

PREDICTING SUBJECTIVE WELLBEING OF GRADUATE STUDENTS
BY MINDFULNESS, INTOLERANCE TO UNCERTAINTY, RUMINATION
AND ANXIETY SENSITIVITY

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ABSTRACT

PREDICTING SUBJECTIVE WELLBEING OF GRADUATE STUDENTS BY MINDFULNESS, INTOLERANCE TO UNCERTAINTY, RUMINATION AND ANXIETY SENSITIVITY

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The purpose of the present study was to investigate the role of mindfulness, intolerance to uncertainty, rumination, and anxiety sensitivity on subjective wellbeing of graduate students. The participants were, 364 graduate students (177 female, 187 male) aged between 21 and 30 from a state university in Ankara. Demographic Form, The Positive and Negative Affect Schedule (PANAS), Satisfaction with Life Scale (SWLS), Mindfulness Attention Awareness Scale (MAAS), Short Version of the Intolerance of Uncertainty Scale (IUS), The Ruminative Response Scale (RRS), and The Anxiety Sensitivity Index (ASI) were used as data collection instruments. The results of the study indicated that total subjective wellbeing scores were positively correlated with mindfulness and negatively correlated with intolerance to uncertainty, rumination and anxiety sensitivity. The findings of the hierarchical multiple regression analyses revealed that mindfulness explained 14% of the variance in total subjective wellbeing scores. In addition, mindfulness, intolerance to uncertainty, rumination and anxiety sensitivity explained 29% of the variance in total subjective wellbeing scores of graduate students. Findings of the study indicated that predictor variables except for anxiety

sensitivity were found to be significant predictors of subjective wellbeing. The results of the study were discussed in the light of the relevant literature.

Keywords: Subjective Wellbeing, Mindfulness, Intolerance to Uncertainty, Rumination, Anxiety Sensitivity

ÖZ

LİSANSÜSTÜ ÖĞRENCİLERİN ÖZNEL İYİ OLUŞUNUN BİLİNÇLİ FARKINDALIK, BELİRSİZLİĞE KARŞI TAHAMMÜLSÜZLÜK, RUMİNASYON VE KAYGI DUYARLILIĞI DEĞİŞKENLERİ İLE YORDANMASI

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Bu çalışmanın amacı bilinçli farkındalık, belirsizliğe karşı tahammülsüzlük, ruminasyon ve anksiyete duyarlılığının lisansüstü öğrencilerin öznel iyi oluşu üzerindeki rolünü araştırmaktır. Çalışmanın katılımcılarını yaşları 21 ile 30 arasında değişen ve Ankara'da bir devlet üniversitesinde eğitim görmekte olan 364 lisansüstü öğrenci (177 kadın, 187 erkek) oluşturmuştur. Pozitif ve Negatif Duygu Ölçeği (PANAS), Yaşam Doyumu Ölçeği, Bilinçli Farkındalık Ölçeği, Belirsizliğe Karşı Tahammülsüzlük Ölçeği, Ruminatif Yanıt Ölçeği Kısa Formu ve Anksiyete Duyarlılığı Endeksi veri toplama araçları olarak kullanılmıştır. Çalışmanın sonuçları, toplam öznel iyi oluş puanlarının bilinçli farkındalık ile pozitif ilişkili, belirsizliğe karşı tahammülsüzlük, ruminasyon ve kaygı duyarlılığı ile negatif ilişkili olduğunu göstermiştir. Hiyerarşik çoklu regresyon analizi bulguları, bilinçli farkındalığın lisansüstü öğrencilerin toplam öznel iyi oluş puanlarındaki değişimin %14'ünü, bilinçli farkındalık, belirsizliğe karşı tahammülsüzlük, ruminasyon ve kaygı duyarlılığının ise toplam öznel iyi oluş puanlarındaki değişimin %29'unu açıkladığını göstermiştir. Çalışmanın bulguları, kaygı duyarlılığı dışındaki tüm yordayıcı

değişkenlerin öznel iyi oluşun önemli yordayıcıları olduğunu göstermiştir. Çalışmanın sonuçları ilgili literatür ışığında tartışılmıştır.

Anahtar Kelimeler: Öznel İyi Oluş, Bilinçli Farkındalık, Belirsizliğe Karşı Tahammülsüzlük, Ruminasyon, Kaygı Duyarlılığı

To my beloved family...

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CHAPTER 1

INTRODUCTION

Happiness has always been a subject of interest. Since the ancient Greek civilization, “what happy life is” has been a fundamental existential question that people have tried to answer. Systematic work on the concept of happiness, which Aristotle defines as the highest level of well-being, has a very short history. Although philosophers have been interested in the concept of happiness in the Greek philosophy since the Golden Age (Diener, 1994), the empirical studies on happiness date back to the beginning of the 20th century (Diener, Lucas, & Oishi, 2003).

The first comprehensive study on happiness was done by Wilson in 1967. Wilson looked for the answer to the question of “what qualities a happy person has” (1967). According to the results of the research, happy people are defined as “people who are young, healthy, well-educated, well-earned, extroverted, optimistic, carefree, devout, married, people who have high self-esteem and high business ethics” (Wilson, 1967, p. 294). Wilson's research is the most comprehensive study in this field that gave an idea on how to define and measure happiness (Diener, 1984).

In the following years, many researchers favor to use the concept of subjective well-being rather than happiness; due to the fact that it minimizes the complexity of meaning caused by different definitions of happiness and enables it to be placed on a measurable and scientific ground (Diener & Scollon, 2014).

According Diener (1984) emotional wellbeing, which is about affective dimension, and life satisfaction, that is about cognitive dimension, constitutes subjective wellbeing components; and these two are based on individuals' subjective evaluations instead of theories or opinions of specialists (Diener, 1984). That means individuals' own evaluations about emotional experiences and lives defined as subjective wellbeing. Life satisfaction dimension refers to cognitive evaluation of overall life experiences in positive or negative way while affect dimensions refers to emotional evaluation of life experiences.

Based on the definition of subjective wellbeing, Diener (1984) specified three main features of the concepts as;

- Subjective wellbeing depends on individuals experiences, so it is subjective.
- Subjective wellbeing does not mean absence of negativity.
- It is a global assessment about individuals' life.

In other words, it was assumed that high subjective wellbeing means having high level of life satisfaction, frequent positive affect and infrequent negative affect (Myers & Diener, 1995).

Indicators of high and low subjective wellbeing have been the focus of many research studies. For example, previous studies on subjective wellbeing indicated that demographic variables like income, gender, socio-economic status, and age explain the small part of the subjective wellbeing (Diener, 1984; Myers & Diener, 1995). On the contrary, personality traits and individual variables such as extraversion, neuroticism, conscientiousness, hardiness, optimism, self-esteem, having a sense of personal control are regarded as strong predictors for subjective wellbeing (DeNeve & Copper, 1998; Myers & Diener, 1995; Pavot, Diener, & Fujita, 1990). In terms of recent studies, subjective wellbeing studies focus on different variables such as self-compassion (Phillips, Hine, & Marks, 2017), resilience (Bajaj & Pande, 2016), sense of uniqueness (Demir, Haynes, Sanchez, & Parada, 2019), and motivation and adaptation (Hamilton-Bailey & Phillips, 2016).

In Turkish literature, subjective wellbeing studies emerged with cognitive dimension of the construct which is life satisfaction. To illustrate Karataş (1988) found that the life satisfaction of elderly people was related with gender, age, place of birth, income, social activity, relationship with relatives and health; Köker (1991) compared life satisfaction of psychologically healthy adolescents and psychologically unhealthy adolescents, and also he examined these two groups in terms of age and gender; according to results; life satisfaction of healthy adolescents was found higher than unhealthy adolescents and relationship between age and life satisfaction was found nonsignificant. A variety of variables such as role of parent and peer attachment (Baytemir, 2016); internet addiction (Derin, & Bilge, 2016), identity status (Eryılmaz & Aypay, 2011), peace attitudes (Sarı & Kermen, 2015), social appearance anxiety (Seki & Dilmaç, 2015), parental control and parental

warmth (Özdemir, 2012), and social status risk taking behaviors (Uçan & Esen-Kıran, 2015) have been studied with adolescents. Similarly, in studies conducted with university students relationship of variety of variables to subjective wellbeing such as loneliness (Yılmaz & Altınok, 2009), social self-efficacy (Özbay, Palancı, Kandemir, & Çakır 2012), humor (İlhan, 2005), big-five personality traits (Eryılmaz & Öğülmüş, 2010), positive expectation (Eryılmaz, 2011), self-esteem (Doğan & Eryılmaz, 2013) were examined.

Subjective wellbeing studies in literature were mostly conducted with university students, or adolescents. There is limited research regarding graduate students.

Graduate education years are labeled as process of maturation and transitional stage. In the literature definition of emerging adulthood concept carries on very similar properties. Arnett (2000) stated that emerging adulthood is a period which is between adolescents and adults. Also Arnett (2000) characterized emerging adulthood with identity explorations, feeling in between, a lot of possibilities, instability and focusing on self.

Vera, Salanova, and Martin (2010) stated that discovering academicians' wellbeing is crucial because their productivity is influenced from level of wellbeing, and this indirectly affects quality of education in university. Years in graduate education can be thought as process of maturation due to student in that years have to engage in transformations in social, psychological and intellectual level. The years during master or doctoral studies are generally characterized as transitional stage from student life to professional life. In other words in these years an individual gives an effort for passing from dependence status to independence status (Laudel & Gläser, 2008). The transitional stage is associated with uncertainties, future plans and seeking for future-wellbeing (Schmidt & Umans, 2014). Thus, graduate students are often obliged to deal with difficulties and problems when they try to complete their studies.

Graduate students wellbeing affected from how they perceive graduate education that means whether they see it as a product or process or both of them influence their wellbeing (Stubb, Pyhältö, & Lonka, 2012). For the current study, it is thought that studying subjective wellbeing of graduate students is important because

graduate education years are transitional stage and in this stage mindfulness, intolerance to uncertainty, rumination and anxiety sensitivity might be important predictors for subjective wellbeing. The first study variable mindfulness is a mental state which is succeeded by paying attention to present time and attention, awareness and remembering constitute basic roots of mindfulness (Kabat-Zin, 1994; Siegel, Germer, & Olendzki, 2009). In cognitive framework, mindfulness is a phenomenon which directly deals with the way the mind processes thoughts and events. Relation of subjective wellbeing and mindfulness examined frequently in the literature, existing studies indicate that there is positive correlation between two variables (Brown, Kasser, Ryan, Linley, & Orzech, 2009; Brown & Ryan, 2003; Jacobs & Nagel, 2003).

Second variable is intolerance to uncertainty, it is defined as cognitive bias which has an effect on individuals' perception, interpretations and responds towards uncertain events on a cognitive, sensitive, and interactive level (Dugas, Schwartz, & Francis, 2004). Therefore, it can be said that people with high intolerance to uncertainty might be tend to experience negative moods and unfavorable reactions.

Another study variable is rumination. Rumination was defined as recurring thinking about stressful events, emotions, and causes in self-centered way and it intensified the possibility of depression, anxiety and negative mood (Nolen Hoeksema, 1987). In rumination process, individuals' thoughts are uncontrollable and problem solving abilities are reduced (Nolen-Hoeksema, 2004). Therefore, it can be inferred that rumination containing attention bias and weak cognitive control. Also, literature findings show that there are negative correlation between rumination and subjective wellbeing (Karabati, Ensari, & Fiorentino, 2017; Weber & Hagmayer, 2018).

Lastly, the concept of anxiety sensitivity that is defined as having inclination to fear from anxiety symptoms and the underlying reason for this fear is the possibility of harmful psychological and bodily consequences of anxiety (Reiss & McNally, 1985) is another study variable. Perception about anxiety affect degrees of anxiety sensitivity in individuals, and the concept determined as cognitive factor (Gonzalez, Zvolensky, Vujanovic, Leyro, & Marshall, 2008). Additionally, the concept of anxiety sensitivity was studied with subjective wellbeing components

separately in the literature; and findings show that there were significant negative relationship between quality of life and anxiety sensitivity (Avallone, Mcleish, Luberto, & Bernstein, 2011; Mehta, Rice, Janzen, Pope, Harth, Shapiro, & Teasell, 2016).

In sum, literature offers numerous amounts of findings related to importance of subjective wellbeing during graduate education years. The emotional and cognitive construct of subjective wellbeing have been shaped by various variables including demographics, personality traits, mindfulness, rumination, etc. Although different theories explained subjective wellbeing, cognitive theory was preferred to explain association between the present study variables because perception and evaluation of life events have a critical effect on individuals' subjective wellbeing (Diener & Biswas, 2008). With regard to those arguments, the main aim of the current study is to investigate the relationship between gender, intolerance to uncertainty, mindfulness, rumination and anxiety sensitivity and subjective wellbeing of graduate students.

1.1 Purpose of the Study

The purpose of the present study was to examine the predictor role of mindfulness, intolerance to uncertainty, rumination and anxiety sensitivity on subjective wellbeing in at graduate student sample.

In the literature, there are studies that indicated gender difference in subjective wellbeing. That is why, in this study, the outcome variable was examined to see whether such a difference exist or not. Additionally, in the literature wellbeing studies with graduate students mostly conducted with doctoral students. However, the current study sample included both master and doctoral level student. Therefore, the outcome variable was examined to determine whether there is difference between master and doctoral level students' subjective wellbeing scores or not.

1.2 Research Questions

The research question for the current study is to what extend is subjective wellbeing of graduate students predicted by mindfulness, intolerance to uncertainty, rumination and anxiety sensitivity?

1.3 Significance of the Study

Graduate students are exposed to many stress factors such as uncertainty about future, absence of regular employment, economical worries, excessive workload and paper deadlines, and quality of relationship with supervisors. Considering possible stress factors and difficulties in the employment status, keeping healthy work–life balance emerges as a main issue for the graduate students (Golde, 2005).

Evans, Bira, Gastelum, Weiss, & Vanderford, (2018) found that the rate of graduate students experiencing depression and anxiety is six times higher than that of general population. University of California Graduate Student Wellbeing Survey Report (2017) also indicated that one-third of graduate students are experiencing major depression. As literature shows, graduate students might be risk group for development of depression, anxiety, stress and low subjective wellbeing. As a consequence, academic performance, productivity level (Vera et al., 2010), and drop-out rate (Eisenberg, Golberstein, & Hunt, 2009) of graduate students might be affected from their level of wellbeing (Sverdlik, Hall, McAlpine, & Hubbard, 2018). Thus during graduate education years which are considered as transitional stage including many uncertainties and plans about future, studying subjective wellbeing of students (Schmidt & Umans, 2014), recognizing possible risk and preventive factors that impact the subjective wellbeing of students' is crucial. In that respect it is hoped that, the current study will have important contributions to the existing literature on subjective wellbeing of graduate students by examining its relationship with mindfulness, intolerance to uncertainty, rumination and anxiety sensitivity. Although there are studies about the subjective wellbeing, its relationship with mindfulness, intolerance to uncertainty, rumination and anxiety sensitivity among graduate students has not been examined so far.

Intolerance to uncertainty, rumination and anxiety sensitivity are distinct constructs but they might have related with each other. To illustrate, intolerance toward uncertain situations might trigger cognitive biases about events, and that might transform repetitive thinking about uncertain, stressful situations. Also, intolerance to uncertainty and repetitive thinking may increase the probability of experiencing fear from anxiety related symptoms. Those three variables may be

considered as risk rings of a chain for subjective wellbeing. Rather, mindfulness is the opposite construct that might reduce possible risks while focusing on the present moment and eliminating cognitive biases. That means in this study mindfulness might be considered as the variable that would function as a protective factor.

As Sawyer, Azzopardi, Wickremarathne, and Patton (2018) stated that age descriptions are changeable over time and properties and descriptions of age groups are shaped by culture, to illustrate years in adolescent changed from the age of 10-19 to 10-24 and emerging adulthood period changed from 19-25 to 19-30 in UK. The new perspective for grouping developmental stages especially for emerging adulthood might be important for both wellbeing studies and practices. Because graduate education years fall into the period of emerging adulthood years, in which students have to deal with instability in their both private and academic life, and they have to deal with multiple life roles. From this perspective it is expected that examining the factors that might have an effect on graduate students' wellbeing who are at the developmental period of emerging adulthood would have significant contribution to the literature on wellbeing of emerging adults.

Additionally, in the literature wellbeing studies with graduate students mostly conducted with doctoral students. However, sample of the present research includes both master and doctoral level students.

1.4 Definition of the Terms

Subjective Wellbeing refers to operational definition of happiness characterized by individuals' subjective evaluations about their life from cognitive and emotional perspective (Diener, Lucas, & Oishi, 2002).

Mindfulness refers to paying attention to present time and accepting and recognizing what is happening now without influence of thoughts about future or past (Bishop et al., 2004; Kabat-Zinn, 2005).

Intolerance to Uncertainty refers to cognitive bias which influences individuals' perception, interpretation and responds toward uncertain situations (Dugas, Schwartz, & Francis, 2004).

Anxiety sensitivity refers to cognitive structure that describes fear from anxiety and anxiety related symptoms (Reiss & McNally, 1985).

Rumination refers to repetitive thinking about problem or stressful situations and focusing on negative emotions without any effort to completion (Nolen-Hoeksema, Wisco & Lyubomirsky, 2008).

CHAPTER 2

LITERATURE REVIEW

This chapter offers the literature review in relation to the aim of the study. Definition and theoretical explanations of subjective wellbeing were presented in the first section. Then, study variables of the study which are mindfulness, intolerance to uncertainty, anxiety sensitivity and rumination were presented in the second section. Lastly, overall summary of the literature review was placed in third section.

2.1 Subjective Wellbeing

The concept of “wellbeing” is widely studied in contemporary psychology research. In the literature it can be seen that the views of the two main philosophical movements explain wellbeing, namely, hedonism and eudomonism (Ryan & Deci, 2001). Hedonism defines wellbeing as pleasure and satisfaction; according to the perspective individuals’ wellbeing are related with degree of pleasure and happiness from life (Ryan & Deci, 2001). On the other hand, eudaimonism defines wellbeing as self-realization and fully functioning (Ryff & Singer, 2008). The main difference between scientific conceptualization of these two views is evaluation criteria for life. While hedonistic view’s criterion is individuals’ own life evaluation with respect to private values or standards, eudaimonic view’s criterion is explanation of theories about healthy behaviors. These two well-being approaches are positively related; however express different structures which are subjective wellbeing (Diener, 2000) and psychological wellbeing (Ryff & Singer, 2006). Subjective wellbeing is the hedonic definition of happiness.

The theoretical structure of subjective wellbeing has altered over the years. Bradburn (1969), who is the pioneer of subjective wellbeing research, focused only on negative affect and positive affect while defining subjective wellbeing. According to this view balance between two factors indicated one’s level of subjective wellbeing. This means the concept is comprised of both positive and negative affect

and the individuals' own evaluation about their life. Later, Diener (1984) stated that in addition to affective factors, cognitive factors are important determinants of subjective wellbeing. It was stated that subjective wellbeing has two related but distinct dimensions which are affective and cognitive dimensions and both of them based on subjective evaluation (Diener, 1984). According to current operational definition of happiness based on Diener (1984)'s approach, subjective wellbeing is an individual's multidimensional evaluation of own life from both cognitive and emotional perspective (Diener et al., 2002). That is, subjective wellbeing is not just based on external criterion like theories, expert opinion and is not unidimensional. While positive and negative affect constitute affective dimension of subjective wellbeing that is called emotional wellbeing which refers to individual's emotions toward own life circumstances, life satisfaction which refers to personal evaluation of one's quality of life constitutes the cognitive dimension (Diener, 1984).

