

PAPER DETAILS

TITLE: Üniversite Öğrencilerinin Psikolojik Sağlamlığı Üzerinde Çözüm Odaklı Grupla Psikolojik Danışmanın Etkisi / The Effect of Solution-Focused Group Counseling on the Resilience of University Students

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PAGES: 103-117

ORIGINAL PDF URL: <http://www.e-ijer.com/tr/download/article-file/2125096>

The Effect of Solution-Focused Group Counseling on the Resilience of University Students

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Abstract

The aim of this study is to examine the effect of solution-focused group psychological counseling in increasing the resilience of university students. The research is an experimental study with experimental-control group with pre-test, post-test and follow-up measurement design. The study group for the research comprised 22 university students (12 female and 10 male). Students in the study group are at university first, second, third and fourth year level. In addition, university students in the study group are between the ages of 18-25. 11 (6 female and 5 male) of these students are in the experimental group and 11 (6 female and 5 male) are in the control group. A solution-focused group counseling program, consisting of six sessions, developed by the researcher, was applied to the university students in the experimental group to increase resilience. These sessions were held once a week for 90-120 minutes. No study was conducted on university students in the control group. In this study, "Adult Resilience Measure (ARM)" and "Personal Information Form" were used as data collection tools. The data obtained from this study were analyzed using the Mann Whitney U Test and the Wilcoxon Signed-Ranks Test. The findings of the study revealed that the solution-focused group was more effective than the control group. In addition, it was observed that this effectiveness was preserved with the follow-up studies at the end of three months. As a result of this study, it has been found that solution-focused group counseling is effective in increasing the resilience levels of university students.

Keywords: Solution-Focused Group Counseling, Resilience, University, Student



**E-International Journal
of Educational
Research**

Vol: 13, No: 1, pp. 103-117

Research Article

Received: 2021-12-09

Accepted: 2022-01-17

Suggested Citation

Sağar, M. E. (2022). The effect of solution-focused group counseling on the resilience of university students. *E-International Journal of Educational Research*, 13(1), 103-117. DOI: <https://doi.org/10.19160/e-ijer.1034931>

INTRODUCTION

Mental health reveals a state of well-being in which individuals gain insight about themselves and their abilities, cope effectively with normal stress factors that occur in life, and can be beneficial to the society by working efficiently. Negative personal, social, professional and academic experiences lead individuals to experience stress. Individuals try to protect their mental health by coping with stress and trying to adapt to their environment. In this context, resilience, which is the ability to cope with difficult situations and get rid of these difficulties, comes to the fore (Foster, Allen, Oprescu & McAllister, 2014; Humphrey & McCarthy, 1998; Pidgeon & Pickett, 2017; World Health Organization, 2013).

Resilience is defined as the harmony and courage that occurs in the person after the troublesome processes that occur in life (Wagnild & Young, 1990). It is also expressed as the ability to recover from stress caused by troublesome processes (Smith, Dalen, Wiggins, Tooley, Christopher & Bernard, 2008). It is a mechanism that protects people against the psychological risks associated with distress (Rutter, 1987). Resilience reveals a person's successful adaptation process, competence capacity or positive functions in the face of difficult situations (Garmezy, 1993; Masten, Best & Garmezy, 1990). In general, resilience is expressed as the process of struggling with stressful experiences that the person is exposed to and successfully adapting to these negative life experiences (Luthar, Cicchetti & Becker, 2000; Masten, 2001; Masten, Best & Garmezy, 1990; Rutter, 1985, 1987; Wagnild & Young, 1990; Wagnild & Young, 1993; Werner, 1992). It is defined as a concept that focuses on the healthy development of individuals rather than exposure to risk (Fergus & Zimmerman, 2005). In this context, resilience can be expressed as the ability to adapt positively to difficult and stressful processes in life.

In the literature, resilience is expressed with some positive features. These positive features are coping with negativities, recovering, protecting psychological health against negative life situations and stress, adapting, being functional, being hopeful for the future, being optimistic, being successful and being healthy (Bonanno, 2004; Carver, 1998; Connor & Davidson, 2003; Masten, 2001; Murphy, 1987; Rutter, 2006; Smith, Tooley, Christopher, & Kay, 2010; Wagnild & Young, 1993; Windle, 2010). Individuals with resilience are individuals who have the ability to cope with stress and difficulties. However, individuals show individual differences while trying to overcome difficulties (Rutter, 2006). In this respect, individuals with resilience can be expressed as strong individuals who struggle with difficulties according to their own coping styles.

