

## RESEARCH

# Mediating Role of Dispositional Hope and Life Satisfaction in the Relationship between Teachers' Solution-Focused Thinking and Happiness

## Öğretmenlerde Çözüm Odaklı Düşünme İle Mutluluk İlişkisinde Sürekli Umut ve Yaşam Doyumunun Aracı Rolü

Fuat Aydoğdu 

### Abstract

The aim of this study was to test a model to determine the mediating effect of dispositional hope and life satisfaction in the relationship between solution-focused thinking and happiness in teachers. The sample of the research is composed of 786 teacher 479 of whom are women and 307 of whom are men working at the preschools, primary schools, middle schools, high schools and Guidance Research Center's in Muş and its districts. The data are accumulated via The Solution-focused Inventory, Dispositional Hope Scale, Satisfaction With Life Scale and the Oxford Happiness Questionnaire Short-Form. The recommended model within the research was tested with structural equation modeling and it was confirmed via acceptable model fit indices. In the model, in regard of the relationship between solution focused thinking and happiness, role of partial mediation of dispositional hope and life satisfaction with the men and whole mediation with the women was detected. In these terms it has been determined with the research that the level of solution focused thinking of teachers is a determiner on the levels of hope and life satisfaction and these two are significant determiners on happiness. The indirect effect between solution focused thinking and happiness, which has been detected within the model is significant.

**Keywords:** Solution-focused thinking, happiness, hope, life satisfaction, teacher

### Öz

Bu araştırmada öğretmenlerde çözüm odaklı düşünme ile mutluluk ilişkisinde sürekli umut ve yaşam doyumunun aracı etkisinin belirlenmesine yönelik bir model test edilmiştir. Araştırmanın örneklemini Muş merkez ve ilçelerinde bulunan okul öncesi, ilkököl, ortaokul, lise ve Rehberlik ve Araştırma Merkezleri'nde görev yapan 479'u kadın, 307'si erkek olmak üzere toplam 786 öğretmen oluşturmaktadır. Araştırmada toplanan veriler, Çözüm Odaklı Düşünme Envanteri, Sürekli Umut Ölçeği, Yaşam Doyumu Ölçeği ve Oxford Mutluluk Ölçeği Kısa Formu ile elde edilmiştir. Araştırma kapsamında önerilen model, yapısal eşitlik modellemesi ile test edilmiş ve kabul edilebilir uyum değerleri ile doğrulanmıştır. Modelde, çözüm odaklı düşünme ile mutluluk ilişkisinde erkek örnekleminde sürekli umut ve yaşam doyumunun kısmi aracılığı, kadın örnekleminde ise tam aracılık rolü saptanmıştır. Buna göre araştırmada öğretmenlerin çözüm odaklı düşünme düzeyinin sürekli umut ve yaşam doyumunu düzeyleri üzerinde, bunların da mutluluk üzerinde anlamlı birer yordayıcı olduğu belirlenmiştir. Çözüm odaklı düşünme ile mutluluk arasında modelde belirlenen dolaylı etkinin anlamlı olduğu bulunmuştur.

**Anahtar sözcükler:** Çözüm odaklı düşünme, mutluluk, umut, yaşam doyumunu, öğretmen

<sup>1</sup> Hacettepe University, Ankara, Turkey

✉ Fuat Aydoğdu, Hacettepe University Guidance and Psychological Counseling PhD Student, Ankara, Turkey  
pskdanfuat@gmail.com | 0000-0002-5986-5645

Received: 15.08.2021 | Accepted: 19.11.2021 | Published online: 28.12.2021

**EMOTIONAL** and behavioural responses against problems are closely related to individuals' perspectives against incidents. When individuals are approached to confront problems with a deep analysis, they behave from a problem-oriented perspective and this situation leads to rumination (Jackson and McKergow 2007). Rumination triggers negative emotions (Pavani et al. 2015). On the contrary, people with positive emotions have more positive experiences (Ogretir 2004). Additionally, the same incident can be differently perceived by individuals due to a difference in their thinking forms (Erez et al. 1995). In this context, individuals encounter various events in their own life conditions. Perceiving these events as a "problem" and the degree of being affected by it may differ according to the interaction of emotions, thoughts, and behaviour in the individual. Naturally, when an individual is confronted with a problem, the feeling of discomfort caused by the problem and negative thoughts about the solution of the problem can make the individual feel hopeless and helpless. This blocks the person's life satisfaction and increases unhappiness. Contrarily, considering that there are alternative ways to solve the problem, more positive emotions may be experienced. At this point, the importance of solution-focused thinking arises because a solution-focused thinking-based approach demonstrates a different perspective on the problems that are confronted in real life. (Oliver and Charles 2015).

A person may not be always successful in the reactions he or she develops to deal with problems in life (Dora 2003). Individuals using the problem-oriented approach focus on diagnosing the problem on the depth axis of cause-effect and may miss potential solutions. In this respect, individuals spending time on the problem and its deep analysis may delay reaching the resources that can be effective in solving the problem. However, solution-focused individuals focus on the solution and try to research and try whatever works in solving the problem. A solution-focused approach focuses on the future and this approach emphasizes the importance of individual assets and durability (Grant et al. 2012), on the way to positive change from a problematic situation. Guner (2018) states that with a solution-focused approach, the time spent on the details of the problem will be more functional if the problem does not exist and the individual's definition of the future he/she wants will be more functional, thus making it easier for the individual to realize his/her own resources. All targets are defined in the solution-focused approach, and all behaviors provided to achieve these targets are supported throughout the process (Karahan and Hamarta 2015). The individual, who has clearly defined her goals, searches for how to get there due to the fact that she foresees where she will go. The basis of the solution-focused approach is the view that the problem does not always occur at the same frequency and in all periods of life. This approach also suggests that the individual has previous experience with the problem he is trying to solve in his life and has achieved it somewhere in the past (Meydan 2013). In the solution-focused approach, individuals are seen as experts on their own lives (Sparrer 2012), and this approach proceeds with the route determined by the individual on the way to solve the problems. It can be said that an individual who seeks solutions with a solution-focused thinking approach can get rid of the physical, emotional, cognitive and psycho-social effects of problems and become a healthy individual. In the solution-focused thinking approach, it is suggested that there is more than one possible way to solve a problem (Dogan 1999). There are always various solutions, regardless of the cause of the problem, and these solutions can serve the purpose of solving the problem, although they are different from each other. In cases where there is a problem, many

ways can be tried to find the exit door from the maze we are in. We can see possible solutions when we look at the problem not from the point of view, but by changing our place. For this reason, we may need to change our perspective (Dogan 1999). When an individual defines the problem she encounters in any area of life as unsolvable, she may weaken him/her perception of the solution, and, as a natural result, he/she may look desperate for the solution. The idea of "there are always alternative ways" in the solution-focused approach seems to be closely related to the necessity of clarifying the goals, future-oriented language and the concept of hope. Hope has taken its place among the important topics of positive psychology, which enables the individual to stand strong against the difficulties in life and has an effect on the individual's well-being (Tarhan and Bacanlı 2015). Haroz et al. (2017) defined hope as an important component of the concept of well-being that protects the individual against mental problems. Hope has been defined as an important dimension of psychology (similar to the definition of Haroz et al. 2017), which is related to physical and mental health and protects the individual against adverse events in life (Padilla-Walker et al. 2011). Snyder (2002) argued that hope has a three-dimensional structure and explained these structures as clearly conceptualized goals (goals), strategies designed to achieve these goals (pathways), and the motivation (agency) to implement or maintain these strategies. From this point, it can be thought that hope is a future-oriented and dynamic concept, as well as providing a clear set of goals. The dimensions of setting strategies (pathways) and executing strategies (agency) to achieve goals of hope largely explain hope; these dimensions create the motivational power that will enable the individual to overcome the difficulties that prevent him/her from reaching him/her present and future goals, as well as awakening the thought of "I can do" (Cankaya and Meydan 2018).

The individual knowing that there are alternative ways in the face of a problem and believing that he/she has the power to take action for his/her future may be related to her health. To be healthy is to be in a state of complete physical, emotional, cognitive and psycho-social well-being (Tanriverdi 2018). A healthy person can adapt to his environment, get satisfaction from life and maintain social relations in a positive way. Happiness, which is known to affect almost all aspects of health and is also referred to as subjective well-being in the literature, is a question whose answer has been sought from the past to the present. The concept of happiness, which was heavily used in religious and philosophical texts before, took place in psychology studies as positive psychology turned to the positive characteristics of the individual (Malkoc 2011). Being happy is one of the main goals that many people want to achieve in the world (Sin and Lyubomirsky 2009). Akpınar (2006) defines happiness as a cheerful, good and general satisfaction that we observe in the mouth and eye region and the best indicator is a smile. Kangal (2013), in his conceptual evaluation on happiness, stated that there is no general definition of happiness, and it can be simply defined as the degree of liking one's life. Although there are different definitions, generally speaking, happiness includes the intensity of a positive mood, the absence of negative emotions, and general life satisfaction (Kashdan 2004). When these three elements are evaluated together, a happy person is one who rarely experiences negative emotions, is satisfied with his general life, and experiences positive emotions most of the time.

