

# The Relationship between Solution Focused Thinking, Emotion Regulation, Hopelessness and Happiness Level in Adolescents, According to the State of Belief that School Success Carries the Future Goals

Oğuzhan KOCA<sup>a, b</sup>

## Abstract

This study scrutinizes the relationship between the belief of carrying school success to future goals and solution-oriented thinking, emotion regulation, hopelessness and happiness levels in adolescents. In Samsun province in Turkey, study was applied officially on adolescents studying in high school. The population of this research is 63,309 students (adolescents). The study group is a quantitative study using the random sampling method, consisting of a total of 573 individuals, 293 female and 280 male. Statistical Package for Social Sciences (SPSS) 21.0 and AMOS 21.0 software were used for data analysis. T test and analysis of variance (ANOVA) were used in data analysis, and Tukey test was used as a post-hoc test. The Pearson test was used to determine the correlations between the scores obtained from the Solution Focused Inventory (SFI), Difficulties in Emotion Regulation Scale (DERS), Beck Hopelessness Scale (BHS), and the Oxford Happiness Scale (OHS), and a model was created to reveal the predictive relationships of the variables in the study. Results indicate that the scores of students who believe that school success carries on future goals are lower than the scores of students who do not believe that school success carries on to future goals. Students who believe that school success leads to future goals have higher overall SFI and Goal scores than students who do not believe that school success carries on to future goals. BHS scores of students who believe that school success carries on to future goals are lower than other students' scores. OHS scores of students who believe that school success carries on to future goals are higher than the scores of other students. This study is the first study to examine the beliefs of carrying school success to future goals in adolescents and the relationships between DERS, SFI, BHS and OHS. This research Samsun in Turkey is limited to adolescents studying in public high schools. These issues should be taken into account when generalizing with other provinces and countries. With this model, which reveals the DERS, SFI, BHS and OHS relationships in adolescents, it sheds light on research, development, and teaching and guidance studies to be realized.

**Keywords:** Adolescent, solution focused inventory, emotion regulation, hopelessness, happiness. Perceived school success, belief of carrying the future goals

## Introduction

This study analyzes the relationships between the belief of carrying school success to future goals and solution-oriented thinking, emotion regulation, hopelessness and happiness levels in adolescents. It is thought that the solution focused approach, evaluating the results rather than the causes, and the students who believe that the success of the

school carry the future goals will be more willing to exhibit their own goals and solutions (Macdonald, 2007). Adolescence is a tough period in which young people encounter new problems such as physical and hormonal changes, identity formation and the onset of romantic relationships, and struggle with the changing moods caused by such problems (Larson & Lampman-Petratis, 1989). During this period, the individual is open to various risks and adverse effects. However, individuals with sufficient emotion regulation skills are aware of their cognitive reactions. This awareness allows him

<sup>a</sup>PhD Student, Near East University, Graduate School of Social Sciences, General Psychology PhD Student, Nicosia,

<sup>b</sup>Near East University, Institute of Social Sciences is a part of the doctoral thesis prepared in the field of General Psychology.

to act in accordance with the purpose even when he feels negative emotions. Thus, he can use emotion regulation strategies with flexibility (Gratz & Roemer, 2004). Lack of emotion regulation skills is an important risk factor for many behavioral problems (Çelik & Kocabıyık, 2014). Socialization processes of individuals necessitate a development compatible with the social culture they live in (Koca, 2018). Adolescents' behavioral patterns mostly affect their school achievement as they are shaped within the school culture, and they also affect the feeling of believing that this success carries on to future goals. Even adolescents from different cultures face similar problems (Sahin, Barut, & Ersanlı, 2013). In modern societies, schools play a very important role in shaping the nature of adolescents (Steinberg, 2020). Believing that school success carries on to future goals in this process reveals the feeling of hope and hopelessness in the student. While the concept of hope mostly represents the students' intended goals in the future; The concept of hopelessness includes the prediction of failure (Dilbaz & Seber, 1993). In this context, hopelessness includes negative emotions for the future (Büyükşahin Çevik & Gündoğdu, 2015). Happiness is one of the basic emotions that adolescents realize. Happiness, which creates a positive effect on the development processes of adolescents, (Cihangir & Meydan, 2018) is an inevitable reality in the effect of school success on the belief of carrying to future goals. As individuals' happiness levels increase, it becomes easier for them to move towards life with more positive emotions and to interact positively with their environment (Thoilliez, 2011). Happiness can be considered as a touchstone among the basic aims of education (Noddings, 2006). When evaluated from this point of view, it can be said that happiness is worth examining, with the belief of carrying success in school to future goals. In this study, it is the first study that examines the relationships between DERS, SFI, BHS and OHS together with the belief of carrying school success to future goals in adolescents.