Effective coping with stress and difficulties can be seen as one of the basic elements needed in all areas and stages of life. Coping with stress has a very important place in the life of university students. University life brings with it stress factors that cause students to experience psychological problems such as poor performance, decrease in quality of life, adjustment problems related to social context and social roles. Students are negatively affected physically, mentally and academically due to psychological problems. However, this situation can be combated by using effective coping strategies and adaptation skills. At this point, resilience, which is the ability to cope with difficult situations and get rid of these difficulties, gains importance (Foster, Allen, Oprescu & McAllister, 2014; Humphrey & McCarthy, 1998; Pidgeon & Pickett, 2017). Therefore, it can be said that studies aimed at increasing and improving the resilience of university students are very valuable. When the literature is examined, studies on increasing resilience are generally group counseling (Hasanudin, Arief, Kurnia & Kusumaningrum, 2020; Rusmana & Suprihatin, 2019), cognitive-behavioral approach (Watson, Rich, Sanchez, O'Brien & Alvord, 2014), positive approach (Yunanto & Hasanat, 2019) and realistic approach (Heydarpour, Parvaneh, Saqqezi, Ziapour, Dehghan & Parvaneh, 2018; Ramezani & Ehteshami, 2015). In these studies, it has been revealed that interventions based on different psychological counseling approaches positively affect the resilience of individuals. As a result of a large-scale meta-analysis study, it was determined that awareness and mixed interventions based on the cognitive-behavioral approach had a positive effect on resilience (Joyce, Shand, Tighe, Laurent, Bryant & Harvey, 2018). In addition to these existing studies in the literature, the effect of studies based on different counseling approaches on resilience can be investigated. In this direction, an alternative study based on solution-focused psychological counseling approach from post-modern approaches can be conducted.

Steve Shazer and Insoo Kim Berg are the first pioneers of the solution-focused psychological counseling approach developed in the USA in the 1970s and 1980s. The solution-focused short-term counseling approach, which is accepted worldwide, is also one of the family of approaches known as systemic therapies. In solution-focused psychological counseling approach, it is important to pay attention to solutions rather than problems and to focus on the present and the future rather than the past. It is essential to emphasize the resources and strengths of the clients. In this approach, attention is drawn to the very small changes of the clients and their useful resources. During the counseling, the psychological counselor should take care to use a solution-focused language instead of using a problem-focused language. Every client is considered to be an expert in his or her life. Therefore, clients are seen as having the potential to solve their own problems. In this process, psychological counselors play a guiding role. This process takes place with a collaborative structure that takes place between 4 and 6 sessions and puts the client at the center. The main techniques of solution-focused brief counseling approach are "the formula first-session task", "pre-session change technique", "scaling questions", "the miracle question", "exception questions", "the crystal ball technique" and "coping questions technique" (De Jong & Berg, 1998; De Jong & Berg, 2008; De Shazer, 1985; De Shazer & Berg, 1997; De Shazer, Berg, Lipchik, Nunnally, Molnar, Gingerich, Weiner-Davis, 1986; Gladding, 2013; Murdock, 2012; Simon & Berg, 1997; Sklare, 2013).

In line with the information obtained from the literature, it is seen that resilience is a feature that can be coped with and developed. Considering the general characteristics of the solution-focused psychological counseling approach, it is thought that studies aimed at increasing the resilience of individuals can be effective. Studies based on different approaches to increase resilience have been found in the literature. However, studies examining the effect of solution-focused psychological counseling aimed at increasing the resilience of university students were found to be insufficient. It was observed that these studies were mostly carried out with cognitive-behavioral approach, realistic approach, group counseling and mixed methods. In these studies, it can be said that the stress factor is evaluated as more problem-focused. However, solution-focused counseling, unlike other approaches, enables the awareness of abilities and the use of them. In this context, it helps to develop an optimistic perspective on problems and produce solutions. It focuses on the time lived. It can contribute to producing solutions for stressful situations with skills. It can also help you gain a better understanding of stressful situations. Therefore, it is thought that this study is useful and important in terms of contributing to the studies in the field of psychological counseling. In this direction, the aim is to examine the effect of solution-focused group counseling on the resilience of university students. Based on this purpose, the answer to the following hypothesis has been sought:

-Solution-focused group counseling will be effective in increasing the resilience of university students. This effect will continue in the follow-up measurements to be made three months later.