As happiness, life satisfaction emerges as one of the concepts of positive psychology that is related to well-being. Life satisfaction, which is determined as one of the variables of this research, is the difference between what a person achieves and what he/she wants

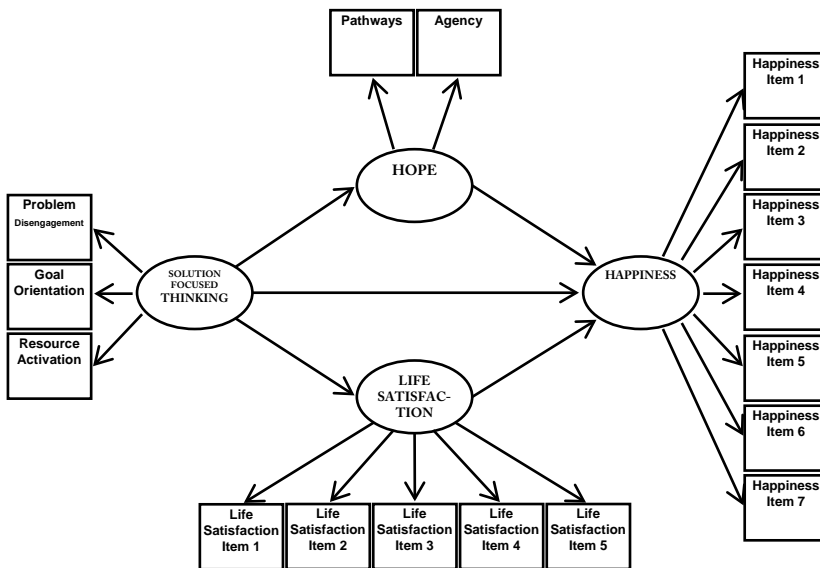
to have in the most general sense (Gülcan 2014). Depending on the size of this difference, the life satisfaction of the individual increases or decreases. Life satisfaction, like many other concepts of positive psychology, is determined based on the individual's self-report. The individual can give information about life satisfaction as a result of his own evaluation of the criteria he has determined (Diener 1985). This evaluation of an individual's life is naturally both a cognitive and emotional process. The individual uses the cognitive aspect of life satisfaction while determining the criteria for his life, and uses the emotional aspect of life satisfaction when he/she experiences affect by making a comparison with what he has to achieve it. There are many factors influencing life satisfaction because it is related to overall satisfaction rather than satisfaction in a specific period of life (Recepoglu and Ülker Tümlü 2015). Schmitter (2003) determined the factors affecting life satisfaction as happiness in daily life, the meaning of life for the person, harmony in reaching goals, individual identity, physiological health, feeling economically safe and social relations (Akt. Recepoglu and Ülker Tümlü 2015). Life difficulties or troubles faced by individuals are seen as an important predictor of life satisfaction and it is known that such life experiences decrease the individual's life satisfaction (Demirel and Canat 2004). In the case of a decrease in life satisfaction, individuals experience negative emotions such as depression, unhappiness, and hopelessness (Gülcan 2014).

The "teacher" profession is a profession that affects many individuals with whom they interact, as well as teachers, who are the main actors in education and training (Tüzel 2019). Teachers who increase the functionality of education and training by being at the center of education and training (Genc 2000), may experience problems like every individual in the changing world while continuing their business life. The problems experienced by teachers, who have "permanent" traces arising from education in almost all members of society, may be related to family, business life, or social relations. It is possible for teachers to reflect the negative emotional state they experience by being affected by the problems they encounter in any field on their students, for whom they are role models. Teachers, on the one hand, have to struggle with these problems and they have to perform the teaching profession, which cannot be neglected and has always been considered sacred from past to present. As a result, problem-solving abilities, which can be considered teacher competencies in our country and around the world, are becoming more important (Görgeen et al. 2011). Teachers' discovering their current potential in their struggle with the problems they experience and being aware of their resources that lead to solutions can provide them advantages in both their work and personal lives. In this sense, it is important for teachers to solve their problems, adapt to their lives again and be equipped with positive features. For this reason, it is thought that teachers can have a positive outlook on life, achieve satisfaction in their personal, family and business lives, look to the future with hope and be happy in their lives by focusing on solutions to the problems they face and have to struggle with in life, and this constitutes the main problem of this research.

Additionally, because of the changing importance and structure of the "teacher" profession from the past to the present, increasing research on positive psychology, whose working group consists of teachers, will benefit the literature (Altuntas and Genc 2018). When the literature is studied, it is seen that the subjects of happiness, hope and life satisfaction, which are important concepts of positive psychology, are discussed in different age groups (adolescent, young, adult) with different variables. (Aydın 2010,

Kocak 2014, Karababa 2018, Ozkul and Comert 2018, Uzun and Ozer 2019, Bulut and Yıldız 2020). When the literature is examined, it is seen that the subjects in these studies, which are mostly relational studies, a large part of the samples consisted of university students. Experimental studies have been conducted on the effectiveness of solution-focused therapy in the literature (Koktuna 2007, Kvarme et al. 2010, Sarıçlı and Bulut 2010, Ates 2016). In addition, considering that teachers work under both work and difficult life conditions, it is possible that they will show stressful, anxious, and depressive symptoms due to the problems they encounter while carrying out their social professions, which can affect society deeply. It is thought that teachers' finding solutions by evaluating possible solutions without getting stuck in the problems they encounter will increase their quality of life. The fact that solution-focused thinking is future-oriented by its nature (Murdock 2016), the assumption that a solution is possible and that change can occur with the own resources of the individual, strengthens the view that this concept is related to teachers' happiness, hope, and life satisfaction. Happiness, hope and life satisfaction, which are important concepts of positive psychology, are discussed in different age groups (adolescent, young, adult) with different variables. Thus, the future-oriented structure of solution-focused thinking, the goals in the structure of hope, and the positive expectations for the future suggest that these two concepts may be related. Considering that there are significant relationships between hope and both physical well-being (Sahin and Baltacı 2018) and psychological well-being (Usta 2013) in the literature, it may be necessary to evaluate a prediction that hope may have a mediating role in the relationship between solution-focused thinking and happiness. Likewise, the expectations of individuals about their own lives and life satisfaction, which depends on the level of meeting these expectations, stand out as concepts related to solution-focused thinking, mobilizing resources and goal orientation. In this context, knowing how the concepts of hope and life satisfaction (Kardas et al. 2019, Şen-Baz 2019), whose relationships have been proven in different studies in the literature, predict happiness, including the well-being of individuals, depending on the solution-focused mindset of the individual, and interventions that will increase these positive characteristics of individuals. It is thought to increase well-being. It is expected that the small change initiated by teachers in their proclivity to solve their own problems will have a snowball effect on their students and parents, particularly on themselves. In this sense, it is important to know whether Dispositional Hope and life satisfaction have a mediating role in the relationship between solution-focused thinking and happiness, which is one of the important concepts of positive psychology. Although there have been experimental studies on the effectiveness of solution-focused therapy in Turkish and foreign literature, especially on adolescents and university students (Cepukienė and Pakrošnis 2011, Sarıçam 2014, Siyez and Tuna 2014, Arslan and Akın 2016, Akyol and Bacanlı 2019), there has not been enough research on solution-focused thinking, which is related to the principles of solution-focused therapy. In addition, no study was found in which the variables of solution-focused thinking, happiness, hope and life satisfaction were discussed together. One of the original aspects of this research is that it will contribute to the literature because it tests a model that reveals the relationships between concepts, it will raise awareness about the positive characteristics of teachers, the results can be used for in-service trainings to be given to teachers, and it is also important in terms of forming a basis for future research.

Based on the reasons mentioned above, in this study, it was aimed to examine the mediating effect of hope and life satisfaction on the relationship between teachers' solution-focused thoughts and their happiness levels. In this research, firstly it is expected that solution-focused thinking positively predicts life satisfaction, hope, and happiness in teachers, and secondly, it is expected that hope and life satisfaction predict happiness positively. Finally, it is expected that hope and life satisfaction have a mediating effect on the relationship between teachers' solution-focused thoughts and their happiness. The hypothetical model proposed within the scope of the research is given in Figure 1. As seen in Figure 1, the total scores obtained from the Solution-Focused Inventory Problem Disengagement, Goal Orientation and Resource Activation sub-dimensions were defined as the observed variables of the "Solution-Focused Thinking" implicit variable in the hypothetical model proposed within the scope of the research. The items of the The Satisfaction with Life Scale were defined as the observed variables of the latent variable "Life Satisfaction". The total scores obtained from the Pathways and Agency sub-dimensions of the Dispositional Hope Scale were defined as the observed variables of the latent variable "Hope", and the items of the Oxford Happiness Scale Short Form were defined as the observed variables of the latent variable "Happiness".



**Figure 1.** The hypothetical model proposed in the research.

## Method

This research was conducted online according to the correlational research model to reveal the relationships between solution-focused thinking, Dispositional Hope, life satisfaction and happiness. Relational studies evaluate the relationship between two or more variables without any intervention or manipulation of these variables (Karasar 2011, Fraenkel et al. 2012). In this study, the Structural Equation Modeling technique, which examines the variables and the structures formed by the variables as observed and

latent variables (Ullman and Bentler 2012).

## Sample

Teachers working in preschool, primary school, secondary school, high school and Guidance and Research Centers (RAM) in Muş city center and districts affiliated to the Muş Provincial Directorate of National Education participated in this research in the 2019-2020 academic year. The research was carried out in Muş, which is one of the provinces in Turkey where teachers are required to perform compulsory work. Within the scope of the research, 803 teachers were reached, but since the only inclusion criterion was "working in institutions affiliated to the Ministry of National Education", 17 participants who did not meet this criterion were not included in the study. In this context, 479 (60.9%) of the 786 participants reached were female and 307 (39.1%) were male, and their ages ranged from 22 to 60 ( $\bar{X}=29.02$ ,  $SD=5.11$ ). Since the research was conducted with voluntary participants working in a certain province, no attempt was made to reach the population and sample selection was not made. Of the teachers included in the study, 298 (37.9%) work in the center and 488 (62.1%) work in the districts.

## Procedure

Research data were collected from teachers from different branches working in preschool, primary school, secondary school, high school and Guidance and Research Centers in Muş center and districts affiliated to the Muş Provincial Directorate of National Education in the 2019-2020 academic year. Using permission of the scale was obtained via e-mail from the researchers who adapted the scales for the scales applied in the study. Before starting to collect data from the teachers, who are the study group of the research, the ethics committee approval dated 07.07.2020 and numbered 85157263-604.01.02-E.44358 from Van Yuzuncu Yıl University Social and Human Sciences Publication Ethics Committee and 27.07 from Muş National Education Directorate. Data collection permission was obtained with the official letter dated 2020 and numbered 63326527-719-E.9877555. Ethical rules of the Declaration of Helsinki were followed at all stages of the study. The online form, which was created through Google Forms and was tested to be displayed correctly before, was delivered to the participants digitally. Apart from these ways, no advertisements were given to ensure participation in the research. The online form consists of three parts, the first part consists of the purpose of the study, conditions of participation in the study, informed consent and demographic questions. The second part consists of scale items (36 items) related to the four scales detailed below, and in the last part there is a thank you message sent to the participants for their participation in the study. With the "Informed Consent Text" added to the online form, the "I have read, understood" statement, in which the participants declare that they have read and understood the scope of the study, and the information and consent of the participants that they participated in the study voluntarily, that their personal information was not collected within the scope of the study and that the data obtained in the study will be subjected to a general evaluation. taken. No fee was paid to the participants for participation in the study. Since it is not possible to proceed to the next item without marking the statements in the created online form, it was prevented from receiving answers with missing data. Only one of the

participant responses with the same IP address was processed to avoid multiple submissions. It was learned from the general evaluation taken from the participants that the completion time of the created online form varied between 5-7 minutes.

