative marks on human psychology in many issues such as freedom, belongingness and privacy.

In the study, family economic income was not perceived as a source of stress. Studies show that family income is an important factor in coping with stress (Kaya, Genç, Kaya, & Pehlivan, 2007). An economic income that enables one to sustain daily life is one of the most important coping resources. The fact that students do not consider family income as a source of stress in the current situation draws attention as important data. Since almost half of the participants reported income equal to the minimum wage, it can be assumed that students' scholarship opportunities, the amount of expenses in the city where they live, and the cost of living in the city for students can be considered as factors and are the subject of research.

According to the research, it was found that the level of fatalism, which is the sub-dimension of control beliefs, is high among individuals whose family income is below the minimum wage. In the literature, a study conducted with 1419 students in Istanbul and Ankara found that the economic income level of university students has a significant impact on their hope level (Zafer, 2019). Low socioeconomic status also affects people's substance use (Çakıcı Eş, Çakıcı, İskender, and Kızılgül, 2020). The results are consistent with the studies conducted. It is an

important criterion for individuals to live their lives according to the average standard of living. It is an expected result that the dimension of fatalism, which is the sub-dimension of control beliefs, is high among those who fall below this standard. Income status did not change their psychological capital. Low socioeconomic status even has an impact on substance use among individuals (Çakıcı Eş, Çakıcı, İskender, & Kızılgül, 2020). An income that is in line with human dignity is also a prerequisite for social justice. It is believed that creating a system in which everyone can benefit from the opportunities at the highest level will contribute greatly to the welfare of society in the design of social policies.

In the study, it was found that the stress level of students living in dormitory is high. In the study of Kaya et al (Kaya, Genç, Kaya, & Pehlivan, 2007) on university students, it was found that family social support is an important coping tool for stress management. In another study, it is found that university students overcome their adjustment problems with the support of their families (Müezzin & Kaya, 2018). The low stress level of those who live with their families can be considered as an indicator of the importance of family support. The high stress perception of students living in dormitories attracted attention as a dimension that should be investigated. A building that is not under the control of the students living in the dormitories can be considered as a source of stress. University, where the first step in life is taken, is the place where the first experiences are made. Uncontrollable external factors can increase the stress level of people. As an alternative to overcrowded dormitories, alternative places can be created in every city where students feel like they are at home. It is believed that this will be in demand commercially as well as have a positive impact on the mental makeup of students. Various studies can be carried out to determine the quality of students' requirements and to guide policy.

In the study, it was found that the stress level of the participants who had less than 6 hours of sleep was high. In the study conducted by Oğuz et al. on 84 young adults aged 18-25 years, it was found that exercise increased sleep quality in the experimental and control groups and that increased sleep quality and duration had a positive effect on stress (Oğuz, Keskin Dilbay, Çeliktaş, Balcılar, & Polat, 2008). 2019). In a similar study conducted on 153 caregivers, it was found that as caregivers' stress levels increased, their sleep quality deteriorated, while those with good sleep quality had controllable stress levels (Yıldırım, 2021). The research supports the studies in the literature. The fact that the studies contain similar results also shows the importance of sleep. It is important to create awareness that sleep is a necessity like air and water for healthy continuation of daily life. There are many techniques such as sleep hygiene,

exercise, aromatherapy, and music to improve the quality of sleep (Tang, Liou, & Lin, 2010). It is believed that sleep quality is a trait that is lost over time because we forget to breathe properly, but this awareness can be regained through education, and insomnia negatively affects social relationships.

Studies show that sleeping 7-8 hours a day predicts more health-promoting behaviours, but more than half of university students do not sleep regularly. Regular sleep has been found to increase perceptions of control (Harlak, 2014). In another study, poor sleep quality was found to trigger feelings of aggression and anger (Zlatan & Garret, 2019). Again, studies on people with sleep problems are consistent with our findings. It can be said that those who do not get enough sleep negatively affect their health and also experience serious coping conflicts. It can be recommended to raise awareness about sleep duration and quality.

