



Cognitive Flexibility and Psychological Well-Being as Predictors of Family Life Satisfaction Among Emerging Adults^{1,2}

Beliren Yetişkinlerde Aile Yaşam Doyumunun Yordayıcıları Olarak Bilişsel Esneklik ve Psikolojik İyi Oluş

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Abstract

This study aims to examine the relationships among family life satisfaction, psychological well-being, and cognitive flexibility in emerging adults. The research was conducted using a relational survey model. Data were collected from 592 students in the emerging adulthood period at Muş Alparslan University; analyses were performed on 583 valid responses. Among the participants, 61.9% were female, 58.1% were between the ages of 21–25, 40.3% were first-year students, 46.8% were studying at the central campus, 93.3% were single, and 81% were unemployed. Data collection instruments included the Family Life Satisfaction Scale, the Psychological Well-being Scale, the Cognitive Flexibility Scale and the Demographic Information Form. Data were gathered from students in the Central, Varto, Bulanık, and Malazgirt districts of Muş province. Independent samples t-test, one-way ANOVA, and multiple linear regression were employed for analysis. The results revealed moderate, positive, and statistically significant correlations among family life satisfaction, psychological well-being, and cognitive flexibility. Regression analysis indicated that cognitive flexibility and psychological well-being significantly and positively predicted family life satisfaction. No significant differences were found in family life satisfaction, psychological well-being, or cognitive flexibility based on gender or number of siblings.

Keywords: Emerging adulthood, family life satisfaction, cognitive flexibility, psychological well-being

Özet

Bu araştırmanın amacı beliren yetişkinlerde aile yaşam doyumunu, psikolojik iyi oluş ile bilişsel esneklik arasındaki ilişkilerin incelenmesidir. Araştırma ilişkisel tarama modelinde yürütülmüştür. Veri, Muş Alparslan Üniversitesi'nde eğitime devam eden beliren yetişkinlik dönemindeki 592 öğrenciden toplanmış, varsayımların incelenmesi sonucunda analizler 583 kişi üzerinden yürütülmüştür. Buna göre katılımcıların % 61.9'unun kadın, % 58.1'inin 21-25 yaş arasında, %40.3'ü 1. sınıf, %46.8'inin merkez kampüsünde eğitimine devam ettiği, %93.3'ünün bekâr ve %81'inin herhangi bir işte çalışmadığı tespit edilmiştir. Araştırmada veri toplamak amacıyla Aile Yaşam Doyumu Ölçeği, Psikolojik İyi Oluş Ölçeği, Bilişsel Esneklik Ölçeği ve Demografik Bilgi Formu kullanılmıştır. Veri araştırmacılar tarafından Muş ili Merkez, Varto, Bulanık ve Malazgirt ilçelerinde eğitime devam eden bireylerden toplanmıştır. Veri analizinde demografik değişkenlere ilişkin farklılıkların belirlenebilmesi amacıyla, analiz varsayımları test edilerek, bağımsız gruplar t-testi ile tek yönlü varyans analizi

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kullanılmıştır. Psikolojik iyi oluş ile bilişsel esnekliğin aile yaşam doyumunun anlamlı birer yordayıcısı olup olmadığını saptamak amacıyla ise çoklu doğrusal regresyon analizi yürütülmüştür. Sonuçlara göre aile yaşam doyumu, psikolojik iyi oluş ve bilişsel esneklik arasında pozitif yönlü orta düzeyde istatistiksel olarak anlamlı ilişkiler olduğu tespit edilmiştir. Regresyon analizi sonucunda, bilişsel esnekliğin ve psikolojik iyi oluşun aile yaşam doyumunu pozitif yönde yordadığı tespit edilmiştir. Demografik değişkenler bakımından cinsiyet ve kardeş sayısına göre aile yaşam doyumu, psikolojik iyi oluş ve bilişsel esneklik değişkenlerinde anlamlı fark saptanmamıştır.

Anahtar Kelimeler: Beliren yetişkinlik, aile yaşam doyumu, bilişsel esneklik, psikolojik iyi oluş

1. Introduction

Emerging adulthood, conceptualized by Arnett (2000) approximately twenty-five years ago, refers to the developmental period experienced by individuals living in industrialized societies, typically from the late teens to the mid-twenties (Arnett, 2007). Emerging adulthood is a period in which neither the dependencies of childhood are completely shed nor the responsibilities of adulthood are fully assumed. Studies on post-adolescence and the transition to adulthood highlight the influence of social and cultural factors, suggesting that this phase should be viewed as a distinct developmental period rather than merely a transitional stage. As a result, new concepts and frameworks have emerged to more accurately describe the characteristics and challenges unique to this life stage. One of the most important of these concepts is emerging adulthood (Atak & Çok, 2010). Arnett (2007), while conceptualising the emerging adulthood period, defined it as heterogeneous compared to other developmental periods and stated that there are five characteristics that make this period different. These characteristics are the age of instability, the age of feeling in between, the age of self-focus, the age of identity discovery and the age of possibilities (Arnett, 2004). Accordingly, emerging adulthood is a period in which individuals experience career transitions, encounter many opportunities in all areas of their lives, continue their discoveries about identity development, often experience feelings of ambivalence, but can be seen as a window of opportunity for positive alternatives. The period of emerging adulthood is considered as 18-25 years in some studies (Arnett, 2000; Filiz & Doğan, 2023; Özdemir & Öz Soysal, 2023), 18-26 years in some studies (Müezzın et al., 2023; Yılmaz & Gündüz, 2021), and 18-29 years in some studies (Arnett, 2014; Atak & Çok, 2010; Cesur & Başbuğ, 2017; Turgut, 2023). In this study, the period of emerging adulthood was considered as 18-29 years, based on the widest recommended age range, and the study group was formed according to this criterion.

In the context of systemic family theories, the family as a system performs various functions to support the functioning of family members (Nazlı, 2024). The regular provision of family functions is one of the important characteristics of the family (Güler et al., 2022). The effect of family life satisfaction on the provision of these functions attracts attention. While life satisfaction in general includes the whole life of the person and all dimensions of his or her life (Avşaroğlu et al., 2005), family life satisfaction refers to the emotional atmosphere within the family that affects the individual's feelings, thoughts, and behaviours towards people and experiences outside the family. In other words, family life satisfaction is the presence and content of the emotional atmosphere that prevails in the family (Çalışkan et al., 2017). Moreover, family life satisfaction is an important predictor of life satisfaction (Garnique-Hinostroza et al., 2024).