### Theoretical Structure

Adolescence is a period of quick development in which young people acquire new skills and face many new situations. This period not only offers opportunities for the future, but also brings risks such as difficulty in emotion regulation, future anxiety, and hopelessness. When defining the adolescence period, the World Health Organization used the term 10-19 age range as adolescence, 15-24 age range as youth, and 19-24 age range as

young person (WHO, 2019). According to UNICEF, the age range of 10-14 is defined as the early adolescence period, and the age range of 15-19 for the late adolescence period (UNICEF, 2011). This period, when plans for the future are also maturing, is a difficult period in which emotional transitions, complex mental state, the process of formation of sexual identity, social acceptance, and the process of discovering oneself and the environment are experienced intensely. Emotion regulation is important to make sense of these emotional states and coping methods in adolescents. It is emphasized that emotion is a situation that will cope with important difficulties and opportunities arising from a coordinated behavior, experience and physiological reaction tendency (Gross, 2002). Emotional reactions to reach active goals; responding, managing and changing as the process (Gross, 2015). Difficulty in emotion regulation is defined as not recognizing emotions, not accepting emotions, not using appropriate emotional regulation strategies, not controlling behavior and impulses while experiencing negative emotions (Gratz & Roemer, 2004). In its final conceptualized form of emotion adjustment, function rather than form is important, that is, any action done with the aim of affecting emotions is considered an example of emotion adjustment (Naragon-Gainey & DeMarree, 2017).

The increase and awareness of adolescents' cognitive skills cannot always provide the opportunity to effectively manage the mood swings. This situation weakens the ability to regulate emotions in adolescents and can lead to pessimistic approaches such as hopelessness. Difficulties in emotion regulation reduce the functionality and quality of life by negatively affecting the person's adaptation to society and the relationship with other people (Gross & Muñoz, 1995).

Unlike the variable hope, which is a positive emotional state, the concept of hopelessness, which we position as an opposite mood, was revealed by theoretical studies on depression cases in the 1960s. Despair is defined as an individual's negative expectation for the future and seeing his or her existing capacity at a lower level (Henkel, et al., 2003). What we conceptualize with the Beck hopelessness scale; it is expressed as a negative emotional state in which individuals can never overcome their problems, cannot overcome their failures, impose negative emotions on their lives without any reason and do not strive for their goals (Beck A., 1976). In this period, adolescents' feelings of hopelessness affect their school achievement

and their perspective towards future goals. In similar studies in the literature; self-efficacy, goal orientation, and fear of failure (Caraway, Tucker, & Reink, 2003), and students' future anxiety, intolerance to uncertainty, and perceptions of finding a job in the future were examined (Bozkur, Kiran, & Cengiz, 2020)

Besides this information, it is necessary to demonstrate that a solution-oriented perspective is needed in order for adolescents to believe that their success levels carry their future goals and to get rid of negative emotional states. In this sense, solution-oriented thinking displays a solution-oriented perspective, unlike negative emotional situations and problem-oriented approaches. While the problem-oriented thinking approach suggests an operational path by understanding the structure that is the cause of the problem experienced by the individual; solution-oriented thinking approach focuses on how to directly achieve the desired change by avoiding causes and causal processes.

Solution focused thinking offers a perspective that contrasts with problem focused approaches, dealing with solutions rather than problems. While problem-oriented thinking suggests that by understanding the structure that causes the difficulty experienced by the individual, actionable solutions will emerge; solution-oriented thinking focuses directly on how to achieve the desired change, avoiding exploring the causal process (Grant, et al., 2012).