In the study, it was found that the scores of students whose sleep duration was 6 hours or less were significantly lower in the scale of general positive psychological capital and extraversion sub-dimension than the scores of students whose sleep duration was 9 hours or more. Ertürk (2017), in the study that investigated the relationship between positive psychological capital and sleep, found a significant relationship between sleepiness and positive psychological capital of individuals who had an accident at work. It was found that those who had an accident had low levels of positive psychological capital in those with high sleepiness, and it was found that psychological resilience and self-efficacy perceptions were also negatively affected. Sleep is important for all age groups. Sleep quality is just as important as sleep itself. In one study, a lack of quality sleep was found to lead to an increase in emotions such as anger, irritability, and aggression (Zlatan & Garret, 2019). Our research supports the studies in the literature. The fact that the studies contain similar results also shows how important sleep is. It is important to create awareness that sleep is a necessity like air and water for the healthy continuation of daily life. There are many techniques such as sleep hygiene, exercise, aromatherapy, and music to improve the quality of sleep (Tang, Liou, & Lin, 2010). It is believed that sleep quality is a trait that is lost over time when we forget to breathe properly, but this awareness can be regained with education. And insomnia has a negative effect on social relationships. It is believed that people who sleep an average of 7-8 hours per day have more coping skills.

In the study, the educational status of the parents made no difference in the perception of stress. In a similar study, the mother's educational status was found to have a significant effect on the stress management of university students studying medicine and health (Kaya, Genç, Kaya & Pehlivan, 2007). In this context, Akbağ (2000) states that a mother's educational level is

effective in coping with stress. However, in another study, it is found that parents' educational level has no effect on students' stress perception (Turan, Durgun, Kaya, Gonca, & Kuvan, 2019).

In the study, it was found that although there was no difference in stress and locus of control beliefs among those whose mothers had a university degree, it had a positive effect on their psychological capital. In contrast, the educational status of the father had no effect on the participants. A similar study to our study found that the mother's educational status had a significant effect on the stress-coping of university students studying medicine and health (Kaya, Genç, Kaya, & Pehlivan, 2007). In this context, Akbağ (2000) states that a mother's educational level is effective in coping with stress. It is believed that mothers and expectant mothers contribute positively to the generations they raise. It can be said that studies are needed to expand the diversity of education and create equity in access.

In the study, no relationship was found between parents' level of education and locus of control. The same result was obtained in a similar study between parental educational status and Locus of Control (Karaman, Koekkaya, Obuz, Coşkun, & Aldal, 2019). Our research result is consistent with the literature.

According to the research findings, the situations in which parents are together, divorced, or deceased do not affect the stress, locus of control beliefs, and psychological capital of our participants. Poor relationship with a single parent proved to be a stress-increasing factor. It is believed that students accept their parents' current situation and that they are now able to look at the actual situation and not just the emotional one. This can be considered as important information to be able to exist and continue in this life. However, it can be assumed that a bad relationship makes life unbearable and they prefer not to be close to their parents rather than being under the constant psychological influence of a bad relationship.

According to the results of the correlation test conducted in the study, it was found that the locus of control of the students whose perceived stress increased also increased and there was a positive and significant relationship between them but as their perceived stress increased, their psychological capital in general and sub-dimensions decreased and there was a negative and significant relationship between them. No significant relationship was found between the centre of control and psychological capital.

When the studies were examined, it was found that university students who are more affected by sources of stress have an external locus of control in relation to locus of control (Sayıner &

Soezen, 2005). Barutçu et al. investigated the relationship between positive psychological capital and ways of coping with stress in 75 university graduates and found that there is a significant and positive relationship between positive psychological capital and strategies for coping with stress (Barutçu, Mengueloğlu, & Sırma, 2020). Kaur and Amin examined the relationship between psychological capital and stress in a sample of university students in India and found that there is a negative relationship between positive psychological capital and stress (Kaur and Amin, 2017). In a study conducted on 834 university students in the Mediterranean region of Turkey, a significant relationship was found with the stress level of students with high psychological capital that they are in control (Terzioğlu & Çakır, 2020). Again, a similar study was conducted with 745 university students and it was found that the reduction of negative emotions occurs with conscious mindfulness and there is a significant relationship between mindfulness and stress (Cenkseven Önder & Utkan, 2018). In Tekeli's study, locus of control was found to be significantly related to resilience and emotional intelligence, and internal locus of control had a positive effect on resilience (Tekeli & Tekeli, 2021). In a study conducted by Erdem et al., a significant relationship was found between personality traits and extraversion in a sample of 158 individuals (Erdem, Kalkın Erkan, & Bulut, 2016). These studies are consistent with our research findings. By increasing the psychological capital and internal locus of control of university students, stress can be kept within a controllable range.