Family life satisfaction is a multidimensional concept that includes satisfaction with marriage, family economics, family relationships and family life in general (Ji et al., 2002). This multidimensional concept is significantly related to positive communication within the family (Križan et al., 2024) and increases as the behaviours and skills of family members to do things together that are valuable to the family increase (Bowen, 1988). In addition, important psychological characteristics such as trust, hope,

optimism and psychological resilience have a significant positive effect on family life satisfaction (Sung-Ho et al., 2021). A review of the literature shows that although the number of studies on family life satisfaction in Turkey is limited, the number of such studies is increasing. It is understood that family life satisfaction has been studied in adolescent and adult groups (Kiye, 2023a; Kiye, 2023b) and in the context of different issues such as divorce (Halisdemir & Nazlı, 2020; Kiye, 2022), psychological resilience (Çetintaş, 2021), digital game addiction (Taş et al., 2022). However, no research was found on family life satisfaction in emerging adulthood.

Cognitive flexibility is an individual's ability to adapt existing cognitive strategies to new and unexpected conditions (Canas et al., 2003). Accordingly, cognitive flexibility refers to complex behavioural changes that can be learned through experience and involve the adaptation of existing cognitive strategies (Canas et al., 2006). Cognitive flexibility requires the ability to create options and to think differently from the solutions that are always used. Individuals with cognitive flexibility are characterised as individuals who are aware of their potential and have a unique strategy that can combat the discomfort they experience in difficult situations (Doğan Laçın & Yalçın, 2019). Cognitive flexibility can be described as the ability to change one's attitude or thinking strategy towards a task for which one is responsible. While some researchers consider it as an ability or skill, a high regulatory power and an indicator of different thinking, it can also be defined as the sum of different cognitive processes or a mental system. Accordingly, it can be stated that cognitive flexibility requires creating options and thinking differently from the solutions used (Asıcı & İkiz, 2015). A high level of cognitive flexibility ensures that the individual is psychologically well and more satisfied with his/her life (Parvizi & Özabacı, 2022). One study found that families of adolescents with major depressive disorder had lower levels of cognitive flexibility, commitment, communication and life satisfaction, and depressed adolescents also had lower levels of cognitive flexibility (Urbańska-Grosz, 2024).

Psychological well-being, a concept that has gained attention in positive psychology in recent years, is expressed as the ability to establish quality relationships with others, maintain meaningful goals, manage existential processes, and maintain personal development when faced with challenging situations (Gülyüksel Akdağ & Cihangir Çankaya, 2015). As a result of his studies on positive well-being, Ryff (1989) proposed a model consisting of 6 components. These 6 components of psychological well-being are named as life purpose, self-acceptance, personal development, positive relationships, autonomy, and environmental control (Ryff & Singer, 2008). Studies show that family life satisfaction has a significant positive effect on psychological well-being (Sung-Ho et al., 2021). It has been found that family ties can have a positive effect on an individual's positive interpersonal relationships, life purpose and personal development, and therefore satisfaction with communication at home is a factor that can contribute to environmental control (Kwak & Kim, 2013).

Taking all these assessments together, it seems important to investigate the relationships between family life satisfaction, psychological well-being and cognitive flexibility. No study was found in Türkiye that examined these variables together in emerging adulthood. Therefore, in this study, the concepts of emerging adulthood, family life satisfaction, psychological well-being and cognitive flexibility are examined together. Considering the limitation of studies on both individuals in emerging adulthood and family life satisfaction reflecting family dynamics, it is believed that this study will make important contributions to the literature. In addition, it is important to investigate the relationship between cognitive flexibility and psychological well-being, which play a role in the functional participation of individuals in emerging adulthood, both in family and social life, and in family life satisfaction. On the other hand, it is expected that the results obtained will provide a scientific basis

for interventions such as counselling activities, psychoeducational programmes, family counselling programmes, etc. to be developed in the fields of family and school psychological counselling.

In this context, the aim of this study is to examine the relationships between family life satisfaction, cognitive flexibility and psychological well-being in individuals in emerging adulthood. In addition, these variables will be examined according to characteristics such as age, gender, grade level, parental relationship status, number of siblings, marital status.

In line with this aim, the research questions of this study are defined as follows:

1. Are there statistically significant relationships between family life satisfaction, cognitive flexibility and psychological well-being among emerging adults?
2. Are cognitive flexibility and psychological well-being statistically significant predictors of family life satisfaction among emerging adults?
3. Do family life satisfaction, cognitive flexibility and psychological well-being among emerging adulthood differ statistically between groups according to gender, employment status, number of siblings, age and educational level?

2. Method

2.1. Research Model

In this research, which is designed in the relational survey model, the variables related to the situation, event and units can be treated separately. In this model, relationships between variables related to events, units or situations can be determined (Karasar, 2004).

2.2. Working Group

The study group of the research consisted of 592 students in emerging adulthood (18-29 years old) studying at Muş Alparslan University. However, in the process of examining the necessary conditions for data analysis, the participants who showed single and multiple outlier characteristics were removed and the analyses were conducted on 583 people. The sample in the study was formed in the appropriate sampling type from non-probability sampling types, and accordingly, it was assessed that the participants were suitable and voluntary to participate in the study (Creswell, 2017). In this study, being under the age of 18 and over the age of 29 was set as an exclusion criterion. In other words, individuals under the age of 18 (children) and adults over the age of 29 were excluded from the study as they were outside the period of emerging adulthood. Demographic information about the participants is shown in Table 1.

Table 1. Demographic Information of the Participants

		<i>n</i>	%
Gender	Female	361	61.9
	Male	222	38.1
Age	18-20	203	34.8
	21-25	339	58.1
	26-29	41	7.03
Class	1	235	40.3
	2	202	34.6
	3	61	10.5
	4	85	14.5
Number of Siblings	No siblings	10	1,7
	1	31	5,3
	2	35	6,0
	3	91	15,6
	More than 3	416	71,4
Faculty	Centre	273	46.8
	Bulanık	89	15.3
	Varto	121	20.8
	Malazgirt	100	17.2
Marital Status	Single	544	93.3
	Married	13	2.2
	Divorced	8	1.4
Marital Status of Parent	Married	520	8.2
	Divorced	18	3.1
	Deceased	45	7.7
Working Status	Working	111	19
	Not working	472	81

Table 1 shows that 61.9% of the participants were female, 58.1% were aged between 21 and 25, 40.3% were in first year, 46.8% were in the central campus, 93.3% were single and 81% were not working. In addition, the parents of 89.2% of the participants were married and living together.