In the solution focused thinking approach, it is expressed as the *exclusion of the problem* by enabling individuals to be aware of their contextual self-resources and mobilizing them by providing the focus for the goals with effective self-regulation, and the *use of resources* by expressing the goals (Grant, 2011)

Especially in adolescents with a dynamic structure, the need to find solutions to problems quickly puts the short-term psychological counseling approach forward. In recent years, it has

been observed that the applicability of solution-oriented counseling approaches on adolescents has increased (Meydan, 2013). When the relevant literature is examined, it is known that a solution-oriented counseling approach is applied to adolescents, many problems such as low course success, prevention of school dropout, adaptation problems, harmful behavior, mild violence, mental health in the school environment are addressed (Franklin, Streeter, Kim, & Tripodi, 2007; Gingerich & Wabeke, 2001; Lethem, 2002; Macdonald, 2007; Newsome, 2005).

Objective well-being becomes more visible on the basis of solution-oriented approach in adolescents. This situation makes a positive contribution to the happiness levels of adolescents. Low subjective well-being has negative effects on adolescents' lives. Depression can lead to difficulties in emotion regulation, hopelessness, decreased self-esteem and academic achievement (Jaycox, Reivich, Gillham, & Seligman, 1994). The concept of happiness, which is also defined as subjective well-being, is expressed in many definitions. However, researchers are generally defined as an individual's high life satisfaction, positive effect, and infrequent negative effect. Another definition is that positive emotions are more dominant than negative emotions and satisfaction with life. The concept of happiness, as defined most in the literature, is defined as positive effect, high life satisfaction, and infrequent negative effect. Happiness is currently defined as a state of being satisfied with life as a whole and positive emotions are more dominant than negative emotions (Hills & Argyle, 2002).

In accordance with studies in the body of literature; it can be said that solution focused thinking approach, difficulty of emotion regulation, hopelessness and happiness levels can play a key role in adolescents' belief in carrying school success to future goals.

## Model and Hypotheses

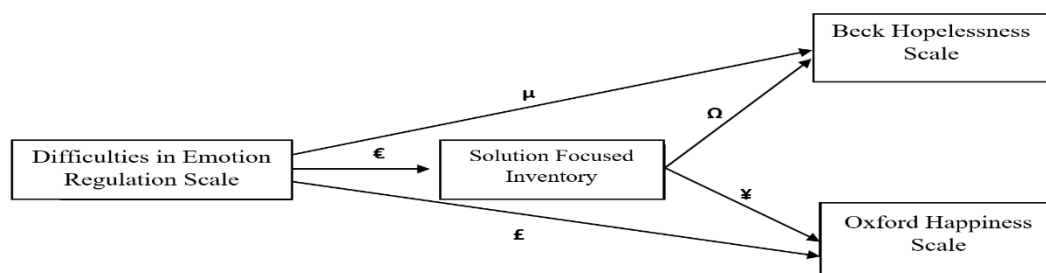


Figure 1. Research Model

Hypotheses: H1= €, H2= μ, H3= £, H4= Ω, H5= ¥,  
 SFI: Solution Focused Inventory, DERS: Difficulties in  
 Emotion Regulation Scale, BHS: Beck Hopelessness  
 Scale, OHS: Oxford Happiness Scale  
 H1: There is a negative relationship between DERS  
 and SFI.  
 H2: There is a positive relationship between DERS  
 and BHS.  
 H3: There is a negative relationship between DERS  
 and OHS.  
 H4: There is a negative relationship between SFI  
 and BHS.  
 H5: There is a positive relationship between SFI and  
 OHS.

**Research Question:** Is there a relationship between  
 adolescents' belief in carrying school success to  
 future goals and solution-oriented thinking,  
 emotion regulation, hopelessness and happiness  
 levels?

