

**LIFE SATISFACTION DURING UNIVERSITY EDUCATION PERIOD:
EXAMINATION OF ITS RELATIONSHIP WITH LONE WOLF PERSONALITY
AND POSITIVITY**

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ABSTRACT

Life satisfaction is one of the essential goals of individuals in life. Today, the effects of increasingly lonely working and acting behaviors on life satisfaction have not been sufficiently studied. This study investigated the mediating role of positivity in the relationship between university students' life satisfaction and the tendency to act and work alone (i.e., lone wolf personality). The participants of the research are 249 people. The age of the participants is between 18-29 (Mean = 22.28, SD = 4.00). The Life Satisfaction with Life Scale, Lone Wolf Scale, and Positivity Scale were used as data collection tools in the study. The data were analyzed with the structural equation modeling method. According to the results, the lone wolf personality affects life satisfaction. In addition, it has been determined that positivity has a fully mediating role in the relationship between life satisfaction and lone wolf personality. The findings were discussed in the context of the literature.

Keywords: Life satisfaction; positivity; lone wolf personality; university education period; well-being.

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ÜNİVERSİTE EĞİTİMİ DÖNEMİNDE YAŞAM DOYUMU: YALNIZ KURT KİŞİLİK VE POZİTİFLİK İLE İLİŞKİSİNİN İNCELENMESİ

ÖZET

Yaşam doyumu, bireylerin yaşamdaki temel amaçlarından biridir. Günümüzde giderek artan yalnız çalışma ve hareket etme davranışlarının yaşam doyumu üzerindeki etkileri yeterince araştırılmamıştır. Bu çalışma, üniversite öğrencilerinin yaşam doyumları ile yalnız hareket etme ve çalışma eğilimleri (yani yalnız kurt kişiliği) arasındaki ilişkide pozitifliğin aracı rolünü araştırmıştır. Araştırmanın katılımcıları 249 kişidir. Katılımcıların yaş aralıkları 18-29 arasındadır (Ortalama = 22.28, SS = 4.00). Araştırmada veri toplama araçları olarak Yaşam Doyumu Ölçeği, Yalnız Kurt Ölçeği ve Pozitiflik Ölçeği kullanılmıştır. Veriler yapısal eşitlik modellemesi yöntemi ile analiz edilmiştir. Bulgulara yalnız kurt kişiliği yaşam doyumunu etkilemektedir. Ayrıca yaşam doyumu ile yalnız kurt kişiliği arasındaki ilişkide pozitifliğin tam aracı role sahip olduğu tespit edilmiştir. Bulgular literatür bağlamında tartışılmıştır.

Anahtar Kelimeler: Yaşam doyumu; pozitiflik; yalnız kurt kişiliği; üniversite eğitimi dönemi; iyi oluş.

1. INTRODUCTION

Happiness is one of the main goals of human existence (Datu & King, 2016). This goal is seen as the highest and best motivation for human action. Throughout the history of humanity, it has always been a matter of curiosity about how happiness is obtained, preserved, or increased (Diener, 1984). This curiosity has started to take place in psychology and its research subjects. There are many different definitions of "What is happiness?". The main reason why the definitions are different is that happiness is obtained in many different ways. In this context, for happiness, the individual needs to be aware of the strengths and virtues in the main areas of life and develop them. Our life responsibilities, choice of job and spouse, parenting, finding purpose and meaning are the ways individuals achieve happiness (Seligman, 2002a). These ways have made happiness at the top of the topics of interest in every period of life (Civitci, 2012). The university education period, which is one of the critical periods in an individual's life, is an essential stage for business and professional development. University students struggle with developmental tasks and risks such as profession, work, and relationships during this period. In this period, high life satisfaction is seen as a protective factor. In this context, it can be said that it would be important to conduct studies on university students' life satisfaction (Isik, 2021).

Personality traits and subjective evaluations of individuals are closely related to life satisfaction. In previous studies, the individual's happiness was discussed in the context of variables such as quality of life, well-being, and life satisfaction (Dost, 2007). Happiness is called subjective well-being according to positive psychology. Subjective well-being consists of positive and negative affect and life satisfaction sub-dimensions. Positive and negative affect is the emotional dimension, and the area in which the satisfaction of life is evaluated is the cognitive dimension. With general cognitive evaluation, this dimension is life satisfaction (Diener, 1984; Diener et al., 1985). Life satisfaction occurs as a result

of the individual's subjective evaluation of life standards and quality (Schalock & Felce, 2004). In the studies on life satisfaction, the relationships between the individual's living standards and personality traits and life satisfaction were examined (Yilmaz & Arslan, 2013). Gender, age, personality traits, quality of close relationships, vocational satisfaction, and self-esteem are important variables that affect an individual's life satisfaction (Diener, 1984).