## Measures

In order to test the hypothetical model proposed in this study, Solution-Focused Inventory, Oxford Happiness Scale Short Form, The Satisfaction with Life Scale, and Dispositional Hope Scale were used. In addition to these data collection tools, the Personal Information Form developed by the researcher was used to collect the socio-demographic information of the participants.

### Personal information form

With this form, information about the place of work, age and gender of the participants was collected.

### Solution Focused Inventory

Solution-focused inventory was developed by Grant et al. (2012) to measure the solution-focused thinking levels of individuals based on solution-focused approaches. Karahan & Hamarta, (2015) carried out the Turkish adaptation of the scale. It is a 12-item scale with a 6-point Likert rating (1 - Strongly Disagree, 2 - Disagree, 3 - Slightly Disagree, 4 - Slightly Agree, 5 - Agree, 6 - Strongly Agree). Items 1, 2, 4, and 5 are scored in reverse on the scale. The 1st, 2nd, 4th and 5th items of the scale measure separation from the problem, 9th, 10th, 11th and 12th items of the scale measure Goal Orientation, 3rd, 6th, 7th and 8th items measure resource activation sub-dimensions. The highest score to be obtained from the total of the scale is 72 and the lowest score is 12. The score to be obtained from the scale shows the solution-focused thinking levels of individuals. In the Turkish version of the scale, Exploratory Factor Analysis (EFA) was performed to examine the factor structure, and the sub-dimensions of Separating from the Problem, Goal Orientation and Mobilizing Resources were obtained in accordance with the original form. Confirmatory Factor Analysis (CFA) was applied to test the sample fit to which the scale was applied. DFA Fit index values were found as RMSEA=.072 CFI=.94, IFI=.94, TLI=.91, GFI=.93, AGFI=.87. The internal consistency coefficients obtained from the sample, whose reliability study was carried out by the researchers for the construct validity of the scale, were found to be .77 for Problem Disposition subscale, .84 for goal orientation, and .70 for mobilizing resources subscale (Karahan and Hamarta 2015). Within the scope of this research, the internal consistency coefficient for the whole scale was calculated as .72.

### Oxford Happiness Scale Short Form

The Oxford Happiness Scale, which also known Oxford Short Questionnaire (OSQ), developed by Argyle et al. (1989) in order to determine the happiness levels of individuals, was developed in a 4-point Likert type with 29 items. The short form of the scale was also created in the study in which the OSQ was revised in a 6-point Likert type (Hills and Argyle 2002). The short form of the scale consists of 8 items and consists of one dimension. The internal consistency coefficient of the OSQ-S was found to be .92, and a correlation between the long form and the short form was found to be .93 ( $p <$



.001) (Hills & Argyle, 2002). Dogan and Akıncı-Çötök (2011) made the Turkish adaptation of OSQ. In this adaptation, instead of the 6-point likert type, the 5-point likert type was preferred in order to avoid the problems that may arise from Turkish semantic confusion (1 - Strongly Disagree, 2 - Disagree, 3 - Agree Slightly, 4 - Agree, 5 - Totally Agree). While adapting to Turkish, the 4th item (I don't think I look attractive) in the original form of the scale was removed due to the low item total correlation (.17). The lowest score that can be obtained from the scale is 7, and the highest score is 35. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) methods were used in order to determine the construct validity of the TSQ-S, and it was determined that the scale was unidimensional like its original form. As a result, TSQ-S has become a 7-item and 5-point Likert-type self-report scale. DFA fit index values were found as AGFI=0.93 GFI=0.97 NFI=0.92 CFI=0.95 IFI=0.95 RMR=0.044 RMSEA=0.074. The internal consistency and test-retest reliability coefficients of the TMS-S were found to be .74 and .85, respectively. The reliability calculations of the scale revealed that the scale is a safe tool that measures the level of happiness (Dogan and Akıncı-Çötök 2011). In this study, the internal consistency coefficient of the scale was calculated as .80.

### **Dispositional Hope Scale**

The original form of the scale was developed by Snyder et al. (1991) to measure individuals' trait hope levels, and the scale was adapted into Turkish by Tarhan & Bacanlı (2015). The scale consists of 12 items and includes two sub-dimensions, Alternative Ways Thinking and Acting Thinking, each of which is measured with four items. Four of the items measure dimensions, one contains statements about the past, two about the present time, and one about the future. The remaining four items were determined as fillers unrelated to the hope feature to be measured. The scale is in 8-point Likert type and is evaluated over 8 items measuring the remaining two dimensions without defining points for the fillers. The total score obtained from the items determines the total score of the trait hope scale. In the criterion-related validity study of the scale, the correlation with the Life Satisfaction Scale was positive; The correlations with the UCLA Loneliness Scale, Trait Anxiety Scale and Beck Hopelessness Scale were found to be negative and significant. The lowest score to be obtained from the scale is 8, and the highest score is 64. Getting a high score from the scale indicates that the individual's hope level is high. The internal consistency coefficients of the scale were found to be .78 for the Thinking of Alternative Ways sub-dimension, .81 for the Acting Thoughts sub-dimension, and .86 for the total of the scale (Tarhan and Bacanlı 2015). In this study, the internal consistency coefficient for the total was found to be .87.

### **The Satisfaction with Life Scale**

The scale, originally called The Satisfaction with Life Scale (SWLS), was developed by Diener et al. (1985) to determine the satisfaction individuals get from their lives. The scale, which was first adapted to Turkish by Köker (1991), consists of 5 likert-type items ranging from “not at all appropriate (1)” to “completely agreeable (7). (Yetim, 1993) made the adaptation of the scale used in this study. The scale, which is 7-point Likert type (1-Strongly Disagree; 2-Disagree; 3-Partly Disagree; 4-Undecided; 5-Partly Agree; 6-Agree; 7-Strongly Agree) is one-dimensional. The internal consistency coefficient of

the scale was calculated as .87 in the original study. The reliability of the scale applied to the Turkish population of the scale was found to be high (Alpha=.86), and the test-retest reliability was obtained as .73 (Yetim, 2003). The reliability of the scale was also tested in this study and the internal consistency coefficient was found to be .81.

**Table 1 Goodness of fit indexes and admissibility limits**

| Fit Indexes | Breakpoints for Admission  | Source   |
|-------------|----------------------------|--|
| $\chi^2$    | -                          | -  |
| $\chi^2/Sd$ | $\leq 3$ = perfect fit     | (Sümer 2000, Kline 2005)   |
|             | $\leq 5$ = moderate fit    | (Sümer, 2000)  |
| GFI / AGFI  | $\geq 0.90$ = good fit     | (Kelloway 1989, Schumacker ve Lomax, 1996, Sümer 2000, Hooper ve ark. 2008).                             |
|             | $\geq 0.95$ = perfect fit  | (Sümer 2000, Hooper ve ark. 2008).   |
| RMSEA       | $\leq 0.05$ = perfect fit  | (Jöreskog ve Sörbom 1993, Schumacker ve Lomax 1996, Sümer 2000, Brown 2006, Raykov ve Marcoulides 2008). |
|             | $\leq 0.06$ = good fit     | (Hu ve Bentler 1999, Thompson 2004).   |
|             | $\leq 0.07$ = good fit     | (Steiger 2007)   |
|             | $\leq 0.08$ = good fit     | (Jöreskog ve Sörbom 1993, Sümer 2000, Hooper ve ark. 2008).  |
|             | $\leq 0.10$ = poor fit     | (Kelloway 1989, Tabachnick ve Fidell 2001)   |
| RMR / SRMR  | $\leq 0.05$ = perfect fit  | (Brown 2006, Byrne 1994)   |
|             | $\leq 0.08$ = good fit     | (Hu ve Bentler 1999, Brown 2006)   |
|             | $\leq 0.10$ = mediocre fit | (Kline 2005).  |
| CFI         | $\geq 0.90$ = good fit     | (Hu ve Bentler 1999, Sümer 2000, Tabachnick ve Fidell 2001).   |
|             | $\geq 0.95$ = perfect fit  | (Hu ve Bentler 1999, Sümer 2000, Thompson 2004).   |
| NFI/NNFI    | $\geq 0.90$ = good fit     | (Kelloway1989, Schumacker ve Lomax 1996, Sümer 2000, Tabachnick ve Fidell 2001, Thoompson 2004).         |
|             | $\geq 0.95$ = perfect fit  | (Hu ve Bentler 1999, Sümer, 2000)  |

$\chi^2$ : Chi-squared, df: Degrees of Freedom, GFI: Goodness-of-fit Index, AGFI: Adjusted Goodness-of-fit Index, RMSEA: Root Mean Square Error of Approximation, RMR: Root Mean Square Residuals, CFI:Comparative Fit Index, NNFI: Non-normed Fit Index, NFI: Normed Fit Index (Çokluk et al., 2012)..

## Statistical analysis

Within the scope of the research, the data obtained through the online Google Forms were first exported and then transferred to the IBM SPSS 25 program. The data of the research were analyzed with IBM SPSS 25 and AMOS 24 programs. In order to determine whether parametric tests will be used in the analysis of the data collected within the scope of this research, the distribution of the data collected within the scope of the research was examined. The reliability of all scales used in the research was examined and it was found that the scales were reliable. In order to establish the model, the determination of the relationships between the variables was examined with the Pearson Product Moment Correlation Coefficient. Before the analysis of the model proposed within the scope of the research with Structural Equation Modeling (SEM), a measurement test was carried out and it was seen that the fit values obtained in the measurement model were acceptable. At the last stage of the data analysis, the proposed model was analyzed using the Structural Equation Modeling technique, and the findings were reported. Within the scope of the research, in the hypothetical model proposed in Figure 1, the total scores obtained from the Solution-Focused Inventory Problem Disengagement, Goal Orientation and Resource Activation sub-dimensions were defined as the observed variables of the "Solution-Focused Thinking" implicit variable.

The items of the he Satisfaction with Life Scale were defined as the observed variables of the latent variable "Life Satisfaction". The total scores obtained from the Pathways and Agency sub-dimensions of the Dispositional Hope Scale were defined as the observed variables of the latent variable "Hope", and the items of the Oxford Happiness Scale Short Form were defined as the observed variables of the latent variable "Happiness". The goodness-of-fit indexes and acceptability limits used while performing model tests in the study are given in Table 1 (Cokluk et al., 2012).