## Methodology

### Sample and data collection

Working province of Samsun in Turkey, was  
 made official on adolescents studying in high  
 school. The population of the study is 63,309  
 students (adolescents). The study group is a  
 quantitative research consisting of 573 individuals,  
 293 female and 280 male, using random sampling  
 method. Statistical Package for Social Sciences  
 (SPSS) 21.0 and AMOS 21.0 software were used for  
 data statistical analysis. T test and analysis of  
 variance (ANOVA) were used in data analysis, and  
 Tukey test was used as a post-hoc test. The Pearson  
 test was used to determine the correlations  
 between the scores from the Solution Focused  
 Inventory (SFI), Difficulties in Emotion Regulation  
 Scale (DERS), Beck Hopelessness Scale (BHS) and  
 Oxford Happiness Scale (OHS), and the predictive  
 relationships of the variables in the study were  
 revealed through the model.

### Variable measurement

Difficulties in Emotion Regulation Scale; It was  
 developed by research (Gratz & Roemer, 2004). The  
 evaluation of the DERSs, which consists of  
 "Awareness, Clarity (Clarity), Rejection, Impulse  
 Control, Goals (Goal-Directed Behavior), Strategies"  
 subscales, consists of 36 items. The psychometric  
 properties of the Turkish form of the scale were first  
 studied by (Rugancı & Gençöz, 2010), and later  
 (Kavcıoğlu & Gençöz, 2011) suggested minor  
 changes on the Turkish expression of some items,  
 and this new form gave very strong reliability and  
 validity coefficients. On a 5-point Likert-type scale

the grading is; from 1 (almost never) to 5 (almost  
 always) it was described as. Reliability score for the  
 Cronbach Alpha total scale. It was found to be 0.93.

Solution Focused Inventory; It was developed by  
 (Grant, et al., 2012) SFI is a 6-point Likert-type scale  
 that measures 12 norm groups, which are three  
 sub-factors: Separating from the problem, Goal  
 Orientation, and Mobilizing resources. The Turkish  
 validity-reliability study of the scale was conducted  
 by (Karahan & Hamarta, 2015). Cronbach Alpha  
 Coefficient; 0.85 has a high reliability level.

Beck Hopelessness Scale; Was developed by  
 (Beck, Weissman, Lester, & Trexler, 1974). Its  
 purpose is to determine the level of the individual's  
 pessimism towards the future. There are 20 items  
 in the scale that include expressions about the  
 future, thoughts and feelings of adolescents and  
 adults. Scale expressions are answered as "yes-no"  
 and the items have 11 correct answers and 9  
 incorrect answer keys. The score range of the scale  
 is between 0-20. The total score obtained from the  
 scale shows the hopelessness score. When the total  
 score is high, it reflects that the hopelessness value  
 of the individual rises and negative expectations.  
 The validity and reliability study of this scale was  
 first made by (Seber, Dilbaz, Kaptanoğlu, & Tekin,  
 1993) and the Cronbach's Alpha coefficient was  
 found to be 0.86.

Oxford Happiness Scale; (Hills & Argyle, 2002) to  
 determine the happiness levels of individuals. The  
 Turkish validity-reliability study of the scale was  
 conducted by (Doğan & Sapmaz, 2012). The scale,  
 which has a single factor structure, is a 29-item,  
 6-point Likert-type (1- I never agree, 6-I totally agree)  
 coded measurement tool. The lowest score to be  
 obtained from the scale is 29, and the highest score  
 is 174. Having a higher score on the scale indicates  
 that the individual's happiness level is high. 1. 6. 10.  
 13. 14. 19. 23. 24. 27. 28. 29. Articles are reverse  
 coded. The Cronbach's Alpha coefficient was 0.89.

## Data Analysis

**Table 1. Socio-demographic characteristics of  
 Students (n=573)**

	Number (n)	Percentage (%)
<b>Gender</b>		
Female	293	51,13
Male	280	48,87
<b>Age Group</b>		
14-15 years	194	33,86
16-17 years	322	56,20
18 years and over	57	9,95

Socio-demographic information of the students  
 attending in the study are given in Table 1.

According to the data, 51.13% of the students taking part in the research are women and 48.87% are men. Looking at the age groups of the

participants, it was seen that 33.86% were between 14-15 years old, 56.20% were between 16-17 years old and 9.95% were between 18 and over.