2.3. Data Collection Tools

The Family Life Satisfaction Scale (Çalışkan et al., 2017), the Psychological Well-Being Scale (Telef, 2013), the Cognitive Flexibility Scale (Altunkol, 2011) and the Demographic Information Form, which was prepared by the researcher and included characteristics of the participants such as parental relationship status, number of siblings, marital status, etc., were used to collect the data.

2.3.1. Family Life Satisfaction Scale

The scale has one dimension, 23 items and a 7-point scale (Çalışkan et al., 2017). During the development process of the scale, the study group consisted of both adults and children. The scores obtained from the scale at the end of the measurement ranged from 161 to 21. High scores on the scale indicate a high level of satisfaction with family life. During the development of the measurement tool, it was investigated whether family life satisfaction varies according to gender and the subsystems that make up the family. However, no significant difference was found for either gender or the subsystems of parents, children, etc. The criterion validity study analysed the relationship with the

Brief Symptom Inventory and found a negative relationship between the two instruments. As a result of the analyses, Barlett's test was significant and the KMO value was calculated as .93. The item factor loadings of the instrument were found to be between .53 and .79. The variance explained by the unidimensional structure was found to be 47%. In addition, the Cronbach's alpha value in the scale consistency analyses was .95. In this study, Cronbach's alpha was calculated and found to be .93.

2.3.2. Psychological Well-Being Scale

Diener et al. (2009) developed an instrument to measure psychological well-being, which was adapted to Turkish culture by Telef (2013). The instrument was adapted to Turkish culture by Telef (2013). The unidimensional instrument was found to explain 42% of the total variance. The factor loadings of the items in the scale ranged from .54 to .76. The fit indices of the instrument were found to be RMSEA= 0.08, SRMR= 0.04, GFI= 0.96, NFI= 0.94, RFI= 0.92, CFI= 0.95 and IFI= 0.95. The criterion validity studies of the scale examined its relationship with psychological well-being scales. According to the results obtained, a relationship of .30 with autonomy, .53 with environmental dominance, .29 with individual development, .41 with positive relationship with others, .38 with life goals, .56 with self-acceptance and .56 with total psychological well-being was found. In addition, in another criterion validity study, the Needs Satisfaction Scale was used and relationships were found at the level of .30 with autonomy, .69 with competence, .57 with relatedness and .73 with total need satisfaction. In order to obtain evidence of the reliability of the measurement tool, the Cronbach's alpha internal consistency coefficient was calculated and found to be .80. As a result of the test-retest analysis calculated as another evidence, there is a high level, positive relationship between the first and second application. In this study, Cronbach's alpha was calculated and found to be .89.

2.3.3. Cognitive Flexibility Scale

The 12-item, one-dimensional scale was developed by Martin and Rubin (1995). The scale ranges from "strongly disagree" to "strongly agree" and has a 6-point scale. The validity and reliability studies for the adaptation of the scale to the Turkish culture were conducted by Altunkol (2011). The Turkish form was administered to 484 university students (247 female and 237 male) aged 17-25 years. Item-total score correlations, internal consistency coefficients, and test-retest coefficients were calculated to provide evidence of the reliability of this form. The correlation coefficients between the items and the scale range from .37 to .55. The Cronbach's alpha coefficient of internal consistency was found to be .81 and the test-retest correlation coefficient was found to be .73 in applications to 90 individuals. According to the factor analysis conducted for the construct validity studies, the scale was rated as two-dimensional, but when the items were examined, it was concluded that it was appropriate to use the scale by taking the total score rather than the sub-dimensions as in the original. In this study, Cronbach's alpha was calculated and found to be .82.

2.4. Data Collection and Procedure

The data for this study were collected in the autumn term of the 2024-2025 academic year. Before collecting the data, necessary permissions were obtained from the individuals who developed/adapted the measurement tools, and then ethical approval was obtained from the Muş Alparslan University Scientific Research and Publication Ethics Committee, dated 16.10.2024 and numbered 10/46. After obtaining the necessary permissions and approvals, the data were collected face-to-face by the researcher. At this stage, the participants were informed about the research and

that they had the right to withdraw from the research. Thus, the participants' consent was obtained and the measurement tools were given to them. The data were collected from individuals between the ages of 18 and 29 who were continuing their education at Muş Alparslan University. The collected data were transferred to the analysis program by the researchers and made ready for analysis.

In analysing the data, independent groups t-test and one-way analysis of variance were used to determine differences in demographic variables. Multiple linear regression analysis was used to determine whether psychological well-being and cognitive flexibility predicted family life satisfaction. Before starting the data analysis, the assumptions of univariate outliers, normality, linearity, homogeneity and multicollinearity (Tabachnick & Fidel, 2013) were examined, respectively. The scores obtained for univariate normality were converted to standard z-scores and examined to see if the scores were within ± 3.29 , and nine observations found to be outside these values were removed from the data. For the multivariate normality criteria, the Mardia test was calculated and no observation was found that did not meet the criteria. The calculated skewness and kurtosis values are shown in Table 2, and it was determined that these values were within acceptable (± 1.5) ranges (Tabachnick & Fidell, 2013). Accordingly, the scores of 583 participants meet the assumptions of normality.

Multicollinearity was assessed by calculating the Durbin-Watson value, which was found to be 1.930. In addition, the condition index (CI=1.000-2.007), variance inflation factor (VIF=1.567-1.567) and tolerance values (tolerance =.683-.683) were found to be within the appropriate reference ranges. The Pearson Product Moment Correlation Coefficient was also used to examine the relationships between the variables. Accordingly, the correlation values obtained and presented in Table 2 are expected to be no higher than .80 and the results obtained in this study indicate that there is no multicollinearity problem between the variables (Field, 2013). After obtaining the results that all the assumptions and conditions related to the regression analysis were met, the analyses were carried out.

3. Findings

In this section, the results of the analyses are explained. Descriptive statistics and the Pearson correlation coefficient for the variables of family life satisfaction, psychological well-being and cognitive flexibility were calculated and presented in Table 2.