## Results

The kurtosis skewness values determined within the scope of the normality analysis are given in Table 2.

**Table 2. Descriptive statistics of observed variables in structural models**

| Variables                         | Min. | Max. | $\bar{X}$ | SD   | Skewness | Kurtosis |
|-----------------------------------|------|------|-----------|------|----------|----------|
| Solution-Focused Inventory        |      |      |           |      |          |          |
| Problem Disengagement             | 4    | 24   | 16.02     | 3.77 | -0.35    | -0.29    |
| Goal Orientation                  | 5    | 24   | 18.54     | 2.83 | -1.05    | 2.91     |
| Resource Activation               | 6    | 24   | 18.78     | 3.11 | -0.96    | 1.64     |
| Dispositional Hope Scale          |      |      |           |      |          |          |
| Pathways                          | 4    | 32   | 25.18     | 3.49 | -0.24    | 1.36     |
| Agency                            | 4    | 32   | 23.88     | 3.76 | -0.52    | 1.34     |
| The Satisfaction with Life Scale  |      |      |           |      |          |          |
| SWLS 1                            | 1    | 7    | 5.07      | 1.37 | -1.11    | 0.48     |
| SWLS 2                            | 1    | 7    | 4.24      | 1.57 | -0.49    | -0.87    |
| SWLS 3                            | 1    | 7    | 4.80      | 1.54 | -0.90    | -0.22    |
| SWLS 4                            | 1    | 7    | 5.30      | 1.37 | -1.38    | 1.34     |
| SWLS 5                            | 1    | 7    | 3.75      | 1.88 | -0.02    | -1.40    |
| Oxford Happiness Scale Short Form |      |      |           |      |          |          |
| OHS-SF1                           | 1    | 5    | 3.96      | 0.87 | -0.69    | 0.36     |
| OHS-SF2                           | 1    | 5    | 3.29      | 0.96 | -0.29    | -0.20    |
| OHS-SF3                           | 1    | 5    | 3.32      | 0.86 | -0.34    | 0.07     |
| OHS-SF4                           | 1    | 5    | 3.88      | 0.75 | -0.56    | 1.07     |
| OHS-SF5                           | 1    | 5    | 3.27      | 0.88 | -0.25    | 0.10     |
| OHS-SF6                           | 1    | 5    | 3.12      | 0.93 | -0.19    | -0.18    |
| OHS-SF7                           | 1    | 5    | 3.70      | 1.05 | -0.75    | 0.03     |

X: Mean, SD: Standard Deviation, SWLS 1-5: Scores from Satisfaction with Life Scale items, OHS-SF1-7: Oxford Happiness Scale Short Form items

Considering the calculated kurtosis and skewness values, the kurtosis values are between .03 and 2.91; skewness values were observed to vary between .02 and -1.38. Multiple Linear Connection. Multicollinearity means that the variables are highly correlated with each other. It poses a problem when the relationship between the variables is .90 and higher (Tabachnick and Fidell 2013). In this study, when checking whether there is a multicollinearity problem between the variables, it was determined that the correlation coefficient between any of the variables was not above .90 (see Table 3). Correlations between the observed variables in the structural model are also presented in Table 3. As seen in Table 3, significant relationships were observed between all variables.

**Table 3. Relationships between observed variables in the structural model Pearson correlation analysis results**

|           | $\bar{X}$ | SD   | 1     | 2     | 3     | 4     | 5     | 6     |
|-----------|-----------|------|-------|-------|-------|-------|-------|-------|
| 1. PD     | 16.02     | 3.78 |       |       |       |       |       |       |
| 2. GO     | 18.54     | 2.83 | .16** |       |       |       |       |       |
| 3. RA     | 18.78     | 3.11 | .10*  | .49** |       |       |       |       |
| 4. PW     | 25.18     | 3.49 | .26** | .51** | .45** |       |       |       |
| 5. AG     | 23.88     | 3.76 | .30** | .56** | .39** | .70** |       |       |
| 6. SWLS   | 23.17     | 5.91 | .07*  | .32** | .29** | .29** | .48** |       |
| 7. OHS-SF | 24.52     | 4.25 | .34** | .35** | .36** | .48** | .60** | .62** |

\*p<0.05, \*\*p<0.01, N=786;  $\bar{X}$ : Mean, SD: Standard Deviation, PD: Solution-Oriented Inventory Problem Disposition sub-dimension total score, GO: Solution-Focused Inventory Goal Orientation sub-dimension total score, RA: Solution-Focused Inventory Resource Activation sub-dimension total score, PW: The total score of the Ideation of Pathways sub-dimension of the Dispositional Hope Scale, AG: Dispositional Hope Scale Agency sub-dimension total score, SWLS: The Life Satisfaction with Scale total score, OHS-SF: Oxford Happiness Scale Short Form total score

Since a two-stage approach was adopted in testing the hypothesis model (Figure 2) determined within the scope of the research, the measurement model related to the hypothesis model was tested. The measurement model is given in Figure 2.

The fit values of this model, which was formed as a result of the measurement model test, were found to be  $\chi^2/Sd$  (628.66/113)=5.56, p=.001, IFI=.90; CFI=.90; GFI=.91; RMSEA=.076 (confidence interval for RMSEA=.070-.082) and it was determined to be within acceptable limits. Although it was observed that the  $\chi^2/Sd$  value was outside the acceptable limits, it was stated in the modeling studies that this index was sensitive to the complexity of the model, the number of data and the number of variables in the model (Kenny and McCoach 2009). When the measurement model was tested, correlations for latent variables were obtained. The obtained correlation values are presented in Table 5.

**Table 4. Fit values results regarding the measurement model**

| Fit Indexes | Values | Conformity     |
|-------------|--------|----------------|
| $\chi^2/df$ | 5.56   | Acceptable fit |
| RMSEA       | 0.076  | Acceptable fit |
| CFI         | 0.90   | Acceptable fit |
| GFI         | 0.91   | Acceptable fit |
| IFI         | 0.90   | Acceptable fit |

$\chi^2$ : Chi-squared, df: Degrees of Freedom, GFI: Goodness-of-fit Index, RMSEA: Root Mean Square Error of Approximation, CFI: Comparative Fit Index, IFI: Incremental Fit Index

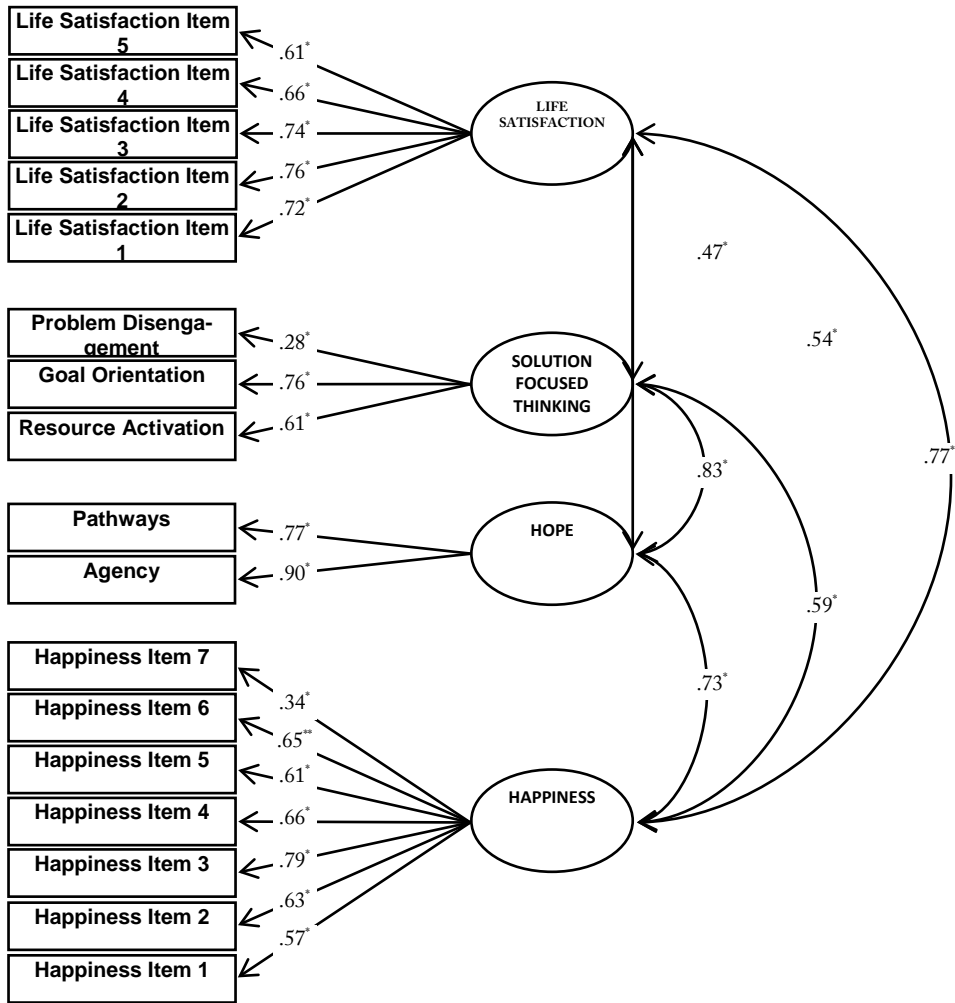
**Table 5. Correlations of the latent variables in the structural model**

| Implicit/Latent Variable     | 1    | 2    | 3    |
|------------------------------|------|------|------|
| 1. Life Satisfaction         | -    |      |      |
| 2. Solution-Focused Thinking | .47* | -    |      |
| 3. Hope                      | .54* | .83* | -    |
| 4. Happiness                 | .77* | .59* | .73* |

\*p<.01

When the obtained correlation values are examined, it is seen that all correlation coefficients are statistically significant. Among the latent variables, the highest correlation coefficient was observed between solution-focused thinking and hope (r=.83), while the lowest correlation coefficient was observed between life satisfaction and solution-focused thinking (r=.47). After testing the measurement model, it was decided

that the next step, structural equation modeling, could be passed by looking at the goodness of fit values and correlations.