There are variables in the literature that have significant relationships with life satisfaction. In a study, the relationships between university students' future orientation, career adaptability, and life satisfaction were examined (Cabras & Mondo, 2018). In another study, the relationships between university students' life satisfaction and academic self-efficacy, positive relationships, and psychological resilience were examined (Mao et al., 2022). There are studies in which hope, self-efficacy, and personality traits have significant relationships with life satisfaction (Atilla & Yildirim, 2023; Ekinci & Koc, 2023; van Zyl & Dhurup, 2018). Some studies reveal the relationship between perceived social support, spiritual well-being, and life satisfaction among university students (Alorani & Alradaydeh, 2018). On the other hand, significant relationships were found between social skills and life satisfaction. In addition, it is seen that life satisfaction is also related to loneliness (Ozben, 2013).

1.1. Lone Wolf Personality: Its Relationship with Life Satisfaction

An individual's personality traits are one of the strongest and most consistent predictors of life satisfaction (Diener et al., 1999). As the social skill level of the individual increases, loneliness decreases. In addition, as the level of loneliness decreases, life satisfaction increases (Ozben, 2013). Preferring to be alone while making decisions and determining life goals is defined as the lone wolf personality trait. In addition, individuals with this characteristic are less patient with others. Besides, they see the influence of other individuals less, and they value their ideas less (Dixon et al., 2003). Since lone wolves prefer to make decisions and work alone, they do not like the ideas and group processes of others (Barr et al., 2005). Therefore, individuals with high lone wolf personality traits have less social and organizational ties. On the other hand, adapting and getting used to external conditions is one of the important components of life satisfaction (Diener et al., 1999). In addition, life satisfaction is formed not only by meeting the individual's basic needs, but also by reaching the life goals (Bradley & Corwyn, 2004). Based on this information, it can be said that the lone wolf personality trait of the individual may be related to the level of life satisfaction. In this context, the following hypothesis was developed to be tested.

H₁: The lone wolf personality predicts life satisfaction.

1.2. Positivity: The Mediating Role in the Relationship Between Lone Wolf Personality and Life Satisfaction

In recent years, the influence and contribution of positive psychology, as well as the examination and development of the positive characteristics of the individual, have increasingly become the focus of research (Seligman & Csikszentmihalyi, 2000). It is considered necessary for the individual to evaluate himself/herself and her/his life experiences with a positive attitude in order to fulfill her life functions

at the most appropriate level (Caprara et al., 2009). Positivity is a personality trait that reveals whether the individual exhibits a positive attitude towards both herself/himself and the situations they encounter in life. An individual's trust in other people, life satisfaction, self, and future expectations affect the level of positivity (Cikrikci et al., 2015). This attitude of the individuals contributes to coping with the failures and negativities they encounter. As a result, the individual cares about life, and the development of the individual continues positively (Alessandri et al., 2012; Caprara et al., 2010).

In the positive psychology movement, both researchers and practitioners are working on what the most appropriate level of functionality of the individual is and how it works (Caprara et al., 2012a). In previous studies on the level of positivity, it is seen that positivity is associated with life satisfaction, optimism, and self-esteem (Caprara et al., 2010). Positivity is also defined as the ability of individuals to regulate their happiness experiences to the highest level. This regulation skill predicts life satisfaction through positive emotions (Datu & King, 2016). In a study, the mediating role of positivity was determined between extraversion and happiness (Lauriola & Iani, 2017). In another study, significant relationships were found between positivity and psychological well-being (Boyaci, 2019; Boyaci & Ozhan, 2021; Ozhan & Uzbe-Atalay, 2022). In another study, it was found that high levels of positivity act as a mediator between emotional intelligence and life satisfaction (Moroń, 2018). In an experimental study, it was concluded that the 6-week positivity training given to the workplace employees increased the life satisfaction of the employees (Lord et al., 2019). In another study, significant relationships were found between the individual's level of positivity and career future and cognitive flexibility levels (Yildiz-Akyol & Boyaci, 2020). In addition, it was observed that there was a positive significant relationship between positivity and hope and a negative significant relationship with burnout (Boyaci & Ozhan, 2021). It was also determined that there was a significant relationship between positivity and social support (Boyaci, 2019).