Table 2. Relationships and Descriptive Statistics Between Family Life Satisfaction, Cognitive Flexibility And Psychological Well-Being

	Corelation			Descriptive Statistic		
	1	2	3	Mean (SD)	Skewness	Kurtosis
1. Family Life Satisfaction	-			120.07(35.89)	-.720	-.208
2. Cognitive Flexibility	.448	-		51.28(9.74)	.192	-.559
3. Psychological Well-being	.552	.602	-	39.87(10.02)	-.264	-.442

When Table 2 is examined, it is understood that the normality assumption is met in terms of skewness and kurtosis values of family life satisfaction, cognitive flexibility and psychological well-being variables. When the relationships between these variables are examined, it is seen that family life satisfaction is positively and moderately related to psychological well-being ($r = 0.552$; $p < .05$). There

is also a positive and moderate relationship between family life satisfaction and cognitive flexibility ($r=0.448$; $p<.05$); and between psychological well-being and cognitive flexibility ($r=0.602$; $p<.05$).

Table 3. Multiple Linear Regression Results of Cognitive Flexibility and Psychological Well-Being Predicting Family Life Satisfaction

	β	Standard Error β	Standardized β	t	p	Corelation	Partial Corelation	Confidence Intervals 95%	
								Lower Bound	Upper Bound
Constant	.003	.033		.085	.933			-,062	,068
Cognitive flexibility	.183	.043	.181	4.241	.000	.448	.173	,098	,268
Psychological well-being	.449	.043	.444	10.394	.000	.552	.396	,364	,534

$R=.571$; $R^2=.326$; $F=140.343$; $p<.001$

Looking at Table 3, it can be seen that cognitive flexibility (standardised $\beta= .181$, $p<.01$) positively predicted family life satisfaction as a result of multiple linear regression analysis. Similarly, psychological well-being (standardised $\beta= .444$, $p<.01$) positively predicted family life satisfaction. Thus, cognitive flexibility and psychological well-being positively influence family life satisfaction. In addition, it was found that these predictors together explained 32% of the variance in the dependent variable ($R^2= .33$).

Table 4. *t* Test Results According to Participants' Gender, Working Status, Number of Siblings and Age Group

		Gender	<i>n</i>	\bar{x}	<i>ss</i>	<i>t</i>	<i>p</i>
Family Life Satisfaction	Female		361	120.89	36.099	.711	.477
	Male		222	118.72	35.308		
Cognitive Flexibility	Female		361	51.70	9.845	1.330	.184
	Male		222	50.60	9.559		
Psychological well-being	Female		361	40.00	9.631	.398	.691
	Male		222	39.66	10.658		
		Working Status	<i>n</i>	\bar{x}	<i>ss</i>	<i>t</i>	<i>p</i>
Family Life Satisfaction	Working		111	107.86	32.375	-4.047	.000
	Not working		472	122.94	35.975		
Cognitive Flexibility	Working		111	46.59	8.311	-6.383	.002
	Not working		472	52.39	9.735		
Psychological well-being	Working		111	37.22	9.236	-3.126	.000
	Not working		472	40.50	10.112		
		Number of Siblings	<i>n</i>	\bar{x}	<i>ss</i>	<i>t</i>	<i>p</i>
Family Life Satisfaction	3		91	121.67	32.155	.272	.634
	3+		411	120.63	36.975		
Cognitive Flexibility	3		91	51.05	8.355	-.477	.769
	3+		411	51.54	10.074		
Psychological well-being	3		91	39.54	9.886	-.293	.786
	3+		411	39.89	10.369		
		Age Groups	<i>n</i>	\bar{x}	<i>Ss</i>	<i>t</i>	<i>P</i>
Family Life Satisfaction	18-20		203	117,77	35,720	-1.130	.259
	21-29		380	121,29	35,806		
Cognitive Flexibility	18-20		203	50,04	10,118	-2.260	.024
	21-29		380	51,95	9,484		
Psychological well-being	18-20		203	38,74	9,971	-1.993	.047
	21-29		380	40,48	10,017		

When analysing Table 4, no significant difference was found between the genders in terms of family life satisfaction, psychological well-being and cognitive flexibility variables ($t=.711$, $p>.05$; $t=1.330$, $p>.05$; $t=.398$, $p>.05$; $df=581$).

A statistically significant difference was found in terms of family life satisfaction, psychological well-being and cognitive flexibility according to employment status ($p<.05$). This difference is in favour of those not working for all three variables. Accordingly, the means of family life satisfaction,

psychological well-being and cognitive flexibility of non-workers are statistically significantly higher than those of workers ($t=-4.047$, $p<.05$; $t=-6.383$, $p<.05$; $t=-3.126$, $p<.05$; $df=581$). In the effect size calculations, Cohen's d was found to be small for family life satisfaction (Cohen's $d=.027$) and psychological well-being (Cohen's $d=.017$), and medium for cognitive flexibility (Cohen's $d=.055$).

There was no significant difference between participants with 3 and more than 3 siblings in terms of family life satisfaction, psychological well-being and cognitive flexibility variables ($p>.05$).

While no difference was found in family life satisfaction according to age group ($p>.05$), a statistically significant difference was found for the variables of psychological well-being and cognitive flexibility ($p<.05$). This difference is in favour of the 21-29 age group. In other words, the mean scores for psychological well-being and cognitive flexibility of participants in the 21-29 age group are statistically significantly higher than those of participants in the 18-20 age group ($t=-2.260$, $p<.05$; $t=-1.993$, $p<.05$). In effect size calculations, Cohen's d value showed a small effect size for both psychological well-being (Cohen's $d=.015$) and cognitive flexibility (Cohen's $d=.011$).

Table 5. Mean and Standard Deviation Values of Family Life Satisfaction, Cognitive Flexibility, Psychological Well-Being Scores According to Participants' Grade Levels

	Family Life Satisfaction			Cognitive Flexibility			Psychological Well-being		
	n	\bar{x}	ss	n	\bar{x}	ss	n	\bar{x}	ss
1	235	117.4	36.7	235	49.6	9.9	235	38.7	10.1
2	202	123.1	36.3	202	52.5	9.9	202	41.06	10.3
3	61	118.5	39.7	61	55.03	9.5	61	42.03	9.4
4	85	121.02	27.9	85	50.2	7.7	85	38.5	8.5

Table 5 shows the means and standard deviations for family life satisfaction, cognitive flexibility and psychological well-being.