According to the structural equation model, the influence of locus of control and perceived stress on positive psychological capital, locus of control scale scores had no influence on positive psychological capital scale scores, perceived stress scores had a negative influence on psychological capital scores, and locus of control had a positive influence on perceived stress. A study examining these three variables together was not found in the literature. It is believed that this study examining three concepts together will make an important contribution to the literature..

CHAPTER 6
CONCLUSION AND RECOMMENDATIONS

This research is a quantitative study conducted to determine the relationship between perceived stress levels, positive psychological capital, and locus of control beliefs among university students. A total of 777 respondents, 513 females and 264 males, were interviewed from a population of 18,293 individuals pursuing their education at Turkey-Rize State University. In this part of the study, the findings and recommendations are presented.

6.1. Conclusion

The results of the study suggest that the stress level of university students who continue their education in Rize decreases their psychological capital, their control centre increases their perceived stress, and there is no direct effect between their control centre and their psychological capital.

It was found that women are more stressed than men and attribute more events to fate, but they believe that the world is more just than men and their perception of trust is very low compared to men.

It was found that students over the age of 24 are more stressed and tend to give up faster than students aged 18-19, and the psychological capital of students over the age of 24 is lower than that of other age groups.

It was found that married or single status of students is not a source of stress and married people have high internal locus of control but low psychological capital.

It was found that school type does not cause stress for students, associate degree students think less about effort than others and they give more importance to fate, and graduate and doctoral students experience more burnout in terms of psychological capital.

It was concluded that students' grades had no effect on perceived stress and locus of control, but students with moderate success had low stress but also low psychological capital.

It was concluded that moderately successful students had less stress, control beliefs were not affected by success, and their positive psychological capital was lower than unsuccessful students.

It was found that a low or high number of students' siblings did not increase stress and did not affect locus of control, but the psychological capital of first siblings was high.

It was found that the stress of students living in the district for a long time was higher than that of students living in the province and village, and this did not change their locus of control and psychological capital.

It was found that the stress of students did not change according to the type of house and those who lived in a detached house had the belief of an unjust world in terms of control orientation.

It was found that family economic income was not perceived as a source of stress by the students, but the people from the low-income group believed more in luck and fate.

The conclusion is that the stress level of students living in dormitory is high and their control centre and psychological capital are not affected by the place where they live.

It was concluded that the students whose sleep duration is less than 6 hours have high stress level, low psychological capital and high internal locus of control in relation to locus of control.

It was found that there was no difference in the stress and locus of control of the students whose mother had a university degree, but it had a positive effect on their psychological capital and the father's educational level had no effect on the students.

The study concluded that parents' divorce or death had no effect on students' stress, locus of control, and psychological capital, but poor relationship between parents was a stress-increasing factor.

6.2. Suggestions

Recommendations to Practitioners;

- ✓ According to the results of the research, it was found that the stress level of women is much higher than that of men. In this regard, considering that women's dispositions are more sensitive, it is recommended to design educational environments and residences accordingly and activate units and mechanisms that provide psychosocial support for female students.
- ✓ Adaptation education for college students who have started their studies and psychoeducation from the first years should be systematically inserted into their educational periods. In addition to college student-centred approaches, especially in quality and accreditation processes, social support channels can be provided to control stress, increase their psychological capital, and focus on internal control to provide continuous active service.
- ✓ Considering that insomnia is a source of stress, reduces psychological capital and negatively affects locus of control, exercise, aromatherapy, music, etc. can improve sleep quality and sleep hygiene. Awareness and training can be organized with methods.
- ✓ To control the stress caused by the poor parental relationship, training can be organized for the family institution with a transcultural approach.

Advice to Policy Makers;

- ✓ Given the low psychological capital of graduate students and the burnout of doctoral students, the educational policy can be updated by revising the processes and workflows in graduate education that contribute significantly to the personality development, stress management, and psychological capital of those pursuing academic careers.
- ✓ Due to the low psychological capital of married students, employment opportunities and incentives can be provided for the economic well-being of married students.
- ✓ Due to the high sense of stress among the youth living in the district, it is recommended that the youth oriented activities should be diversified by the demands of modern life, which will contribute to the psychosocial development of the youth in the districts.
- ✓ Based on the conclusion that overcrowded dormitories are a source of stress, it is recommended to develop modern accommodation alternatives where students can establish an individual bond at each university where they feel at home in order to positively influence the psychological structure of students.