**Table 2. Comparison of the Solution Focused Inventory, Difficulties in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale according to the status of students believing that school success carries on their future goals (n=573)**

	Believing	n	$\bar{x}$	s	t	P
Separate from Problem	Believer	380	14,23	3,88	1,70	0,089
	Unbeliever	193	13,63	4,12		
Target	Believer	380	17,53	3,80	6,81	0,000*
	Unbeliever	193	15,18	4,14		
Resource	Believer	380	15,83	2,89	1,57	0,118
	Unbeliever	193	15,42	3,02		
<b>Solution Focused Inventory</b>	Believer	380	47,59	6,75	5,44	0,000*
	Unbeliever	193	44,23	7,46		
Openness	Believer	380	13,11	3,91	-3,36	0,001*
	Unbeliever	193	14,33	4,46		
Awareness	Believer	380	15,59	4,07	-2,00	0,046*
	Unbeliever	193	16,31	4,04		
Impulse	Believer	380	15,98	6,06	-2,34	0,020*
	Unbeliever	193	17,27	6,65		
Refusing	Believer	380	12,50	5,06	-0,54	0,588
	Unbeliever	193	12,75	5,44		
Target	Believer	380	16,35	5,01	-2,34	0,020*
	Unbeliever	193	17,39	5,11		
Strategy	Believer	380	19,23	6,88	-2,70	0,007*
	Unbeliever	193	20,98	8,20		
<b>Difficulties Scale in Emotion Regulation</b>	Believer	380	92,77	21,90	-3,12	0,002*
	Unbeliever	193	99,04	24,30		
<b>Beck Hopelessness Scale</b>	Believer	380	5,68	4,56	-7,71	0,000*
	Unbeliever	193	9,00	5,43		
<b>Oxford Happiness Scale</b>	Believer	380	115,41	20,55	5,41	0,000*
	Unbeliever	193	105,48	21,12		

\* $p \leq 0,05$

In Table 2, t test results regarding the comparison of the scores of Solution-Oriented Inventory, Difficulties in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale are given according to the situation of believing that the school success of the students included in the study carries the goals related to the future.

Considering the findings obtained from the table, it was seen that there was a statistically significant difference between the scores obtained from the Solution-Oriented Inventory and the Goal sub-dimension according to the status of students believing that their school success carries on their future goals ( $p \leq 0.05$ ).

A statistically significant difference was found between the scores of the students included in the study from the general Difficulties Regulation of

Emotion Scale and the scores on the Openness, Awareness, Impulse, Not Accepting, Goal and Strategy sub-dimensions of the scale, according to the state of believing that school success carries on to future goals ( $p \leq 0.05$ ).

According to the results given in the table, it was determined that the difference between the scores of the Beck Hopelessness Scale according to the participants' status of believing that their school success carries on their future goals ( $p (0.05)$ ).

It was determined that there is a statistically significant difference between the scores of the Oxford Happiness Scale according to the status of the students believing that their school success carries on their future goals ( $p \leq 0.05$ ).

#### Measurement Model

When using Cronbach's alpha, standard

indicator loadings should be equal to or more than 0.70. All structures had acceptable values. The composite reliability indicator should be greater

than 0.8, which is a condition that all structures meet (Nunnally, 1978).

**Table 3. Relationship between the scores of the Students' Solution Oriented Inventory, Difficulties in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale**

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

\* $p \leq 0,05$

In Table 3, correlations related to the relationship between the Solution Focused Inventory, Difficulties in Emotion Regulation Scale, Beck Hopelessness Scale and Oxford Happiness Scale scores of the students included in the study are given.

When the data in Table 3 are examined, statistically significant and positive correlations were found between the scores students got from the Solution-Oriented Inventory in general and the scores they got from all sub-dimensions of the inventory ( $p \leq 0.05$ ). In addition, significant and positive correlations were found between the

scores of the Goal sub-dimension and the scores from the Separation from the Problem and the Source sub-dimensions ( $p \leq 0.05$ ).