**Figure 2. Standardized path coefficients of the measurement model.**

Solution-Focused Inventory Sub-Dimension Total Scores: Problem Disengagement, Resource Activation, Goal Orientation; Dispositional Hope Scale Sub-Dimension Total Scores: Pathways, Agency; Scores from The Satisfaction with Life Scale Items: Life Satisfaction Items 1-5; Scores from Oxford Happiness Scale Short Form Items: Happiness Item 1-7, \*p<0.05, N=786

**Table 6. Results of fit values regarding the structural model**

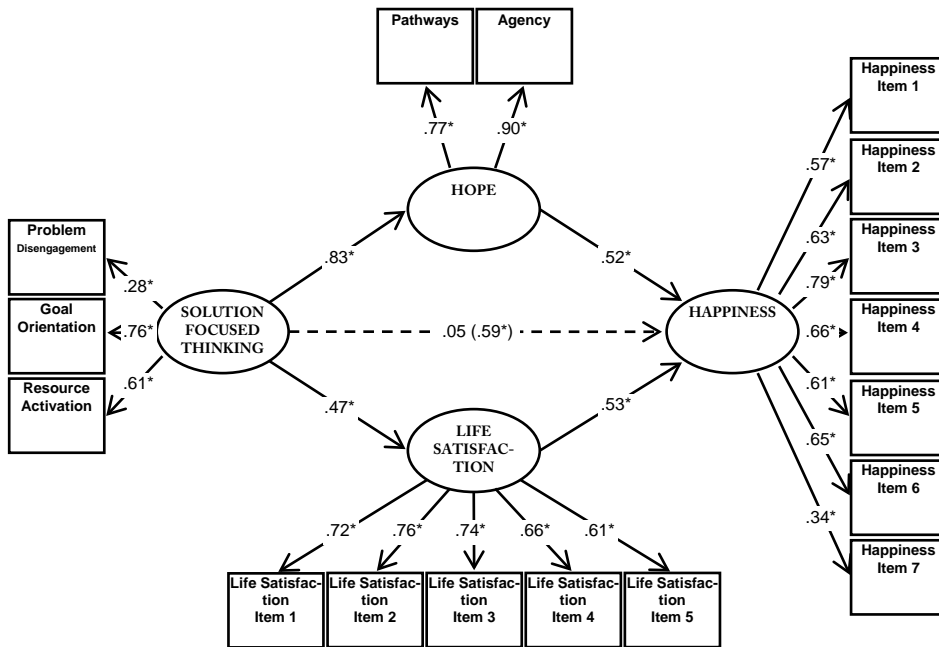
| Fit Indexes        | Values | Conformity     |
|--------------------|--------|----------------|
| X <sup>2</sup> /Sd | 5.56   | Acceptable fit |
| RMSEA              | 0.076  | Acceptable fit |
| CFI                | 0.90   | Acceptable fit |
| GFI                | 0.91   | Acceptable fit |
| IFI                | 0.90   | Acceptable fit |

X2: Chi-squared, df: Degree of Freedom, GFI: Goodness-of-fit Index, RMSEA: Root Mean Square Error of Approximation,, CFI:Comparative Fit Index, IFI: Incremental Fit Index

The standardized path coefficients of the model formed as a result of the analysis by performing structural equation modeling are given in Figure 3. The goodness of fit values obtained when the model, which was determined as the hypothesis model, was tested, is given in Table 6.

Given in the table,  $\chi^2/Sd$  (628.66/113)=5.56,  $p=.001$ ,  $IFI=.90$ ;  $CFI=.90$ ;  $GFI=.91$ ;  $RMSEA=.076$  (confidence interval for  $RMSEA=.070-.082$ ) and it is seen to be at an acceptable level. Although it was observed that the  $\chi^2/Sd$  value was outside the acceptable limits, it was stated in the modeling studies that this index was sensitive to the complexity of the model, the number of data and the number of variables in the model (Kenny and McCoach 2009).

In order to see the statistical significance of the relationships between the latent variables in the research model, evaluations were made by looking at t values and standardized beta coefficients. The results of the t values and beta coefficients obtained in the analysis are given in Table 7.



**Figure 3. Standardized path coefficients calculated in the structural model**

Solution-Focused Inventory Sub-Dimension Total Scores: Problem Disengagement, Resource Activation, Goal Orientation; Dispositional Hope Scale Sub-Dimension Total Scores: Pathways, Agency; Scores from The Satisfaction with Life Scale Items: Life Satisfaction Items 1-5; Scores from Oxford Happiness Scale Short Form Items: Happiness Item 1-7, \* $p<0.05$ ,  $N=786$

According to the results of the structural model analysis, solution-focused thinking was found to be above hope ( $\beta=.83$ ,  $t = 13.80$ ,  $p<.05$ ) and life satisfaction ( $\beta=.47$ ,  $t = 8.63$ ,  $p<.05$ ); In addition, hope ( $\beta=.52$ ,  $t = 5.84$ ,  $p<.05$ ) and life satisfaction ( $\beta=.53$ ,  $t = 10.44$ ,  $p<.05$ ) had significant predictive effects on happiness, but solution-focused thinking ( $\beta=. -.08$ ,  $t = -.94$ ,  $p>.05$ ) does not seem to have a significant predictive effect on

happiness. When the variances explained in the model were evaluated, it was determined that the variables of solution-focused thinking, hope and life satisfaction together explained about 73% of the happiness variable.

**Table 7 Standardized values and t values regarding the structural model of the research**

| Structural Relations      |   |                                | Standardized Load( $\beta$ ) | t values |
|---------------------------|---|--------------------------------|------------------------------|----------|
| Solution-Focused Thinking | → | Hope                           | 0.83                         | 13.80    |
| Solution-Focused Thinking | → | Life Satisfaction              | 0.47                         | 8.63     |
| Life Satisfaction         | → | Happiness                      | 0.53                         | 10.44    |
| Hope                      | → | Happiness                      | 0.52                         | 5.58     |
| Solution-Focused Thinking | → | Happiness                      | -0.08                        | -0.94    |
| Structural Equations      |   |                                |                              |          |
| Hope                      | = | 0.83*SFT                       |                              | 0.69     |
| Life Satisfaction         | = | 0.47*SFT                       |                              | 0.22     |
| Happiness                 | = | 0.08*SFT + 0.52*Hope + 0.53*LS |                              |          |

SFT: Solution-Focused Thinking, , LS: Life Satisfaction

In the model test, it was determined that the path coefficient from solution-focused thinking to happiness was not statistically significant ( $\beta=-.08$ ,  $p>.05$ ). However, it was observed that this path coefficient was significant and at the level of ( $\beta=.59$ ,  $p<.05$ ) without the effects of other variables. This path was removed from the model and the deterioration in the model was evaluated.

**Table 8. Results of fit values for the model tested as mediation**

| Fit Indexes | Values | Conformity     |
|-------------|--------|----------------|
| $\chi^2/Sd$ | 5.52   | Acceptable fit |
| RMSEA       | 0.076  | Acceptable fit |
| CFI         | 0.90   | Acceptable fit |
| GFI         | 0.91   | Acceptable fit |
| IFI         | 0.90   | Acceptable fit |

$\chi^2$ : Chi-squared df: Degree of Freedom, GFI: Goodness-of-fit Index, RMSEA: Root Mean Square Error of Approximation, CFI:Comparative Fit Index,, IFI: Incremental Fit Index

When this path was removed from the model and the model was retested, the goodness of fit values were found to be  $\chi^2/Sd$  ( $629.49/114$ )= $5.52$ ,  $p=.001$ ,  $IFI=.90$ ;  $CFI=.90$ ;  $GFI=.91$ ;  $RMSEA=.076$  (confidence interval for  $RMSEA=.070-.082$ ).

According to the results of the chi-square difference test, it was determined that removing this path did not cause a significant deterioration in the model [ $\chi^2(1)=.83$ ,  $p>.05$ ]. Since it was determined that there was no significant deterioration, it was decided to exclude this path from the model. The final model obtained as a result of the analysis is given in Figure 4.

When the mediation relations in the model were evaluated, it was determined that hope and life satisfaction had a full mediating effect on the relationship between solution-focused thinking and happiness, since the path to happiness without solution-focused thinking was removed from the model.

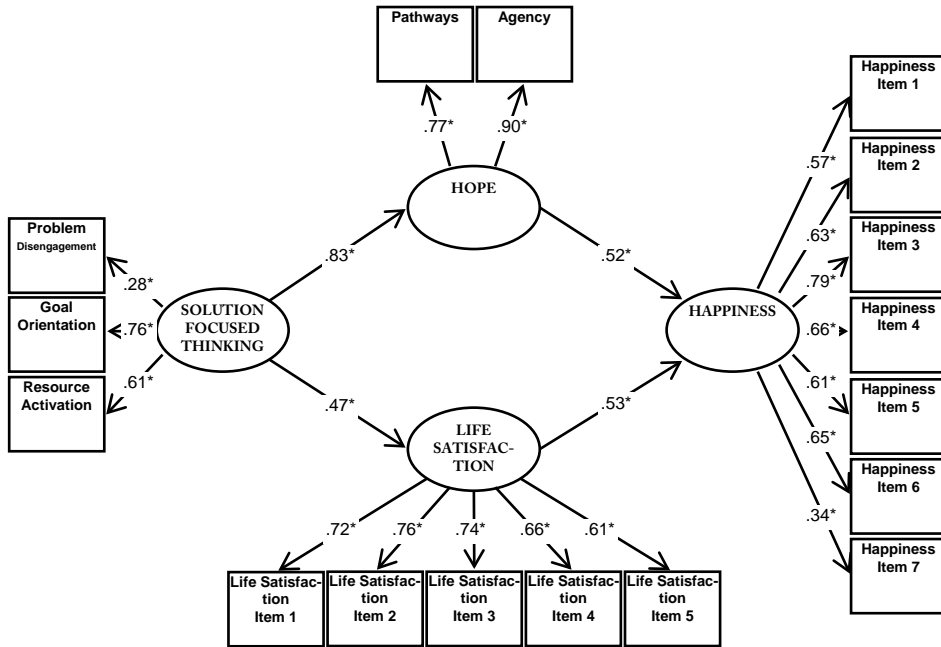
The significance level of the indirect effects in the model was also tested with the bootstrapping method (Shrout and Bolger 2002). In this method, a statistical significance interval is calculated by obtaining a certain number of samples from the sample within the scope of the research with the help of the program. Estimation intervals were calculated for the significance of the indirect effects in the structural

model and are given in Table 9. Bootstrapping analysis results show that the indirect effect determined in the model is significant.