- ✓ Part-time work alternatives can be expanded where students who are believed to contribute positively to students' stress perception and psychological capital can work alongside their education.
- ✓ As a state policy, awareness and encouraging practises can be spread so that sleep and nutrition can be made aware of.

Suggestions to Researchers;

- ✓ Stress, psychological capital, and locus of control can be compared with different variables, and current studies can be conducted with larger sample groups on the risk factors of stress sources, stress perception, psychological capital, and locus of control beliefs of college students.
- ✓ Qualified scientific programs with a transcultural approach can be created to manage stress perception, increase psychological capital and develop a locus of control.
- ✓ Educational and psychological support programs can be developed with various educational programs that keep stress within controllable ranges, develop locus of control, increase psychological capital in various ways, and help students know themselves.

In order for the variables used in this study to provide more generalizable results, studies can be conducted by expanding the population and sample. In addition to quantitative studies, qualitative studies can also be conducted. Different research methods can be used to contribute to this topic.

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ATTACHMENTS

Sayın Katılımcı,

Bu anket formu, Yakın Doğu Üniversitesi Doktora Tez çalışması için tasarlanmış olup; algılanan stres düzeyleri ile, pozitif psikolojik sermaye ve denetim odağı arasındaki ilişkiyi ölçmek üzere oluşturulmuş araştırma modelini istatistiksel olarak test etmeyi amaçlamaktadır. Sonuçlar sadece bilimsel amaçlar için kullanılacak olup, cevaplar sadece araştırmacı tarafından değerlendirilecektir.

Ayırdığınız değerli zamanınız ve ilginiz için teşekkürlerimi sunarım.

Saygılarımla

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SOSYO-DEMOGRAFİK FORM	
1.	Cinsiyetiniz: Kadın ( ) Erkek ( )
2.	Yaşınız: .....
3.	Okul türü: Önlisans ( ) Lisans ( ) Y.Lisans ( ) Doktora ( )
4.	Sınıfınız: ( ) 1 ( )2 ( )3 ( )4 ( ) 5 ( )6
5.	Başarı Durumunuz Başarılı ( ) Orta ( ) Başarısız ( )
6.	Kaç Kardeşsiniz:.....
7.	Siz kaçıncı çocuksunuz:.....
8.	En uzun yaşadığınız yer: Köy ( ) İlçe ( ) Şehir ( ) Büyükşehir ( ) Ülke:..... ..... İl:.....
9.	Oturduğunuz ev nasıldır? Apartman Dairesi ( ) Müstakil Ev ( ) Köy Evi
10.	Ailenizin gelir aralığını nasıl tanımlarsınız?

	( ) 0-1850 TL ( ) 1850-3700 arası ( ) 3701'den fazla
11.	Şu an kalınan yer? Yurt ( ) Kirada (Tek/Arkadaş) ( ) Anne Baba İle ( ) Diğer ( )
12.	Günlük uyku süreniz kaç saattir ( ) 6 Saaten az ( ) 7-8 Saat ( ) 9 Saatten fazla
13.	Boş zamanlarınızda en çok ne ile zaman harcarsınız? ( ) Bilgisayar Oyunları ( ) İnternette Sörf ( ) Sosyal Medya ( ) Kitap Okuma ( ) Spor ( ) Müzik ( ) Sanat ( ) Gezi ( ) Gelir Getirici İşler ( ) Diğer
14.	Anne Babanızın Eğitim Durumu (en son mezun oldukları okul) Okur Yazar Değil İlkokul Ortaokul Lise Üniversite-Yüksekokul Anne: ( ) ( ) ( ) ( ) ( ) Baba: ( ) ( ) ( ) ( ) ( )
15.	Anne Babanız: ( ) Evli ve Birlikte Yaşıyor ( ) Boşanmışlar ( ) Boşanmadılar ayrı yaşıyorlar ( ) Ayrı Yaşıyorlar ( ) Baba vefat ( ) Anne vefat
16.	Anne ve babanızın ilişkisi nasıldır? ( ) İyi ( ) Orta ( ) Kötü ( ) Bilmiyorum

ALGILANAN STRES ÖLÇEĞİ

Aşağıda geçtiğimiz ay içerisindeki kişisel deneyimleriniz hakkında bir dizi soru yöneltilmektedir. Her soruyu dikkatlice okuyarak size en uygun seçeneğin altındaki kutuya bir çarpı işareti koyarak cevaplayınız. Soruların doğru veya yanlış cevabı yoktur. Önemli olan sizin duygu ve düşüncelerinizi yansıtan yanıtları vermenizdir.