People with high subjective wellbeing experience life satisfaction, frequent positive affect (e.g. joy, enthusiasm, love) and infrequent negative affect (e.g. anger, sadness, guilty). On the other hand, people who are dissatisfied with life, experience frequently negative emotions and infrequently positive emotions are indicate low subjective wellbeing (Diener & Suh 1997). However, it is important to note that high subjective wellbeing is not synonymous with psychological health, just as absence of psychopathology does not mean that having high subjective wellbeing (Greenspoon & Saklofske, 2001). That is, it is possible that an individual has both psychopathology and high subjective wellbeing. In the same manner, although an individual has low levels of psychopathology, he/she might experience low subjective wellbeing.

Therefore, while measuring subjective wellbeing, different ways were proposed in the literature. There are three widely used methods to measuring overall subjective wellbeing. In the first one, each component of subjective wellbeing is evaluated as separate variables, and analyzed separately or analyzed with structural equation modeling (Warner & Rasco, 2014). This approach might enable researchers to assess each component of subjective wellbeing deeply. Secondly, in order to obtain balanced score for affective component, negative affect score can be reversed and added to positive affect score, in this way components of subjective wellbeing

can be reduced two dimensions (Kim & Hatfield, 2004). This method reduces number of dimensions from three to two. Lastly, in order to obtain overall subjective wellbeing score, a formula of adding life satisfaction score and positive affect score and subtracting them negative affect score has been frequently used (Suldo & Shaffer, 2008). This method enables researchers to study with one total score.

Considering subjective wellbeing components, Diener (1984) mentioned three assumptions; the first one is that subjective wellbeing is related with individual internal process and it is specific for each individual; the second one is that it is not an experience that occurs only in the absence of negative factors, instead it requires the presence of positive affect; and the last one is that subjective wellbeing is based on holistic evaluation of one's life rather than looking at a specific domain.

Since 2000 there has been increase in research that studies wellbeing within the positive psychology theory framework. Positive psychology emerged as a sub-branch of traditional psychology and it is predominantly strength-oriented by focusing on individual strengths and positive emotions instead of focusing on existence of psychopathology (Seligman & Csikszentmihalyi, 2000). Positive psychology developed as scientific study of positive characteristics. It explores accessing way of happy and successful life by trying to understand the strengths of human beings and how to develop this capacity (Caprara & Cervone, 2003).

Numerous attempts have been made to present a theoretical base for the subjective wellbeing. Several theories tried to explain how and why individuals are happy, and the conditions under which subjective wellbeing occurs. In order to develop a framework for subjective wellbeing Diener and Ryan (2009) provide a comprehensive review by using the viewpoint of certain theories. In the following section certain theories will be summarized.

2.1.1 Theories of Subjective Wellbeing

In this section, certain theories that explain how and why individuals are happy, and the conditions under which subjective wellbeing occurs, will be examined.

Telic theories versus Autotelic Theories

According to telic theory, which is put forth by Wilson (1960), satisfaction of needs causes happiness, and unsatisfied needs lead to unhappiness. Bases of well-being are seen as reached desired end point in the theory (Diener & Ryan, 2009). That means the theory is based on the assumption that subjective wellbeing occurs when the person is successful in the effort to reach the desired goals. Ryan and Deci's (2000) Self-Determination Theory suggested that there are some inborn needs of individual which are tried to fulfill to reach well-being. Goal theories associated with this suggestion in terms of the idea that high wellbeing can be achieved when certain goals are fulfilled (Emmons, 1986; Michalos, 1980). On the contrary, autotelic theories suggest that source of well-being is being in the way of a goal, that is, base of well-being is not achieving certain goal; instead the process of reaching the goal is the source of well-being (Ormel, Lindenberg, Stverink & Verbrugge, 1999).

Bottom-up versus Top-down Theory

These theories put forth by Diener in 1984. Answers of how do demographics, external events and situations affect well-being create focus of bottom up theory (Diener, Suh, Lucas, & Smith, 1999). Roots of bottom up theory come from Wilson's idea that an individual is happy when circumstances are appropriate to fulfill basic and universal needs (Diener et al., 1999). In this approach major predictors of subjective well-being are seen as objective life circumstances. Subjective wellbeing is caused by specific life domains like family, work and marriage and it is coming from experiencing happy moments in life (Diener, Sandvik, & Pavot, 1991). In bottom up approach wellbeing is decided by comparing pleasant and unpleasant activities and experiences; if a person is happy, the theory assumes that he/she would have many pleasant moments (Brief, Butcher, George, & Link, 1993).

On the contrary, top-down theory suggested that individuals have an inclination to evaluate their experiences in either positive or negative ways and this inclination affect individuals' interpretation regarding their satisfaction in specific life domains (Feist, Bodner, Jacobs, Miles, & Tan, 1995). That is, variability in subjective wellbeing is accounted with individuals' inner structures which influence

perception about circumstances in the theory. Thus, it can be said that an individual who has positive perspective might perceive a particular event as “happier” than the individual who have negative frame of mind (Diener & Ryan, 2009).

Multiple Discrepancy Theory

The theory was advanced by Michalos in 1985 and it suggests that subjective wellbeing of individuals depends on the comparisons made according to numerous criteria. In order to identify level of subjective wellbeing individuals make comparison between themselves and their past conditions, standards of other people, goals and ideal levels of satisfaction. By comparing current conditions and ideal standards individual decides own wellbeing level; finding current condition higher than the ideal standards means that discrepancy result in increased satisfaction and vice versa discrepancy result in decreased satisfaction (Diener, 1984).

Dynamic Equilibrium Theory

Headey and Wearing was clarified the theory in 1989 and they asserted that level of subjective wellbeing is kept up steady without experiencing important life events, and if an experience leads to change in subjective wellbeing, after some time it came back to the previous level. In the model personality is the main determiner for individuals’ baseline level of subjective wellbeing (Headey, 2008). That means, even if subjective well-being levels of individuals change after positive and negative events, they return to the balance level determined by their personality. Also, it is stated that association between wellbeing (life satisfaction, positive affects), ill-being (negative affect), personality characteristics and life events can be accounted with dynamic equilibrium theory (Headey, 2008).

Cognitive Theories

Cognitive theories give an emphasis on power of cognitive process while concluding one’s subjective wellbeing (Diener & Ryan, 2009). The theories are similar to top-down theories in terms of offering cognitive process as clarifying one’s subjective wellbeing (Lambert, Passmore, & D. Holder, 2015). In cognitive theories, focus is on the process like bias, memory, attention, and current orientation; the theories analyze how a person remember past events, which aspect of situations take the focus of the person, and how the person’s belief system filter perception (Lambert et al., 2015). Cognitive theories centered upon cognitive interpretations of

events and people's choices in producing happiness. Diener and Biswas-Diener (2008) claimed that one of the cognitive models for wellbeing is the AIM (Attention- Interpretation- Memory). The model suggested that giving attention to positive stimuli, interpreting experiences in positive way, and memorizing previous episodes via positive memory bias might bring high subjective wellbeing to people (Diener & Biswas-Diener, 2008). In the model positive thinking represent paying attention to positive stimuli, interpreting events positively, and remembering the past events with positive bias. In brief, cognitive influences like perception, focus, choices are play crucial role in cognitive theories while explaining subjective wellbeing.

Positive Psychology

Positive psychology is the most current theoretical perspective for subjective wellbeing. After Martin Seligman (1999) introduced positive psychology, research about the theory had experienced increment. In this theory happiness is explained with maximizing positive emotions and having meaningful life by using skills to improve. Strengths of individuals and improvement in those strengths are key features for achieving happiness in that theory (Caprara & Cervone, 2003). Instead of focusing on existence of psychopathology, positive psychology put emphasis on positive experiences, positive emotions and positive individual characteristics (Seligman & Csikszentmihalyi, 2000). Seligman and Csikszentmihalyi (2000) stated that the theory has three levels of research. The first one is the subjective level which includes wellbeing about past, happiness about present and hope and optimism about future; the second one is that individual level which comprises positive individual traits and strengths; the last one is that group level which is about living ethically and aware of having responsibility toward community. In brief, according to the theory subjective wellbeing will be achieved if and individual strengthen strong sides, focus on positive emotions, minimize negativity, finding meaningful life, and taking pleasure from life.

2.1.2 Research on Subjective Wellbeing

Research on the concept of subjective wellbeing has experienced enormous growth recently (Lucas & Diener, 2015). It is stated that there is a moderate correlation between subjective wellbeing components, that is each component

indicate some degree of independence (Lucas et al., 1996). Hence, components of subjective wellbeing have been studied by researchers separately (Diener et al., 2003).

The relationship between subjective wellbeing and demographic variables including gender, age, education, marital status and income has been studied comprehensively in the literature. However, it is stated that the demographics explain small proportion of subjective wellbeing and there are inconsistencies among studies with these variables (Myers & Diener, 1995). Thus it can be concluded that inconsistent findings make demographic variables weak indicators of wellbeing. To illustrate, it is found that wellbeing did not differ significantly between men and women in a study which has 13.118 participants from 31 different countries (Diener & Diener, 1995); at the same time some studies revealed that there are weak relationships between subjective wellbeing and gender (e.g., Fujita, Diener, & Sandvik, 1991; Stevenson & Wolfers, 2009); although Conceição and Bandura stated that young people are happier than the elderly (2008); Tan, Tambyah, and Kau (2006) revealed that elderly people are happier than young individuals because they achieve a lot of things in life and they have consistent income.

Witter, Okun, Stock, and Haring did meta-analysis study about education and subjective wellbeing, and they concluded education accounts for 1-3 % of variance in subjective wellbeing (1984); also different findings suggested for the marital status variable; in 1991 Lee, Seccombe, and Shehan stated that married individuals have higher subjective wellbeing than non-married individuals; but Lucas, Clark, Georgellis, and Diener suggested that after a certain time from marriage, individuals regain their single time subjective wellbeing level (2003); income is another object at issue in subjective wellbeing literature; some researchers claimed that economic status have an slight significant effect on wellbeing (e.g. Converse & Rodgers, 1976; Diener et al., 1999; Diener & Biswas-Diener 2002), while others stated that strong relationship between two variables (Veenhoven, 1991; Veenhoven & Hagerty, 2006). Indeed, external circumstances like gender, income, age are weakly interrelated with measures of subjective wellbeing (Lucas & Diener, 2015).

In terms of relationship between internal, stable sources like personality and level of subjective wellbeing consistent evidences were founded. Literature reviews

of subjective wellbeing arrive at the conclusion that personality domain is the most powerful tool to predict subjective wellbeing and relationship between these variables is consistent (Diener & Lucas, 2005). Also results of well-established studies indicate that individuals' personality traits are more related with subjective wellbeing than objective life circumstances like demographics and external life events (Diener & Lucas, 2005). Especially neuroticism and extraversion have strong correlation with components of subjective wellbeing (Eysenck & Eysenck, 1975; McCrae & Costa, 1991; Steel, Schmidt, & Shultz, 2008; Wilson, 1967). To illustrate, Hayes and Joseph (2003) examined relationship between the big 5 personality dimensions and subjective wellbeing. The sample of the study consist of 111 adults (36 men, 75 women, mean age=37.77) and according to the results conscientiousness, extraversion and neuroticism dimensions of personality related to subjective wellbeing.

Furthermore, DeNeve and Copper (1998) explored the association between personality dimensions and subjective wellbeing with meta-analysis study. Results of this study showed that personality is a predictive factor for subjective wellbeing. In detail it was indicated that while neuroticism is the strongest predictor of life satisfaction and negative affect, extraversion and agreeableness are equal predictors of positive affect. Also, the authors stated that repressive-defensiveness, trust, emotional stability, locus of control-chance, desire for control, hardiness, positive affectivity, private collective self-esteem, and tension traits have significant relationship with subjective wellbeing.

In addition to personality traits, numerous studies examined the relationship between subjective wellbeing and personality characteristics. For example, self-esteem (Diener & Diener, 1995, Myers & Diener, 1995), optimism (Lucas et al, 1996; Myers & Diener, 1995; Scheier & Carver, 1992), sense of personal control (Myers & Diener, 1995) and being extrovert (Pavot, Diener, & Fujita, 1990) were significantly related to subjective wellbeing.

There has been an increase in research on the subjective wellbeing among graduate students. For example, Zhong (2009) designed a study with 226 graduate students in order to examine relationship between academic stress and subjective wellbeing with the moderating effect of perceived social support. Results of the study

indicated that graduate students' academic stress has negative correlation with their subjective wellbeing, and the relationship was moderated by perceived social support. That is, it can be said that students who experience academic stress in chronic or excessive level would experience lower life satisfaction or subjective wellbeing. Furthermore, Jue and Ha (2018) investigated the association between professional identity, career commitment, and subjective wellbeing of graduate students who are from art therapy and counseling psychology departments (N= 203). Result of the study indicated that professional identity was significantly predicted by career commitment and subjective well-being. Also, it was confirmed that while evaluating professional identity, subjective wellbeing is an important factor for graduate students.

In another study conducted with university students, Tuzgöl-Dost (2006) explored the association between subjective wellbeing, gender, perceived economic status, perceived parental attitudes, satisfaction with physical appearance, religious belief, and locus of control in a sample of university students (N= 700). According to results of the study, subjective wellbeing of students did not differ according to gender. Also, it was found that perceived economic level, perceived attitude of parents, satisfaction with physical appearance, religious beliefs, and locus of control significantly predict subjective wellbeing level of university students. Furthermore, Özbay, Palancı, Kandemir, & Çakır (2012) found that self-regulation, humour styles, social self-efficacy and coping strategies significantly predict subjective wellbeing levels of university students.

Telef and Ergün (2013) designed a study in order to explore whether academic, social, and emotional self-efficacy are significant predictors of subjective wellbeing of high school students (N= 311). Results indicated that academic, social, and emotional self-efficacy of students significantly and positively predict subjective wellbeing of students. Another research by Aypay and Eryılmaz (2011) examined the association between school burnout and subjective wellbeing of high school students (N=373). Results indicated that loss of interest to school and burnout negatively and significantly predict subjective wellbeing of students.

In the literature subjective wellbeing in emerging adulthood explored recently. For example, Sumner, Burrow and Hill (2015) investigated the role of

identity and purpose in life on subjective wellbeing during emerging adulthood period. Results of the study indicated that identity and purpose in life were the strongest predictors of subjective wellbeing of emerging adults. Also, Konstam, Celen-Demirtas, Tomek and Sweeney (2015) examined the subjective wellbeing in unemployed emerging adults. According to results of the study higher levels of control and confidence were positive predictors for subjective wellbeing of emerging adults. In addition to those studies, subjective wellbeing in emerging adulthood period was studied with variety of variables such as compassion for others and personal sense of uniqueness (Demir et al., 2019), self-esteem and body esteem (Olenik-Shemesh, Heiman, & Keshet, 2018) and loneliness (Milevsky, 2005).

In brief, subjective wellbeing defined as personal evaluation of life from both cognitive and emotional level. This means level of life satisfaction, positive affect and negative affect determine the subjective wellbeing of individuals. Subjective wellbeing was explained by different theories such as telic-autotelic theories, bottom up-top down theories, multiple discrepancy theories, dynamic equilibrium theories, and cognitive theories. Within the perspective of various theories subjective wellbeing was extensively investigated topic. Existing studies focus mostly on effects of demographic variables, personality traits and personality characteristics on subjective wellbeing. Literature review indicated that internal factor like personality traits strongly related with one's subjective wellbeing level.

2.2 Study Variables

2.2.1 Mindfulness

The origin of mindfulness is actually derived from Buddhist philosophy and its meditation technique and its history based on approximately 2500 years ago. The basis of mindfulness based on Eastern philosophy; however, it is not belonging to any ideology or religious view. Kabat-Zinn (2003) stated that even though roots of mindfulness comes from Buddhism, it is not only a Buddhist tradition, but also a universal and inherited human ability, and all people can integrate mindfulness practices to their lives. It took place in Western literature in 1979 via Mindfulness Based Stress Reduction Program which was developed by Jon Kabat Zinn in Massachusetts Institute of Technology University (Bodhi, 2013).

The most current definition of mindfulness is the state of attention and being aware of the events at present (Brown & Ryan, 2003). It is an applied way for making contact with one's self through a systematic process which includes self-observation, questioning and attention (Kabat-Zinn, 1994). Mindfulness is commonly defined as non-judgmental and accepting way of focusing on what is happening now in the literature. Siegel et al. (2009) stated that ancient roots of mindfulness based on the concepts of awareness, attention and remembering; in addition to this nonjudgement, acceptance and compassion notions are added current psychological definition of mindfulness. Brown and Ryan (2003) stated that although the concept of mindfulness includes remembering past events, aims focusing on present by accepting and reorienting negative experiences.

Mindfulness is an immediate experience in which a person paying attention to present time in non-judgmental way (Kabat-Zinn 2005). Bishop et al. (2004) defined mindfulness as accepting and recognizing present moment without being under the influence of past experiences and emotions related to future plans. Additionally, Bishop et al. (2004) stated that mindfulness consists of two components; the first one is self-regulation of attention which encompasses constant attention, attention switching, and the prevention of elaborative processing and self-regulation of attention is essential for events in the present time for increased awareness (Bishop et al., 2004). Attention regulation helps altering subject of feelings and thoughts from past or future to present and in this way awareness will be on the present experiences. The second one is accepting a certain orientation which branded as openness, curiosity, and acceptance toward individuals' present experiences; second component necessary to detect purposeful attitudes of mindfulness (Bishop et al, 2004). These two components lead to individuals are very attentive to what is happening in the here-and-now (Bishop et al., 2004). Mindfulness is a skill that allows individuals to be active towards happenings by staying here and now (Germer, Siegel, & Fulton, 2005). Mindfulness helps individuals to have waking mind and have focus on the moment.

Purposes of mindfulness includes prevent individuals from being strongly attached to their thoughts or feelings, improve their observation ability, have nonjudgmental perspective and increase welfare of individuals (Brown, Ryan, &

Creswell, 2007). Brown et al. (2007) specified key features of mindfulness as clarity of awareness, nonconceptual-nondiscriminatory awareness, flexible awareness and attention, empirical stance toward reality, present-oriented consciousness, and stability or continuity of attention and awareness. Mindfulness means not only the skill to save the mind at the moment, but also observing feelings and mind which swing from time to time into the past or future.

It might be important to know what mindfulness is not for deeply understanding the concept. Siegel et al. (2009) specify most common misunderstandings about the mindfulness as;

- It is not having a blank mind; instead mindfulness makes the mind be more aware.
- It is not being emotionless; instead mindfulness leads to recognize more feelings.
- It is not a withdrawal from life; instead mindfulness increase brightly life experiences.
- It is not looking for euphoria; instead mindfulness does not reject unpleasant moments.
- It is not running of pain; instead mindfulness improves individuals' ability to tolerate pain.

Germer (2013) stated that mindful moments have certain properties and these properties happen simultaneously in every mindfulness practices. These proposed properties can be listed as being present-centered, nonverbal, nonjudgmental, nonconceptual, emancipatory , and participatory (Germer, 2013).

In order to make meaning of mindfulness make clearer Siegel et al. (2009) stated that investigating the opposite of the term can be useful. Unintentional behaviors mostly reveal that people's mental situation is mindless and individuals consume most of their time confused about future plans and past experiences (Siegel et al., 2009). Situations like mentioned above people operate an "autopilot" that determines attitudes of individuals toward encountered events in everyday life without awareness (Siegel et al., 2009). Reactions of people to encountered situations are regulated according to their perceptions about those situations without recognizing it, if autopilot is engaged. The purposes of mindfulness restrain people

from behaving with autopilot and empower them to observe their responses to self and happenings in present time with awareness and attention.