METHOD

This research is an experimental study with experimental-control group pre-test, post-test and follow-up measurement design. The experimental design of the study is shown in Table 1.

Table 1. *Experimental design*

Groups	N	Pre-Test	Experimental Process	Post-Test	Follow-up-Test
Experimental Group	11	ARM	Solution-focused group counseling program (6 session / 1 session per week / 120 minute)	ARM	ARM
Control Group	11	ARM	-	ARM	ARM

Note. (ARM: Adult Resilience Measure)

Study Group

The study group consists of 22 university students studying at T.C. Afyon Kocatepe University in the fall semester of the 2019-2020 academic year. The study group is at the level of the 1st, 2nd, 3rd and 4th grades of the university. 11 of these students were randomly assigned to the experimental (6 female and 5 male) and 11 control (6 female and 5 male) groups. University students in the study group are between the ages of 18-25. These students are individuals who are not involved in any other support program related to resilience (individual or group counseling), have not received a clinical diagnosis and are volunteers to participate in the study.

Data Collection Tools

Adult Resilience Measure (ARM)

Based on the Child and Youth Resilience Measure (CYRM-28) developed by Ungar ve Liebenberg (2011), the adult form was adapted by Arslan (2015). The scale has been prepared for individuals aged 21-48. The scale is of the five likert type and consists of twenty one items. The high scores obtained from this scale indicate a high level of resilience. The internal consistency coefficient for this scale .94 identified. In addition, the scale was found to provide goodness of fit indices in confirmatory factor analyzes (χ^2/df (355.30/180) = 1.97, NFI = 0.96, CFI = 0.98, IFI = 0.98, RFI = 0.96, GFI = 0.90, RMSEA = 0.60, SRMR = 0.48).

Personal Information Form

This form has been prepared in consideration of the principle of confidentiality in order to learn the personal information of university students.

Data Analysis

In this study, firstly, whether the experimental group and the control group have parametric values was analyzed by scatter plot and Shapiro-Wilks normality test. One of the necessary conditions for the use of parametric tests is that the measurement results of the dependent variable show a normal distribution. For this reason, the Shapiro-Wilks normality test was used. According to this test, it was determined that the groups did not show a normal distribution. Therefore, Mann Whitney U Test and Wilcoxon Signed Rank Test, which are non-parametric analyzes, were used in the analysis of the data. In the study, .05 level of significance was accepted (Büyükköztürk, 2011).

In this study, some issues were taken into consideration in terms of ensuring internal and external validity. The steps taken to ensure internal validity in this study are: 1- The same measuring tool was used in all measurements for the students in the experimental group and the control group. Thus, it was ensured that the factors that could threaten the internal validity arising from the data collection tools were prevented. Only the researcher applied the measurement tools in a suitable environment. 2- Groups were selected randomly according to experimental conditions. 3- Attention was paid to the number of groups. In order not to decrease the number, the groups were formed of 11 students. 4- It was not stated to the students what the measurement tools were measuring. Therefore, it has been tried to avoid expectations that may affect the result of the research. 5- The students in the experimental group were told not to share the group process and procedures with anyone other than the group members. The steps taken to ensure external validity in this study are: 1- Care was taken to ensure that the students in the experimental group and control group were chosen impartially. In addition, care was taken to ensure that these groups represent the universe. 2- It was tried to prevent the students participating in the research from being affected by the physical, psychological and social structure of the experimental environment. In addition, precautions were taken to keep them away from the influence of the researcher. The students who participated in the research were not informed about the content of the research. 3- A 2-week period was left between the pre-test and the beginning of the solution-focused sessions. A three-month period was left between the post-test and the follow-up-test. Therefore, the "measurement response interaction effect" was tried to be controlled. In addition, with the follow-up test performed three months after the post-test, the effect of the changes due to time-treatment interaction on the validity of the study was tried to be determined. 4- A sufficient number of

groups was ensured to reach a good generalization about resilience and to minimize data analysis limitations.