**Table 9. Bootstrap test results**

| Independent variable      | Agent(s)                 | Dependent Variable | Path Coefficient (β) | %95 CI                    |
|---------------------------|--------------------------|--------------------|----------------------|---------------------------|
| Solution-Focused Thinking | Hope - Life Satisfaction | Happiness          | .05 (.59*)           | [-.162, 2.46];<br>p= .029 |

Bootstrap was made on 1000 samples. β=Standardized. \*p<.05.



**Figure 4. Standardized path coefficients calculated in the structural model**

Solution-Oriented Inventory Sub-Dimension Total Scores: Problem Disposition, Activating Resources, Goal Orientation; Dispositional Hope Scale Sub-Dimension Total Scores: Alternative Ways Thought, Acting Thinking; Scores from the Satisfaction with Life Scale Items: Life Satisfaction Items 1-5; Scores from Oxford Happiness Scale Short Form Items: Happiness Item1-7, \*p<0.05, N=786

## Discussion

According to the path coefficients obtained in the structural equation modeling conducted within the scope of the research, it was determined that there is a positive and significant relationship between solution-focused thinking and happiness. This significant relationship between solution-focused thinking and happiness is provided by the variables of life satisfaction and constant hope in the model. It has been determined that Dispositional Hope and life satisfaction have a full mediating role in the relationship between solution-focused thinking and happiness. In other words, the way from teachers' solution-focused thoughts to happiness is realized through Dispositional Hope and life satisfaction.

There are limited studies in the literature that directly investigate the relationship between solution-focused thinking and happiness. However, in the criterion-related



validity study of Şanal Karahan and Hamarta (2015) in the Turkish adaptation of the Solution-Oriented Inventory, they found a positive significant relationship between solution-focused thinking and all its sub-dimensions and positive emotions, and a negative significant relationship with depression. Similarly, Şanal Karahan (2016) determined that solution-focused thinking positively predicted depression, anxiety, stress and psychological well-being. When the literature is examined, it can be seen that the variables related to Problem Disengagement, Goal Orientation and Resource Activation, which are the sub-dimensions of solution-focused thinking, have a relationship with happiness. Therefore, the discussion regarding this finding of our research was made with variables related to solution-focused thinking sub-dimensions such as problem disengagement, goal orientation and resource activation. The sub-dimension of problem disengagement includes getting away from the problem without focusing on the negative aspects of the problem, in other words, getting rid of the problem (Grant 2011). Problem disengagement also explains the need to move away from the linear relationship between the problem and the cause of the problem (Sparrer 2012). It is possible that rumination and negative thoughts are related to the individual's problem-focused approach to the problems she/he encounters in life, excessive obsession with the insolvency of the problem, or the fact that the individual is more sensitive to seeing the bad things in her/his life rather than the good things in it. It is known that rumination has a positive relationship with depression, which is known to be negatively related to happiness. As a matter of fact, Yağmur (2018) found a positive moderate relationship between rumination and depression in his study with university students. Similarly, Yapan (2018) found that both rumination and automatic thoughts significantly predicted depression. On the contrary, there are studies that show psycho-educational programs with a solution-focused short-term therapy approach reduce rumination. For example, Sarıçam (2014) found that as a result of the solution-focused short-term intervention program applied to university students, the application to the experimental group reduced the rumination level of the students in the group and that the level of rumination was low in the permanence measurements.

Resource activation, which is another sub-dimension of solution-focused thinking, indicates that the individual has the power of self-recovery and his own resources (Grant 2011). When an individual is faced with a problem situation, being aware of his resources for the solution can enable him to progress on the way to a solution and strengthen his belief in the solution. In this respect, the sub-dimension of resource activation can be considered as a concept related to self-efficacy. As a matter of fact, Yılmaz Bingöl and Akın (2018) found that the program applied to adolescents in which they applied group guidance based on a solution-focused short-term approach increased the self-efficacy levels of adolescents. Cantez (2018), on the other hand, found a moderately positive and significant relationship between these two variables in their research in which they investigated the relationship between self-efficacy and happiness. In this finding of this study, the power of self-recovery contained in solution-focused thinking may also have played an important role in predicting happiness. Çetinkaya and Sarıcı Bulut (2019), who examined the relationship between self-recovery and happiness in the literature, found a positive and significant relationship between these two variables.

The third sub-dimension of solution-focused thinking is goal orientation, and this sub-dimension defines the individual's goals for the solution through self-regulation

(Grant 2011). The individual's goal orientation, which creates a solution-focused mindset, is closely related to his/her self-regulation. Selwyn and Grant (2019) examined the relationship between insight, self-regulation, solution-focused thinking and subjective well-being in their research. According to the research findings, it was determined that insight and self-regulation did not have a direct effect on subjective well-being, but solution-focused thinking had a mediating effect between insight and self-regulation and subjective well-being. According to this research, solution-focused thinking, in which self-regulation plays an important role in solution-focused thinking, also has a significant effect on subjective well-being, also known as happiness. In other words, more self-regulation leads to more solution-focused thinking and provides happiness. This finding is consistent with the findings of our study.

In addition, in this study, it was determined that there is a positive and significant relationship between solution-focused thinking and dispositional hope. When the literature is examined, Kktuna (2007) found that solution-focused individual counselor's hopelessness scores of women in lower socio-economic level were evaluated in a study in which women with lower socio-economic status participated in order to test the effectiveness of individual counseling based on solution-focused short-term approach, which is the basis of solution-focused thinking. It has been concluded that it reduces the submissive behaviors and reduces the submissive behaviors. The experimental nature of this study showed that the solution-focused counseling approach is an effective counseling approach in practice. (Green et al. 2006) investigated whether a solution-focused thinking approach-based program increases individuals' goals, subjective well-being, and hope scores in their study, which included 56 participants, 28 of whom were assigned to the experimental group and 28 to the control group. At the end of the application, they found that the scores of reaching the goal, hope and subjective well-being increased. In this respect, this finding of our study is consistent with the findings of studies conducted in the literature. Problem disengagement, resource activation, and goal orientation, which enable teachers to think solution-focused, are related to the activating thinking of hope and the thoughts of alternative ways. It is a natural result that teachers are hopeful when they turn their focus from the problem to the solution, mobilize their existing resources and turn to their goals.

In this study, it was also determined that there is a positive and significant relationship between solution-focused thinking and life satisfaction. When the literature is examined, there are studies in which solution-focused thinking and life satisfaction are discussed together. Sari et al. (2019) examined the relationship investigated in this study in the opposite direction. In other words, the finding that solution-focused thinking predicts satisfaction with life in this study was obtained as a predictor of solution-focusedness of life satisfaction in the study of Sari et al. (2019). When both studies are compared, we can say that there is a positive relationship between life satisfaction and solution orientation, and the expected increase in either of the two variables leads to an increase in the other variable as well as they predict each other. Gndođdu (2019) conducted solution-focused group counseling with counselor candidates, and as a result of this practice, they found that solution-focused group counseling had a positive effect on life satisfaction. In other words, individuals' life satisfaction increased after solution-focused group counseling.

In this study, it was also determined that there is a positive and significant relationship between dispositional hope and happiness. In other words, the hope variable

predicts the happiness variable in a meaningful way. In the literature, it is possible to come across studies that have a relationship between hope and happiness variables. Cihangir Çankaya and Meydan (2018), in their study on adolescents, concluded that hope predicted happiness in a meaningful way. In other words, it was found that individuals with high hope levels are happier. Similarly, Kardas et al. (2019) found hope as one of the important variables predicting the well-being of individuals in their study in which they investigated the predictive variables of psychological well-being associated with happiness. In the same study, it was reported that hope was the variable that predicted psychological well-being the most after gratitude. Kocaman (2019), in his study on a group of adults, found that hope has a significant relationship with psychological well-being. Based on the positive significance of this relationship, it was concluded that as individuals' hope levels increase, their psychological well-being levels also increase. Hope is defined as a motivational process to find alternative ways to reach goals and to reach the goal through these ways. In another study, it was found that the positive effect of hope on subjective well-being increased depending on demographic variables and predicted subjective well-being (Demirli et al. 2014). The fact that individuals have certain goals is also related to their hopes. It can be said that individuals who have goals in life are more hopeful. Researchers have determined a relationship between hope and life goals in this respect (Şahin et al. 2012). Şahin et al. (2012) found that hope is a significant predictor of creating life goals. They stated that hope is related to life goals, especially "search for meaning" and "being of meaning", and it predicts happiness (Şahin et al. 2012). Similarly, (Öztürk 2015) found a relationship between life goals and subjective well-being, which are related to the goals that are also on the conceptual basis of hope, and it was determined that having an internal life purpose increases subjective well-being.

In this study, it was determined that there is a positive and significant relationship between life satisfaction and happiness. In other words, the life satisfaction variable significantly predicts the happiness variable. The relationship between life satisfaction and happiness has been studied frequently in the literature, and positive and significant relationships have been found between these two variables (Demir and Murat 2017, Doğan and Akıncı-Çötök 2011). The findings of this study and the findings of these studies overlap. Life satisfaction is the degree of appreciation of the difference between the individual's expectations from life and what he or she has. The individual may experience positive or negative effects with the effect of the cognitive process in which he/she evaluates the magnitude of this difference. This positive effect on the individual is known as happiness.

The most prominent finding of this research is that the relationship between solution-focused thinking and happiness in teachers is mediated by dispositional hope and life satisfaction. Solution Focused Brief Therapy contributes to the subjective well-being of individuals (Joubert and Guse 2021). However, in this study, mediating variables in the relationship between solution-focused thinking and happiness were examined. Individuals who think solution-focused have higher life satisfaction and hope, and their happiness increases through these variables. There are studies in the literature that hope and life satisfaction predict happiness. For example, in a study conducted on cancer patients, a positive relationship between hope and happiness was found (Wnuk et al. 2012). In another study, it was stated that individuals with a high level of hope believe in coping with difficulties and their happiness increases depending on this belief

(Tan et al. 2018). It is also known that hope therapy training increases the level of happiness (Jamalzadeh and Golzary 2014). Similarly, the relationship between life satisfaction and happiness has been confirmed many times (Argan et al. 2018, Demir and Murat 2017, Nemati and Maralani 2016). This finding also offers some implications for practitioners. In order to ensure that teachers are happy, it is necessary to focus on their hopes and life satisfaction in order to enable them to think solution-focused and to facilitate the contribution to the happiness of teachers.