Studies indicate that mindfulness training has an effect on both psychological and subjective wellbeing. In the literature life satisfaction and positive affect has been associated widely with mindfulness (e.g. Brown & Ryan, 2003; Adler & Fagley, 2005; Fredrickson, Cohn, Coffey, Pek, & Finkel, 2008) and it is stated that individuals' sense about quality of life is increased with mindfulness practices (Jacobs & Nagel, 2003).

For example, Hanley, Warner, and Garland (2014) designed a study to investigate relations between mindfulness, subjective wellbeing and psychological wellbeing regarding meditative practice. For the study 361 participants filled online survey; 106 of participants make meditative practices and 245 of them do not make meditative practices. Then authors conducted canonical correlation analyses to obtain results and they found that individuals who doing meditative practices state higher levels of mindfulness and also they found that mindfulness is related with subjective wellbeing and psychological wellbeing regardless of doing meditative practices.

Another research made by Howell, Digdon, Buro, and Sheptycki in 2008 to test whether mindfulness and wellbeing are related with sleep quality and whether mindfulness directly predicts wellbeing. 305 undergraduate students were participated the study and they completed an online survey for the study. According to results of the study wellbeing is directly predicted by mindfulness and positive relations were found between wellbeing, mindfulness and sleep quality.

Furthermore, Brown, Kasser, Ryan, Linley, and Orzech (2009) also aimed to examine relationship between dispositional mindfulness and financial desire discrepancies and also to examine whether this relationship which is between dispositional mindfulness and financial desire discrepancies is related with subjective wellbeing or not. In order to fulfill this aim the authors designed four correlational study. A total of 1-221 undergraduate students completed self-report measurements about mindfulness, subjective wellbeing and financial desires. Results of the first study showed that higher mindfulness was associated with smaller financial discrepancies and these discrepancies were associated with subjective wellbeing. Additionally, it is found that higher level of mindfulness correlated with higher level

of subjective wellbeing. In study 2-74 working adults and in study 3-200 adults completed self-report measurements and results supported to study 1 results, additionally founded correlation was higher in working adult sample compared to undergraduate students. In study 4 researchers designed a quasi-experimental study to assess effect of mindfulness training on subjective wellbeing. A total of 69 participants assigned 2 groups and they joined at mindfulness meditation trainings in their groups. Result of the last study is similar with results of study 1, 2 and 3. That is, higher mindfulness was associated with smaller financial desire discrepancy and higher subjective wellbeing; also it was found that smaller financial desire discrepancy was correlated with higher subjective wellbeing.

Other research about subjective wellbeing and mindfulness made by Sheir and Graham in 2011, researchers conduct two stage design study with social workers. Firstly, the researchers delivered initial survey to 700 participants and then they interviewed 13 of them who have highest score in subjective wellbeing questionnaire; that is researchers aimed to form cohort group in order to learn about creating and sustaining subjective wellbeing. Participants in the cohort group stated that their subjective wellbeing is affected by being mindful a considerable extent. Additionally, they asserted that they are in need of being mindful in specific moment of their life like keeping a balance between work and personal life revealing on and developing a personal identity, being aware of oneself, and thinking about being controlled and openness. Result of the study indicates that mindfulness can be comprehended in two perspectives. The first one is about present moment mindfulness on subjective wellbeing, and the second one is about moments in which being mindful is essential for perceived subjective wellbeing.

Also, Schutte and Malouff (2011) designed a research in order to test whether relationship between subjective wellbeing and being mindful is mediated by emotional intelligence or not. Sample of the study composed of undergraduate students and they completed surveys about study variables. Result of the study indicated that relationship between mindfulness and positive affect, relationship between life satisfaction and negative affect are mediated by emotional intelligence. Also, higher levels of mindfulness meaningfully related with high level of emotional intelligence, life satisfaction, positive affect and low level of negative affect.

Besides of subjective wellbeing and psychological wellbeing literature, negative emotions, positive emotions, quality of life, life satisfaction and lifestyle behaviors become an interested area in mindfulness research. For example, Rossini, Nelson, Sledjeski, and Dinzeo (2017) intended to assess effect of mindfulness on feeling negative emotions and lifestyle behaviors. In accordance with this purpose experimental design was used; 19 female and 23 male university students were randomly assigned mindfulness meditation group or a cognitive activity control group. Participants completed all sessions that they assigned randomly and they were given surveys about mindfulness, positive and negative affect, perceived stress, life style habits, stress control and current stress at pre and post-intervention time points. Results of the study reveal that greater mindfulness associated with smaller negative affect and stress and better lifestyle habits. Also, effect of practicing mindfulness on students' subjective wellbeing was verified in the result of the study.

Although literature is not very rich in terms of studies which examine the relationship between mindfulness and wellbeing in the sample of graduate students, there are some findings. For example, Cohen and Miller (2009) investigated the helpfulness of mindfulness programs for graduate students. Sample of this study consisted of 21 graduate students in clinical psychology and counseling psychology departments. Within the scope of the study participants were given 6-week interpersonal mindfulness training. Results of the study indicated that mindfulness training had positive effects on wellbeing, social connectedness, emotional intelligence, and anxiety of graduate students.

In Turkey, in the recent years mindfulness is also studied with subjective wellbeing, psychological wellbeing, and life satisfaction. To illustrate, Hamarta, Ozyesil, Deniz, and Dilmac (2013) explored association between mindfulness, locus of control and subjective wellbeing. A total of 531 university students participate the study, mean age was 21.23. Data were collected through four scales related with study variables and correlation coefficient and multiple regression analysis were used in order to reach results. Significant positive correlation was found between mindfulness and subjective wellbeing as a result of the study.

Also, Yıkılmaz and Demir-Güdül (2015) investigated whether life satisfaction, meaning in life and mindfulness level of undergraduate students vary

according to perceived socioeconomic status and assessing whether level of meaning in life and mindfulness predict life satisfaction level significantly or not. Sample of the study consisted of 509 university students and data was collected from participants through self-report scales about the study variables. Results of the study showed that only level of life satisfaction and meaning in life level differed significantly with regard to perceived socioeconomic status. Also it was founded that life satisfaction was predicted significantly by mindfulness and presence of meaning in life. Consequently, having high level of meaning in life and high level of mindfulness were related with high life satisfaction level.

Another study is conducted by Deniz, Erus, and Büyükcebeci (2017) in order to determine whether emotional intelligence has mediator role in the relationship between mindfulness and psychological well-being. A total of 355 first grade undergraduate students from faculty of education whose mean age was 19.12 completed self-report scales about mindfulness, psychological wellbeing, and emotional intelligence. Emotional intelligence's mediating role was determined by bootstrapping method. It was found from the study emotional intelligence had a mediator effect on relationship between mindfulness and psychological wellbeing on university students, results showed indirect positive effect of mindfulness on psychological wellbeing.

In brief, mindfulness defined as being aware of present moment with nonjudgmental way. And the concept includes state of attention, self-observation, acceptance, remembering and questioning. Literature review showed that mindfulness researched with positive psychology concepts frequently like psychological wellbeing, subjective wellbeing, and positive affect. Also, university students are the most common sample for the mindfulness studies.

2.2.2 Intolerance to Uncertainty

Uncertainty is part of our daily lives and the feeling of uncertainty can often be felt in various parts and areas of life. Uncertainty occurs as a result of inadequate information or means that there is no possible information to solve the uncertainty (Rosen, Knauper, & Sammut, 2006). It is considered that daily life may contain many uncertainties; it is inevitable that perceiving ambiguous situations as

threatening may cause negative emotions and often cause anxiety (Dugas, Freeston, Blais & Ladouceur, 1994). Uncertainty is perceived by the individual as a source of threat and the concept of uncertainty consists of three structures: new, complex and unsolvable (Budner, 1962). According to Budner when uncertain situation evaluated as threat, reactions are divided into two as obedience and denial. In the first reaction individual believes that she/he cannot change situation and accept it; while in the second reaction individual can deny the uncertain situation through the process of self-perception. It can be said that individual who display one of these two reactions is intolerant to uncertainty (Budner, 1962).

The concept of intolerance of uncertainty has been first introduced by Frenkel-Bruswick as personality traits in literature. Then, in 1962 Budner defined the concept as perceiving uncertain situations as a source of threat. The current definition of intolerance to uncertainty was firstly done by Freeston in 1994 and according to this; the intolerance of uncertainty is the cognitive, emotional and behavioral response, which is caused by high threats and inaccurate evaluations, which are difficult to cope with, and from prejudicial information processing. In 2004, similar definition was made for the concept by Dugas, Buhr and Ladouceur, which is intolerance of uncertainty, is tendency to show cognitive, emotional, and behavioral negative reactions to uncertain situations and events.

Intolerance of uncertainty is composed from four dimensions: uncertainty is stressful and distressing; it makes people feel inadequate to take action and behavior; uncertain situations are negative and uncertain situations should be avoided; and uncertainty is unfair (Buhr & Dugas, 2002). In an uncertain situation where the possible consequences are the same, the individual who is intolerant to the uncertainty evaluates the situation as uncomfortable and unacceptable while the individual who is not intolerant of uncertainty detects the situation is less disturbing. An individual with high intolerance to uncertainty evaluates the new situation as uncomfortable because of the cognitive bias that lead to perceive uncertain information as threatening (Dugas, Marchand, & Ladouceur, 2005). Liao and Wei stated that individuals who cannot tolerate uncertainty often find ambiguous situations inescapable and stressful (2011). Individuals with high intolerance to uncertainty see uncertain situations as seedy and stressful situations and also they are

prone to avoid uncertainty and to have difficulty in their functionality in uncertain situations (Buhr & Dugas, 2002). People who are intolerant to uncertainty usually focus on the ambiguous aspect of the problem and due to feelings of inadequacy about solving the problem, they feel almost paralyzed and thus the problem solving skills of the individuals decrease (Dugas, Freeston, & Ladouceur, 1997).

Uncertainties often lead to worry and anxiety. Dugas and Koerner (2005) proposed that there are four cognitive processes underlying pathologic worry and common anxiety disorder; these are intolerance to uncertainty, positive beliefs about worry, poor problem-orientation and cognitive avoidance. Although the concept of intolerance of uncertainty is different from the concept of worry, they cannot be evaluated separately from each other. Also, it is stated that intolerance to uncertainty plays a crucial role in developing and sustaining worry as an important determinant of worry (Laugesen, Dugas, & Bukowski, 2003). A number of studies indicated that intolerance of uncertainty is the cognitive predisposition factor for worry. When other mood variables were controlled, it was found that the relationship between intolerance of uncertainty and worry was significant (Freeston, Rheume, Letarte, Dugas, & Ladouceur, 1994, p. 792). Dugas et al. investigated the relationship between depression, worry and intolerance to uncertainty; and they concluded that the concept of intolerance to uncertainty is more related with worry compared to depression (2004).

In the literature there are several studies which examine relationship of intolerance of uncertainty and worry. For example, Buhr and Dugas (2006) examined the relationship between worry, intolerance to uncertainty, intolerance of ambiguity, perceived control and perfectionism. Findings showed that intolerance to uncertainty is the most powerful predictor for worry compared to other variables in the study. Also it is stated by the authors that intolerance to uncertainty and intolerance to ambiguity have moderate and significant correlation (Buhr & Dugas, 2006). In 2007 Bruin, Rassin and Muris investigated the correlation between intolerance of uncertainty, neuroticism and meta-worry via trait worry and state worry. Results of the study revealed that although intolerance of uncertainty significantly related with trait worry, it has weak correlation with state worry; and authors inferred that intolerance of uncertainty might be relevant with clinical worry.

University students are most frequent sample for intolerance of uncertainty studies in the literature both in Turkey and abroad. To illustrate, Rosen and Knäuper (2009) investigated the influence of an interaction between situational uncertainty and intolerance of uncertainty on 153 university students with experimental design. There were four conditions in the study and students randomly assigned to them. According to results of the study uncertainty increases worry. In 2013 Baumeister, Vohs, Aaker, and Garbinsky stated that worry and stress have an effect on life meaninglessness and unhappiness; and Korner and Dugas (2008) claimed that intolerance of uncertainty related with worry and stress in positive direction.

In Turkey, Sarı and Dağ (2009) adapted to Intolerance of Uncertainty scale into Turkish with the sample university students (N= 441). The researchers revealed that the scale has four factor which are uncertainty is stressful and upsetting, negative self-assessment about uncertainty, disturbing thoughts about the uncertainty of future, and uncertainty keeps someone from acting. It is concluded that Turkish versions of the Intolerance of Uncertainty scale valid and reliable instrument for Turkish sample.

Also, Doruk, Düğenci, Ersöz and Öznur (2015) investigated factors which have significant effect on coping with uncertainty in the sample of 389 university students. Result of the study showed that the methods of coping with uncertainty differentiated in respect of gender. It was also found that while male students cope with uncertainty in the way of using humor, denial, alcohol, and narcotics; female students more oriented towards religion, planning, and emotional support for compete with uncertainty.

Additionally, there are studies that explore relation of intolerance of uncertainty and demographic variables. For example, intolerance of uncertainty studied with socio-demographic variables by Yıldız and Güllü in 2018 in the sample of 200 university students. Also they investigated the correlation between intolerance of uncertainty and alexithymia. In accordance with results of the study relationship between intolerance of uncertainty and alexithymia was found in positive direction. Also, it was found that only intolerance of uncertainty significantly differentiate in accordance with perceived socio economic status, faculty and age.

In the literature it was supported that wellbeing and intolerance of uncertainty is related. For example, Sarıçam (2014) examined the association between happiness and intolerance of uncertainty is studied in Turkey. A total of 316 university students attended the study. It is found that there was a relationship between intolerance of uncertainty and happiness in negative way, in other words as long as intolerance of uncertainty increases, happiness decreases.

Besides, Geçgin and Sahranç (2017) aimed to determine whether intolerance of uncertainty has a significant effect on psychological well-being and, and differences between the variables were investigated with regard to perceived parental attitudes, perceived income status, and gender. A total of 426 students attended the research from 5 different universities in Turkey. The results of the study indicated that there is relationship between psychological well-being and intolerance of uncertainty in negative way, in other words students who have higher levels of intolerance of uncertainty had lower levels of psychological well-being. Also it was found that intolerance of uncertainty differentiate according to perceived parental attitudes; while level of intolerance of uncertainty was higher in protective parental attitude, it was lower in democratic parental attitude. The study results also revealed that intolerance of uncertainty level did not show significant differences in accordance with gender.

Similar research was made by Koç, İskender, Çolak and Düşünceli (2016). The researchers investigated the relationship between tendency to forgiveness and psychological well-being with mediating effect of intolerance of uncertainty and anger control. Study group was composed of 912 students. The study findings revealed that tendency to forgiveness and psychological well-being has positively related, stated in other words when level of tendency to forgiveness increase, psychological well-being level also showed increment; and tendency to forgiveness and intolerance of uncertainty has negatively related, that is as long as tendency to forgiveness increases, intolerance of uncertainty level decreases. Also, while mediating effect of intolerance of uncertainty was not found for the relationship between tendency to forgiveness and psychological well-being, it was found that anger control mediates the relationship.

In brief, uncertainty is the uncomfortable, unwanted and stressful situation. Individuals' negative emotional, behavioral and cognitive responses toward these situations are evaluated as intolerance of uncertainty. In the intolerance of uncertainty literature commonly studied concepts are worry and wellbeing among university students, the relationship between uncertainty and wellbeing among graduate students were neglected area in the wellbeing research especially in Turkey.

2.2.3 Rumination

Rumination is an important concept that is often investigated in terms of how negative emotions develop and persist in an aggressive manner (Smith & Alloy, 2009). The term is defined as a repeated rethinking of the state of emotion and possible causes and outcomes without action to solve an individual's problem (Nolen-Hoeksema, 1987). In the process of rumination; thinking in self-centered way, individuals can make negative evaluations about the self, emotions, behaviors, the situation in which, stress in his/her life or the resources of coping mechanism. Instead of trying to solve problem and change the symptoms that give people discomfort or distress, rumination focus on the negative emotion, and the causes and consequences of stressful situation (Nolen-Hoeksema, Wisco, & Lyubomirsky, 2008). Nolen-Hoeksema (2004) divided the components of the rumination into four groups which are negative thought, reduction in the ability to cope with the problem, decrease in behavioral attitudes and reduction in social support.

This concept has been explained within the framework of different theory and models (Thomsen, 2006). Response Styles Theory that was put forth by Nolen-Hoeksema is most frequently emphasized in the literature and this theory suggested that rumination is a recurring and inactive thinking form focused on the possible symptoms that cause depression in the individual (Butler & Nolen-Hoeksema, 1994). Thinking is not to focus on finding solutions or different ways of solving problem; the problem itself is a passive thought. Additionally, The Goal Progress theory, developed by Martin and Tesser (1996) suggested that the situation that reveals the rumination is about absence of satisfactory achievement. That is, according to this theory, rumination is a recurring form of thought which is about incomplete, unaccomplished, or unreachable goals and objectives.

Self-rumination is a form of rumination; known as a review of the person's own thoughts and feelings (Elliot & Coker, 2008), it can be described as a form of thought that includes a holistic interpretation and often experiencing negative elements with repetitive loops. It is a predisposition to depression, causing negative personal memories to be remembered more often, creating a feeling of despair, continuing the form of negative thinking, reducing the ability to produce effective solutions to one's problems (Lyubomirsky, Caldwell and Nolen-Hoeksema, 1998).

However, the rumination is not limited solely to the thoughts of the individual itself (Papageorgiou & Wells, 2004). The person may be inclined to think of ruminative thinking about others or other conditions. Also, rumination is not only revealed for past lives, instead ruminative thoughts might be arise due to the individual himself, others, the past, the present and the future (Papageorgiou & Wells, 2004).

Trapnell and Campbell (1999) have identified two factors which are called "Brooding" and "Pondering" in the mind of the rumination. Brooding is a negative form of self-thought, and it is similar to self-rumination in the way that the problem is focused on the "why I" question and focusing on the unsolvable point. Miranda and Nolen-Hoeksema (2007) added a third form on these two factors of rumination and named it reflecting. Reflecting is the strategy of changing the attitudes of a person to cope with stress, such as problem solving and cognitive restructuring (Burwell & Shirk, 2007).

Ruminative responses and ruminative tendencies are seemed more likely in women, compared to man. Nolen-Hoeksema, Morrow, & Fredrickson (1993) found that woman engage in ruminative responses more in the situation of distress or in depressed mood than man. Similar result was founded in Turkish literature. Bugay and Erdur-Baker (2011) researched whether rumination tendency differ with respect to age and gender or not and also researcher investigated the relationship between psychological symptoms and rumination with the mediating role of gender in Turkish sample. For these purposes 866 adolescents were participated the study whose age range is 14 to 24. Results of the study indicated ruminative tendency differ according to gender, girls have more ruminative tendency compared to boys. However, it does

not differ with age. Also, it was found that relationship between psychological symptoms and rumination was mediated by gender

Depression, anxiety, worry and negative affect were assessed frequently as comorbid symptoms with rumination in the literature (Ciesla & Roberts 2007; Lyubomirsky, Caldwell, & Nolen-Hoeksema, 1998; Mellings & Alden, 2000; Nolen-Hoeksema, 1991; Rood, Roelofs, Bogels, Nolen-Hoeksema, & Schouten, 2009). Studies indicate that individuals with high ruminative tendencies more likely to experience severity symptoms of depression, compared to people with lower ruminative tendencies (Nolen-Hoeksema, 2000; Nolen-Hoeksema & Morrow, 1991; Nolen-Hoeksema, Parker, & Larson, 1994). Hereby, it can be inferred from literature findings that individuals with ruminative tendencies are less likely to experience positive moods. Elliot and Coker (2008) stated that self-rumination may be harmful to happiness because it focuses on adverse opinions; as a result of the individual do not aware his positive opinion about his personality, the perceptions about his happiness are also changing in the bad direction.