One of the critical factors affecting an individual's life satisfaction is their relationships with other people. An important area of well-being models includes relationships with other people, success, and positive affect (Ryff, 1989; Ryff & Keyes, 1995; Seligman, 2018). The critical area of life where both relationships with other people and success occur are professional experiences. Professional experience and activities affect life satisfaction. An increase is also observed in studies conducted to increase job satisfaction. In a study, significant relationships were found between the level of positivity and job satisfaction of the individual (Orkibi & Brandt, 2015). The results of the research examining the individual's job activities and organizational commitment also reveal the positive relationship between positivity and life satisfaction (Hausmann et al., 2013). In addition, those with high lone wolf personality were found to have low organizational commitment (Dixon et al., 2003). In another study, it was determined that the lone wolf personality had a significant indirect effect on life satisfaction through career adaptability and proactive career behaviors (Korkmaz, 2023). In a study conducted with sales representatives, negative relationships were found between lone wolf personality and cognitive trust, affective trust, and team orientation, while positive relationships with autonomy (Dixon et al., 2003). In

another study, it was determined that the inclusion of students with high lone wolf personality traits in study teams had negative effects on group performance (Barr, 2005). It can be said that an individual should be involved in effective teamwork to succeed in job life. Communication, cooperation, and compromise skills are required for this effective teamwork (Katzenbach 1997). The following hypothesis has been developed in line with the literature information mentioned above.

H₂: Positivity has a mediating role in the relationship between lone wolf personality and life satisfaction.

1.3. The Present Study

Problem-focused traditional psychology approaches function according to the disease model, which strives for the individual's reduction or complete disappearance of the disorder (Hefferon & Boniwell, 2011). On the other hand, positive psychology aims not only to examine the problem, illness, and mental weakness of the individual but also to research and develop their strong and good characteristics (Seligman, 2002). In other words, positive psychology does not focus only on the positive aspects of people and their lives. It accepts both positive and negative aspects of people and life by taking a holistic approach (Demir & Fulya, 2020). In this context, examining the effects of acting alone and working alone, which can be considered as negative aspects of university students, and the effects of positivity levels on general life satisfaction is appropriate for the positive psychology approach. Therefore, the theoretical framework of this study is positive psychology.

The study group of this research consists of university students. University life is a process that encompasses important changes both in the personal and career fields of the individual (Kim, 2019). This process is a challenging phase for university students with sudden changes in career, social and emotional problems (Boyaci, 2019). University students' life satisfaction is seen as an important factor in this challenging process. The relationship between lone wolf personality and life satisfaction has been determined in previous studies (Korkmaz, 2023). Acting and working alone, and not being able to communicate effectively with others can negatively affect both life satisfaction and job performance (Katzenbach 1997; Lauriola & Iani, 2017; Ozben, 2013). Positivity is defined as a positive attitude towards the difficulties and obstacles faced by the individual (Caprara et al., 2009; Cikrikci et al., 2015). In previous studies, significant relationships were obtained between positivity and life satisfaction, psychological well-being, and happiness (Boyaci & Ozhan, 2021; Caprara et al., 2010; Ozhan & Uzbe-Atalay, 2022). In this context, it is important to investigate the variables that affect the life satisfaction of university students. It is thought that examining the life satisfaction of university students will benefit the preventive, and protective guidance and psychological counseling services to be prepared by mental health professionals. The hypothetical structural model of the research is presented in Figure 1.

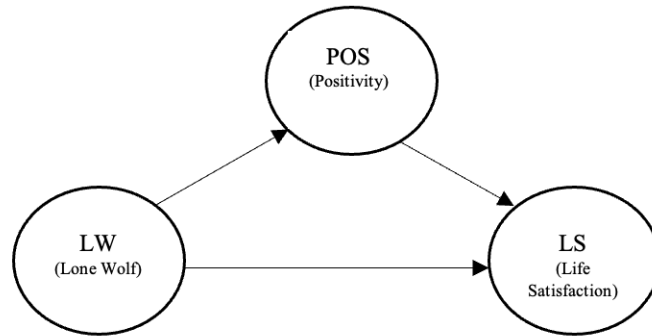


Figure 1. Research Model

2. METHOD

2.1. Participants

The study's participants are 249 university students from Turkiye in a province. Of the participants, 149 (59.8%) were female and 100 (40.2%) were male. The ages of the participants are between 18 and 29. The average age of the participants is 22.28 (SD = 4.00). The participants stated their socioeconomic levels as follows: 10.4% low (N = 26), 86.3% moderate (N = 2015), and 3.2% high (N = 8).

2.2. Data Collection Tools

Demographic information form (gender, age, perceived socio-economic level), Lone Wolf Scale, Positivity Scale, and Life Satisfaction Scale were used to collect the study data.