		Hiç	Neredeyse hiç	Bazen	Sıkça	Çok Sık
1	Son bir ay içinde, beklenmedik şekilde gerçekleşen olaylardan dolayı ne sıklıkta üzüldünüz?					
2	Son bir ay içinde ne sıklıkta, yaşamınızdaki önemli şeyleri kontrol edemediğinizi hissettiniz?					
3	Son bir ay içinde kendinizi ne sıklıkta, gergin ve stresli hissettiniz?					

KONTROL ODAĞI ÖLÇEĞİ

Bu anket, insanların yaşama ilişkin bazı düşüncelerini belirlemeyi amaçlamaktadır. Sizden, bu maddelerde yansıtılan düşüncelere ne ölçüde katıldığınızı ifade etmeniz istenmektedir. Bunun için, her maddeyi dikkatle okuyunuz ve o maddede ifade edilen düşüncenin sizin düşüncelerinize uygunluk derecesini belirtiniz. Bunun için de, her ifadenin karşısındaki seçeneklerden sizin görüşünüzü yansıtan kutucuğa bir (X) işareti koymanız yeterlidir. "Doğru" ya da "yanlış" cevap diye bir şey söz konusu değildir.

Tüm maddeleri eksiksiz olarak ve içtenlikle cevaplayacağınızı umuyor ve araştırmaya yardımcı olduğunuz için çok teşekkür ediyoruz.

	Hiç uygun değil	Pek uygun değil	Uygun	Oldukça uygun	Tamamen uygun
1. İnsanın yaşamındaki mutsuzlukların çoğu, biraz da şanssızlığına bağlıdır.					
2. İnsan ne yaparsa yapsın üşütüp hasta olmanın önüne geçemez.					
3. Bir şeyin olacağı varsa eninde sonunda mutlaka olur.					

PSİKOLOJİK SERMAYE ÖLÇEĞİ

Bu çalışmada, doktora tezinde kullanılmak üzere öğrencilerin pozitif psikolojik sermaye yeterliklerinin incelenmesi amaçlanmaktadır. Size göre uygun seçeneğin içine "X" işareti koyarak cevaplayınız. Bu formda yer alan hiçbir sorunun kesin doğru ya da yanlış cevabı yoktur. Bu nedenle soruları cevaplarken göstereceğiniz samimiyet mevcut durumun ortaya konulmasında önemlidir. Ölçekten elde edilen veriler yalnızca akademik amaçlarla kullanılacaktır. Ayırdığınız zaman için şimdiden teşekkür ederim.

	Lütfen aşağıdaki ifadelerde belirtilen niteliklere ne ölçüde katıldığınızı 'işaretleyiniz	Tamamen Katılıyorum	Çoğunlukla Katılıyorum	Kararsızım	Az Katılıyorum	Hiç Katılmıyorum
1	Yaptığım işlerin tüm aşamalarında kendimden eminimdir.					
2	Kendime güvenirim.					
3	Başarı için yapmam gerekeni biliyorum.					

PERMISSIONS

Permission to Use Positive Psychological Capital Scale

rasim tösten <rasimtosten@hotmail.com> 12 Kasım 2018 13:40

Alıcı: Hasan ÖRÜCÜ <hasan.orucu@erdogan.edu.tr>

Sayın Hocam kullanabilirsiniz. Doktora tezimde ölçeğe ait her şeyi bulabilirsiniz. İyi çalışmalar dilerim.

Dr. Öğr. Üyesi Rasim TÖSTEN
Siirt Üniversitesi
Beden Eğitimi ve Spor Yüksekokulu

Gönderen: Hasan ÖRÜCÜ <hasan.orucu@erdogan.edu.tr>
Gönderildi: 12 Kasım 2018 Pazartesi 13:43
Kime: rasimtosten@hotmail.com
Konu: Fwd: Ölçek Kullanım İzin Talebi
---------- Forwarded message ---------
From: Hasan ÖRÜCÜ <hasan.orucu@erdogan.edu.tr>
Date: 12 Kas 2018 Pzt, 13:41
Subject: Ölçek Kullanım İzin Talebi
To: <rasimtosten@siirt.edu.tr>

Saygıdeğer Hocam,

Yapacağım akademik çalışmamda 2014 yılında geçerlilik ve güvenilirlik çalışmasını yaptığınız Pozitif Psikolojik Sermaye Ölçeğini kullanmak istiyorum. Kullanım için gerekli iznin ve ölçeğin sorularının paylaşılmasın talep ediyorum. Uygun görmeniz beni mutlu edecektir.