There is a statistically significant and positive direction between the overall scores of the Difficulties in Emotion Regulation Scale and the scores obtained from all sub-dimensions of the scale; Significant and negative correlations were found between Solution Oriented Inventory scores ( $p \leq 0.05$ ).

There are negative and statistically significant correlations between the scores of the students in the Openness, Awareness, Impulse, Disagreement,

and Strategy sub-dimensions of the scale and their Solution-Focused Inventory scores ( $p \leq 0.05$ ). Solution Focused Inventory scores decrease as Openness, Awareness, Impulse, Disagree and Strategy scores increase. In addition, significant and positive correlations were found between the scores from the Openness sub-dimension and the Awareness, Impulse, Not Accepting, Goal and Strategy scores of the participants ( $p \leq 0.05$ ) have been monitored. Positive and significant correlations were found between the Participants' Denial of Acceptance scores and their Awareness and Impulse scores ( $p \leq 0.05$ ). As the Non-Acceptance scores increased, the Awareness and Impulse scores also increased. There were statistically significant and positive correlations between the Strategy scores of the students in the study and their Impulse, Not Accepting and Goal scores ( $p \leq 0.05$ ). Accordingly, as the Strategy scores increase, the Impulse, Dismissal and Goal scores also increase. There is a statistically significant and negative direction between the scores the students got from the Goal sub-dimension and the overall Solution-Oriented Inventory and the scores from the Problem Separation and Goal dimensions of the inventory; Positive correlations were also found between the scores of the Difficulties in Emotion Regulation Scale on Openness, Impulse, and Disagreement ( $p \leq 0.05$ ). Accordingly, as the Target scores increase, their scores from the Solution-

Oriented Inventory in general and from the Problem Separation and Target dimensions of the inventory decrease; On the other hand, the scores of Openness, Impulse and Rejection of Difficulties in Emotion Regulation Scale increase.

There are statistically significant and negative correlations between the scores the students got from the Beck Hopelessness Scale and the Solution-Oriented Inventory ( $p \leq 0.05$ ). In addition, positive and statistically significant correlations were found between participants' Beck Hopelessness Scale scores and the Difficulties in Emotion Regulation Scale scores ( $p \leq 0.05$ ).

According to the data obtained from Table 3, statistically significant and positive correlations were determined between the points the participants got from the Oxford Happiness Scale and the points they got from the Solution Oriented Inventory ( $p \leq 0.05$ ). There were statistically significant and negative correlations between the scores of the students included in the study from the Oxford Happiness Scale and the scores from the Difficulties in Emotion Regulation Scale and the Beck Hopelessness Scale ( $p \leq 0.05$ ).

Findings that were acquired in the examination of the relationship between the Solution Focused Inventory scores of the adolescents in the proposed model between Difficulties in Emotion Regulation Scale and Beck Hopelessness Scale and Oxford Happiness Scale scores are presented below.