Table 6. One-Way Analysis of Variance Test Results According to Participants' Class Level Variable

Source of Variance		Sum of Squares	Sd	Mean Squares	f	P
Family Life Satisfaction	Between groups	3791.989	3	1263.996	.987	.398
	Within groups	741491.534	579	1280.642		
	Total	745283.523	582			
Cognitive Flexibility	Between groups	1926.464	3	642.155	6.972	.000
	Within groups	53325.838	579	92.100		
	Total	55252.302	582			
Psychological well-being	Between groups	1007.812	3	335.937	3.383	.018
	Within groups	57502.795	579	99.314		
	Total	58510.607	582			

According to the analysis carried out in Table 6 to determine whether there was a difference in the means of the participants according to the class they attended, no difference was found in terms of family life satisfaction ($p>.05$), while a significant difference was found in at least one group in terms of the variables of cognitive flexibility and psychological well-being ($p<.05$). As a result of the Tukey test carried out to find out between which groups the difference was, it was found that the mean of

the participants who continued to the 1st class for cognitive flexibility levels was significantly lower than those who continued to the 2nd and 3rd classes ($p < .05$). On the other hand, it was found that the means of those who continued to grade 3 were significantly higher than those who continued to grade 4 ($p < .05$). For psychological well-being levels, it was found that the averages of those attending the 1st and 4th grades were statistically significantly lower than those attending the 2nd and 3rd grades ($p < .05$). The effect size calculations associated with these results indicated a small Cohen's d value for psychological well-being (Cohen's $d = .017$) and a medium effect size for cognitive flexibility (Cohen's $d = .035$).

4. Conclusion, Discussion and Suggestions

This study examined the relationships between cognitive flexibility, psychological well-being and family life satisfaction among 583 emerging adult students at Muş Alparslan University. In addition, these variables were examined according to some demographic variables and the relationships between the variables. The results indicated positive and statistically significant relationships among family life satisfaction, psychological well-being, and cognitive flexibility. Furthermore, both cognitive flexibility and psychological well-being were found to positively predict family life satisfaction. These findings are consistent with previous research (Arslantaş, 2023; Demir et al., 2024; İmroğlu et al., 2021; Sung-Ho et al., 2021), suggesting that a supportive family environment contributes to individual well-being. Family life satisfaction has a significant positive effect on psychological well-being, and family life strengths influence psychological well-being (Kwak & Kim, 2013). A study examining cognitive flexibility and family functioning, it was found that adolescents with a family member with major depressive disorder had low cognitive flexibility. This study highlighted the importance of family functioning, including family life satisfaction, and recommended family-based intervention programmes for adolescent depression (Urbańska-Grosz, 2024). These studies support the findings of the current research and show the importance of a positive family climate in relation to individual psychological symptoms.

In terms of gender, no significant differences were found in family life satisfaction, psychological well-being, or cognitive flexibility. In studies conducted in Turkey, it was found that both cognitive flexibility and psychological well-being levels of university students (Sarıkan, 2023) and psychological well-being of high school students did not differ significantly according to gender (Kermen et al., 2016; Söner and Yılmaz, 2016). A study conducted with teachers found that the level of cognitive flexibility did not differ significantly according to gender (Üzümcü and Müezzın, 2017). These findings in the literature are consistent with the findings of the current study. However, in another study (Demir et al., 2024), gender was found to predict psychological well-being. A review of the international literature found both studies that found gender differences in cognitive flexibility in favour of males (Ghosh & Halder, 2021; Wang et al., 2022) and studies that found no difference (Yu et al., 2020). A meta-analysis of 300 studies found that the psychological well-being of older women was significantly lower than that of men (Pinquart & Sörensen, 2001). The fact that family members establish common rules and share responsibilities may increase the satisfaction they experience when they are together, thus preventing a difference in the gender factor.

A significant difference was found in family life satisfaction, psychological well-being, and cognitive flexibility in relation to employment status, favoring non-working students. This difference is in favour of the non-workers for all three variables. In the literature, there are studies that support the finding that there is a statistically significant difference in terms of cognitive flexibility and psychological well-being variables in favour of the worker, contrary to the current study (Arslantaş,

2023; İmroğlu et al., 2021). Contrary to the study conducted, there are also studies that do not find a significant difference in terms of cognitive flexibility between the employed and the unemployed (Oral and Kolburan, 2019). It is possible that being both a student and a worker led to a higher tempo of life, more responsibilities and higher stress levels. It is also possible that those who had to work while they were students may not have received sufficient family support. For these reasons, the variable dependent levels may be lower in this group.

Age-related differences were also observed in this study. Since the number of participants in the 26-29 age group was insufficient, this group was combined with the 21-25 age group and included in the analysis. Intergroup difference analyses were conducted between 18-20 and 21-29 age groups. While no difference was found in family life satisfaction according to age group, a statistically significant difference was found in the variables of psychological well-being and cognitive flexibility. This difference was in favour of the 21-29 age group. In support of this finding, Uluç (2022) found that the psychological well-being scores of athletes aged 18-20 were lower than those of athletes aged over 24. On the other hand, it was found that cognitive flexibility scores did not differ significantly with respect to the age variable (Üzümçü and Müezzın, 2017; Yılmaz et al., 2020). While the study by Savaş (2019) found that psychological well-being did not differ significantly by age, the study by Ertürk et al. (2016) found that psychological well-being differed significantly between age groups, and the level of psychological well-being was higher in the age group below 30 years than in the age group above 41 years. The study by Parvizi and Özabacı (2022) concluded that psychological well-being did not differ by age, but cognitive flexibility did differ by age. In the international literature, cognitive flexibility was found to be higher in young adults than in children and the elderly (Kupis, 2021). It is suggested that the differences between studies may be due to differences in sample size. The experience of life and the realisation of one's potential through being confronted with many alternatives may have ensured that the psychological well-being and cognitive flexibility of the 21-29 age group was high.

Regarding number of siblings, no significant differences were found across any of the three variables. Accordingly, it was found that there was no significant difference between participants with 3 and more than 3 siblings in terms of family life satisfaction, psychological well-being and cognitive flexibility variables. In the studies of Taşkın (2022) and Cavga (2019), it was observed that family life satisfaction did not differ according to the number of siblings. In the studies of Ertan and Türkmen (2023) and Tatlıoğlu (2012), the fact that no difference was found in the level of psychological well-being according to the number of siblings supports the study.

In this study, no difference was found in terms of family life satisfaction according to the grade variable, while a significant difference was found between the groups in terms of the variables of cognitive flexibility and psychological well-being. For cognitive flexibility levels, the means of the participants who attended 1st grade were statistically significantly lower than those who attended 2nd and 3rd grade. In addition, the means of those who attended grade 3 were significantly higher than those who attended grade 4. In terms of psychological well-being, the means of those who attended the 1st and 4th grades were statistically significantly lower than those who attended the 2nd and 3rd grades. In the study conducted by Asıcı and İkiz (2015), psychological well-being and cognitive flexibility differed significantly according to grade level. Accordingly, it was found that the psychological well-being and cognitive flexibility levels of second grade students were higher than those of first grade students, and in the study conducted by Yelpaze and Yakar (2019), it was found that the cognitive flexibility levels of second and third grade students were higher than those of first grade students. Unlike these studies, it has been found that cognitive flexibility does not differ significantly according to grade level (Seçim, 2020; Yaşar Ekici and Balcı, 2019).