Relationship between rumination and happiness, subjective wellbeing, positive and negative moods were recently studied topics in the literature. To illustrate, Weber and Hagmayer (2018) designed a study with 74 young adults in order to see effect of a training program which composed of cognitive behavioral therapy (CBT) and positive psychology on subjective well-being, affect, social comparison orientation and rumination. Results of the study revealed that after training program while level of subjective wellbeing and positive affect increase, level of rumination and negative affect decrease; and social comparison level was not change. Also, rumination was founded as the greatest predictor for increased subjective wellbeing.

Another research was made by Zanon, Hutz, Reppold and Zenger in 2016. The researchers designed a longitudinal study with university students to see association between subjective wellbeing, neuroticism and rumination, anxiety and post-traumatic stress. Data for subjective wellbeing was collected two months before the 2013 Santa Maria's fire, and data for rumination, post-traumatic stress and anxiety were collected five months after the fire from the same individuals. According to results, life satisfaction and rumination, anxiety, and post-traumatic

stress showed negative correlations; also, these variables revealed high positive correlations with negative affect.

The most recent study was conducted by Karabatil, Ensari and Fiorentino (2019) to investigate the correlation between job satisfaction and subjective wellbeing via mediator role of rumination in the sample of 383 white-collar employees. The researchers found that individuals with higher job satisfaction are tend to ruminate less and, thus, their subjective wellbeing levels are higher than individuals with lower job satisfaction and higher rumination level.

Indeed, people who incline to devote less time ruminating and reflecting about themselves are happier than others (Lyubomirsky & Ross, 1999).

Briefly, rumination is defined as rethinking about events, self and emotions in negative way; it is not only about present instead it might be about past and future. In the literature rumination was studied with several variables it was concluded that depression, anxiety, worry and negative affective have relationship with rumination in positive way while wellbeing and positive affect have relationship in negative way.

2.2.4 Anxiety Sensitivity

The definition of anxiety sensitivity in the literature was first made by Reiss and McNally in 1985 as a unique cognitive structure that is defined as "fear of fear" or "fear of anxiety". Anxiety sensitivity is a cognitive model that extensively describes the dangerous feelings of anxiety, and is a comprehensive examination of the characteristic essence of worry disorders (Kushner, Thuras, Abrams, Brekke, & Stritar, 2001). Anxiety sensitivity is a personal difference variable which arising from the individual's beliefs about anxiety or fear experiences would cause illness, shame, or more anxiety (Reiss et al., 1986). The concept is characterized with a tendency to fear body sensations due to the belief that symptoms in people might have harmful somatic, social or psychological consequences and anxiety sensitivity have a tendency to create various anxiety disorders as a continuous fear of anxiety (Reiss and McNally, 1985).

Although theoretical explanations for anxiety sensitivity and related concepts began in 1940's, theoretical implication of anxiety sensitivity was identified with

improvement of cognitive theories of anxiety related disorders (Taylor, 1995). In order to explain effect of anxiety sensitivity on anxiety and fear an expectant model was proposed by Reiss and McNally in 1985. In respect to the expectancy theory, source of fears comes from expectations and sensitivities; while thoughts about what will happen if the feared item is coming across refers to expectations, thoughts about why feeling of fear arise toward an event refers to sensitivities (Reiss, 1991). The model proposed three sensitives (fears) which are fear of bodily injuries, fear of anxiety symptoms, and fear of negative evaluation by others (Reiss, 1991).

According to theory of learning behaviors are shaped and sustained with learning mechanism like classical conditioning, operant conditioning and it participate the process of development anxiety sensitivity. For example, unexpected panic attack combined with physical symptoms like heart palpitation and an individual might expect and fear from experiencing panic attack whenever he/she feel heart palpitation because of classical conditioning of learning (Watt, 1998).

In literature genetic influences on anxiety sensitivity were studied. For example, Stein, Jang and Livesley (1999) designed a twin study in order to see whether anxiety sensitivity is inherited or not. The authors used anxiety sensitivity index scores of monozygotic and dizygotic twin pairs and results showed that anxiety sensitivity is inherited; 45% of variance in anxiety sensitivity scores can be explained with genetic factors.

In sum, expectancy theory of fear is supported with literature findings in terms of effect of learning and genetic factors on development of anxiety sensitivity.

Anxiety sensitivity differs from trait anxiety; trait anxiety is a general anxiety which emerges in stressful situations, whereas anxiety sensitivity refers to fear of anxiety (McNally, 1989). That means though trait anxiety is a predisposition to respond with stress to stimulating events and a structural tendency to experience symptoms of generalized anxiety, anxiety sensitivity is a predisposition to react with fear to anxiety symptoms.

The concept of anxiety sensitivity is considered as a hierarchical multidimensional structure consisting of a high-level factor and three low-level factors which are fear of physical senses fear of generally social symptoms and loss of cognitive control (Deacon Abramowitz, 2006). Anxiety sensitivity differs

according to the belief of individuals about perceiving anxiety as disturbing and beliefs about the outcomes of anxiety. When people who have high level of anxiety sensitivity concerned about a reaction to a stress stimulus, they are possibly concerned about anxiety that may have harmful outcomes, like heart attacks or mental illness and therefore risk of developing anxiety disorder will be increased in like that cases (Reiss, 1991). Dragan and Dragan (2014) stated that negative beliefs about anxiety, danger, harm and uncontrollability of anxiety make people more sensitive and intolerant toward anxiety clues. Being sensitive to anxiety is verified with the automatic negative beliefs of individuals about being alert and taking precautions in anxiety situations and this nonfunctional belief direct individuals false attention strategies (Wells, 2008).

Anxiety sensitivity; increases alertness against a stimulus which refer to the possibility of being anxious, increases concerns in case of anxiety and increases the direction to avoid anxiety-inducing stimulus (Reiss & McNally, 1986). Taylor et al. (2007) said that anxiety sensitivity is a triggering factor for rising anxiety; when anxiety sensitive people experience anxiety, they are alarming about associated sensation, which leads to increased anxiety severity. It can be said that in the light of literature findings anxiety sensitivity is a situation which raises anxiety and increases the risk of developing concern in the individual.

In the anxiety sensitivity literature, the concept has been found be linked with sort of symptoms such as anxiety disorders (Taylor et al., 2007), panic disorder (Maller & Reiss, 1992; McNally, 2002), depression (Salmon, 2001; Taylor, Koch, Woody, & Mclean, 1996; Tull & Gratz, 2008), posttraumatic stress disorder (Pickett, Bardeen, & Orcutt, 2011), alcohol and substance consumption and abuse (Forsyth, Parker, & Finlay, 2003; Stewart, Samoluk, & MacDonald, 1999).

Although there are variety of studies which examine the association between components of subjective wellbeing and anxiety sensitivity, no published research which intended to measure relationship between anxiety sensitivity and total subjective and psychological wellbeing was found in the literature. On the other hand, negative affectivity component of subjective wellbeing was found as powerful predictor for anxiety sensitivity McKee, Zvolensky, Solomon, Bernstein, and Leen-Feldner (2007). The study was designed with 154 young adults (mean age 22.4) in

order to determine relationship between negative affectivity and anxiety sensitivity and influence of mindfulness skills on this relationship. Results of the study indicate that there are significant negative correlations between negative affectivity and mindfulness skills and also anxiety sensitivity and mindfulness skills in terms of awareness and acceptance dimensions. Also it was found that only anxiety sensitivity revealed association with act with awareness dimension of mindfulness and this relationship explained by negative affectivity.

Also, anxiety sensitivity determined as cognitive factor in many research. To illustrate, Gonzalez, Zvolensky, Vujanovic, Leyro, and Marshall (2008) made a study with 189 daily cigarette smokers (mean age 24.9) on the purpose of evaluating associations between anxiety sensitivity, emotional dysregulation, and negative affectivity. Results of the study showed that smoking habits and anxiety sensitivity significantly correlated and also it was found that using tobacco, alcohol and marijuana correlated with negative affectivity and emotional dysregulation. Findings of the study are important in terms of specifying anxiety sensitivity as important cognitive factor for psychological process of smoking cigarette.

In the literature anxiety sensitivity was determined as threatening factor for quality of life. To illustrate, Avallone, Mcleish, Luberto, and Bernstein (2011) examine relationship between the physical dimensions of anxiety sensitivity and quality of life of individuals with asthma in their research. With this purpose data were collected from 127 asthma patients (mean age 43.4) with online self-report measurements. According to results of the study, anxiety sensitivity was negatively correlated with different areas of quality of life when other variables were controlled (age, gender, other health problems, negative affect)

Another research about anxiety sensitivity and quality of life was made by Mehta, Rice, Janzen, Pope, Harth, Shapiro, and Teasell in 2016. The authors intended to study associations between anxiety sensitivity, experiential avoidance and quality of life. Sample of the study consist of 223 individuals with rheumatoid arthritis and result of the study demonstrated that individuals with high level s of anxiety sensitivity and experiential avoidance have lower quality of life compared to individuals with low levels of anxiety sensitivity and experiential avoidance. Also, authors stated that anxiety sensitivity has a negative effect on quality of life.

Also, the concept of anxiety sensitivity is studied topic in Turkey literature recently. For example, Kalyon, Dadancı, and Yazıcı (2016) investigated the association between self-handicapping tendency and narcissistic personality traits, anxiety sensitivity, social support, academic achievement in the sample of 483 university students. According to result of the study anxiety sensitivity, academic achievement, perceived social support and some subscales of narcissism account for self-handicapping significantly.

In brief, anxiety sensitivity is the fear of anxiety and related symptoms and it differs according to how to individuals perceive anxiety and its outcomes. Evaluating in negative way about consequences of anxiety leads to fear about suffering in somatic, psychological and social level. The concept of anxiety sensitivity frequently studied with panic, depression, stress disorders, substance abuse, personality traits, and negative affectivity in the literature.

2.3 Literature Review Summary

In this chapter explanations of subjective wellbeing and related theories were summarized. Also, definitions of study variables and related studies were presented. As predictors of subjective wellbeing; demographic variables such as age, gender, income, personality variables like neuroticism and extraversion, and personality characteristics such as self-esteem and optimism were studied frequently within the different theoretical perspectives like positive psychology, cognitive theories and top-down theory. With the light of literature findings, it can be inferred that studies focused on the relationship between subjective wellbeing and intolerance of uncertainty, mindfulness, anxiety sensitivity and rumination are limited. In order to understand relationship between these variables more study is needed. Thus, in this study subjective wellbeing of graduate students is aimed to be investigated with the potential variables.

CHAPTER 3

METHOD

In this chapter the methodological procedures are provided. The chapter starts with explanation about overall design of the study. Then study of participants, descriptions of data collection instruments, data collection procedures and limitations of the study are presented respectively.

3.1 Research Design

The purpose of the study was to examine predictive roles of mindfulness, intolerance to uncertainty, rumination, and anxiety sensitivity on subjective wellbeing of graduate students. More specifically, it was intended to investigate to what extent to mindfulness, intolerance to uncertainty, rumination and anxiety sensitivity predict subjective wellbeing. Thus, correlational design was utilized to test expected relationship between these variables. Correlational design examine the relationship between two or more variables without any manipulation via correlation coefficient (Fraenkel & Wallen, 2006).

Additionally, before the main analysis of this study, the outcome variable was examined to see whether there is a difference in participants' subjective wellbeing scores regarding gender and level of study (master or doctorate).

IBM Statistical Packages of Social Sciences 19 (SPSS) was used to perform statistical analyses in the study. Descriptive statistics and hierarchical multiple regression analysis were conducted to analyze the data.

3.2 Participants and Sampling

The accessible population of the study was graduate students aged between 21 and 30 who are enrolled in a program in a state university in Ankara. The study participants were reached via convenience sampling and data were collected during spring semester of 2018-2019 academic year. A total of 378 students participated in

the study. However, fourteen participants were not included in data analysis because 8 of them only answered demographic information form and 6 of them only answered 4 items in the first measure which was positive and negative affect schedule.

The sample of the study consisted of 364 graduate students (177 female and 187 male) with an age range of 21 to 30 ($M = 26.5$, $SD = 2.25$). Participants obtained their undergraduate degrees from different faculties, for example 43.4 percent ($n = 158$) were from Faculty of Engineering, 22.3 percent ($n = 81$) were from Faculty of Education, 20.9 percent ($n = 76$) were from Faculty of Arts and Science, 8.5 percent ($n = 31$) were from Faculty of Economic and Administration and 4.7 percent ($n = 17$) were from Faculty of Architecture.

The majority of participants, 62.4 percent ($n = 227$) were master program students; and 37.6 percent ($n = 137$) were at the doctorate level. More than half of the participants, 54.1 percent ($n = 197$) were still taking their graduate courses, 41.1 percent ($n = 150$) were at dissertation stage, and 4.7 percent ($n = 17$) were at PhD qualifying exam period. Distribution of participants regarding currently enrolled faculty were as follows, 42.3 percent ($n = 154$) were from Faculty of Engineering, 26.4 percent ($n = 96$) were from Faculty of Education, 17 percent ($n = 62$) were from Faculty of Arts and Science, 9.3 percent ($n = 34$) were from Faculty of Economic and Administration and 4.7 ($n = 17$) percent were from Faculty of Architecture.

Employment status of the participants were as follows: 34.6 percent ($n = 126$) was working as a research assistant in the university where they were enrolled in a graduate program, 23.1 percent ($n = 84$) were employed in full time job, 5.5 percent ($n = 20$) were working as research assistant in another university, 2.7 percent ($n = 10$) were employed in part-time job outside the university, 2.7 percent ($n = 10$) were employed in part-time job in the university where they were enrolled in a program, and 27.2 percent ($n = 99$) were not employed.

In terms of relationship status, 75.5 percent ($n = 275$) of participants were single, 16.8 percent ($n = 61$) were married, 6.3 percent ($n = 23$) were engaged, 1.1 percent ($n = 4$) were divorced and 0.3 were ($n = 1$) widowed.

According to accommodation status, 41.2 percent ($n = 150$) of the participants were living with their families, 26.1 percent ($n = 95$) dwelled in dormitories, 16.8

percent ($n= 61$) were living with their flatmates, 14.8 percent ($n= 54$) were living alone in home, 0.5 percent ($n= 2$) were living in other types of accommodation.

Participants' demographic characteristics were presented in Table 3.1

Table 3.1
Demographic Characteristics of the Participants

	<i>M</i>	<i>SD</i>	<i>f</i>	<i>%</i>
Gender				
Female			177	48.6
Male			187	51.4
Age	26.5	2.25		
Level of Graduate Education				
Master			227	62.4
Doctorate			137	37.6
Stage in Graduate Education				
Course			197	54.1
Dissertation			150	41.1
PhD Qualifying Exam			17	4.7
Currently Enrolled Faculty				
Engineering			154	42.3
Education			96	26.4
Arts and Science			62	17
Economic and Administrative			34	9.3
Architecture			17	4.7
Employment Status				
Employed			250	68.6
Unemployed			99	27.2
Accommodation Status				
With Families			150	41.2
In Dormitories			95	26.1
With Flatmates			61	16.8
Living Alone			54	14.8
Other			2	0.5

3.3 Data Collection Instruments

Participants were administrated a survey package that included demographic information form and six measures which were Positive and Negative Affect Schedule (Watson, Clark, & Tellegen, 1988), Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin 1985), Mindfulness Attention Awareness Scale (Brown & Ryan, 2003), Intolerance of Uncertainty Scale (Carleton, Norton, & Asmundson, 2007), The Ruminative Response Scale (Treynor, Gonzalez, & Nolen-Hoeksema, 2003) and The Anxiety Sensitivity Index (Reiss, Peterson, Gursky & McNally, 1986).

3.3.1 Demographic Information Form

The demographic information form was developed by researcher. The form included questions regarding gender, age, department graduated, cumulative GPA, enrolled graduate program, enrolled graduate faculty, class, satisfaction level from graduate program, satisfaction in communication with advisor, working status, and living condition (See Appendix A).

3.3.2 Measures of Subjective Wellbeing

Positive affect, negative affect and life satisfaction constitute subjective wellbeing dimensions. For the current study total subjective wellbeing scores of each participant were computed based on the formula as suggested by Sheldon, Kasser, Houser-Marko, Jones, and Turban (2005) and Suldo and Shaffer (2008): Total-Subjective Wellbeing = LS (Life Satisfaction) + PA (Positive Affect) – NA (Negative Affect).

3.3.2.1 Positive and Negative Affect Schedule (PANAS)

In 1988, Watson and colleagues developed original form of Positive and Negative Affect Schedule (PANAS). Schedule evaluates people's affective self-evaluation as a component of subjective wellbeing (Watson, Clark, & Tellegen, 1988). It is composed of two subscales namely Positive Affect Scale (PA) which contains 10 items and Negative Affect Scale (NA) that also contains 10 items.

PANAS is the 5 point Likert type scale and responses ranged from “very slightly or not at all”, to “extremely”. PANAS intend to measure what extent individuals sense positive and negative feelings in a given time period. A sample item for the PA is “Interested” and a sample item for the NA is “Hostile”. Researchers of original study (Watson et al., 1998) reported that Cronbach’s alpha for internal consistency ranged between .86 and .90 for Positive affect subscale, and between .84 and .87 for Negative affect subscale.

Translation study of PANAS into Turkish was done by Gençöz (2000). The internal consistency was reported as .83 for negative affect and .86 for positive affect; and test-retest reliability across three weeks period was reported as .45 for PA and .54 for NA. Beck Anxiety Inventory and Beck Depression Inventory were used in order to assess criterion related validity of the schedule and it was found that correlations for negative affect were .47 and .51 and correlations for positive affect were -.22 and -.48 with anxiety and depression respectively.

For the present study, Cronbach’s Alpha reliability coefficient values were .88 and .85 for PA and NA respectively.

3.3.2.2 Satisfaction with Life Scale (SWLS)

Satisfaction with Life Scale was developed in 1985 by Diener and colleagues. The scale measures global life satisfaction and includes 5 items. In the scale while lower scores indicate lower levels of life satisfaction, higher scores indicate higher life satisfaction. A sample item for the SWLS is “The conditions of my life are excellent.” Researchers (Diener et al., 1985) reported internal consistency as .87 and test-retest reliability at two month was .82 for the scale and also it was stated that one factor explained the 66% of the variance in SWLS.

Adaptation of the SWLS into Turkish was conducted by Dağlı and Baysal (2016). Although original form of the scale is 7 point Likert type, Turkish adaptation was made as 5 point Likert type. Dağlı and Baysal (2016) stated that 5 point Likert version of the scale is more appropriate for Turkish culture when compared to 7 point Likert form. The internal consistency coefficient for the Turkish version of the scale was .88 and test-retest reliability for two-weeks was .97. Also, in the current study Cronbach’s Alpha of the scale was found as .82.

3.3.3 Mindfulness Attention Awareness Scale (MAAS)

Mindfulness Attention Awareness Scale was developed by Brown and Ryan (2003) with the purpose of measuring the general tendency to be aware of and aware of instant experiences in everyday life. MAAS includes 15 items and it is 6-point Likert scale from 1 (almost always) to 6 (almost never). The scale has one factor structure and having high scores indicates being more mindfulness. A sample item for the MAAS is “I find myself doing things without paying attention.” An internal consistency of MAAS was stated as .82; test-retest reliability after four-weeks was reported as .81 (Brown & Ryan, 2003).

Adaptation study of the MAAS to Turkish was conducted by Özyeşil, Arslan, Kesici, and Deniz (2011) and they found that internal coefficient consistency of the scale was .80; test-retest reliability after three-weeks was .86.