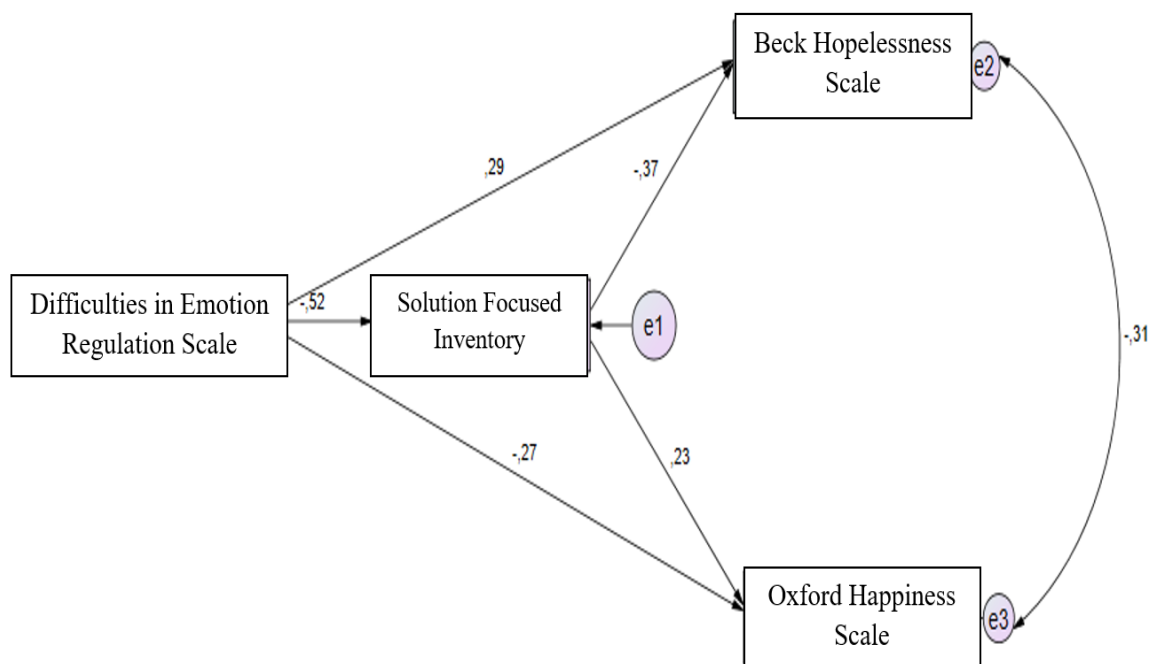


Figure 2. Level of the relationship between the Solution Focused Inventory scores of the students between Difficulties in Emotion Regulation Scale and Beck Hopelessness Scale and Oxford Happiness Scale scores

When Figure 2 was examined, it was found that Difficulties in Emotion Regulation Scale predicted Beck Hopelessness Scale scores significantly positively ( $\beta = 0.29$ ;  $p < 0.05$ ), and Oxford Happiness Scale scores significantly and negatively ( $\beta = -0.27$ ;  $p < 0.05$ ).

Solution-Oriented Inventory scores alone showed that Beck Hopelessness Scale scores were negatively ( $\beta = -0.37$ ;  $p < 0.05$ ). and Oxford Happiness Scale scores positively and statistically significantly ( $\beta = 0.23$ ;  $p < 0.05$ ).

In addition, it was determined that the Difficulties in Emotion Regulation Scale scores negatively predicted the Solution Oriented Inventory scores ( $\beta = -0.52$ ;  $p < 0.05$ ).

### Discussion and Results

In this research, the province of Samsun in Turkey, adolescents who were enrolled in public school, with transportation solution-oriented thinking belief in the goals for the future success of the school, emotion regulation, Is there any relationship between the level of despair and happiness? The answer to the question was sought. Again, in the relationship between variables, answers were sought to the hypotheses formed to make sense of the predictive situations. The socio-demographic data of the adolescents in this study were evaluated by giving their statistical rates in Table 1. According to the data, 51.13% of the students in the research are female and 48.87% are male. In the context of gender, we can say that the sample group is distributed almost equally and it will provide an accurate reflection as a representation.

If the findings of the research in Table 2 wanted to be evaluated; the overall Solution Oriented Inventory and Goal scores of students who believe that school success carries on to future goals are higher than the scores of students who do not believe that school success carries on to future goals. The scores obtained from the Problem Separation and Resource sub-dimensions of the Solution-Oriented Inventory do not reveal a significant difference according to students' belief that their school success carries on to future goals.

Over again, the scores of participant students who believe that school success carries on to future goals are lower than the scores of students who do not believe that school success carries the goals related to the future.

Another data, the Beck Hopelessness Scale scores of the students who believe that school success carries on the future goals are lower than the scores of the other students and the Oxford

Happiness Scale scores are higher than the scores of the other students.

In the light of this information, the result we obtained when these data are evaluated with the main purpose of the research; We see that students who believe that school success carries on to future goals think solution-oriented and their happiness values are high, and that these students have low hopelessness and emotion regulation values.

According to the correlation analysis results given in Table 3 in the study; as the overall Solution Focused Inventory scores increase, the Problem Separation, Target and Source scores also increase. Again, as the target scores of the students increase, the Problem Separation and Source scores also raise.