2.2.1. Lone Wolf Scale (LWS)

LWS was developed by Barr et al. (2005). It measures the lone wolf tendencies of individuals. The scale, a 6-point Likert-type (1: Strongly disagree to 5: Strongly agree), consists of one dimension and seven items. The increase in the total scores obtained from the LWS indicates an increase in the lone wolf tendency. The Turkish version of the scale (Korkmaz, 2022) was used in the current study. The Cronbach Alpha internal consistency coefficient obtained from the data collected within the scope of the current study is .74.

2.2.2. Positivity Scale (PS)

PS was developed by Caprara et al. (2012b). It measures the general positivity levels of individuals. The scale, a 5-point Likert-type (1: Not appropriate at all to 5: Completely appropriate), consists of one dimension and eight items. The increase in the total scores obtained from the PS indicates an increase in the positivity. The Turkish version of the scale (Cikrikci et al., 2015) was used in the current study. The Cronbach Alpha internal consistency coefficient obtained from the data collected within the scope of the current study is .85.

2.2.3. The Satisfaction with Life Scale (SLS)

SLS was developed by Diener et al. (1985). It measures the life satisfaction levels of individuals. The scale, a 7-point Likert-type (1: Strongly disagree to 7: Strongly agree), consists of one dimension and five items. The increase in the total scores obtained from the SLS indicates an increase in the life satisfaction. The Turkish version of the scale (Koker, 1991) was used in the current study. The Cronbach Alpha internal consistency coefficient obtained from the data collected within the scope of the current study is .86.

2.3. Data Analysis

First, the distribution of the data was examined. In the distribution of the data, skewness, and kurtosis between ± 1.5 was taken as a criterion. Accordingly, the fact that the skewness and kurtosis values are in this range indicates that the distribution of the data is normal (Hair et al., 2010; Kline, 2011). When the skewness and kurtosis values of the variables of the current study are examined, it is seen that the distribution of the data is normal (see Table 1). First of all, descriptive statistics (mean, standard deviation, skewness, and kurtosis coefficients), internal consistency coefficients, and Pearson correlation coefficients were calculated within the scope of statistical analysis in the study. The mediating role of positivity in the relationship between lone wolf tendencies and life satisfaction was analyzed using the structural equation model. In assessing the model, $\chi^2/df < 5$; CFI, GFI $> .90$; RMSEA $< .10$ was taken as a good fit indices' criterion (Hu & Bentler, 1999). The bootstrap 10.000 resampling method was used to examine the significance of direct and indirect effects. In determining the significance, confidence intervals not covering zero were taken as the criterion (Hayes, 2013). IBM SPSS 28 and IBM AMOS 24 were used for data analysis.

2.4. Ethical Approval

An informed consent form was presented to the participants before the study. Individuals who wanted to participate in the study voluntarily were included. Within the scope of ethical standards, the 1975 Helsinki Declaration was followed.

3. FINDINGS

Descriptive statistics and correlation coefficients of the variables used in the study are presented in Table 1.

Table 1. Descriptive Statistics of the Variables

Variable	1	2	3
1. Lone wolf tendency			
2. Positivity	-.35		
3. Life Satisfaction	-.35	.72	
Mean	24.57	26.31	13.78
SD	5.75	5.44	3.76
Skewness	.70	-.27	-.26
Kurtosis	.56	.05	-.11

Note: N = 249. All correlations are significant at the $p < .001$ level.

As seen in the Table 1, the lone wolf tendency was negatively correlated with the positivity ($r = -.35, p < .001$) and the life satisfaction ($r = -.35, p < .001$). In addition, the positivity was positively correlated with the life satisfaction ($r = .72, p < .001$). Figure 1 shows the mediating role of positivity in the relationship between the lone wolf tendency and the life satisfaction.