Saygılar sunar, cevabınızı beklerim.

--

Hasan ÖRÜCÜ
Recep Tayyip Erdoğan Üniversitesi Öğretim Görevlisi
Adalet Meslek Yüksekokulu Müdür Yardımcısı
Rektör Özel Kalemi

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https://mail.google.com/mail/u/1?ui=2&ik=e5e80b3e62veview=lgvepermmsgid=msg-f:1616924343735342010

Permission to Use Perceived Stress Scale (PSS)

MEHMET ESKiN 4 Kas 2018 00:01 (8 gün önce)

Alıcı: ben

Kullanabilirsiniz, makale ekte. Ölçek ve kullanım için gerekli bilgiler makalede mevcut. Başarılar.

Prof. Dr. Mehmet Eskin
Koç Üniversitesi
Psikoloji Bölümü
Sarıyer, İstanbul

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Öğr. Gör. Hasan ÖRÜCÜ

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RESUME

Hasan Örücü was born in Artvin in 1976. He attended primary school in 4 different schools and graduated from the first school opened in his village. He started secondary school in Artvin/Yusufeli and finished high school in Bursa Gemlik from the third grade. He graduated from the Faculty of Theology at Yüzüncü Yıl University in 2002 and started his master's degree at the Institute of Social Sciences. He completed his master's degree in 2006, associate degree in justice in 2015, undergraduate education in Sociology in 2020, and still continues his undergraduate education in Child Development.

He completed his Positive Psychotherapy basic training in 2020 and received the title of Counselor. In addition, she completed her Family Counseling training in 2021 and received her family counseling certificate. He is about to complete his General Psychology doctorate education, which he started at IMBL University in Russia in 2014, in TRNC with the protocol signed with Near East University. He has been working as an Instructor at RTEU Vocational School of Justice since 2013. He teaches Introduction to Psychology, Anger Control and Stress Method, Social Psychology, Psychosocial Approaches in Penitentiary Institutions, 10 Finger Writing Techniques. He carries out the duties of assistant director, university private secretary, university quality and accreditation commission member in the department.

He has a published book, two book chapters, articles and papers. He also works in the field of academic publishing as the owner and editor of Kaçkar Journal of Social Sciences.

Örücü is married and has three daughters.

Plagiarism Report

THE RELATIONSHIP OF PERCEIVED STRESS LEVELS, POSITIVE PSYCHOLOGICAL CAPITAL AND LOCUS OF CONTROL IN UNIVERSITY STUDENTS-Hasan ÖRÜCÜ

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Öğrenci İşleri Daire Başkanlığı

Sayı : 87374136-302.08.01-E.247 **06.02.2019**
Konu : Anket İzni ve Öğrenci Sayıları

ADALET MESLEK YÜKSEKOKULU MÜDÜRLÜĞÜNE

İlgi : 06.02.2019 tarihli ve E.77 sayılı yazınız.

Meslek Yüksekokulunuz öğretim elemanı Öğr. Gör. Hasan ÖRÜCÜ'nün doktora eğitimi kapsamında yapmış olduğu çalışmalarında Üniversitemiz öğrencilerine anket uygulaması yapması Rektörlüğümüzce uygun görülmüş olup 06.02.2019 tarihi itibariyle birim bazlı aktif öğrenci sayılarımız da ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Prof. Dr. Ahmet İshak DEMİR
Rektör a.
Rektör Yardımcısı

Ek : Öğrenci sayıları (1 s.)