Additionally, reliability analysis was conducted for the present study and Cronbach’s Alpha was found as .84.

3.3.5 Intolerance of Uncertainty Scale-12 (IUS-12)

Carleton, Norton, and Asmundson (2007) developed a 12-point short form of the Intolerance to Uncertainty Scale while reducing item numbers of the original form of IUS which includes 27 item and the adapted to English by Buhr and Dugas (2002). Intolerance of Uncertainty Scale-12 is five point Likert Type and it consist of two factors; unacceptability and avoidance of uncertainty (having seven items) and uncertainty related to frustration (having five items). Internal consistencies of both of them were founded as .85 (Carleton et al., 2007). A sample item from the IUS-12 is “A small, unforeseen event can spoil everything, even with the best of planning.” Researchers reported that internal consistency of the total IUS-12 is .91.

Sarıçam, Erguvan, Akın, and Akça, (2014) carried out adaptation study of the IUS-12 into Turkish. Researchers found internal consistency as .88 for whole scale; .84 for unacceptability and avoidance of uncertainty subscale and .77 for uncertainty related to frustration subscale. Also test-retest reliability of Turkish form after four-week was .74.

Additionally, for this study, reliability analysis indicated that Cronbach’s Alpha was found for the total scale as .90; for the Unacceptability and Avoidance of

Uncertainty subscale as .83 and for the Uncertainty Related to Frustration subscale as .89.

3.3.6 The Ruminative Response Scale (RRS)

Nolen-Hoeksema and Marrow (1991) developed the 22-item 4-point rating RRS with the aim of measure ruminative tendencies of participants, the scale is the subscale of the Response Style Questionnaire. Having higher scores from the scale indicates that high level tendencies to ruminative thinking. Internal consistencies of 22 item RRS was found .89 and test-retest reliability .62. Treynor, Gonzalez, and Nolen-Hoeksema (2003) developed short version of RRS while eliminating some items from RRS. Short form of RRS is with 4 point Likert type scale and includes 10 items with 2 subscales which are brooding and reflection. A sample item for the RRS is “Go away by yourself and think about why you feel this way.” Treynor et al. (2003) reported internal consistency coefficient of the short form ruminative response scale for Brooding and Reflection subscales as .77 and .72, respectively; and researchers computed test-retest reliability for Brooding subscale as .62, for Reflection subscale as .60.

Erdur-Baker and Bugay (2012) adapted the short version of Ruminative Response Scale into Turkish and the authors reported the internal consistency coefficient for the total scale as .85; for the Brooding subscale as .75; for the Reflection subscale as .77.

In addition, reliability analysis was conducted for this study and Cronbach’s Alpha was found for the total scale as .84; for the Brooding Subscale as .75 and for the Reflection subscale as .78.

3.3.7 Anxiety Sensitivity Index (ASI)

Reiss, Peterson, Gursky, and McNally developed the scale in order to measure the susceptibility of individuals to anxiety-causing stimuli (1986). ASI is the 16 item 5 point Likert type scale ranging from 0 (very little) to 4 (very much), and total score range from 0 to 64 for the scale. Bernstein, Stickle, and Schmidt (2013) stated that ASI includes 3 basic internal factors which are fear of physical symptoms,

fear of social anxiety symptoms, and fear of losing cognitive control. A sample item for the ASI is “When I am nervous, I worry that I might be mentally ill.”

Adaptation study of the scale to Turkish was made by Ayvaşık (2000). Internal consistency coefficient was found as .82 and test-retest reliability three week period was .61 for the Turkish version of the ASI (Ayvaşık, 2000).

For the present study, Cronbach’s Alpha of the ASI was calculated as .87.

3.4 Procedure

Necessary permissions of Middle East Technical University Human Subjects Ethical Committee were obtained (Appendix A). Permissions to use scales in this study were obtained from authors. Then, data were collected from graduate students of a state university in Turkey in mid-March- mid-April 2019, data collection process was completed approximately in one month. Survey Packages was administrated to participants either during class hours by the researcher after taking permission from the course instructors or in graduate student dormitories. Survey package included informed consent form in a paper-pencil format and aim of the study was explained to participants during the administration of measures. Completing the survey took approximately 20 minutes.

3.5 Statistical Analysis

Descriptive and inferential statistics were performed for the data analysis. First of all, preliminary analyses were conducted to detect any missing values, outliers, and incorrect data entry. Secondly, descriptive statistics were performed. Thirdly, t-test was conducted in order to explore gender differences and enrolled graduate program differences in subjective wellbeing scores. Finally, hierarchical multiple regression analysis was performed to explore the role of mindfulness, intolerance to uncertainty, rumination and anxiety sensitivity in predicting the subjective wellbeing of graduate students. While conducting hierarchical multiple regression analysis set of variables were selected according to being protective factor or risk factors for subjective wellbeing. Thus the mindfulness which was regarded as a protective factor entered the model first and the other variables that are grouped as risk factors entered in the second step. Assumptions of multiple regression which are

linearity, univariate outliers, homoscedasticity, multicollinearity, independence of errors and normality were also checked prior to data analysis. IBM Statistical Packages of Social Sciences 19 (SPSS) was used while conducting all these analyses.

3.6 Limitations of the Study

For the present study some limitations are need to be reported. Firstly, data were collected with convenience sampling method rather than random sampling from a large state university in Ankara which may limit the generalizability of the research findings. Secondly, participants might have answered to self-report instruments in socially desirable way instead of respond truthfully in order to appeared to as if they have high subjective wellbeing and high tolerance to uncertainty, and experiencing less rumination and anxiety sensitivity. This situation might threat internal validity. Thirdly, design of the study does not permit to create cause-effect relationship because of the nature of correlational design. Thus in the present study only predictors of subjective wellbeing were indicated.

CHAPTER 4

RESULTS

In this chapter, firstly preliminary analyses of the data were reported. Then, descriptive statistics and the result of the t-test were explained. Lastly, the results of the Hierarchical Regression Analysis used to investigate the relationship between subjective wellbeing, intolerance to uncertainty, anxiety sensitivity, rumination, and mindfulness were presented.

4.1 Preliminary Analyses

The preliminary analyses were conducted in order to find any missing values, outliers, and incorrect data entry. Frequency tables were used to detect any incorrect data entering and extreme cases. In order to handle missing values, missing value analysis was conducted and the missing values were identified as random pattern from EM Means table. Percentage of missing values was found as 0.38%. Because this percentage was lower than 5 %, replacing with mean technique was preferred in order to manage missing values (Tabachnick & Fidell, 2007). Also, it was checked that when all missing cases were deleted instead of using replacing with mean technique, results of regression analysis did not change.

4.2 Descriptive Statistics and Correlations

Descriptive analyses were conducted in order to obtain means, standard deviations, and bivariate correlations of the study variables. First of all, means and standard deviations were presented in Table 4.1, and then bivariate correlations among variables were given (see Table 4.2).

4.2.1 Means and Standard Deviations

The total subjective wellbeing scores of participants ranged between -21 and 59 with a mean value of 25.41 (SD = 14.78). Furthermore, the mean scores and

standard deviations of subjective wellbeing dimensions which are positive affect, negative affect and life satisfaction were 30.35 (SD = 7.78), 21.30 (SD = 6.98), and 16.35 (SD = 4.06), respectively. According to mean scores for PA and NA, it might be inferred that participants experienced more positive affect than negative affect. In terms of standard deviations of predictor variables, while rumination scores was less spread out and participants got scores slightly different from each other, standard deviations for mindfulness, intolerance to uncertainty, and anxiety sensitivity scores were more spread out and standard deviations of these three were close to each other.

For predictor variables, mean values, standard deviations and minimum-maximum scores are given on Table 4.1.

Table 4.1

Means and Standard Deviations of the Criterion and Predictor Variables (N=364)

Descriptive Statistics	M	SD	Minimum	Maximum
Criterion Variables				
Total Subjective Wellbeing	25.41	14.78	-21	59
PANAS Positive Affect	30.35	7.78	10	50
PANAS Negative Affect	21.30	6.98	10	44
Life Satisfaction	16.35	4.06	5	25
Predictor Variables				
Mindfulness	57.57	11.18	21	88
Intolerance to Uncertainty	36.89	9.53	13	60
Rumination	21.43	5.79	10	39
Anxiety Sensitivity	25.11	10.63	1	56

4.2.2 Bivariate Correlations

Bivariate correlations were calculated in order to investigate the relationships between measures of study. Results indicated that all predictor variables significantly correlated with Subjective Wellbeing and dimensions of Subjective Wellbeing. More specifically, mindfulness was significantly and positively correlated with subjective wellbeing ($r = .37, p < .01$), indicating that higher levels of mindfulness were related with higher subjective wellbeing; intolerance to uncertainty was significantly and

negatively correlated with subjective wellbeing ($r = -.35, p < .01$), which means higher levels of intolerance to uncertainty was associated with lower levels of subjective wellbeing; rumination was significantly and negatively correlated with the criterion variable ($r = -.49, p < .01$), which refers to higher levels of rumination was related with lower levels of subjective wellbeing; and anxiety sensitivity also was significantly and negatively correlated with subjective wellbeing ($r = -.31, p < .01$), indicating individuals having higher anxiety sensitivity tended to have lower subjective wellbeing.

In terms of correlations among predictor variables, all predictor variables were significantly correlated with each other. Although mindfulness was significantly negatively correlated with all predictor variables, other variables were significantly and positively correlated with each other. The strongest positive correlation was between intolerance to uncertainty and anxiety sensitivity ($r = .45, p < .01$).

Table 4.2

Bivariate Correlations between Predictor and Criterion Variables (N=364)

	1	2	3	4	5	6	7	8
1. Positive Affect	-							
2. Negative Affect	-.38**	-						
3. Life Satisfaction	.45**	-.40**	-					
4. Total Subjective Wellbeing	.83**	-.78**	.70**	-				
49 5. Mindfulness	.28**	-.32**	.27**	.37**	-			
6. Intolerance to Uncertainty	-.22**	.37**	-.22**	-.35**	-.35**	-		
7. Rumination	-.29**	.50**	-.36**	-.49**	-.39**	.44**	-	
8. Anxiety Sensitivity	-.18**	.40**	-.11*	-.31**	-.38**	.45**	.42**	-

Note. * $p < .05$, ** $p < .01$

4.3 Assumption Check for Multiple Regression Analysis

Prior to data analysis, assumptions of multiple regression which are linearity, univariate outliers, homoscedasticity, multicollinearity, independence of errors and normality of errors were checked.

Firstly, in order to test linearity correlations between variables were computed. Results indicated that all correlations were significant and, there was no linearity problem. Secondly, to detect outliers z score for each variable was computed, and the z-values for the variables were in the range of -3.29 to 3.29. Thus, there was no need for item deletion due to univariate outliers (Tabachnick & Fidell, 2007). Also Cook's Distance was investigated. The results showed that Cook's Distance minimum and maximum scores ranged between .00 and .44. Since there were no scores not higher than 1 (Cook & Weisberg, 1982) no outliers were detected. Thirdly, to check multicollinearity assumption VIF values and tolerance statistics were performed. Results revealed that VIF values ranged between 1.244 and 1.424; tolerance statistics ranged between .702 and .804. Therefore, multicollinearity was not detected among study variables because VIF values were smaller than 4 and Tolerance values were higher than .20 (Tabachnick & Fidell, 2007). Fourth, in terms of independence of errors, Durbin-Watson value was computed. It was 1.95, inside the suggested range of 1.5 to 2.5 (Tabachnick & Fidell, 2007). Fifth, to check homoscedasticity assumption, scatter plots of regression standardized predicted values were examined. As can be seen from figure 4.1, shape of the scatter plot is not systematic and individuals are not being clustered; therefore, homoscedasticity assumption was not violated.

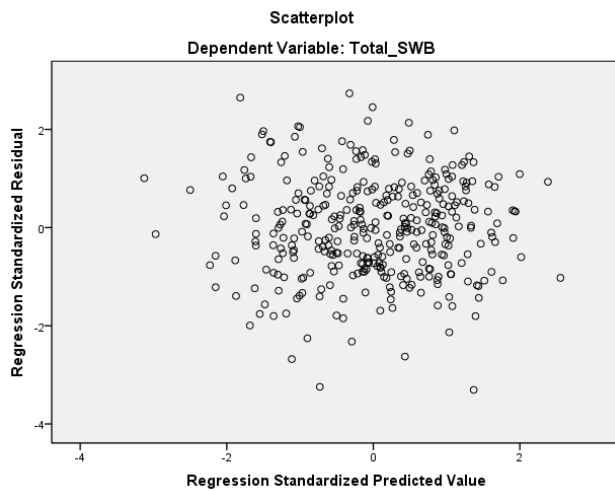


Figure 4.1 Distribution of the homoscedasticity of residuals

Lastly, in order to check normality of residuals assumption, frequency histogram and normal p-p plot for residuals were used. As seen in figure 4.2 values were very close to zero (Tabachnick & Fidell, 2007) and shape of the histogram and the p-p plot showed that the normality assumption was not violated.

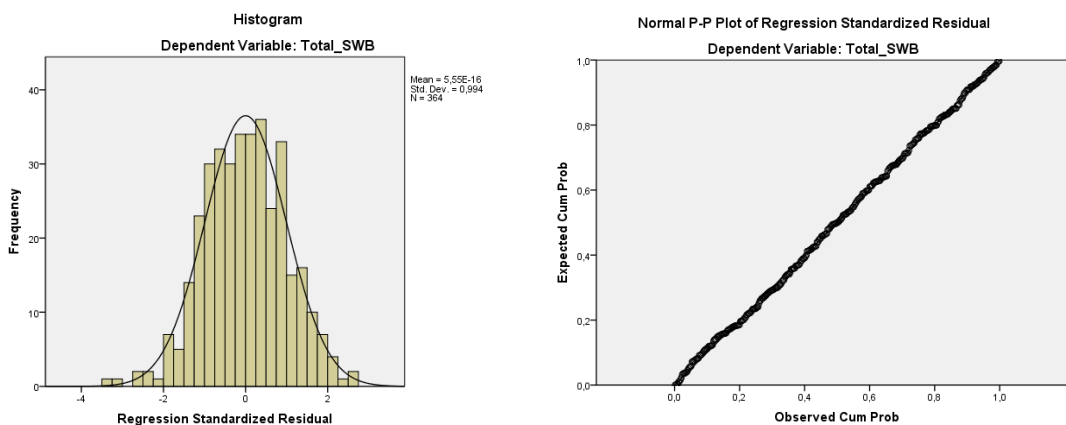


Figure 4.2 Normality histogram and Normal P-P plot of standardized residuals

4.4 Results of Hierarchical Multiple Regression Analysis

A two step Hierarchical Multiple Regression Analysis was conducted to predict the relationship between mindfulness, intolerance to uncertainty, rumination anxiety sensitivity and subjective wellbeing of graduate students. Order of entering

variables in the model was determined according to being protective or risk factor for subjective wellbeing. In the first step mindfulness was entered as a predictor variable because it was considered as protective factor, and in the second step intolerance to uncertainty, rumination and anxiety sensitivity which were thought as risk factors were entered as predictors to investigate their contribution to the regression model.

As can be seen from Table 4.6, results revealed that Model 1 contributed significantly to the regression model, $F(1,362) = 58.78, p < .001$ and mindfulness accounted for 14% of the variation in Subjective Wellbeing ($R^2 = .14$, Adjusted $R^2 = .137$). In terms of Beta value, mindfulness significantly and positively predicted subjective wellbeing scores with a Beta value of $\beta = .37, t = 7.67, p < .001$.

Similarly, the Model 2 was also significant, $F(3,359) = 37.05, p < .001$. Intolerance to uncertainty, rumination and anxiety sensitivity accounted for an additional 15% of variance in subjective wellbeing scores of participants and this ΔR^2 was also significant ($R^2 = .29, \Delta R^2 = .15$).

In detail, through second model, when controlling the first step predictor which was mindfulness, only intolerance to uncertainty and rumination contributed significantly to the model ($\Delta F = 25.78, p < .001$) and these predictors lead to significant increment in explained variance ($\Delta R^2 = .15$). In terms of Beta values, it was seen that intolerance of uncertainty significantly and negatively predicted subjective wellbeing scores with Beta values of $\beta = -.11, t = -2.15, p < .05$; rumination also significantly and negatively predicted subjective wellbeing scores with Beta values of $\beta = -.35, t = -6.58, p < .001$.

When squared partial correlations were explored, the findings showed that the contribution of mindfulness for subjective wellbeing was the largest among the 4 predictors ($sr^2 = .14$). Contributions of other predictors fairly were lower than mindfulness. Rumination ($sr^2 = .11$), intolerance to uncertainty ($sr^2 = .012$) and anxiety sensitivity ($sr^2 = .002$) contributed to the mindfulness scores.

Analyses revealed that as mindfulness scores increase and intolerance to uncertainty and rumination scores decrease subjective wellbeing scores of the graduate students increase.

Table 4.3

Results of the Multiple Regression Analysis for Subjective Wellbeing, Mindfulness, Intolerance to Uncertainty, Rumination and Anxiety Sensitivity

Variables	R^2	B	$SE\ B$	β	t	sr^2	VIF
<i>Step 1</i>	.140						
Mindfulness		.494	.064	.374**	7.667	.14	1.000
<i>Step 2</i>	.292						
Intolerance to Uncertainty		-.177	.082	-.114*	-2.152	.012	1.426
Rumination		-.887	.135	-.348**	-6.581	.11	1.415
Anxiety Sensitivity		-.069	.073	-.050	-.946	.002	1.411

Note. * $p < .05$, ** $p < .001$

To sum up, hierarchical regression analysis revealed that while mindfulness, intolerance to uncertainty and rumination were significantly associated with subjective wellbeing, anxiety sensitivity did not contribute to variance in subjective wellbeing scores. Model 1 and Model 2 in total explained the 29% of variance in total subjective wellbeing scores.

4.5 Gender Differences in Subjective Wellbeing

In order to explore gender differences on subjective wellbeing scores t-test was conducted (see Table 4.3).

There were no significant gender difference in total subjective wellbeing, life satisfaction and negative affect scores ($t_{(362)} = -1.44$, $p = .15$; $t_{(362)} = 1.35$, $p = .17$; $t_{(362)} = 1.65$, $p = .10$ respectively). On the other hand, positive affect scores ($t_{(362)} = -1.97$, $p = .049$) differed significantly according to gender. Although the p value for the positive affect smaller than .5, it was very close to .5. The Cohen's d was calculated to measure effect size and it was found to be 0.2 which indicates a small effect size.

Table 4.4

Means, Standard Deviations and t-Test Results of Subjective Wellbeing in terms of Gender

Variables	Gender	N	M	SD	t ₍₃₆₂₎	p
PANAS Positive Affect	Female	177	29.53	7.33		
	Male	187	31.14	8.12		
	Total	364	30.35	7.78	-1.97	.049*
PANAS Negative Affect	Female	177	21.92	7.35		
	Male	187	20.72	6.58		
	Total	364	21.30	6.98	1.65	.100
Life Satisfaction	Female	177	16.65	4.12		
	Male	187	16.08	3.99		
	Total	364	16.35	4.06	1.35	.177
Total Subjective Wellbeing	Female	177	24.26	14.67		
	Male	187	26.49	14.85		
	Total	364	25.41	14.78	-1.44	.150

Note. * $p < .05$

4.6 Enrolled Graduate Program Differences in Subjective Wellbeing

In order to explore enrolled graduate program differences on subjective wellbeing scores t-test was conducted (see Table 4.4).