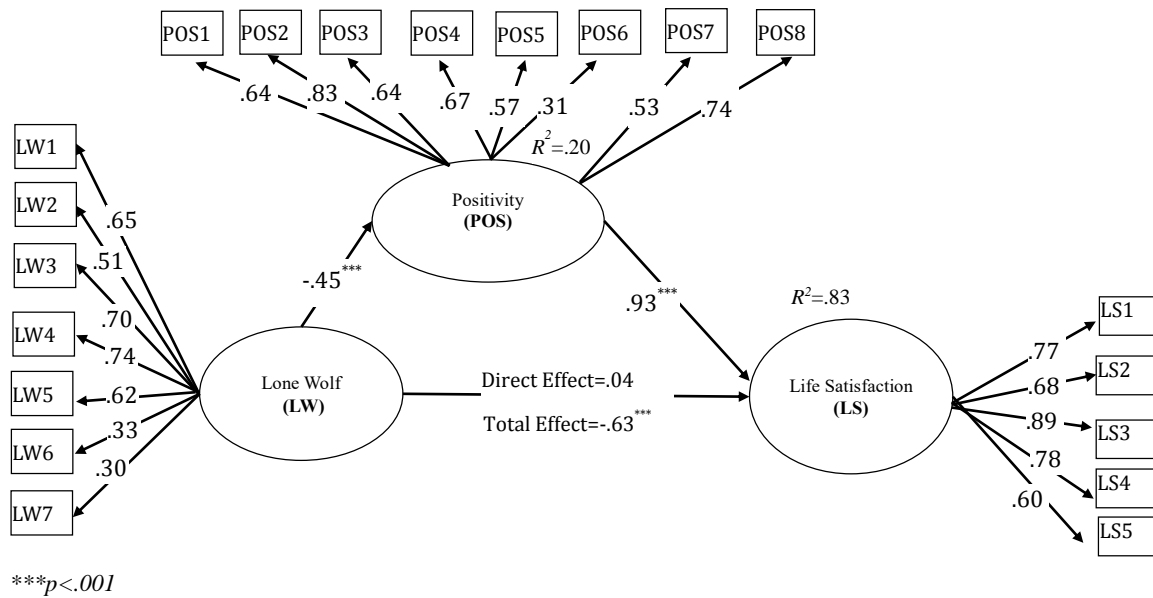


Figure 1. Findings Regarding the Research Model

It has been obtained that fit indices of the research model show good fit [$\chi^2 = 464.482, df = 163, p < .001, \chi^2/df = 2.85; GFI = .91; CFI = .94; RMSEA = .086$ (90% CI = .077 to .096)]. In the model, it is seen that the lone wolf tendency predicts the positivity negatively ($\beta = -.45, p < .001$). In addition, it was found that the direct effect of the lone wolf tendency on the life satisfaction was not significant. The indirect effect of the lone wolf tendency on life satisfaction is significant ($\beta = -.42, p < .001$). In other words, the positivity has a full mediator role in the relationship between the lone wolf tendency and the life satisfaction. The findings regarding the confidence intervals of the direct and indirect effects of the variables are given in Table 2.

Table 2. Mediation Analysis Findings

Pathway	B	S.E.	C.R.	Coefficient	CI Lower-bound	CI Upper-bound
Total effect						
LW→LS				-.63***	-1.77	-.32
Direct effects						
LW → POS	-.74	.23	-3.21	-.45***	-.57	-.30
POS → LS	.95	.10	9.17	.93***	.85	1.01
LW → LS	.06	.10	.67	.04	-.09	.19
Indirect effect						
LW → POS → LS				-.41***	-.56	-.27

*** $p < .001$; $N = 249$.

Note: CI: Confidence Interval Bias %95; LW: Lone Wolf Scale; POS: Positivity Scale; LS: Life Satisfaction Scale.

4. DISCUSSION

In this study, the extent to which university students' lone wolf personality and positivity levels predict their life satisfaction was analyzed using the structural equation model. As a result, it was determined that the lone wolf personality of university students significantly predicted their life satisfaction. Another result of the study is that university students' positivity levels have a fully mediating role in the relationship between lone wolf personality and life satisfaction.

The first finding of the study is that the lone wolf personality predicts life satisfaction negatively. Therefore, the H_1 hypothesis was accepted. There are a limited number of studies in the literature in which the lone wolf personality predicts life satisfaction (e.g., Korkmaz, 2023). In this current study, it was observed that the lone wolf personality had a negative effect on life satisfaction. In the literature, there are negative significant relationships between lone wolf personality, cognitive and emotional trust, and team orientation. In addition to these findings, it was observed that there were negative significant relationships between lone wolf personality and organizational commitment (Dixon et al., 2003). On the other hand, in the literature, it is considered necessary for the individual to be involved in teamwork in her professional activities. Collaboration and compromise are also required for functional teamwork (Katzenbach 1997). Not exhibiting an attitude towards cooperation and reconciliation with others can negatively affect teamwork performance (Barr, 2005). In addition, there is a negative relationship between social skills and loneliness and a negative relationship between loneliness and life satisfaction (Ozben, 2013). In other words, not having a cooperative and conciliatory attitude and weak social skills increase loneliness, and loneliness decreases life satisfaction. In the context of these pieces of information, it can be said that the lone wolf personality is effective in reducing life satisfaction.