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Bilgi : MURAT ERBAY Dahili: 4206

Eğitim Birimi	Öğrenci Sayısı
ADALET MESLEK YÜKSEKOKULU	400
ARDEŞEN MESLEK YÜKSEKOKULU	500
ARDEŞEN TURİZM FAKÜLTESİ	46
BEDEN EĞİTİMİ VE SPOR YÜKSEKOKULU	277
DİŞ HEKİMLİĞİ FAKÜLTESİ	320
EĞİTİM FAKÜLTESİ	1803
FEN BİLİMLERİ ENSTİTÜSÜ	593
FEN EDEBİYAT FAKÜLTESİ	1201
FINDIKLI MESLEK YÜKSEKOKULU	71
FINDIKLI UYGULAMALI BİLİMLER YÜKSEKOKULU	542
GÜNEYSU FİZİK TEDAVİ VE REHABİLİTASYON YÜKSEKOKULU	250
GÜZEL SANATLAR, TASARIM VE MİMARLIK FAKÜLTESİ	108
İKTİSADİ VE İDARİ BİLİMLER FAKÜLTESİ	2056
İLAHİYAT FAKÜLTESİ	1915
MÜHENDİSLİK FAKÜLTESİ	872
PAZAR MESLEK YÜKSEKOKULU	174
SAĞLIK BİLİMLERİ ENSTİTÜSÜ	76
SAĞLIK HİZMETLERİ MESLEK YÜKSEKOKULU	686
SAĞLIK YÜKSEKOKULU	389
SOSYAL BİLİMLER ENSTİTÜSÜ	1078
SOSYAL BİLİMLER MESLEK YÜKSEKOKULU	1678
SU ÜRÜNLERİ FAKÜLTESİ	32
TEKNİK BİLİMLER MESLEK YÜKSEKOKULU	2077
TIP FAKÜLTESİ	673
TURGUT KIRAN DENİZCİLİK FAKÜLTESİ	209
TURGUT KIRAN DENİZCİLİK YÜKSEKOKULU	183
ZİRAAT VE DOĞA BİLİMLERİ FAKÜLTESİ	84
Genel Toplam	18293

SURVEY IMPLEMENTATION DATES

T.C.
RECEP TAYYİP ERDOĞAN ÜNİVERSİTESİ
Özel Kalem Müdürlüğü

Sayı : 20107420-104.01.04-E.17 **27.06.2019**
Konu : Görevlendirme Belgesi

YAKINDOĞU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü Müdürlüğü Psikoloji Bölüm Başkanlığına)

Üniversiteniz Sosyal Bilimler Enstitüsü 20167763 numaralı Genel Psikoloji Doktora öğrencisi olan Hasan Örücü için Üniversitemizden öğrenci sayıları ve anket uygulama için izin talep edilmiş olup 06.02.2019 tarih ve 87374136-302.08.01-E.247 sayılı yazı ile öğrenci sayılarınız ve gerekli uygulama izni verilmiştir. Üniversiteniz Etik Kurulu tarafından 12.02.2019 tarih ve YDÜ/SB/2018/341 proje numaralı izinize istinaden ise eğitim öğretim dönemimiz içerisinde (18.02.2019-23.06.2019 tarihleri arasında) yapılan planlama ile 3 Enstitü, 12 Fakülte, 6 Yüksekokul, 6 Meslek Yüksekokulunda araştırmacıya uygulama planlaması yapılmıştır.

23.06.2019 tarihi itibari ile anket uygulaması sonlandırılmış olup kurumumuzda arşivlenmek üzere görevlendirme belgesinin tarafımıza gönderilmesi hususunu;

Bilgilerinize rica ederim.

e-imzalıdır
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ETHICS COMMITTEE APPROVAL

12.02.2019

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

Sayın Hasan Örücü

Bilimsel Araştırmalar Etik Kurulu'na yapmış olduğunuz YDÜ/SB/2018/341 proje numaralı ve **"Üniversite Öğrencilerinde Algılanan Stres Düzeyleri ile Pozitif Psikolojik Sermaye ve Denetim Odağı Arasındaki İlişkinin İncelenmesi"** başlıklı proje önerisi kurulumuzca değerlendirilmiş olup, aşağıdaki öneri dikkate alınmak üzere, etik olarak uygun bulunmuştur. Bu yazı ile birlikte, başvuru formunuzda belirttiğiniz bilgilerin dışına çıkmamak suretiyle araştırmaya başlayabilirsiniz.

- Recep Tayyip Erdoğan Üniversitesi'nden izin alınması gerekmektedir.

Doçent Doktor Direnç Kanol

Bilimsel Araştırmalar Etik Kurulu Raportörü

Direnç Kanol

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.