As in every research, there are some limitations in the conduct of this research. The most important limitation of this study is that the study took place under the COVID-19 epidemic conditions, where teachers' ordinary working and living conditions changed with certain limitations and precautions, and that the answers given by the teachers to the scale items might have changed in the context of the epidemic conditions. In addition, since the study was conducted on an easily accessible study group, the generalizability of the results is limited to similar samples.

## Conclusion

When all the findings of the study are evaluated together, some suggestions can be listed. Teachers' solution-focused approach to problems at home, work, and in social life can bring them happiness, and thus they can reflect positive emotions to the students for whom they serve as role models. In this context, it can be ensured that teachers are more solution-focused in order to increase their happiness. In-service training to be given to teachers, especially on solution-focusedness, can create desired results in this sense. Teachers working in provinces called Mandatory Service Regions, which have more limited social opportunities compared to other provinces, can be provided with platforms or meetings where solutions are discussed according to the issues they have problems with. Similarly, professional solidarity meetings can be planned. The undertaking of such activities by the MoNE or institutions affiliated to the MoNE may increase the effectiveness of the activities. These activities can also increase sharing of solutions by bringing together teachers with similar experiences. Finding the mediating role of dispositional hope and life satisfaction in the relationship between teachers' solution-focused thinking and their happiness revealed that it is necessary to increase hope and life satisfaction levels in order to increase teachers' happiness levels. In this context, it may be important to conduct comprehensive field studies by the Ministry of National Education on what affects teachers' hope and life satisfaction levels and how to reduce the factors that negatively affect these variables. The studies can be expanded to include the personal rights of teachers. In this sense, it is important to provide working conditions that will keep the hopes of teachers alive and to establish the standards of the profession. Arrangements to be made by asking teachers' opinions on issues related to teachers' professional goals, such as promotion, expertise, rewarding success, assignment and relocation, will increase teachers' hope and life satisfaction levels and contribute positively to their happiness. Apart from this, Provincial and District National Education Directorates and Guidance and Research Centers can plan research in this context and take measures to reduce negative factors affecting life satisfaction with constant hope.

## References

- Akpınar R (2006) Duygusal yüz ifadelerini anlama becerisini geliştirmeye yönelik örnek bir öğretim programı. *Journal of Human Sciences*, 1:2-10.
- Akyol EY, Bacanlı F (2019) Building a solution-focused career counselling strategy for career indecision. *Australian Journal of Career Development*, 28:73–79.
- Altuntaş S, Genç H (2018) Mutluluğun yordayıcısı olarak psikolojik sağlamlık: Öğretmen örnekleminin incelenmesi. *Hacettepe University Journal of Education*, 35:1-15.
- Argan M, Argan MT, Dursun, M (2018) Examining relationships among well-being, leisure satisfaction, life satisfaction, and happiness. *International Journal of Medical Research & Health Sciences*, 7:49–59.
- Argyle M, Martin M, Crossland J (1989) Happiness as a function of personality and social encounters. In *Recent Advances in Social Psychology: an international perspective* (Eds JP Forgas, JM Innes):189–203. North-Holland, Elsevier.
- Arslan N, Akın A (2016) Çözüm odaklı kısa süreli grupla psikolojik danışmanın lise öğrencilerinin akran zorbalığına etkisi. *Sakarya University Journal of Education*, 6:72-84.
- Ateş B (2016) Effect of solution focused group counseling for high school students in order to struggle with school burnout. *J Educ Train Stud*, 4:27-34.
- Aydın B (2010) Üniversite öğrencilerinin duygusal zekâ ve umut düzeyleri ile psikolojik sağlamlıkları arasındaki ilişkinin incelenmesi (Yüksek lisans tezi). Trabzon, Karadeniz Teknik Üniversitesi.
- Bulut M, Yıldız M (2020) Üniversite öğrencilerinin kişilik özelliklerinin yaşam doyumlarına etkisi. *Türkiye Sosyal Araştırmalar Dergisi*, 24:397-412.
- Cantep E (2018) Üniversite öğrencilerinin mutluluk, psikolojik sağlamlık ve öz yeterlik düzeyleri arasındaki ilişki. *Aydın İnsan ve Toplum Dergisi*, 4:61-76.
- Cepukiene V, Pakrosnis, R (2011) The outcome of solution-focused brief therapy among foster care adolescents: the changes of behavior and perceived somatic and cognitive difficulties. *Child Youth Serv Rev*, 33:791–797.
- Cihangir Çankaya Z, Meydan B (2018) Ergenlik döneminde mutluluk ve umut. *Elektronik Sosyal Bilimler Dergisi*, 17:207-222.
- Çetinkaya A, Sarıca Bulut S (2019) Lise öğrencilerinde kendini toplama gücü düzeyleri ve öznel iyi oluşu artırma stratejilerinin incelenmesi. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 9:1053-1084.
- Çokluk Ö, Şekerioğlu G, Büyüköztürk Ş (2012) Sosyal bilimler için çok değişkenli istatistik: SPSS ve LISREL uygulamaları. Ankara, Pegem Akademi.
- Demir R, Murat M (2017) Öğretmen adaylarının mutluluk, iyimserlik, yaşam anlamı ve yaşam doyumlarının incelenmesi. *Uluslararası Toplum Araştırmaları Dergisi*, 7: 347-378.
- Demirel S, Canat S (2004) Ankara'daki beş eğitim kurumunda kendini yaralama davranışı üzerine bir çalışma. *Kriz Dergisi*, 12:1-9.
- Demirli A, Türkmen M, Arık RS (2015). Investigation of dispositional and state hope levels' relations with student subjective well-being. *Soc Indic Res*, 120:601–613.
- Diener E (1985) The satisfaction with life scale. *J Pers Assess*, 49: 71-75.
- Diener E, Emmons, RA, Larsen RJ, Griffin S (1985) The satisfaction with life scale. *J Pers Assess*, 49:71-75.
- Doğan S (1999) Çözüm-odaklı kısa süreli terapi: Kuramsal bir inceleme. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 2:28-38.
- Doğan T, Akıncı-Çötök N (2011) Oxford Mutluluk Ölçeği Kısa Formunun Türkçe uyarlaması: Geçerlik ve güvenilirlik çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4:165-172.
- Dora S (2003) Sosyal problem çözme envanteri (revize edilmiş formu)'nin Türkçe'ye uyarlanması: Geçerlik ve güvenilirlik çalışmaları (Yüksek lisans tezi). Ankara, Hacettepe Üniversitesi.
- Erez A, Johnson DE, Judge TA (1995) Self-deception as a mediator of the relationship between dispositions and subjective well-being. *Pers Individ Dif*, 19:597-612.
- Fraenkel JR, Wallen NE, Hyun, HH (2012). *How to design and evaluate research in education*. New York, Mc Graw Hill.
- Genç E (2000) Öğretmenlerde denetim odağının problem çözmeye yönelik yaratıcılıklarıyla ilişkisi (Yüksek lisans tezi). İstanbul, Marmara Üniversitesi.
- Görgeç İ, Deniz S, Kiriş A (2011) Eğitim fakültesi öğretmen adaylarının problem çözme becerilerinin incelenmesi. *Education Sciences*, 6:673-681.

- Grant AM (2011). The solution-focused inventory: A tripartite taxonomy for teaching, measuring and conceptualising solution-focused approaches to coaching. *The Coaching Psychologist*, 7:98-106.
- Grant AM, Cavanagh MJ, Kleitman S, Gordon S, Lakato M, Yu N. (2012). Development and validation of the solution-focused inventory. *J Posit Psychol*, 7:334-348.
- Green LS., Oades LG, Grant, AM (2006) Cognitive-behavioral, solution-focused life coaching: Enhancing goal striving, well-being, and hope. *J Posit Psychol*, 1:142-149.
- Gülcan A (2014) Genç yetişkinlerde iyimserliđin mutluluk ve yaşam doyumunu üzerindeki etkisinin incelenmesi (Yüksek lisans tezi). İstanbul, Fatih Üniversitesi.
- Gündođdu R (2019) The effect of solution-focused group counseling with psychological counselor candidates on solution-focused tendency and satisfaction with life. *J Educ Elearn Res*, 6:26-37.
- Güner O (2018) Çözüm Bende Saklı. Ankara, Efil Yayınevi.
- Haroz EE, Jordans M, Jong J, Gross A, Bass J, Tol W. (2017). Measuring hope among children affected by armed conflict: cross-cultural construct validity of the children's hope scale. *Assessment*, 24:528-539.
- Hills P, Argyle M (2002) The oxford happiness questionnaire: a compact scale for the measurement of psychological well-being. *Pers Individ Dif*, 33:1073-1082.
- Jackson PZ, McKergow M (2007) *The Solutions Focus: Making Coaching and Change Simple*, 2nd ed. Nicholas Brealey Publishing.
- Jamalzadeh R, Golzary M (2014) The effectiveness of hope therapy on increasing happiness and life satisfaction among elderly women residing in nursing home of borujen. *Journal of Women and Society*, 18:31-48.
- Joubert J, Guse T (2021) A Solution-Focused Brief Therapy (SFBT) Intervention model to facilitate hope and subjective well-being among trauma survivors. *J Contemp Psychother*. 51:303-310.
- Kangal A (2013) Mutluluk üzerine kavramsal bir değerlendirme ve Türk hanehalkı için bazı sonuçlar. *Electronic Journal of Social Sciences*, 12:214-233.
- Karababa A (2018) Ön ergenlerin umut düzeylerinin ebeveynlik stilleri açısından incelenmesi. *Aile Psikolojik Danışmanlığı Dergisi*, 1:48-64.
- Karasar N (2011) *Bilimsel Araştırma Yöntemleri*. Ankara, Nobel Yayınları.
- Kardas F, Cam Z, Eskisu M, Gelibolu S (2019) Gratitude, hope, optimism and life satisfaction as predictors of psychological well-being. *Eurasian Journal of Educational Research*, 19:81-100.
- Kashdan TB (2004) The assessment of subjective well-being (issues raised by the oxford happiness questionnaire). *Pers Individ Dif*, 36:1225-1232.
- Kenny DA, McCoach DB (2009). Effect of the number of variables on measures of fit in structural equation modeling. *Struct Equ Modeling*, 10:333-351.
- Kim HY (2013) Statistical notes for clinical researchers: assessing normal distribution (2) using skewness and kurtosis. *Restor Dent Endod*, 38:52-54.
- Kocaman EN (2019) Bir grup yetişkinde umut ve psikolojik iyi oluş arasındaki ilişkinin farklı değişkenler açısından incelenmesi (Yüksek lisans tezi). İstanbul, İstanbul Sabahattin Zaim Üniversitesi.
- Koçak ÖF (2014) Kişilerarası çatışmalar ve yaşam doyumunu ilişkisi: Üniversite öğrencileri üzerinde bir araştırma (Yüksek lisans tezi). Kayseri, Erciyes Üniversitesi.
- Köktuna ZS (2007)Çözüm odaklı kısa terapi tekniđinin alt sosyo ekonomik seviyedeki kadınların geleceđe umut ile bakabilme ve boyun eğici davranışlarına etkisinin incelenmesi (Yüksek lisans tezi). İstanbul, Maltepe Üniversitesi.
- Kvarme LG, Helseth S, Sörum R, Luth-Hansen V, Haugland S, Natvig GK (2010) The effect of a solution-focused approach to improve self-efficacy in socially withdrawn school children: A non-randomized controlled trial. *Int J Nurs Stud*, 47:1389-1396.
- Malkoç A (2011) Özel iyi oluş müdahale programının üniversite öğrencilerinin özel iyi oluş düzeylerine etkisi (Yüksek lisans tezi). İstanbul, Marmara Üniversitesi.
- Meydan B (2013) Çözüm odaklı kısa süreli psikolojik danışma: Okullardaki etkililiđi üzerine bir inceleme. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4:120-129.
- Murdock NL (2016) *Psikolojik Danışma ve Psikoterapi Kuramları: Olgu Sunumu Yaklaşımıyla*. (Çeviri F Akkoyun). Ankara, Nobel Yayınları.
- Myers DG, Diener E (1995) Who is happy? *Psychological Science*, 6:10-19.