Process

In order to form the study group, firstly, the students were informed about the study. The "Adult Resilience Measure (ARM)" was applied to a total of 267 volunteer students who wanted to participate in this study. After this application, the scale scores of 267 university students were ranked from the lowest to the highest score, and university students with low resilience scores were determined. Afterwards, preliminary interviews were conducted with the volunteer students. Students were evaluated according to preliminary interviews and some criteria determined by the researcher. These criteria are being a volunteer, being a university student, not taking part in another support program related to resilience (individual or group counseling), not having a clinical diagnosis. A pool of participants was created in line with the determined criteria. A list was created by determining a total of 22 university students who met the criteria determined by the researcher. These 22 university students were randomly distributed to the experimental and control groups, with 11 people in each group. The solution-focused group counseling program consisting of six sessions was applied to the university students in the experimental group. These sessions were conducted once a week for 90-120 minutes. University students in the control group were allowed to continue their normal daily life and learning activities without any action. Three months after the completion of the post-test, "Adult Resilience Measure (ARM)" was administered to the university students in the experimental and control groups as a follow-up test. Three months after the completion of all studies, the "Adult Resilience Measure (ARM)" was applied to the university students in the experimental group and the control group as a follow-up test. After the completion of all studies, a two-hour seminar on resilience was given to the control group in accordance with the ethical rules of the field. All studies were completed between September and February in the fall semester of the 2019-2020 academic year.

Development of the Program and Implementation Process

During the development process of the "Solution-Focused Group Psychological Counseling Program for Increasing the Resilience of University Students", firstly the domestic and international literature was scanned. Especially in the foreign literature, the program studies carried out based on the solution-focused psychological counseling approach have been focused. Care has been taken to design a program that includes solution-focused techniques and key components (De Shazer, 1985; Doğan, 1999; O'Connell, 2001; Proudlock & Wellman, 2011; Razaghi Khameneh, Bahari & Hamidipour, 2014; Sari & Günaydin, 2016; Mohseni Takalu, Hosseini & Khankeh, 2017).

After the program was designed, a pre-implementation was conducted on the program prepared with 9 volunteer university students. With this preliminary application, the deficiencies in the program were determined. Later, the prepared program was made more suitable for the group to be studied. The content summary of the "Solution-Focused Group Psychological Counseling Program for Increasing the Resilience of University Students" is given below:

1st Session: Group members got to know each other. The aims of the sessions were introduced and general information about the solution-focused counseling approach and resilience was shared. Positive goals and rules were tried to be set. This session technically included pre-session change and formulation of the first session task. In addition, the scaling questions technique was used.

2nd Session: The group members' observations and experiences related to the developments in their lives regarding their resilience were included. In this context, attention was drawn to the positive changes and solutions in the lives of the group members. The focus was on times when complaints were less. This session technically included the miracle question technique. In addition, the scaling questions technique was used.

3rd Session: The group members were enabled to find their achievements, strengths and past solutions to increase their resilience. It is emphasized that the group members find a solution to look at from different perspectives and find the times when they cope. Technically, the technique of coping questions was included in this session. In addition, the scaling questions technique was used.

4th Session: Group members were provided with studies to discover their exceptions in terms of seeing their solutions and reducing their problems. It was worked on the group members to formulate their intervention plans. This session technically included the Exceptions technique. In addition, the scaling questions technique was used.

5th Session: Group members were enabled to design and share their own situations in which their resilience would be high in the future. Thus, it was aimed that the group members had an awareness of how they would be when their resilience was high and when they coped with psychological problems. This session included the technique of crystal ball. In addition, the scaling questions technique was used.

6th Session: Group members were allowed to evaluate this process consisting of six sessions. The technique of scaling questions was technically used in this session in the context of group members' evaluation of the group process and themselves.

Ethical Procedures

Ethics committee permission was obtained from T. C. Afyon Kocatepe University Social and Humanities Scientific Research and Publication Ethics Committee (Meeting: 05; Number of Documents: 14498).

FINDINGS

1. Pre-Test Scores Results of the Groups

In this study, the pre-test scores of the groups were analyzed with the Mann Whitney U Test to determine whether the experimental group and the control group were equal before the application. Analysis results are presented in Table 2.

Table 2. Pre-Test Scores Results of the Groups

Group	N	Average Rank	Total Rank	U	P
Experimental Group	11	11.14	122.50	56.50	.782
Control Group	11	11.86	130.50		

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As seen in Table 2, it was found that there was no significant difference between the pre-experimental total scores of the students in the experimental and control groups ($u=56.50$; $p>0.05$). This finding shows that the experimental and control groups are equalized groups in terms of pre-test scores.