The group differences for all of the variables were not significant. More specifically, for the study it was found that graduate students total subjective wellbeing and dimensions of subjective wellbeing scores (life satisfaction, positive affect and negative affect) did not differ according to graduate program level ($t_{(362)} =$

-1.53, $p = .15$; $t_{(362)} = -1.30$, $p = .19$; $t_{(362)} = .93$, $p = .35$; $t_{(362)} = -1.40$, $p = .16$ respectively)

Although result of t-test was not significant, doctoral students' mean score of total subjective wellbeing was higher than master students' scores. This might be because doctoral students may experience less feeling in between and more adapted to requirements of academia.

Table 4.5

Means, Standard Deviations and t-Test Results of Subjective Wellbeing in terms of Graduate Program

Variables	Graduate Program	N	M	SD	$t_{(362)}$	p
PANAS Positive Affect	Master	227	29.91	7.48	-1.40	.163
	Doctoral	137	31.08	8.22		
	Total	364	30.35	7.78		
PANAS Negative Affect	Master	227	21.56	6.96	.93	.354
	Doctoral	137	20.86	7.00		
	Total	364	21.30	6.98		
Life Satisfaction	Master	227	16.14	4.09	-1.30	.193
	Doctoral	137	16.71	3.98		
	Total	364	16,35	4.06		
Total Subjective Wellbeing	Master	227	24.48	14.93	-1.53	.126
	Doctoral	137	26.93	14.45		
	Total	364	25.41	14.78		

CHAPTER 5

DISCUSSION

In this chapter results of the study are discussed in consideration of relevant literature. Then, the implications from the findings are drawn and recommendations for further studies are presented.

5.1 Discussion of the Findings

The purpose of this study was to investigate the role of mindfulness, intolerance to uncertainty, rumination, and anxiety sensitivity in predicting subjective wellbeing of graduate students.

The hypothesized model which intended to test the effect of predictive variables on subjective wellbeing was significant and the model explained 29% of the variance in total subjective wellbeing scores of participants. Results indicated that graduate students who had a high level of mindfulness and a low level of rumination, intolerance to uncertainty and anxiety sensitivity scores tended to have high subjective wellbeing.

Among all predictors, mindfulness was the most significant predictor of subjective wellbeing. This means that graduate students who are mindful are more likely to have higher subjective wellbeing.

This finding was consistent with the previous studies (Brown & Kasser, 2005; Brown & Ryan, 2003; Hamarta, Ozyesil, Deniz, & Dilmac, 2013; Hanley, Warner, & Garland 2014; Sheir & Graham, 2011) that showed mindfulness as an important predictor of subjective wellbeing. Mindfulness allows individuals to stay in here and now, and accept present moment without effects of past experiences or future plans. Mindfulness might increase subjective wellbeing directly by adding clearness and vividness to present experience and facilitating closer contact with life (Brown & Ryan 2003).

In the present study association between intolerance to uncertainty and subjective wellbeing was also examined. Results indicated that intolerance to uncertainty is significantly and negatively predicted subjective wellbeing when mindfulness was statistically controlled. When characteristics of sample were considered, it might be seen that they are under pressure of a lot of uncertainties in both private and professional life. Graduate students are the sample that might have high level of feeling in between, and this situation may increase the likelihood of low subjective wellbeing. In the literature there are no studies that investigated the direct effects of intolerance to uncertainty on subjective well-being. The concept mostly studied in worry and anxiety literature instead of subjective wellbeing. Uncertainty defined as a source of threat and the concept contain complexity (Budner, 1962) and intolerance of uncertainty is related with indicating negative reactions in cognitive, emotional, and behavioral level to uncertain situations (Dugas, Buhr, & Ladouceur, 2004). Although intolerance to uncertainty concept is studied with mostly worry and anxiety literature, recent studies in Turkey found the negative and significant relationship between intolerance to uncertainty and happiness and psychological wellbeing (Geçgin & Sahrañç, 2017; Sarıçam, 2014). The result of the current study is parallel with these research studies in terms of finding negative relationship with wellbeing.

Similar to intolerance to uncertainty, rumination predicted subjective wellbeing negatively and significantly when mindfulness was statistically controlled. Rumination is investigated in terms of development and persistent of negative emotions with repeated rethinking about negative events without solution (Nolen Hoeksema, 1987) and literature revealed that rumination is the factor that leads to decreases in subjective wellbeing and positive affect while increases in negative affect (Lyubomirsky & Ross, 1999; Weber & Hagmayer, 2018; Zanon, Hutz, Reppold, & Zenger, 2016). According to the results of the current study, rumination was found as the threatening factor for subjective wellbeing of graduate students. In this study graduate students were thought as in emerging adulthood period because graduate years are transitional stage from dependence to independence both in professional and private life, and maturation process. In this transitional process students might prone to thinking in self-centered way, and making negative

evaluations about the self and situations. This means individuals who show ruminative tendencies might not be aware of positive thoughts/emotions about events or himself/herself and his/her perception may change in bad way, therefore he/she might have inclined to experience lower subjective wellbeing.

In the current study, although the correlation analysis revealed that anxiety sensitivity was significantly correlated with the total subjective wellbeing and dimensions of subjective wellbeing, it was not a significant predictor in regression analysis. In the current research components of subjective wellbeing not entered model separately as positive affect, negative affect and life satisfaction. Studying with total subjective wellbeing scores might be one of the explanations of nonsignificant results between anxiety sensitivity and subjective wellbeing. There has been no empirical study on the role of anxiety sensitivity in total subjective wellbeing, thus comparison of the study finding with the previous studies could not possible. However, research studies found that anxiety sensitivity significantly predicted cognitive dimension of subjective wellbeing which is life satisfaction (Avalone, Mcleish, Luberto, & Bernstein, 2011; Mehta et al., 2016). Also it was revealed that anxiety sensitivity had significant relationship with one of the emotional dimensions of subjective wellbeing which is negative affectivity (Gonzalez et al., 2008; McKee et al., 2007). That is, literature findings support the relationship between anxiety sensitivity and dimensions of subjective wellbeing; while in the present study significant relationship was not found between anxiety sensitivity and total subjective wellbeing.

Also, nonsignificant result of regression analysis might be related to psychometric characteristics of anxiety sensitivity index (ASI). In terms of factor structure of ASI, there is no clear agreement in the literature. For example, some studies support one factor structure (Peterson & Reiss, 1992; Sandin, Chorot, & McNally, 1999), other support four factor structure for ASI (Ahmad & Hayward, 1990). Taylor (1996) stated that ASI could be used as one factor structure in the volunteered sample without any anxiety related diagnostic and it could be used as four factor structure in patient sample with anxiety related symptoms. For the current study factor structure of the scale was examined and four factors with eigenvalues greater than 1 were found as a result of the explanatory factor analysis. In order to

determine the number of factors scree plot of eigenvalues were examined and it was seen that the first rapid change of scree plot has appeared in the first factor. In this situation, the scale was supposed to have one factor structure (Cattell, 1966; Gorsuch, 1974). Therefore, in the line with findings of Taylor (1996) and Ayvaşık (2000), anxiety sensitivity scale for this study was accepted to be unidimensional.

In addition, the result of t-test indicated that subjective wellbeing and its dimensions do not differ significantly according to gender. In the literature different findings were suggested about the direction of the relationship between subjective well-being and gender. Although some research pointed out nonsignificant relationship between subjective wellbeing and gender (e.g. Diener, Suh, & Smith, 1999; Diener & Diener, 1995; Tuzgöl-Dost, 2010), there are also other research studies that support significant relationship between subjective wellbeing and gender (e.g. Tümkaya, 2011; Wang & VanderWeele, 2011). Diener (1984) stated that being man or woman is not an important determinant for subjective wellbeing and its dimensions. In brief, study outcomes differ on subjective wellbeing in terms gender in the literature and it was stated that instead of demographic variables personality variables affect mostly subjective wellbeing and its dimensions (Diener, 1984; Diener & Lucas, 1999; Diener & Ryan, 2009).

Similarly, the result of t-test indicated that subjective wellbeing and its dimensions did not differ significantly according to enrolled graduate programs. In the literature most of wellbeing studies with graduate students conducted with only doctoral students. Inclusion of master students in this research did not make any difference in subjective wellbeing scores.

In summary, while mindfulness, intolerance to uncertainty, and rumination were significantly predicted the subjective wellbeing of graduate students, anxiety sensitivity did not predict total subjective wellbeing scores of graduate students. More specifically, mindfulness was the strongest predictor for subjective wellbeing. Following mindfulness, rumination and intolerance to uncertainty was seen as predictors in the present study.

5.2 The Implication for Practice

Firstly, mindfulness was founded as predictive factor on subjective wellbeing of graduate students. Teaching and encouraging students about means and practices of mindfulness can be used to improve the subjective wellbeing. Offering opportunities to acquire stress-reduction practices like mindfulness for graduate students in Turkey might be important. Also, self-care interventions have an effect on increasing wellbeing of graduate students. Self-care interventions like mindfulness meditation, physical exercises classes or group walks might improve subjective wellbeing of graduate students in Turkey.

Secondly, providing individual and group counseling services in university counseling centers that are focused on mindfulness based approaches might increase subjective wellbeing of graduate students. And the current study might be useful tool for university counseling services to detect and work on common difficulties during graduate education such as intolerance to uncertainty and rumination.

Thirdly, the present study demonstrated that intolerance to uncertainty and rumination, were negatively associated with subjective wellbeing. These predictive variables can be thought as risk factors for subjective wellbeing of graduate students. Because in graduate years students have to deal with a lot of changes and uncertainties, in line with the findings of the study, preparing psycho-education programs for graduate students about how to cope with uncertainties and ruminative tendencies might be useful.

Fourth, the present study draws an attention to predictors of subjective wellbeing of graduate students. In order to strengthen graduate students wellbeing training programs or courses may be prepared in universities. In this way graduate students could have an opportunity to contribute their academic and personal life, specifically stress management, problem solving, and effective communication and also they will be aware of developmental challenges which they are in. Also, these training programs might enable graduate students become more self-aware.

Fifth, graduate education includes variety of major and minor fields of study in Turkey. These varieties bring together not only freedom but also responsibility for research area. Also, graduate students have different responsibilities and challenges in addition to academic studies like developmental issues, work issues family issues.

Responsibilities both in academic and personal life and life challenges might have an effect on wellbeing of graduate students. For Turkey, preparing a wellbeing guide for faculty members that provide knowledge about wellbeing and signs of stress among graduate students may help efforts to enhance subjective wellbeing of graduate students. Wellbeing guide might provide information about signs of emotional disturbances and responding way to them for advisors and faculty members, also it might contribute to improve subjective wellbeing of graduate students by contributing healthy learning environment. The current research might be useful tool while preparing such a guide in terms of emphasizing possible risk and protective factors for subjective wellbeing of graduate students in Turkey.

Lastly, most of universities peer mentoring support system are not implemented for graduate students in Turkey. Peer mentoring system describes a relationship in which a more experienced students help enhance the academic and psychological performance of a less experienced students and provide advice, support and information to the mentee. Developing peer-mentoring programs in Turkey for graduate students might be useful. These programs may improve subjective wellbeing of students by helping them to learn how to cope with uncertainties or ruminative tendencies in academic and personal problems from other students' experiences.

5.3 Recommendations for Future Research

The present study has correlational design which does not investigate causal links between study variables. Thus, for future studies use of experimental design to test the effect of the predictor variables on subjective wellbeing might be suggested. Also conducting a longitudinal study might be preferred by future studies to explore how subjective well being and the contribution of related variables change over time during graduate education. Additionally, longitudinal design might be a way of identifying changes in subjective wellbeing level as graduate students passing advanced stages in the enrolled program (e.g. from course period to thesis period or to PhD qualifying period) and longitudinal design also enable researchers to see within-person differences. In addition to longitudinal research, cross sectional research might be used to obtain data from different groups of graduate students who

differ in some individual variables without require a lot of time. In this way researchers might identify the characteristics of graduate students at different stage in education. Cross sectional research may contribute the subjective wellbeing literature by examining developmental stage of graduate students at one time.

Moreover, this study was conducted in a large state university in Ankara where medium of instruction is in English and convenience sampling was used. However, it might be replicated with a representative sample of graduate students from both private and public universities in different parts of the Turkey.

There are returning students to graduate education due to amnesty. In the present study those students are not included in the sample. Thus in the future, research studies could be conducted with those students who are older and return from amnesty.

Additionally, subjective wellbeing literature is very comprehensive and the study variables are not sufficient to explain graduate students' subjective wellbeing. Future studies might specify other individual characteristics like self-efficacy, hardiness, self-esteem for subjective wellbeing studies in the sample of graduate students. Also, examining the role of subjective wellbeing of graduate students on productivity and creativity in academic studies might be recommended for future research.

Furthermore, in the current research sample consist of both master and doctoral students. There was no difference in their subjective well being regarding their level of graduate study. There are critical differences between these two levels of graduate education in terms of duration of education, methods of learning, prestige, career motivation and costs. Therefore, master and doctoral students could come across with different struggles during their graduate education and these circumstances might affect their subjective wellbeing level. Thus future studies that elaborate more on the factors that contribute the subjective well being of students at different levels of graduate education are needed.

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APPENDICES

APPENDIX A: INFORMED CONSENT FORM

Bu araştırma, ODTÜ Rehberlik ve Psikolojik Danışmanlık Bölümü Yüksek Lisans öğrencisi Merve Turan tarafından Prof. Dr. Oya Yerin Güneri danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, lisansüstü eğitim sürecindeki kişilerin öznel iyi oluş düzeyleriyle bazı değişkenlerin ilişkisini incelemektir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, ankette yer alan bir dizi soruyu yanıtlamanızdır. Bu çalışmaya katılım ortalama olarak 15- 20 dakikanızı alacaktır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağım?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacı tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir

durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için yüksek lisans öğrencisi Merve Turan (E-posta: mervesimsek.psy@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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APPENDIX B: DEMOGRAPHIC INFORMATION FORM

1. Cinsiyetiniz:

☐ Kadın

☐ Erkek

2. Yaşınız:

3. Medeni durumunuz:

☐ Bekar

☐ Nişanlı–sözlü

☐ Evli

☐ Boşanmış

☐ Dul

4. Mezun olduğunuz lisans programı.....

5. Lisans mezuniyet notunuz.

6. Kayıtlı olduğunuz lisansüstü program:

☐ Yüksek Lisans

☐ Doktora

7. Şuan kayıtlı olduğunuz programın adı:

8. Programda kaçınıcı döneminizdesiniz?

9. Lisansüstü çalışmanızda hangi aşamadasınız?

☐ Ders

☐ Doktora yeterlilik

☐ Tez

10. Çalışma durumunuz:

☐ Bir işte çalışmıyorum

☐ Üniversite dışında tam zamanlı, bir işte çalışıyorum

☐ Üniversite dışında yarı zamanlı, bir işte çalışıyorum

☐ Lisansüstü eğitimimi yaptığım üniversitede araştırma görevlisiyim

☐ Lisansüstü eğitimimi yaptığım üniversitede yarı zamanlı çalışıyorum

☐ Lisansüstü eğitimimi yaptığım üniversite dışında bir üniversitede araştırma görevlisiyim

☐ Diğer (lütfen açıklayınız)

**APPENDIX C: SAMPLE ITEMS FROM POSITIVE AND NEGATIVE
AFFECT SCHEDULE (PANAS)**

Bu ölçek farklı duyguları tanımlayan bir takım sözcükler içermektedir. Son iki hafta nasıl hissettiğinizi düşünüp her maddeyi okuyun. Uygun cevabı her maddenin yanında ayrılan yere (puanları daire içine alarak) işaretleyin.

	Çok az/hiç	Biraz	Ortalama	Oldukça	Çok fazla
1. İlgili	1	2	3	4	5
4. Mutsuz	1	2	3	4	5
5. Güçlü	1	2	3	4	5
7. Ürkmüş	1	2	3	4	5
8. Düşmanca	1	2	3	4	5
11. Asabi	1	2	3	4	5
13. Utanmış	1	2	3	4	5
15. Sinirli	1	2	3	4	5
16. Kararlı	1	2	3	4	5
19. Aktif	1	2	3	4	5
20. Korkmuş	1	2	3	4	5

**APPENDIX D: SAMPLE ITEMS FROM SATISFACTION WITH LIFE
SCALE (SWLS)**

Aşağıdaki ifadelerin sizin ne derece yansıttığını aşağıda verilen ölçeğe göre işaretleyiniz.

	Kesinlikle Yanlış	Kısmen Yanlış	Kararsızım	Kısmen Doğru	Kesinlikle Doğru
1. İdeallerime yakın bir yaşıntım vardır.	1	2	3	4	5
3. Yaşamımdan memnunum.	1	2	3	4	5
4. Şimdiye kadar yaşamdan istediğim önemli şeylere sahip oldum.	1	2	3	4	5

**APPENDIX E: SAMPLE ITEMS FROM INTOLERANCE OF
UNCERTAINTY SCALE-12 (IUS-12)**

Lütfen aşağıdaki maddelerin karşısında bulunan ve maddelere ne kadar katıldığınızı gösteren sayılardan size en uygun olanını işaretleyiniz.

	Bana hiç uygun değil	Bana çok az uygun	Bana biraz uygun	Bana çok uygun	Bana tamamen uygun
1. Beklenmedik olaylar canımı çok sıkar.	1	2	3	4	5
2. Bir durumda ihtiyacım olan tüm bilgilere sahip değilsem sinirlerim bozulur.	1	2	3	4	5
5. Geleceğin bana neler getireceğini her zaman bilmek isterim.	1	2	3	4	5
6. Bir duruma hazırlıksız yakalanmaya katlanamam.	1	2	3	4	5
10. Belirsizlik yaşadığımda pekiyi çalışamam.	1	2	3	4	5
11 En küçük bir şüphe bile hareket etmemi engeller.	1	2	3	4	5
12. Tüm belirsiz durumlardan uzak durmak zorundayım.	1	2	3	4	5

**APPENDIX F: SAMPLE ITEMS FROM THE RUMINATIVE RESPONSE
SCALE (RRS)**

İnsanlar kötü bir deneyim yaşadıklarında bir sürü farklı şey yapar ya da düşünürler. Lütfen aşağıdaki cümleleri okuyup, son iki hafta içinde, belirtilenleri ne kadar sıklıkta yaptığınızı işaretleyin. Lütfen, ne yapmanız gerektiğini değil, gerçekte ne yaptığınızı belirtin.

	Hiçbir zaman	Bazen	Çoğunlukl a	Her zaman
1. “Bunu hak etmek için ne yaptım” diye ne sıklıkla düşünüyorsun?	1	2	3	4
4. Bir köşeye çekilip “neden bu şekilde hissediyorum” diye ne sıklıkla düşünüyorsun?	1	2	3	4
5. Ne sıklıkla, düşüncelerini yazıp, çözümlemeye ve anlamaya alışıyorsun?	1	2	3	4
7. “Niye benim problemlerim var da, diğer insanların yok” diye ne sıklıkla düşünüyorsun?	1	2	3	4
8. “Neden olayları daha iyi idare edemiyorum” diye ne sıklıkla düşünüyorsun?	1	2	3	4
10. Ne sıklıkla tek başına bir yere gidip duygularını anlamaya çalışıyorsun?	1	2	3	4

**APPENDIX G: SAMPLE ITEMS FROM ANXIETY SENSITIVITY INDEX
(ASI)**

Aşağıdaki her bir madde için, ifadelerin sağ tarafında yeralan ve o maddeyle ne derece hemfikir olduğunuzu gösteren terimi daire içine alınız. İfadelerden herhangi biri ile ilgili hiçbir deneyiminiz (örneğin, daha önce hiç titreme yaşamamış bir kişi için “Titrediğimi hissetmek beni korkutur” maddesi gibi) ya da fikriniz yok ise, böyle bir yaşantınız olsaydı ne hissedeceğinizi düşünerek cevap veriniz. Diğer maddeleri kendi deneyimlerinizi/yaşantılarınızı temel alarak yanıtlayınız.