According to the current study, the maturity level, equipment, and difficulty in adapting to the new environment of those who continued in the first grade may have influenced their low psychological well-being. The future anxiety and increased responsibilities of the participants who continued to the fourth grade, as well as the inadequacy of financial support, may have negatively affected their cognitive flexibility and psychological well-being levels. In the context of the current research sample, the fact that those continuing in vocational schools have higher family life satisfaction, cognitive flexibility and psychological well-being compared to those continuing in undergraduate studies may be related to their experiencing less assignment anxiety and stress in the current situation.

This study contributes significantly to the literature on emerging adulthood—a relatively underexplored phase in developmental psychology—by linking it to family life satisfaction. These results provide scientific data for the preparation of interventions that will increase the cognitive flexibility and psychological well-being of individuals in this period and contribute to increasing family life satisfaction, one of the most important indicators of mental health. Accordingly, it provides support within the framework of objectives that can be established in preventive and developmental psychological counselling and guidance services to be carried out at the university level. It contributes to the literature on interventions such as psychoeducational programmes that need to be prepared. It also provides detailed contributions to the literature about demographic variables about this important and relatively new period of life.

The primary limitation of this study is its regional scope, with data collected from a single geographic location. Collecting data on individuals in emerging adulthood from different regions may provide more generalisable and richer data. On the other hand, collecting data in subgroups to achieve a more balanced distribution of demographic variables may also provide healthier results. One of the unique aspects of this study is its focus on emerging adulthood. Like emerging adulthood, the concept of family life satisfaction has been addressed in the literature on a limited scale and with limited variables. In this respect, both emerging adulthood and family life satisfaction need to be explored to reveal their relationships with many different variables. Research designed within this framework can contribute to a more precise conceptual understanding. Family belonging, attachment styles, perceptions of social support, etc., can be addressed in studies of the emerging adult family. It may also be recommended to conduct research based on a mixed or qualitative approach to understand the results in depth.

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Geniřletilmiř Özet

Giriř

Arnet (2000) tarafından yaklařık yirmi beř yıl önce kavramsallařtırılan beliren yetiřkinlik dönemi sanayileřmiř toplumlarda yařayan bireylerin onlu yařlarının sonu ve yirmili yařlarının ortalarına kadar olan yařam dönemini belirtmektedir (Arnet, 2007). Beliren yetiřkinlik ne çocukluk bağımlılıđının bütünüyle bırakıldıđı, ne de yetiřkinlik sorumluluđunun tamamen alınabildiđi bir dönemdir. Ergenlik dönemi sonrası ve yetiřkinliđe geçiři ieren arařtırmalarda toplumsal ve kültürel etmenler deđerlendirilerek, genliđin bir geiř dönemi olmaktan ziyade bağımsız bir yařam dönemi olduđu belirtilmekte ve bu dönemi ifade edecek yeni kavramlar dile getirilmektedir. Bu kavramların önemlilerden biri beliren yetiřkinliktir (Atak ve ok, 2010). Arnet (2007), beliren yetiřkinlik dönemini kavramsallařtırırken, diđer geliřim dönemlerine göre heterojen olarak tanımlamakla birlikte, bu dönemi farklı kılan beř özellik olduđunu belirtmiřtir. Bu özellikler; istikrarsızlık ađı, arada kalmıřlık hissi ađı, kendine odaklanma ađı, kimlik keřiřleri ađı ve olasılıklar ađı olarak belirtilmiřtir (Arnet, 2004). Buna göre beliren yetiřkinlik dönemi; bireyin kariyer geiřleri yařadıđı, yařamının her alanında pek ok olasılıkla karřılařtıđı, kimlik geliřimine iliřkin keřiřlerinin devam ettiđi, kendine odaklı olmakla birlikte arada kalmıřlık hislerini sıklıkla deneyimlediđi, ancak olumlu alternatifler iin bir fırsat penceresi olarak deđerlendirilebilecek bir evredir. Beliren yetiřkinlik dönemi kimi arařtırmalarda 18-25 (Arnett, 2000; Filiz ve Dođan, 2023; Özdemir ve Öz Soysal, 2023) kimi arařtırmalarda 18- 26 (Müezzin vd., 2023; Yılmaz ve Gündüz, 2021) kimi arařtırmalarda ise 18-29 yař (Arnett, 2014; Atak ve ok, 2010; Cesur ve Bařbuđ, 2017; Turgut, 2023) olarak ele alınmıřtır. Bu alıřmada beliren yetiřkinlik dönemi, önerilen en geniř yař aralıđı baz alınarak 18- 29 olarak ele alınmıř ve alıřma grubu bu kritere uygun olarak oluřturulmuřtur.

Yařam doyumunu, genel olarak kiřinin bütünü yařantısını ve yařantısının tüm boyutların ierirken (Avřarođlu vd., 2005) aile yařam doyumunu, bireyin aile üyeleri dıřındaki kiři ve deneyimlere iliřkin duygu, düřünce ve davranıřlarını etkileyen aile ii duygusal atmosferi belirtir. Bir bařka ifadeyle aile yařam doyumunu, aile iinde hakim olan duygusal atmosferin varlıđı ve ieriđidir (alıřkan vd., 2017). Bununla birlikte aile yařam doyumunu, yařam doyumunun önemli bir yordayıcısıdır (Garnique-Hinostroza vd., 2024). Aile yařam doyumunu; evlilik, aile ekonomisi, aile iliřkileri ve genel olarak aile yařamından memnun olmayı kapsayan ok boyutlu bir kavramdır (Ji vd., 2002).

Biliřsel esneklik, bireyin var olan biliřsel stratejilerini evresinde yeni ve beklenmedik řekilde oluřan kořullara yönelik olarak uyarlayabilme yeteneđidir (Canas vd., 2003). Buna göre biliřsel esneklik deneyimler yoluyla öđrenilebilen, var olan biliřsel stratejilerin uyarlanabilmesini ieren ve karmařık davranıř deđerliklerini ifade etmektedir (Canas vd., 2006). Biliřsel esneklik, seenekler oluřturabilmeyi ve her zaman kullanılan özümlerden farklı düřünebilmeyi gerektirir. Biliřsel esnekliđe sahip bireyler, potansiyellerinin bilincinde olan ve zor durumlarda yařadıkları rahatsızlıkla mücadele edebilecek, kendine özgü stratejiye sahip olarak nitelendirilir (Dođan Laın & Yalın, 2019).