Since adolescence problems are mostly transitional problems, clients expect quick solutions to their problems. As solution-oriented thinking increases, we see that other resources that are inherently available for solution increase. This study is in parallel with the activity studies conducted with adolescents before in the literature (Atkinson, 2007; Dielman & Franklin, 1998; Franklin et al., 2007; Newsome, 2005).

As the overall scores of the Difficulties in Emotion Regulation Scale increase, their scores from all sub-dimensions also increase; the scores they get from Solution Focused Inventory are decreasing. According to this situation, as the emotional regulation difficulties of adolescents increase, the decrease in solution-focused approach values reveals that school success negatively affects the belief of carrying to future goals. In the light of these data, it will help adolescents to have a positive effect on their perception of success by increasing their emotion regulation work efficiency. The result that it has a positive effect in increasing the assertiveness level of the students who have received the "training to open up emotions" previously conducted in the literature is parallel to our study. (Öksüz, 2004).

In this research; it was observed that as the Beck Hopelessness Scale scores of the students increased, the Solution-Focused Inventory scores decreased and the Difficulties in Emotion Regulation Scale increased. There are studies supporting this result in the literature on the hopelessness levels of adolescents. For example (Shek & Li, 2016), according to the results of a four-year longitudinal study with Chinese adolescents in Hong Kong, it was found that while perceived school performance and life satisfaction decreased, hopelessness increased.

Again, as the Oxford Happiness Scale scores of



the students participating in the study increase, the Solution Focused Inventory scores also increase. At the same time, their scores from the Difficulties in Emotion Regulation Scale and the Beck Hopelessness Scale decrease. There are studies in the literature that support our findings. In a study examining the characteristics of adolescents with high life satisfaction, it was found that these adolescents have high levels of hope, self-esteem and internal locus of control (Gilman & Huebner, 2006).

If our hypotheses are interpreted regarding the variables in the research model in the light of the findings obtained in Figure 2; It was determined that the Difficulties in Emotion Regulation Scale scores negatively predicted the Solution Focused Inventory scores ( $= -0.52$ ;  $p < 0.05$ ). Thus, our H1 hypothesis has been verified.

Again, it was determined that Difficulties in Emotion Regulation Scale scores significantly and positively predicted Beck Hopelessness Scale scores ( $= 0.29$ ;  $p < 0.05$ ). According to this data, our H2 hypothesis was also confirmed.

Difficulties in Emotion Regulation Scale scores were found to predict the Oxford Happiness Scale significantly and negatively ( $\beta = -0.27$ ;  $p < 0.05$ ). Thus, our H3 hypothesis was confirmed.

In the research; It was determined that Solution Focused Inventory scores alone predicted the Beck Hopelessness Scale scores negatively and statistically significantly ( $\beta = -0.37$ ;  $p < 0.05$ ). According to this data, our H4 hypothesis was also confirmed. The study conducted in the literature confirms our hypothesis (Karahan & Hamarta, 2016).

In the study, it was specified that Solution Focused Inventory scores alone predicted the Oxford Happiness Scale scores positively and statistically significantly ( $\beta = 0.23$ ;  $p < 0.05$ ). Thus, our H5 hypothesis was confirmed. The study conducted in the literature confirms our hypothesis (Cihangir & Meydan, 2018).

As a result; the relationship between the belief of carrying adolescents' school success to future goals and solution-oriented thinking, emotion regulation, hopelessness and happiness levels were determined. It has been verified in our hypotheses built on the relationship between variables. Despite certain limitations, adolescents' belief in carrying their school success to future goals is important in revealing the relationship between solution-oriented thinking, emotion regulation, hopelessness and happiness levels, and it is one of the few studies conducted in this field. Samsun in Turkey limitation of this study is limited to

adolescents studying in public high schools. These issues should be taken into account when generalizing with other provinces and countries. In addition, different variables can be included in the work and the rate of explaining the dependent variable can be increased. Finally, the study findings will be an important resource for those working on the future goals of adolescents' school achievement and solution-oriented thinking, emotion regulation, hopelessness and happiness. It is supposed that educators will contribute to the success of the training programs planned by developmental psychologists.

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