	Çok az	Az	Biraz	Oldukça	Çok fazla
1. Sinirlerimi kontrol edebilmek benim için önemlidir.	0	1	2	3	4
3. Titrediğimi hissetmek beni korkutur.	0	1	2	3	4
4. Kendimi bayılacak kadar halsiz hissetmek beni korkutur.	0	1	2	3	4
6. Kalp çarpıntısı hissetmek beni korkutur.	0	1	2	3	4
7. Midemin guruldaması beni utandırır.	0	1	2	3	4
10. Nefesimin daralması beni korkutur.	0	1	2	3	4
11. Midem rahatsız olduğunda, ciddi bir hastalığım olabilir diye endişelenirim.	0	1	2	3	4
13. Titremeye başladığımda diğer insanlar farkeder.	0	1	2	3	4
16. Sinirli olmak beni korkutur.	0	1	2	3	4

**APPENDIX H: SAMPLE ITEMS FROM MINDFULNESS ATTENTION
AWARENESS SCALE (MAAS)**

Aşağıda sizin günlük deneyimlerinize ilgili bir dizi durum verilmiştir. Lütfen her bir maddenin sağında yer alan 1 ile 6 arasındaki ölçeği kullanarak her bir deneyimi ne kadar sık veya nadiren yaşadığınızı belirtiniz. Lütfen deneyiminiz ne olması gerektiğini değil, sizin deneyiminizi gerçekten neyin etkilediğini göz önünde bulundurarak cevaplayınız. Lütfen her bir maddeyi diğerlerinden ayrı tutunuz.

	Hemen hemen her zaman	Çoğu zaman	Bazen	Nadiren	Oldukça seyrek	Hemen hemen hiçbir zaman
1. Belli bir süre farkında olmadan bazı duyguları yaşayabilirim.	1	2	3	4	5	6
3. Şu anda olana odaklanmakta zorlanırım.	1	2	3	4	5	6
6. Bir kişinin ismini, bana söylendikten hemen sonra unuturum.	1	2	3	4	5	6
8. Aktiviteleri gerçekte ne olduklarına dikkat etmeden acele ile yerine getiririm.	1	2	3	4	5	6
10. İşleri veya görevleri ne yaptığının farkında olmaksızın otomatik olarak yaparım.	1	2	3	4	5	6
13. Kendimi gelecek veya geçmişle meşgul bulurum.	1	2	3	4	5	6

APPENDIX I: ETHICAL APPROVAL OF METU HUMAN SUBJECT ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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22 OCAK 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Oya Yerin GÜNERİ

Danışmanlığını yaptığınız Merve TURAN'ın "Lisansüstü Öğrencilerde Belirsizliğe Karşı Tahammülsüzlük, Ruminasyon, Anksiyete Duyarlılığı ve Bilinçli Farkındalık ile Öznel İyi Oluş Arasındaki İlişkinin İncelenmesi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 020-ODTÜ-2019 protokol numarası ile onaylanmıştır.

Saygılarımla bilgilerinize sunarım.

Prof. Dr. Tülin GENÇÖZ

Başkan

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Prof. Dr. Yaşar KONDAKÇI (4.)

Üye

Doç. Dr. Emre SELÇUK

Üye

Doç. Dr. Pınar KAYGAN

Üye

Dr. Öğr. Üyesi Ali Emre TURGUT

Üye

APPENDIX J: TURKISH SUMMARY / TRKE ZET

LİSANSST RENCİLERİN ZNEL İYİ OLUŞUNUN BİLİNLİ FARKINDALIK, BELİRSİZLİĖE KARŞI TAHAMMLSZLK, RUMİNASYON VE KAYGI DUYARLILIĖI DEĖİŞKENLERİ İLE YORDANMASI

1. GİRİŞ

Mutluluk bireylerin ulaşmaya çalıştığı bir amaç olduğu için her zaman ilgi konusu olmuştur. Kişilerin eylemleri göz önüne alındığında, nihai hedefin çoğunlukla mutluluk olduğu görülebilir. Buna rağmen mutluluĖa dair bilimsel çalışmalar 20. yüzyılın başlarına dayanmaktadır (Diener, Lucas, & Oishi, 2002).

Mutluluk üzerine ilk kapsamlı çalışma, 1967'de Wilson tarafından yapılmıştır. Araştırmanın sonuçlarına göre “genç, sağlıklı, iyi eğitilmiş, iyi geliri olan, dışa dönük, iyimser, kaygısız, evli, kendine güvenen ve iş ahlakının yüksek ” kişiler mutlu olarak tanımlanmıştır (Wilson, 1967, s. 294).

Mutluluk ve iyi oluş ile ilgili teoriler hedonizm ve eudomonizm olmak üzere iki felsefî yaklaşımla gruplandırılabilir (Ryan & Deci, 2001). Eudemonik görüşe dayanan teoriler, yaşamla ilgili kişisel değişkenlere vurgu yaparken, hedonistik görüşe dayanan teoriler, duygusal iyi oluş ve yaşam doyumu ile ilgili değişkenlere vurgu yapar.

Mutluluk çeşitli tanımları ve bileşenleri içeren bir kavramdır. Bu nedenle, bilimsel alanda mutluluĖu bir kavram olarak çalışmak zor olmuştur. MutluluĖun operasyonel tanımı hedonistik yaklaşımda “öznel iyi oluş” olarak yapılır. Farklı mutluluk tanımlarının neden olduğu anlam karmaşıklığını en aza indirdiĖi ve mutluluĖu ölçülebilir, bilimsel bir zemine oturtması nedeniyle son zamanlarda araştırmacılar mutluluktan ziyade öznel iyi oluş kavramını kullanmayı tercih etmektedir (Diener & Scollon, 2014).

Diener'e (1984) göre öznel iyi oluş, olumlu duygulanım, olumsuz duygulanım ve yaşam doyumu olmak üzere üç bileşenden oluşmaktadır. Yaşam

doymu boyutu, genel yaşam deneyimlerinin olumlu ya da olumsuz biçimde bilişsel değerlendirmesini, duygusal boyutlar ise yaşam deneyimlerinin duygusal değerlendirmesini ifade eder. Yaşamın bilişsel ve duygusal değerlendirmesi, uzmanların teorileri veya görüşleri yerine bireylerin öznel değerlendirmelerine dayanarak yapılır (Diener, 1984).

Öznel iyi oluş ile ilgili daha önceki çalışmalar, gelir, cinsiyet, sosyo-ekonomik durum ve yaş gibi demografik değişkenlerin öznel iyi oluşun çok az bir bölümünü açıkladığını göstermiştir (Diener, 1984; Myers & Diener, 1995). Aksine, kişilik özelliklerinin ve bireysel değişkenlerin öznel iyi oluş için güçlü yordayıcıları olduğu söylenebilir.

Türkiye alan yazınında öznel iyi oluş araştırmaları ilk olarak kavramın bilişsel boyutu olan yaşam doyumunun çalışılması ile başlamıştır. Örneğin, Karataş (1988), yaşlıların cinsiyet, yaş, doğum yeri, gelir, sosyal aktivite, akrabalar ve sağlıkla olan ilişkilerinin yaşam doymu ile ilişkisini çalışırken; Köker (1991), psikolojik olarak sağlıklı ergenlerin ve psikolojik olarak sağlıklı olmayan ergenlerin yaşam doyumlarını karşılaştırmış ve aynı zamanda bu iki grubu yaş ve cinsiyet açısından incelemiştir. Daha sonra 2000'li yıllarda öznel iyi oluş hem bilişsel boyut hem de duygusal boyutlarla çalışılmaya başlanmış ve öznel iyi oluş çalışmaları çoğunlukla ergen örneklemiyle yürütülmüştür (Eryılmaz, 2010; Seki & Dilmac, 2015). Ayrıca Türkiye literatüründe yalnızlık (Yılmaz & Altınok, 2009), sosyal öz yeterlik (Özbay, Palancı, Kandemir, & Çakır 2012), mizah (İlhan, 2005), kişilik özellikleri (Eryılmaz & Öğülmüş, 2010), olumlu beklentiler (Eryılmaz, 2011), ve özgüven (Doğan & Eryılmaz, 2013) gibi bireysel değişkenlere de önem vermiştir.

Bu çalışma için, belirsizliğe karşı tahammülsüzlük, bilinçli farkındalık, ruminasyon ve kaygı duyarlılığı lisansüstü öğrencilerinin öznel iyi oluş düzeylerini etkileyebilecek bireysel değişkenler olarak ele alınmıştır. Bu çalışma kapsamındaki değişkenlerden birincisi bilinçli farkındalık, şimdiki zamana ve dikkate odaklanarak başarılan zihinsel bir durumdur ve farkındalık ve hatırlama bilinçli farkındalığın temel köklerini oluşturur (Kabat-Zin, 1994; Siegel, Germer, & Olendzki, 2009). Bilişsel çerçevede, bilinçli farkındalık, zihnin düşünce ve olayları işleme biçimiyle doğrudan ilgilenen bir olgudur. Literatürde sıkça incelenen öznel iyi oluş ve bilinçli farkındalık ilişkisine dair mevcut araştırmalar, iki değişken arasında pozitif ilişki

olduğunu göstermektedir (Brown, Kasser, Ryan, Linley, & Orzech, 2009; Brown & Ryan, 2003; Jacobs & Nagel, 2003).

İkinci değişken olan, belirsizliğe karşı tahammülsüzlük bilişsel bir ön yargı olup kişilerin belirsiz durumlar karşısındaki algılarını, yorumlarını ve cevaplarını etkilemektedir (Dugas, Schwartz, & Francis, 2004). Bu nedenle belirsizliğe karşı tahammülsüzlüğü yüksek olan kişilerin olumsuz ruh halleri ve olumsuz tepkiler yaşama eğiliminde olduğu söylenebilir.

Öznel iyi oluş ile ilgili olduğu düşünülen diğer bir değişken de ruminasyondur. Ruminasyon, stresli olaylar, duygular ve deneyimlerin nedenleri/ sonuçları hakkında tekrarlayan düşünceler olarak tanımlanmış ve ruminasyonun depresyon, endişe ve olumsuz ruh hali ile ilişkili olduğu bulunmuştur. (Nolen Hoeksema, 1987). Ruminasyon sürecinde bireylerin düşünceleri kontrol etme ve problem çözme konularındaki yetenekleri azalmaktadır (Nolen-Hoeksema, 2004). Bu nedenle, ruminasyonun bilişsel bir önyargı ve bilişsel kontrolde zayıflık içerdiği sonucuna varılabilir. Ayrıca, literatür bulguları ruminasyon ve öznel iyi oluş arasında negatif bir korelasyon olduğunu göstermektedir (Karabatıl, Ensari, & Fiorentino, 2019; Weber & Hagmayer, 2018).

Son olarak, kaygı duyarlılığı kavramı, kaygı belirtilerinden korkmaya meyilli olmak olarak tanımlanmıştır ve bu korkunun temelinde kaygının psikolojik ve bedensel açıdan zararlı sonuçlara yol açabilme olasılığı vardır (Reiss & McNally, 1985). Bireylerin kaygıya dair algıları kaygı duyarlılığı derecelerini etkilemektedir ve kaygı duyarlılığı literatürde bilişsel faktör olarak tanımlanmıştır (Gonzalez, Zvolensky, Vujanovic, Leyro, & Marshall, 2008).

Kısacası, bu çalışmadaki her bir değişken bilişsel süreçle açıklanabilir niteliktedir. Dolayısıyla, Bilişsel Kuram perspektifinin bu çalışma için uygun bir teorik çerçeve olabileceği düşünülmüştür.

Lisansüstü eğitim yıllarının geçiş aşaması ve olgunlaşma dönemi olması sebebiyle Türkiye'deki lisansüstü öğrencilerin literatürde beliren yetişkinlik olarak tanımlanan gelişimsel dönemin özelliklerini taşıdığı düşünülmüştür. Bu gelişimsel dönemde belirsizliğe karşı tahammülsüzlük, bilinçli farkındalık, ruminasyon ve kaygı duyarlılığının öznel iyi oluş için önemli yordayıcılar olabileceği öne sürülmektedir.

Vera, Salanova ve Martin (2010), akademisyenlerin öznel iyi oluş düzeyleri ve verimliliklerinin ilişkili olduğunu ve bu durumun üniversitedeki eğitim kalitesini etkilemesi açısından önemli olduğunu belirtmiştir. Lisansüstü eğitim grubundaki öğrenciler akademik çalışmalarının yanı sıra sosyal, psikolojik ve entelektüel düzeydeki gelişimlerini de sağlamakla uğraşmaktadırlar. Bu sebeple lisansüstü eğitim yılları olgunlaşma süreci olarak değerlendirilebilir. Yüksek lisans veya doktora sürecinde geçen yıllar genellikle öğrencilik hayatından meslek hayatına geçiş aşaması olarak nitelendirilir, Diğer bir deyişle bu dönemde bireyin bağımsızlık statüsüne geçme çabası vardır (Laudel & Gläser, 2008). Bu geçiş aşaması belirsizlikler, gelecek planları ve gelecekteki mutluluğu aramakla ilişkilidir (Schmidt & Umans, 2014).

Lisansüstü öğrenciler genellikle akademik çalışmalarını tamamlamaya çalışırken aynı zamanda bireysel hayatlarındaki zorluklarla ve sorunlarla uğraşmak zorunda kalırlar. Bu sebeple bu öğrenci grubunun öznel iyi oluşlarının ve iyi oluşa etki edebilecek faktörlerin incelenmesinin önemli olduğu düşünülmüştür.

Bu çalışmada öznel iyi oluş ve bağımsız değişkenler arasındaki ilişkiyi açıklamak için bilişsel teori tercih edilmiştir, bireylerin yaşam deneyimlerini ve duygusal durumlarını değerlendirmesinde algıların ve bilişsel çerçevenin kritik bir etkiye sahip olduğu belirtilmiştir (Diener & Biswas, 2008).

1.1 Çalışmanın Amacı

Bu çalışmanın amacı bilinçli farkındalık, belirsizliğe karşı tahammülsüzlük, ruminasyon ve kaygı duyarlılığının lisansüstü öğrencilerin öznel iyi oluşu üzerindeki yordayıcı rolünü araştırmaktır.

1.2 Araştırma Soruları

Mevcut çalışma için araştırma sorusu aşağıdaki gibi belirlenmiştir;

Bilinçli farkındalık, belirsizliğe karşı tahammülsüzlük, ruminasyon ve kaygı duyarlılığı lisansüstü öğrencilerin öznel iyi oluşunu ne ölçüde yordamaktadır?

1.3 Çalışmanın Önemi

Lisansüstü öğrenciler, gelecekle ilgili belirsizlik, iş ile ilgili kaygılar, ekonomik kaygılar, aşırı ders yükü ve danışmanları ile ilişki kalitesi gibi birçok stres faktörüne maruz kalmaktadır. Stres faktörleri ve zorlukları göz önüne alındığında, sağlıklı iş-yaşam dengesinin sürdürülmesi lisansüstü öğrenciler için üzerinde durulması gereken bir konu olarak görülmüştür (Golde, 2005). Evans et al. (2018), depresyon ve kaygı yaşayan lisansüstü öğrencilerin oranının, genel nüfusa oranla altı kat daha yüksek olduğunu bulmuştur. Buradan hareketle, lisansüstü öğrencilerin depresyon, kaygı, stres ve düşük öznel iyi oluşun gelişimi için risk grubu olduğu düşünülebilir ve lisansüstü öğrencilerin iyi oluşları onların akademik performansını, verimlilik düzeyini (Vera ve diğerleri, 2010) ve okulu bırakma oranlarını (Eisenberg, Golberstein ve Hunt, 2009) etkileyebilir. Bu nedenle, gelecekle ilgili birçok belirsizlik ve planı içeren ve geçiş aşaması olarak kabul edilen lisansüstü eğitim yıllarında, öğrencilerin öznel iyi oluşlarını incelemenin (Schmidt ve Umans, 2014) ve öznel iyi oluşlarını etkileyebilecek olası risk ve önleyici faktörleri tanımanın önemli olduğu düşünülmüştür. Bu bakımdan, mevcut çalışmanın lisansüstü öğrencilerinin öznel iyi oluşlarına yönelik bilinçli farkındalık, belirsizliğe karşı tahammülsüzlük, ruminasyon ve kaygı duyarlılığı ile olan ilişkisini inceleyerek literatüre önemli katkıları olacağı beklenmektedir. Bu yordayıcı değişkenler ile öznel iyi oluşun ilişkisi literatürde daha önce çalışılmamış olup, bu çalışma lisansüstü öğrencilerin öznel iyi oluşlarının incelemesi açısından Türkiye literatüründeki ilk çalışmadır.

Sawyer et al. (2018), yaş gruplarının özelliklerinin ve tanımlarının zaman içinde değişebileceğini belirtmiştir. Beliren yetişkinliğe yönelik yaş aralığı tanımına yeni bakış açısı getirilmesi hem öznel iyi oluş araştırmaları hem de bu alandaki uygulamalar için önemli olabilir. Çünkü lisansüstü eğitim yılları, öğrencilerin hem özel hem de akademik yaşamlarında dengesizlikle uğraşmak zorunda oldukları ve birden fazla rolü üstlendikleri yetişkinliğe geçiş yıllarına girmektedir. Beliren yetişkinlik döneminde olan lisansüstü öğrencilerin öznel iyi oluşları ile ilgili yordayıcı değişkenlerin incelemesi açısından mevcut çalışmanın beliren yetişkinlik ve iyi oluş literatürüne katkı sağlayacağı düşünülmektedir.

2. YÖNTEM

2.1 Araştırma Tasarımı

Bu çalışmada bilinçli farkındalığın, belirsizliğe karşı tahammülsüzlüğün, ruminasyonun ve kaygı duyarlılığının ne ölçüde öznel iyi oluşu yordadığını araştırmak amacıyla ilişkisel araştırma yöntemi kullanılmıştır.

2.2 Örneklem

Bu araştırmadaki katılımcılar Ankara'da bir devlet üniversitesinde lisansüstü bir programa kayıtlı olan, 21 ile 30 yaş aralığındaki öğrencilerdir. Çalışmanın verileri 2018-2019 eğitim öğretim yılı bahar döneminde toplanmıştır. Araştırmanın örneklemini 364 lisansüstü öğrenci (177 kız ve 187 erkek) oluşturmuştur.

2.3 Veri Toplama Araçları

Bu çalışmada Demografik Bilgi Formu, Pozitif ve Negatif Duygu Ölçeği (PANAS), Yaşam Doyumu Ölçeği, Belirsizliğe Karşı Tahammülsüzlük Ölçeği, Bilinçli Farkındalık Ölçeği, Ruminatif Yanıt Ölçeği Kısa Formu ve Kaygı Duyarlılığı İndeksi veri toplama aracı olarak kullanılmıştır.

2.3.1 Demografik Bilgi Formu

Form araştırmacı tarafından oluşturulmuş olup cinsiyet, yaş, medeni durum, en son bitirilen eğitim programı, not ortalaması, kayıtlı olunan lisansüstü program ve fakültesi, sınıf, lisansüstü programdan memnuniyet düzeyi, danışmanla iletişimde memnuniyet düzeyi, çalışma durumu ve yaşadığı yer ile ilgili soruları içermektedir.