In this study, it was also aimed to examine the mediating role of positivity in the relationship between lone wolf personality and life satisfaction. As a result of the analysis, it was determined that positivity had a fully mediating role in the relationship between lone wolf personality and life satisfaction. Therefore, the H₂ hypothesis was accepted. This result means that with the increase in the positivity levels of university students, the negative effect of the lone wolf personality on life satisfaction decreases. In other words, positivity functions to reduce the negative reflections of the lone wolf personality trait on life satisfaction. The individual's positive expectations about herself/himself and the future increase the level of positivity (Caprara et al., 2009; Cikrikci et al., 2015). There is a significant relationship between future orientation, having long-term goals, and reaching these goals and life satisfaction (Cabras & Mondo, 2018). As the tendency to evaluate one's life positively increases, the level of a positive outlook towards the future increases in parallel. At the same time, as their life satisfaction increases, their level of optimism also increases (Avsaroglu & Koc, 2019; Demir & Murat, 2017). Optimism explains a significant part of life satisfaction (Sapmaz & Dogan, 2012). In addition, individuals with high hope levels get more satisfaction from life (Atilla & Yildirim, 2023; Ekinci & Koc, 2023). In another study, a positive and significant relationship was found between optimism and subjective well-being (Eryilmaz & Atak, 2011). In this context, it can be said that positive attitudes about the future are an important predictor of life satisfaction. An individual's positive attitude towards herself/himself and the idea of self-efficacy facilitate both life satisfaction and happiness (van Zyl & Dhurup, 2018). General positivity was found to mediator between the extroversion personality and happiness (Lauriola & Iani, 2017). In addition, prioritizing a positive attitude is associated with higher life satisfaction through positive emotions (Datu & King, 2016; Moroń, 2018). The results of the research examining the professional activities and organizational commitment of the individual also support the positive relationship between positivity and life satisfaction (Hausmann et al., 2013). On the other hand, there is a significant relationship between university students' positive interpersonal relationships and life satisfaction. Positive attitudes and giving importance to other individuals contribute to life satisfaction (Mao et al., 2022). In another study, it was found that social skills and life satisfaction were positively and significantly correlated, while the level of loneliness was negatively correlated with life satisfaction (Ozben, 2013). Social support perceived by university students increases their life satisfaction. Establishing positive relationships with others and receiving social support contribute to life satisfaction (Alorani & Alradaydeh, 2018). Lone wolves prefer to decide and work alone in their individual and social activities. They consider others to be less effective and place little value on the opinions of others. As a result, they show little patience and participation in group processes (Barr et al., 2005; Dixon et al., 2003). It was also found that including lone wolves in teams negatively impacted student team performance (Barr et al., 2005). On the other hand, it has been revealed as a result of research that the positive orientation of the individual is a personal resource that increases the job satisfaction of the employees (Orkibi & Brandt, 2015). In this context, it can be said that the relevant literature and previous research results are consistent with the findings of the current study. In line with

this information, it can be said that positive relations with others, cooperation, and a conciliatory attitude, as well as an increase in the individual's positive expectations for herself/himself and the future, increase life satisfaction.

5. CONCLUSION

This study revealed that positivity has a mediating role in the relationship between lone wolf personality and life satisfaction. The findings contribute to the understanding of the factors that increase the life satisfaction of university students in their education and career life. In addition, it is anticipated that the findings will shed light on the psychological counseling practices that protect and improve the mental health of students. Within the scope of the results of the current study, some suggestions can be made for research and application areas. In order to reduce the negative effects of the lone wolf personality on the relationship between the lone wolf personality trait and life satisfaction, research can be continued with other positive concepts such as hope and social skills. Thus, the role of the positive psychology approach can be better understood in this relationship. Career and psychological counseling and guidance units of universities can carry out activities that strengthen and protect students' ability to cooperate with the group, and their own and future expectations. Positive psychology differs from traditional psychology theories in that it develops and strengthens the existing positive characteristics of the individual rather than focusing on the negative or pathology (Seligman & Csikszentmihalyi, 2000). With this unique aspect, beneficial situations arise in terms of both research and practice. In this context, the current study has revealed that it is important to increase university students' perceptions of trust in people, construct relationships with others, and their expectations about themselves and the future in order to reduce the effect of lone wolf personality on life satisfaction. Therefore, it can be said that it is important to identify students who show a high level of lone wolf personality. The life satisfaction and positivity levels of students with high lone wolf personality can be evaluated together and appropriate studies can be planned for these students within the framework of the positive psychology approach.