- Nemati S, Maralani FM (2016) The relationship between life satisfaction and happiness: the mediating role of resiliency. *Int J Psychol Stud*, 8:194-201.
- Oliver C, Charles G (2015) Which strengths-based practice? reconciling strengths-based practice and mandated authority in child protection work. *Soc Work*, 60:135-143.
- Öğretir A (2004) Pozitif düşünmeye dayalı grup eğitimi programının annelerin benlik algısı, eşlerine ve çocuklarına yönelik tutumları ile kendini denetleme becerisi ve otomatik düşünceleri üzerinde etkisi (Yüksek lisans tezi). Ankara, Ankara Üniversitesi.
- Özkul R, Cömert M (2018) Ortaokul öğretmenlerinde yaşam doyum düzeyi. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 20:707-724.
- Öztürk A (2015) Öğretmenlerin sahip oldukları yaşam amaçları ve sosyal desteğin öznel iyi oluş üzerindeki yordayıcı rolü. *Uluslararası Türk Eğitim Bilimleri Dergisi*, 5: 338-347.
- Padilla-Walker, LM, Hardy SA, Christensen KJ (2011) Adolescent hope as a mediator between parent-child connectedness and adolescent outcomes. *J Early Adolesc*, 31:853-879.
- Pavani JB, Le Vigouroux S, Kop JL, Congard A, Dauvier B (2015) Affect and affect regulation strategies reciprocally influence each other in daily life: The case of positive reappraisal, problem-focused coping, appreciation and rumination. *J Happiness Stud*, 17:2077-2095.
- Recepoğlu E, Ülker Tümlü G (2015) Üniversite akademik personelinin mesleki ve yaşam doyumları arasındaki ilişkinin incelenmesi. *Kastamonu Eğitim Dergisi*, 23:1851-1868.
- Sahin Baltacı H (2018) Comparison of hope and life satisfaction levels of Turkish and American middle school students. *Eurasian Journal of Educational Research*, 74:99-122.
- Sarı Bulut S (2010) İlköğretim ikinci kademe öğrencilerinin sınav kaygıları, saldırganlık eğilimleri ve problem çözme becerilerindeki yetersizliklerin sağaltımında grupla çözüm odaklı kısa terapinin etkileri. *Gazi Eğitim Fakültesi Dergisi*, 30:325-356.
- Sarıçam H (2014) Çözüm odaklı kısa süreli yaklaşıma dayalı bir müdahale programının ruminasyon üzerinde etkisi (Doktora tezi). Sakarya, Sakarya Üniversitesi.
- Sarı E, Uyumaz G, Kaya C (2019) Çözüm odaklılığın yordayıcı değişkenleri: Yaşam doyumunu, stres, depresyon ve yılmazlık. *Karadeniz Sosyal Bilimler Dergisi*, 11:423-438.
- Schmitter AC (2003) Life satisfaction in centenarians residing in long-term care. <http://www.mmhc.com/articles/NHM9912/cuttilo.html>. (Accessed 1.1 2021)
- Selwyn J, Grant AM (2019) Self-regulation and solution-focused thinking mediate the relationship between self-insight and subjective well-being within a goal-focused context: An exploratory study. *Cogent Psychol*, 6:1695413.
- Shrout PE, Bolger N (2002) Mediation in experimental and nonexperimental studies: New procedures and recommendations. *Psychol Methods*, 7:422-445.
- Sin NL, Lyubomirsky, S (2009) Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: A practice-friendly meta-analysis. *J Clin Psychol*, 65:467-487.
- Siyez D, Tan Tuna D (2014) Lise öğrencilerinin öfke kontrolü ve iletişim becerilerinde çözüm odaklı psiko-eğitim programının etkisi. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 5:11-22.
- Snyder CR (2002) Hope theory: rainbows in the mind. *Psychol Inq*, 13:249-275.
- Snyder CR, Harris C, Anderson JR, Holleran SA, Irving, LM, Sigmon ST et al. (1991) The will and the ways: Development and validation of an individual-differences measure of hope. *J Pers Soc Psychol*, 60:570-585.
- Sparrer I. (2012). Çözüm odaklı yaklaşıma ve sistemik yapısal dizime giriş. (Çeviri Esin Suvarierol). İstanbul, Pan Yayıncılık.
- Şahin M, Aydın B, Sarı S, Kaya S, Pala H (2012) Öznel iyi oluşu açıklamada umut ve yaşamda anlamın rolü. *Kastamonu Eğitim Dergisi*, 20:827-836.
- Şanal Karahan F (2016) Üniversite öğrencilerinde çözüm odaklı düşünmenin depresyon, anksiyete, stres ve psikolojik iyi oluş ile ilişkisi (Yüksek lisans tezi). Konya, Necmettin Erbakan Üniversitesi.
- Şanal Karahan F, Hamarta E (2015) Çözüm odaklı envanter: güvenilirlik ve geçerlik çalışması. *Elementary Education Online*, 14:757-769.

- Şen-Baz D (2019) Üniversite öğrencilerinin yaşam doyumunu yordamada kariyer kararı öz-yeterliđi ve umudun rolünün incelenmesi. *Kariyer Psikolojik Danışmanlıđı Dergisi*, 2:144-165.
- Tabachnick BG, Fidell LS (2013) *Using Multivariate Statistics*. London, Pearson.
- Tan CS, Low SK, Viapude, GN (2018) Extraversion and happiness: The mediating role of social support and hope. *Psych J*, 7:133-143.
- Tanrıverdi S. (2018) Dil ile depresyon ve anksiyete ilişkisinde sosyal faktörlerin aracı etkisinin incelenmesi (Doktora tezi). İstanbul, İstanbul Üniversitesi.
- Tarhan S, Bacanlı H (2015) Sürekli umut ölçeđi'nin Türkçe'ye uyarlanması: geçerlilik ve güvenilirlik çalışması. *Journal of Happiness & Well-Being*, 3:1-14.
- Tüzel H (2019). Özel öğretim kurumlarında çalışan öğretmenlerde görülen psikososyal risk faktörleri ve meslek hastalıkları (Yüksek lisans tezi). Mersin, Tarsus Üniversitesi.
- Ullman JB, Bentler PM (2012) Structural equation modeling. In *Handbook of Psychology*, second edition. Hoboken, NJ, Wiley.
- Usta F (2013) Üniversite öğrencilerinin psikolojik iyi olma ve umut düzeyleri arasındaki ilişki (Yüksek lisans tezi). Sakarya, Sakarya Üniversitesi.
- Uzun Özer B (2009) Bir grup lise öğrencisinde akademik erteleme davranışı: sıklıđı, olası nedenleri ve umudun rolü. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4:12-19.
- Wnuk M, Marcinkowski JT, Fobair P (2012) The relationship of purpose in life and hope in shaping happiness among patients with cancer in Poland. *J Psychosoc Oncol*, 30:61-483.
- Yağmur B (2018) Üniversite öğrencilerinde bağlanma stilleri, ruminasyon ve depresyon düzeyi arasındaki ilişkinin incelenmesi (Yüksek lisans tezi). Gaziantep, Hasan Kalyoncu Üniversitesi.
- Yapan S (2018) Depresyon ve anksiyete belirtilerinin yordayıcıları olarak ruminasyon, otomatik düşünceler, işlevsel olmayan tutumlar ve düşünce baskılama (Yüksek lisans tezi). Gaziantep, Hasan Kalyoncu Üniversitesi.
- Yetim Ü (1993) Life satisfaction: A study based on the organization of personal projects. *Soc Indic Res*, 29:277-289.
- Yılmaz Bingöl T, Akın A (2018) Çözüm odaklı kısa süreli yaklaşıma dayalı grup rehberliđi programının öz-yeterlik inancına etkisi. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 8:321-340.

**Authors Contributions.** Authors attest that they have made an important scientific contribution to the study and have assisted with the drafting or revising of the manuscript.

**Peer-review:** Externally peer-reviewed.

**Ethical Approval:** Ethical approval was obtained from Van Yüzüncü Yıl University Social and Human Sciences Ethics Committee for the study. All participants gave informed consent.

**Conflict of Interest:** No conflict of interest was declared by the authors.

**Financial Disclosure:** The authors declared that this study has received no financial support.

**Acknowledgement:** I would like to express my endless thanks to Dr. Selami Tanrıverdi, who contributed to the writing of this article and passed away on 01.06.2021 due to Covid-19.

This study was previously presented at Iğdır International Social Sciences Congress, Iğdır (Online), Turkey, 14-15 April 2021.