Pozitif psikolojide son yıllarda dikkat eken bir kavram olarak psikolojik iyi oluř, zorlayıcı durumlarla karřılařıldıđında birey tarafından sergilenen bařkaları ile nitelikli iliřkiler kurabilme, anlamlı amalar sürdürübilme, varoluřsal süreçleri yönetme ve kiřisel geliřimi sürdürübilme řeklinde ifade edilmektedir (Gülyüksel Akdađ ve Cihangir ankaya, 2015). Pozitif iyi oluřa yönelik yaptıđı alıřmalar sonucunda Ryff (1989), 6 bileřenenden meydana gelen bir model önermiřtir. Psikolojik iyi oluřu oluřturan bu 6 bileřen; yařam amacı, öz kabul, kiřisel geliřim, pozitif iliřkiler, özerklik-otonomi ve evresel kontroldür olarak isimlendirilmektedir (Ryff & Singer, 2008). Arařtırmalar aile yařam doyumunun, psikolojik iyi oluřa yönelik önemli düzeyde pozitif bir etki oluřturduđunu göstermektedir (Sung-Ho vd., 2021). Aile bađlarının bireyin olumlu kiřilerarası iliřkileri, yařam amacı ve kiřisel geliřimi üzerinde

olumlu bir etkiye sahip olabileceği ve dolayısıyla evdeki iletişimdeki doyumun çevresel kontrole yardımcı olabilecek bir faktör olduğu belirtilmiştir (Kwak & Kim, 2013).

Buna göre bu çalışmada beliren yetişkinlik, aile yaşam doyumunu, psikolojik iyi oluş ve bilişsel esneklik kavramları birlikte ele alınarak incelenecektir. Hem beliren yetişkinlik dönemindeki bireylere hem de aile dinamiklerini yansıtan aile yaşam doyumuna yönelik çalışmaların sınırlılığı düşünüldüğünde bu çalışmanın alanyazına önemli katkılar sunacağı düşünülmektedir. Ayrıca beliren yetişkinlik dönemindeki bireylerde, gerek aile içinde gerekse sosyal yaşamda işlevsel olarak katılım sağlamanın rol oynayan bilişsel esneklik ve psikolojik iyi oluşun aile yaşam doyumuyla ilişkilerinin araştırılması önemli görülmektedir. Öte yandan elde edilecek sonuçların, aile ve okul psikolojik danışmanlığı alanlarında geliştirilecek rehberlik etkinlikleri, psikoeğitim programları, aile danışmanlığı programları vb. müdahalelere bilimsel dayanak oluşturabileceği düşünülmektedir. Bu bağlamda bu araştırmanın amacı beliren yetişkinlik dönemindeki bireylerde aile yaşam doyumunu, bilişsel esneklik ve psikolojik iyi oluş arasındaki ilişkilerin incelenmesidir. Ayrıca bu değişkenlerin yaş, cinsiyet, sınıf düzeyi, medeni durum, kardeş sayısı gibi özelliklere göre incelenecektir.

Yöntem

İlişkisel tarama modelinde kurgulanana bu çalışmada ele alınan durum, olay ve birimlere ilişkin değişkenler, ayrı ayrı ele alınabilmektedir. Bu modelde, olaylara, birimlere ya da durumlara ilişkin değişkenler arasındaki ilişkiler saptanabilmektedir (Karasar, 2004). Muş Alparslan Üniversitesi'nde eğitim gören beliren yetişkinlik (18- 29 yaş) dönemindeki 592 öğrenci araştırmanın çalışma grubunu oluşturmaktadır. Ancak veri analizinin yapılabilmesi için gerekli ön koşulların incelenmesi sırasında tekli ve çoklu uç değer özelliği gösteren katılımcılar çıkarılarak analizler 583 kişi üzerinden yürütülmüştür. Katılımcıların % 61.9'unun kadın, % 58.1'inin 21-25 yaş arasında, %40.3'ünün 1. sınıfa devam ettiği, %46.8'inin merkez kampüsünde bulunduğu, %93.3'ünün bekâr ve %81'inin çalışmadığı tespit edilmiştir. Ayrıca katılımcıların %89.2'sinin ebeveynleri evli ve birliktedir. Verilerin toplanması için Aile Yaşam Doyumu Ölçeği, Psikolojik İyi Oluş Ölçeği, Bilişsel Esneklik Ölçeği ve araştırmacılar tarafından oluşturulan ve katılımcılara ilişkin anne baba birliktelik durumu, kardeş sayısı, medeni durum vb. özelliklerin bulunduğu Demografik Bilgi Formu kullanılmıştır. Araştırma kapsamında elde edilen veriler toplanmadan önce ölçme araçlarını geliştiren/uyarlayan kişilerden gerekli izinler alınmış, ardından Muş Alparslan Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'ndan etik onay alınmıştır. Gerekli izin ve onaylar alındıktan sonra veriler araştırmacı tarafından yüz yüze toplanmıştır. Bu basamakta katılımcılar araştırma konusunda bilgilendirilmiş ve araştırmadan çekilme haklarının olduğu kendilerine iletilmiştir. Böylece katılımcıların rızaları alınarak ölçme araçları kendilerine iletilmiştir. Veriler Muş ili Merkez, Varto, Bulanık ve Malazgirt ilçelerindeki kampüslerde eğitim öğretime devam eden 18-29 yaş arasındaki üniversite öğrencilerinden toplanmış ve toplanan veriler araştırmacılar tarafından analiz programına aktarılarak analiz için hazır hale getirilmiştir. Verilerin analizi yapılırken demografik değişkenlere ilişkin farklılıkların belirlenebilmesi amacıyla bağımsız gruplar t-testi ile tek yönlü varyans analizi (ANOVA) kullanılmıştır. Psikolojik iyi oluş, bilişsel esneklik ve aile yaşam doyumunu arasındaki ilişkilerin incelenmesi için Pearson Çarpım Momentler Analizi yapılmıştır. Ayrıca psikolojik iyi oluş ile bilişsel esneklik değişkenlerinin aile yaşam doyumunu yordayıp yordamadığını belirlemek üzere çoklu doğrusal regresyon analizi yapılmıştır.