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GENİŞLETİLMİŞ TÜRKÇE ÖZET

ÜNİVERSİTE EĞİTİMİ DÖNEMİNDE YAŞAM DOYUMU:

YALNIZ KURT KİŞİLİK VE POZİTİFLİK İLE İLİŞKİSİNİN İNCELENMESİ

GİRİŞ VE ARAŞTIRMA PROBLEMLERİ VE AMAÇ

Mutluluk, insan varoluşunun temel amaçlarından biridir. İnsanlık tarihi boyunca mutluluğun nasıl elde edildiği, nasıl korunduğu veya nasıl arttırıldığı hep merak konusu olmuştur. Mutluluk, pozitif psikolojiye göre öznel iyi oluş olarak adlandırılır. Öznel iyi oluş, olumlu ve olumsuz duygulanım ve yaşam doyumunu alt boyutlarından oluşmaktadır. Olumlu ve olumsuz duygulanım duygusal boyut, yaşam doyumunun değerlendirildiği alan ise bilişsel boyuttur. Bilişsel olarak değerlendirilen bu boyut yaşam doyumudur. Bir bireyin kişilik özellikleri, yaşam doyumunun en güçlü ve en tutarlı yordayıcılarından biridir. Bireyin yalnız kurt kişilik özelliği yaşam doyum düzeyi ile ilişkili olabilir. Pozitiflik, bireyin hem kendine hem de hayatta karşılaştığı durumlara karşı olumlu bir tutum sergileyip sergilemediğini ortaya koyan bir kişilik özelliğidir. Bireyin diğer insanlara olan güveni, yaşam doyumunu, kendisi ve gelecekte beklenenleri olumluluk düzeyini etkiler. Bireyin yaşam doyumunu etkileyen önemli faktörlerden biri diğer insanlarla olan ilişkileridir. İyi oluş modellerinin önemli bir alanı, diğer insanlarla ilişkileri, başarıyı ve olumlu etkiyi içerir. Bu araştırmanın çalışma grubu üniversite öğrencilerinden oluşmaktadır. Üniversite hayatı, bireyin hem kişisel hem de kariyer alanlarında önemli değişiklikleri kapsayan bir süreçtir. Bu bağlamda üniversite öğrencilerinin yaşam doyumlarını etkileyen değişkenlerin araştırılması önemlidir. Üniversite öğrencilerinin yaşam doyumlarının incelenmesinin, ruh sağlığı profesyonelleri tarafından hazırlanacak önleyici ve koruyucu rehberlik ve psikolojik danışma hizmetlerinin yararına olacağı düşünülmektedir.

LİTERATÜR TARAMASI

Literatürde yaşam doyumunu ile anlamlı ilişkileri olan değişkenler bulunmaktadır. Yapılan çalışmalarda üniversite öğrencilerinin gelecek yönelimi, kariyer uyumu, akademik öz-yeterlik, olumlu ilişkiler, psikolojik sağlık ve yaşam doyumunu arasındaki ilişkiler incelenmiştir. Umut, öz yeterlik ve kişilik özelliklerinin yaşam doyumunu ile anlamlı ilişkilere sahip olduğu araştırmalar mevcuttur. Ayrıca üniversite öğrencilerinde manevi iyi oluş, algılanan sosyal destek ve yaşam doyumunu arasındaki ilişkiyi ortaya koyan araştırmalara rastlamak mümkündür. Öte yandan, sosyal beceriler ile yaşam doyumunu arasında anlamlı ilişkiler bulunmuştur. Ayrıca yaşam doyumunun yalnızlıkla da ilişkili olduğu görülmektedir. Kişilik özelliklerinin bireylerin yaşam doyumunun güçlü ve en tutarlı yordayıcıları olduğu bilinmektedir. Bu çalışmada bireyin tek başına hareket etme ve çalışma özelliğini yansıtan Yalnız Kurt kişilik özelliğinin yaşam doyumunu pozitiflik aracılığıyla ne düzeyde yordayabileceği çalışmanın

özgün yanını oluşturmaktadır. Özellikle Yalnız Kurt eğiliminde olmanın bireyin yaşamdan elde ettiği doyuma ne ölçüde yansıtacağı önemlidir. Üniversite öğrencilerinin yaşam ve çalışma hayatlarının başlarında olduğu düşünüldüğünde bu araştırmanın bulgularının üniversite öğrencilerine yönelik önemli sonuçlar üreteceği söylenebilir.