2.3.2 Pozitif ve Negatif Duygu Ölçeği (PANAS)

Ölçek 1988'de Watson ve arkadaşları tarafından geliştirilmiştir. Ölçek 10 maddeden oluşan Pozitif Duygu alt boyutu (PA) ve 10 maddeden oluşan Olumsuz Duygu alt boyutu (NA) olmak üzere iki alt gruptan oluşmaktadır. Toplamda 20 maddeden oluşan envanter 5'li Likert tipi bir ölçektir. PANAS'ın Türkçe 'ye uyarlanması Gençöz (2000) tarafından yapılmıştır. Ölçeğin Türkçe uyarlamasında

Cronbach alpha değeri olumsuz duygu için .83, olumlu duygu için .86 olarak bulunmuştur.

2.3.3 Yaşam Doyumu Ölçeği

Ölçek 1985 yılında Diener ve arkadaşları tarafından geliştirilmiştir. Ölçek genel yaşam memnuniyetini ölçmeyi amaçlayan beş maddeden oluşmaktadır. Yaşam doyumu ölçeğinin Türkçe'ye uyarlanması 2016 yılında Dağlı ve Baysal tarafından yapılmıştır. Ölçeğin İngilizce orijinal şekli 7'li Likert tipli olmasına rağmen, Türkçe uyarlama çalışması 5'li Likert tipli olarak yapılmıştır. Dağlı ve Baysal (2016), ölçeğin 5'li Likert tipli versiyonunun Türk kültürü için daha uygun olduğunu belirtmiştir. Ölçeğin Türkçe uyarlamasında Cronbach alpha değeri .88 olarak bulunmuştur (Dağlı & Baysal, 2016). Pozitif ve Negatif Duygu ve Yaşam Doyumu Öznel İyi Oluş 'un alt boyutlarını oluşturmaktadır.

Mevcut çalışma için, her bir katılımcının öznel iyi oluş puanları Sheldon, Kasser, Houser- Marko, Jones ve Turban (2005) ve Suldo ve Shaffer (2008) tarafından önerilen formüle dayanarak hesaplanmıştır: Toplam- Öznel İyi Oluş = Yaşam Memnuniyeti + Olumlu Duygu - Olumsuz Duygu.

2.3.4 Bilinçli Farkındalık Ölçeği

Ölçek günlük yaşamdaki anlık deneyimlerin farkında olma ve farkında olma eğilimini ölçmek amacıyla Brown ve Ryan (2003) tarafından geliştirilmiştir. Toplamda 15 maddeden oluşan envanter 6'lı Likert tipi bir ölçektir. Ölçeğin Türkçeye uyarlama çalışması Özyeşil, Arslan, Kesici ve Deniz (2011) tarafından yapılmıştır ve Cronbach alpha değeri .88 olarak bulunmuştur.

2.3.5 Belirsizliğe Karşı Tahammülsüzlük Ölçeği

Carleton, Norton ve Asmundson (2007) ölçeğin 12 maddelik kısa formunu oluşturmuştur. Ölçeğin İngilizceye uyarlanması Buhr ve Dugas (2002) tarafından yapılmıştır. Toplamda 12 maddeden oluşan envanter 5'li Likert tipi bir ölçektir. Belirsizliğe Karşı Tahammülsüzlük ölçeğinin Türkçe' ye uyarlanması Sarıçam, Erguvan, Akın ve Akça (2014) tarafından yapılmıştır. Ölçeğin Türkçe uyarlamasında Cronbach alpha değeri .88 olarak bulunmuştur.

2.3.6 Ruminatif Yanıt Ölçeği Kısa Formu

Nolen-Hoeksema (2003) tarafından bireylerin ruminatif eğilimlerini ölçmek amacıyla ruminatif yanıt ölçeği kısa formu oluşturulmuştur. Toplamda 10 maddeden oluşan envanter 4'lü Likert tipi bir ölçektir. Ruminatif Yanıt Ölçeği Kısa Formu'nun Türkçe'ye uyarlanması Baker ve Bugay (2012) tarafından yapılmıştır. Ölçeğin Türkçe uyarlamasında Cronbach alpha değeri toplam ölçek için .85 olarak bulunmuştur.

2.3.7 Kaygı Duyarlılığı İndeksi

Reiss, Peterson, Gursky ve McNally (1986) tarafından bireylerin kaygıya neden olan uyaranlara karşı duyarlılıklarını ölçmek için geliştirilmiştir. Toplamda 16 maddeden oluşan envanter 5'li Likert tipi bir ölçektir. Ölçeğin Türkçe'ye uyarlanması Ayvaşık (2000) tarafından yapılmıştır. Ölçeğin Türkçe uyarlamasında Cronbach alpha değeri toplam ölçek için .82 olarak bulunmuştur.

2.4 Veri Toplama Süreci

Veri toplama sürecine başlamadan önce Orta Doğu Teknik Üniversitesi İnsan Araştırmalı Etik Kurulundan gerekli izinler alınmıştır. Daha sonra, 2019 akademik yılı Mart ve Nisan aylarında Türkiye'de bir devlet üniversitesindeki lisansüstü öğrencilerinden veri toplanmıştır. Ölçekler, ders saatlerinde sınıf ortamında ve lisansüstü öğrenci yurtlarında araştırmacı tarafından uygulanmıştır. Katılımcılarla ankete başlamadan önce çalışmanın gönüllülük esasına dayandığı açıklanmış ve çalışmanın içeriği paylaşılmıştır. Anketin her bir katılımcı tarafından tamamlanması yaklaşık 20 dakika sürmüştür.

2.5 Veri Analizi

Çalışmanın analizlerini gerçekleştirmek için IBM Statistical Packages of Social Science 19 (SPSS) programı kullanılmıştır. Lisansüstü öğrencilerin öznel iyi oluşlarının yordanmasında bilinçli farkındalık, belirsizliğe karşı tahammülsüzlük, ruminasyon ve kaygı duyarlılığının rolünü araştırmak için hiyerarşik çoklu regresyon analizi yapılmıştır. Ayrıca katılımcıların öznel iyi oluş düzeylerinin cinsiyete ve

kayıtlı olunan lisansüstü programa göre farklılaşıp farklılaşmadığını ölçmek için bağımsız örneklem t-testi yapılmıştır.

3. BULGULAR

Bu çalışmada kullanılan ölçeklerin ortalama, standart sapma, en küçük ve en büyük değer analizleri açıklayıcı analiz sonuçları ile elde edilmiştir ve değişkenler arası korelasyon değerleri için Pearson korelasyon yöntemi kullanılmıştır.

Bu sonuçlara göre bilinçli farkındalık, öznel iyi oluş ve öznel iyi oluşun pozitif duygulanım ve yaşam doyumu alt boyutları ile pozitif ilişkili bulunmuştur. Aynı zamanda, belirsizliğe karşı tahammülsüzlük, ruminasyon ve kaygı duyarlılığı öznel iyi oluş ve öznel iyi oluşun alt boyutları olan pozitif duygulanım ve yaşam doyumu ile negatif ilişkili bulunmuştur. Yordayıcı değişkenler arasındaki korelasyonlar açısından değerlendirildiğinde yordayıcı değişkenler arasındaki ilişkilerin de anlamlı olduğu görülmektedir. Bilinçli farkındalık tüm yordayıcı değişkenlerle negatif yönde ilişkili olmasına rağmen, diğer değişkenlerin birbiriyle anlamlı ve pozitif ilişki içinde bulunduğu görülmüştür.

Çalışmanın değişkenlerinin cinsiyete ve kayıtlı olunan lisansüstü programa göre anlamlı bir şekilde farklılaşıp farklılaşmadığını test etmek için bağımsız örneklem t testi analizi yapılmıştır. Analiz sonuçlarına göre lisansüstü öğrencilerin cinsiyete ve kayıtlı olunan lisansüstü programa göre hiçbir değişkende farklılık göstermediği tespit edilmiştir.

Bilinçli farkındalık, belirsizliğe karşı tahammülsüzlük, ruminasyon ve kaygı duyarlılığının lisansüstü öğrenci örnekleminin öznel iyi oluş düzeyini ne ölçüde yordadığını test etmek amacıyla hiyerarşik çoklu regresyon analizi yapılmıştır. Analize geçilmeden önce çoklu regresyon analizi için gerekli varsayımlar test edilmiştir ve hiç bir varsayımın ihlal edilmediği sonucuna ulaşılarak regresyon analizine geçilmiştir. Hiyerarşik regresyon analizinin ilk adımında bilinçli farkındalık değişkeni modele alınmış ve bu model istatistiksel olarak anlamlı bulunmuştur. Bu değişken varyansın tek başına yaklaşık %14'ünü açıklamıştır. İkinci adımda ise, belirsizliğe karşı tahammülsüzlük, ruminasyon ve kaygı duyarlılığı modele dahil edilmiş ve belirsizliğe karşı tahammülsüzlük ve ruminasyonun öznel iyi oluşun anlamlı yordayıcısı olduğu sonucuna varılmıştır. Model 2 de yer alan değişkenler

toplam varyansın yaklaşık %29'unu açıklamaktadır. Sonuç olarak bilinçli farkındalık, belirsizliğe karşı tahammülsüzlük ve ruminasyon öznel iyi oluşun yordayıcıları olarak bulunmuştur.

4. TARTIŞMA

Elde edilen sonuçlara göre; bilinçli farkındalık değişkeninin dahil edildiği ilk model ve belirsizliğe karşı tahammülsüzlük, ruminasyon ve kaygı duyarlılığın modele dahil edildiği ikinci model istatistiksel olarak anlamlı bulunmuştur. Yordayıcı değişkenlerin tek başlarına modele katkısı incelendiğinde kaygı duyarlılığı değişkeninin modele anlamlı düzeyde bir istatistiksel katkısının olmadığı sonucuna varılmıştır. Sonuçlar, bilinçli farkındalık düzeyi yüksek ve ruminasyon düzeyi, belirsizliğe karşı tahammülsüzlük düzeyi ve kaygı duyarlılığı düzeyi düşük lisansüstü öğrencilerinin yüksek öznel iyi oluş düzeyine sahip olma eğiliminde olduklarını göstermiştir.

Tüm yordayıcılar arasında, bilinçli farkındalık, öznel iyi oluşun en önemli yordayıcısı olarak bulunmuştur. Bu, bilinçli farkındalığı yüksek olan lisansüstü öğrencilerin daha yüksek öznel iyi oluşa sahip olma ihtimalinin yüksek olduğu anlamına gelmektedir. Bu bulgu, bilinçli farkındalığın öznel iyi oluş için önemli bir yordayıcı değişken olduğunu gösteren literatürdeki önceki çalışmaların sonuçları ile paraleldir (Brown & Kasser, 2005; Brown & Ryan, 2003; Hamarta, Ozyesil, Deniz, & Dilmac, 2013; Hanley, Warner, & Garland 2014; Sheir & Graham, 2011;).

Belirsizliğe karşı tahammülsüzlük ve öznel iyi oluş arasındaki ilişkiye bakılacak olursa; sonuçlar belirsizliğe karşı tahammülsüzlüğün öznel iyi oluş anlamlı ve negatif olarak yordadığını göstermiştir. Literatürde, belirsizliğe karşı tahammülsüzlüğün öznel iyi oluş üzerindeki doğrudan etkilerini araştıran hiçbir çalışma bulunmamaktadır. Belirsizliğe karşı tahammülsüzlük çoğunlukla öznel iyi oluş yerine endişe ve endişe literatüründe çalışılmıştır. Belirsizliğe karşı tahammülsüzlük çoğunlukla endişe ve endişe literatürü ile çalışılsa da, Türkiye'de son zamanlarda yapılan araştırmalar belirsizliğe karşı tahammülsüzlük ile mutluluk ve psikolojik iyi oluş arasında negatif ve anlamlı bir ilişki bulmuştur (Geçgin & Sahranç, 2017; Sarıçam, 2014). Mevcut çalışmanın sonucu, bu araştırmalarla iyi oluş ile negatif ilişkiyi göstermesi açısından paraleldir.

Belirsizliğe karşı tahammülsüzlük değişkeninde bulunan ilişkiye benzer şekilde, ruminasyonun öznel iyi oluşu negatif ve önemli ölçüde yordadığı bulunmuştur. Ruminasyonun bu çalışmada lisansüstü öğrencilerin öznel iyi oluş düzeyleri için risk faktörü olduğu gözlenmiştir. Bu bulgu, ruminatif eğilimler gösteren bireyin olaylar veya kendisi hakkındaki olumlu düşüncelerin / duyguların farkında olmayabileceği ve algısının kötü yönde değişebileceği; bu nedenle daha düşük öznel iyi oluş düzeyine sahip olmaya meyilli olabileceğine işaret etmektedir.

Fakat çalışmada kaygı duyarlılığı değişkeni modele önemli bir katkı yapmamıştır. Öznel iyi oluş ve kaygı duyarlılığının arasındaki ilişki hakkında daha önce yapılmış bir çalışma bulunamadığından dolayı çalışma bulgularının önceki çalışmalarla karşılaştırılması mümkün olmamıştır. Bununla birlikte araştırma çalışmaları, kaygı duyarlılığının, öznel iyi oluşun bilişsel boyutunu oluşturan yaşam doyumunu anlamlı bir şekilde yordadığı literatürde belirtilmiştir (Avallone, Mcleish, Luberto, & Bernstein, 2011; Mehta ve diğerleri, 2016). Ayrıca, kaygı duyarlılığının, öznel iyi oluşun olumsuz duygulanım olan duygusal boyutlarından biri ile anlamlı bir ilişkisi olduğu ortaya konulmuştur (Gonzalez ve diğerleri, 2008; McKee ve diğerleri, 2007). Diğer bir deyişle, literatür bulguları kaygı duyarlılığı ve öznel iyi oluşun boyutları arasındaki ilişkiyi desteklemektedir. Ancak, bu çalışmada, kaygı duyarlılığı ile toplam öznel iyi oluş arasında anlamlı bir ilişki bulunamamıştır. Literatür bulguları kaygı duyarlılığı ve öznel iyi oluşun boyutlarının ilişkili olduğu ileri sürmekle birlikte bu çalışmada analizler Toplam Öznel İyi Oluş puanı ile yapılmıştır. Bu iki değişken arasındaki ilişkinin istatistiksel olarak anlamlı bulunamamış olmasının sebebi öznel iyi oluş bileşenleri ile kaygı duyarlılığının ayrı ayrı analize alınmaması olabilir.

Ek olarak, t-testi sonucu öznel iyi oluşun ve boyutlarının cinsiyete göre anlamlı bir farklılık göstermediğini göstermiştir. Literatürde, cinsiyetin öznel iyi oluş için yordayıcı bir değişken olup olmadığı konusunda fikir birliğine varılamamıştır. Literatür bulguları cinsiyete göre öznel iyi oluş düzeyinin farklılaşmadığı ve demografik değişkenler yerine kişilik değişkenlerinin çoğunlukla öznel iyi oluşu ve boyutlarını yordadığı belirtilmiştir (Diener, 1984; Diener & Lucas, 1999; Diener & Ryan, 2009).

Özetle, bilinçli farkındalık, belirsizliğe karşı tahammülsüzlük ve ruminasyon, lisansüstü öğrencilerin öznel iyi oluşunu yordarken, kaygı duyarlılığının öznel iyi oluşu yordamadığı bulunmuştur.

4.1 Gelecek Çalışmalar için Öneriler

Mevcut araştırmada, yordayıcı değişkenlerin toplam öznel iyi oluş üzerindeki rolü incelenmiştir. Öznel iyi oluş kavramı üç bileşen içermektedir ve gelecekteki araştırmalar için, bu çalışmanın yordayıcı değişkenlerinin öznel iyi oluşun üç boyutu üzerindeki ayrı ayrı etkisinin araştırılması önerilebilir.

Bu araştırmada, af ile geri dönen lisansüstü olmadığı varsayılmıştır. Gelecekte yapılacak çalışmalarda af ile dönen lisansüstü öğrencilerin öznel iyi oluşları incelenebilir.

Gelecekteki çalışmalar, lisansüstü öğrenci örnekleminde öznel iyi oluş çalışmaları için öz yeterlik, güçlük, öz saygı gibi diğer bireysel özellikleri yordayıcı değişken olarak belirleyebilir. Ayrıca, lisansüstü öğrencilerinin öznel iyi oluşlarının akademik çalışmalarda verimlilik ve yaratıcılık üzerindeki rollerinin incelenmesi gelecekteki araştırmalar için önerilmektedir (Vera ve diğerleri, 2010).

Ayrıca, mevcut araştırma örneklemini hem yüksek lisans hem de doktora öğrencilerinden oluşmaktadır, lisansüstü eğitim seviyesini kontrol altında tutmak ve sadece yüksek lisans öğrencileri veya doktora öğrencileri grubu ile çalışmak, gelecek araştırmaların çalışma grubu hakkında daha doğru sonuçlara ulaşmasını sağlayabilir.

Ayrıca lisansüstü eğitim sırasında zaman içinde bireysel farklılıkları analiz etmek için gelecekteki araştırmacılara uzunlamasına çalışmalar yapılması önerilebilir. Uzunlamasına araştırmalara ek olarak, çok fazla zaman gerektirmeden eğitimin farklı dönemlerinde olan lisansüstü öğrenci gruplarından veri elde etmek için kesitsel araştırmalar kullanılabilir.

4.2 Uygulamaya Yönelik Öneriler

Mevcut araştırmanın bulguları, Türkiye'deki lisansüstü öğrencilerin öznel iyi oluşları için olası tehditleri ve koruyucu faktörleri belirleme açısından bir rehber hazırlanması durumunda yol gösterici olabilir.

Ayrıca, lisansüstü öğrencilerin öznel iyi oluşlarının geliştirilmesi için hazırlanacak programlarda bu çalışmanın bulguları dikkate alınabilir.

Bu bulgular doğrultusunda Türkiye'deki lisansüstü öğrenciler için bilinçli farkındalık gibi stres azaltma programlarının uygulanması önerilebilir. Ayrıca Cook (2009), öz bakım müdahalelerinin lisansüstü öğrencilerin öznel iyi oluşlarını artırmada etkili olduğunu belirtmiştir. Meditasyon, fiziksel egzersiz sınıfları veya grup yürüyüşleri gibi öz bakım müdahaleleri, Türkiye'deki lisansüstü öğrencilerin öznel refahını arttırmak için üniversiteler bünyesinde planlanabilir.

Son olarak, Türkiye'deki üniversitelerin çoğunda akran rehberliği destek sistemi lisansüstü öğrenciler için uygulanmamaktadır. Akran rehberliği sistemi, daha deneyimli bir öğrencinin daha az deneyimli bir öğrencinin akademik ve psikolojik performansını artırmasına yardımcı olduğu ve tavsiye, destek ve bilgi sağladığı bir ilişkiyi tanımlar. Türkiye'deki lisansüstü öğrenciler için akran mentorluk sistemi geliştirilmesi ve bu programlarda öğrencilerin bu süreçte öznel iyi oluşlarını desteklemek amacıyla bu çalışmanın bulgularından faydalanılması önerilebilir.

APPENDIX K: TEZ İZİN FORMU / THESIS PERMISSION FORM

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YAZARIN / AUTHOR

Soyadı / Surname : Turan

Adı / Name : Merve

Bölümü / Department : Eğitim Bilimleri

TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) :

The Role of Mindfulness, Intolerance to Uncertainty, Rumination and Anxiety Sensitivity on Subjective Wellbeing of Graduate Students

TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master ☒ Doktora / PhD ☐

1. Tezin tamamı dünya çapında erişime açılacaktır. / Release the entire work immediately for access worldwide. ☒

2. Tez iki yıl süreyle erişime kapalı olacaktır. / Secure the entire work for patent and/or proprietary purposes for a period of two years. * ☐

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Tarih / Date