Bulgular

Elde edilen bulgulara göre aile yaşam doyumunu, bilişsel esneklik ve psikolojik iyi oluş değişkenlerine ilişkin çarpıklık ve basıklık değerleri açısından normallik varsayımının karşılandığı

anlaşılmaktadır. Bu değişkenler arasındaki ilişkilere bakıldığında ise Pearson Çarpım Momentler Analizi sonucunda aile yaşam doyumu ve psikolojik iyi oluş arasında ($r=0.552$; $p<.005$) pozitif yönlü orta düzeyde ilişki olduğu görülmektedir. Ayrıca aile yaşam doyumu ile bilişsel esneklik arasında da ($r=0.448$; $p<.005$) pozitif yönlü ve orta düzeyde ilişkili bulunmaktadır. Ek olarak psikolojik iyi oluş ile bilişsel esneklik arasında da pozitif yönde ve orta düzeyde ilişki olduğu tespit edilmiştir ($r=0.602$; $p<.005$). Yapılan çoklu doğrusal regresyon analizi sonucunda, bilişsel esnekliğin (Standardize $\beta= .181$, $p<.05$) aile yaşam doyumunu pozitif yönde yordadığı görülmektedir. Benzer biçimde psikolojik iyi oluşun da (Standardize $\beta= .444$, $p<.05$) aile yaşam doyumunu pozitif yönde yordadığı saptanmıştır. Bu bulguya göre bilişsel esneklik ile psikolojik iyi oluş, aile yaşam doyumunu olumlu bir şekilde etkilemektedir. Ayrıca yapılan analiz sonucunda belirlenen bu yordayıcıların birlikte bağımlı değişkendeki varyansın %32'sini açıkladığı tespit edilmiştir ($R^2 = .32$). Yordayıcı ve yordanan değişkenlerin düzeylerinin demografik değişkenler bakımından incelenmesi sonucunda cinsiyetler arasında aile yaşam doyumu, psikolojik iyi oluş ve bilişsel esneklik değişkenlerine göre anlamlı farklılık bulunmadığı saptanmıştır ($p>.05$). Çalışma durumuna göre aile yaşam doyumu, psikolojik iyi oluş ve bilişsel esneklik bakımından gruplar arasında istatistiksel olarak anlamlı farklılık saptanmıştır ($p<.05$). Tespit edilen bu farklılık üç değişken için de herhangi bir işte çalışmayanlar lehinedir. Buna göre herhangi bir işte çalışmayanların aile yaşam doyumu, psikolojik iyi oluş ve bilişsel esneklik ortalamaları herhangi bir işte çalışanlara göre istatistiksel olarak anlamlı düzeyde yüksektir ($t=-4.047$, $p<.05$; $t=-6.383$, $p<.05$; $t=-3.126$, $p<.05$). Kardeş sahibi olma değişkeni ele alındığında 3 ve 3'ten fazla kardeşi olan katılımcılar arasında aile yaşam doyumu, psikolojik iyi oluş ve bilişsel esneklik değişkenlerine göre anlamlı farklılık saptanmamıştır ($p>.05$). Katılımcıların yaş düzeylerine göre aile yaşam doyumu puanları arasında herhangi bir fark saptanmazken ($p>.05$), psikolojik iyi oluş ve bilişsel esneklik değişkenleri bakımından istatistiksel olarak anlamlı farklılık saptanmıştır ($p<.05$). Tespit edilen bu farklılık 21-25 yaş grubu lehinedir. Bir başka ifadeyle 21-25 yaş grubunda yer alan katılımcıların psikolojik iyi oluş ve bilişsel esneklik puan ortalamaları 18-20 yaş grubunda yer alan katılımcıların puan ortalamalarına göre istatistiksel olarak anlamlı düzeyde yüksektir ($t=-2.578$, $p<.05$; $t=-2.287$, $p<.05$).

Sonuç ve Öneriler

Bu araştırmada Muş Alparslan Üniversitesi'nde eğitim gören beliren yetişkinlik dönemindeki 583 öğrencinin bilişsel esneklik, psikolojik iyi oluş ve aile yaşam doyumu arasındaki ilişkiler araştırılmıştır. Ulaşılan sonuçlara göre aile yaşam doyumu, psikolojik iyi oluş ve bilişsel esneklik arasında pozitif yönde, orta düzeyde istatistiksel olarak anlamlı ilişkiler bulunmuştur. Ayrıca bilişsel esneklik ve psikolojik iyi oluşun, aile yaşam doyumunu pozitif yönde yordadığı saptanmıştır. Yapılan çalışmalarda mevcut çalışmayı destekler nitelikte aile yaşam doyumu, psikolojik iyi oluş ile bilişsel esneklik arasında pozitif yönde anlamlı ilişkiler olduğunu gösteren araştırmalar bulunmaktadır (Arslantaş, 2023; Demir vd., 2024; İmroğlu vd., 2021; Sung-Ho vd., 2021). Aile yaşam doyumu, psikolojik iyi oluşa yönelik önemli düzeyde pozitif bir etki oluşturmakta ve aile yaşamının güçlü yönleri, psikolojik iyi oluşu etkilemektedir (Kwak & Kim, 2013). Bilişsel esneklik ve aile fonksiyonlarını inceleyen bir araştırmada ise majör depresif bozukluğu olan aile üyesine sahip ergenlerin bilişsel esnekliklerinin düşük olduğu bulunmuştur. Bu araştırmada aile yaşam doyumunu da içeren aile fonksiyonlarının önemine dikkat çekilerek, ergenlik ve gençlik dönemi depresyonlarında aileye dayalı müdahale programlarını önermektedir (Urbańska-Grosz, 2024). Bu araştırmalar mevcut araştırma sonuçlarını destekler nitelikte aile içindeki olumlu iklimin bireyin psikolojik belirtileri bakımından önemini göstermektedir.

Declaration of Publication Ethics

This research was approved by the Scientific Research and Publication Ethics Committee of Muş Alparslan University on October 16, 2024, under decision number 10/46. All rules specified in the "Higher Education Institutions Scientific Research and Publication Ethics Guidelines" were followed throughout the research process, including planning, implementation, data collection, and analysis. No actions listed under the heading "Actions Contrary to Scientific Research and Publication Ethics" in the second section of the guidelines were carried out. Scientific, ethical, and citation rules were followed in writing this research, and no alterations were made to the collected data.

Declaration of Contribution of Researchers

The first author contributed 55%, and the second author contributed 45%.

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Conflict Statement

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.



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