YÖNTEM

Bu araştırma ilişkisel desende yürütülmüştür. Araştırmada Yalnız Kurt kişilik özelliği ile pozitifliğin yaşam doyumu üzerindeki yordayıcılığının incelenmesi amaçlanmıştır. Ayrıca pozitifliğin Yalnız Kurt kişilik özelliği ile yaşam doyumu arasındaki ilişkide aracı rolü incelenmiştir. Bu kapsamda “H₁: Yalnız Kurt kişiliği yaşam doyumunu yordamaktadır.” ve “H₂: Yalnız Kurt kişiliği ile yaşam doyumu arasındaki ilişkide pozitifliğin aracı rolü vardır.” hipotezleri test edilmiştir. Çalışma Türkiye’den 249 üniversite öğrencisi ile gerçekleştirilmiştir. Verilerin toplanmasında cinsiyet, yaş, algılanan sosyoekonomik düzey bilgilerinin yer aldığı Demografik Bilgi Formu, Yalnız Kurt Ölçeği, Pozitiflik Ölçeği ve Yaşam Doyumu Ölçeği kullanılmıştır. Verilerin analizinde Pearson Korelasyon Analizi ile yapısal eşitlik modellemesi analiz yöntemleri kullanılmıştır.

TARTIŞMA VE SONUÇ

Analizlerden elde edilen sonuçlara göre Yalnız Kurt kişiliği yaşam doyumunu yordamaktadır. Ayrıca yaşam doyumu ile Yalnız Kurt kişiliği arasındaki ilişkide pozitifliğin tam aracı role sahip olduğu tespit edilmiştir. Araştırmanın ilk bulgusu, Yalnız Kurt kişiliğinin yaşam doyumunu olumsuz yönde yordadığıdır. Bu bulguya göre Yalnız Kurt kişiliğinin yaşam doyumunu azaltmada etkili olduğu söylenebilir. Araştırmanın bir diğer bulgusu ise yaşam doyumu ile Yalnız Kurt kişiliği arasındaki ilişkide pozitifliğin tam aracı role sahip olmasıdır. Bu bulgu, üniversite öğrencilerinin pozitiflik düzeylerinin artmasıyla birlikte Yalnız Kurt kişiliğinin yaşam doyumu üzerindeki olumsuz etkisinin azaldığı anlamına gelmektedir. Başka bir deyişle pozitiflik, Yalnız Kurt kişilik özelliğinin yaşam doyumu üzerindeki olumsuz yansımalarını azaltma işlevi görmektedir. Bu bilgiler doğrultusunda üniversite öğrencilerinde başkalarıyla olumlu ilişkiler, işbirliği ve uzlaşmacı bir tutumun yanı sıra bireyin kendisi ve geleceğe yönelik olumlu beklentilerinin artmasının yaşam doyumunu artırdığı söylenebilir. Bu çalışma pozitifliğin Yalnız Kurt kişiliği ile yaşam doyumu arasındaki ilişkide aracı rolü olduğunu ortaya koymuştur. Elde edilen bulgular, üniversite öğrencilerinin eğitim ve kariyer hayatlarında yaşam doyumlarını artıran faktörlerin anlaşılmasına katkı sağlamaktadır. Mevcut çalışmanın sonuçları kapsamında araştırma ve uygulama alanlarına yönelik bazı önerilerde bulunulabilir. Yalnız Kurt kişilik özelliği ile yaşam doyumu arasındaki ilişkide Yalnız Kurt kişiliğinin olumsuz etkilerini azaltmak için umut ve sosyal beceriler gibi diğer olumlu kavramlarla araştırmalara devam edilebilir. Böylece bu ilişkide pozitif psikoloji yaklaşımının rolü daha iyi anlaşılabilir. Üniversitelerin kariyer ve psikolojik danışma ve rehberlik birimleri, öğrencilerin grupla birlikte hareket etme, işbirliği yapma, kendi ve gelecekteki beklentilerini güçlendiren ve koruyan faaliyetler gerçekleştirebilir. Pozitif psikoloji, olumsuz ya da patolojiye odaklanmak yerine bireyin var olan olumlu özelliklerini

geliřtirmesi ve gçlendirmesiyle geleneksel psikoloji kuramlarından ayrılır. Bu eřsiz yön ile hem arařtırma hem de uygulama aısından faydalı durumlar ortaya ıkmaktadır. Bu baėlamda mevcut alıřma, Yalnız Kurt kiřiliėinin yařam doyumunu zerindeki etkisini azaltmak iin niversite ėrencilerinin insanlara gven algılarının artırılması, bařkalarıyla iliřki kurmaları, kendileri ve gelecekle ilgili beklentilerinin artırılmasının nemli olduėunu ortaya koymaktadır. Bu nedenle yksek dzeyde yalnız kurt kiřiliėi gsteren ėrencilerin belirlenmesinin nemli olduėu sylenebilir. Yalnız Kurt kiřiliėi yksek olan ėrencilerin yařam doyumları ve pozitiflik dzeyleri bir arada deėerlendirilebilir ve pozitif psikoloji yaklařımı erevesinde bu ėrenciler iin uygun alıřmalar planlanabilir.