2. Post-Test Scores Results of the Groups

After determining the equality of the groups' pre-test scores, whether there was a significant difference between the groups' post-test scores was analyzed with the Mann Whitney U Test. Analysis results are presented in Table 3.

Table 3. Post-Test Scores Results of the Groups

Group	N	Average Rank	Total Rank	U	P
Experimental Group	11	16.91	186.00	1.00	.000
Control Group	11	6.09	67.00		

As seen in Table 3, the post-test scores of the students in the experimental group were found to be higher than the students in the control group, and the difference between the post-test scores is significant. In this context, the mean rank and total rank scores of the students in the experimental group were higher than the students in the control group ($u=1.00$; $p<0.01$).

3. Pre-Test and Post-Test Scores Results of the Groups

Wilcoxon Signed Rank Test was applied to determine whether there was a significant difference between the pretest scores and posttest scores of the groups. Analysis results are presented in Table 4.

Table 4. Pre-Test and Post-Test Scores Results of the Groups

Group		N	Average Rank	Rank Sum	z	p
Experimental Group	Negative Ranks	0	0	0.00	-2.93	.003
	Positive Ranks	11	6.00	66.00		
	Ties	0				
Control Group	Negative Ranks	3	5.90	29.50	-2.07	.836
	Positive Ranks	5	5.10	25.50		
	Ties	3				

As seen in Table 4, no significant difference was found between the pre-test and post-test scores of the control group ($z_{\text{Control Group}} = -2.07$; $p > 0.05$). However, a significant difference was found between the experimental group's pre-test scores and post-test scores ($z_{\text{Experimental Group}} = -2.93$; $p < 0.05$). Looking at the mean rank and total rank of the difference scores, it was seen that this difference was in favor of the positive ranks and posttest score.

4. Follow-Up Scores Results of the Groups

In order to determine the permanence of the difference in favor of the experimental group, a follow-up test was performed 3 months after the post-test measurements. Data from the follow-up test were analyzed using the Mann Whitney U Test. Analysis results are presented in Table 5.

Table 5. Follow-Up Scores Results of the Groups

Group	N	Average Rank	Total Rank	U	P
Experimental Group	1	16.82	185.00	2.000	.000
	1				
Control Group	1	6.18	68.00		
	1				

As seen in Table 5, the resilience levels of the students in the experimental group are higher than the scores of the students in the control group, and the difference between them is significant ($u=2.00$; $p < 0.01$). This finding shows that the difference in the posttest scores of the groups in favor of the experimental group continues in the follow-up test.

5. Post-Test and Follow-Up Test Scores Results of the Groups

Wilcoxon Signed Rank Test was applied to determine whether there was a significant difference between the post-test scores of the groups and their follow-up scores. Analysis results are presented in Table 6.

Table 6. Post-Test and Follow-Up Test Scores Results of the Groups

Group		N	Average Rank	Rank Sum	z	p
Experimental Group	Negative Ranks	5	5.20	26.00	-6.31	.528
	Positive Ranks	5	6.67	40.00		
	Ties	1				
Control Group	Negative Ranks	5	5.30	26.50	-.489	.625
	Positive Ranks	4	4.63	18.50		
	Ties	2				

As can be seen in Table 6, there was no significant difference between the groups' post-test scores and follow-up test scores ($z_{\text{Experimental Group}} = -.631$, $p > .05$; $z_{\text{Control Group}} = -.489$, $p > .05$). These findings show that the increase in the resilience level of students in the experimental group continues in the follow-up test.

RESULTS, DISCUSSION AND RECOMMENDATIONS

This study revealed that solution-focused group counseling is effective in increasing the resilience of university students. In addition, in the follow-up study performed after three months, it was observed that this effect continued and its permanence was preserved. In this study, firstly, it was examined whether there was a significant difference between the pre-test scores of the experimental and control groups. As a result of the analysis, no significant difference was observed between the pre-test scores

of the experimental and control groups ($u=56.50$; $p>0.05$). This result shows that the resilience levels of the groups were equivalent before the study started. Afterwards, a solution-focused group counseling program consisting of six sessions was applied to the university students in the experimental group. For the university students in the control group, no action was taken. After the 6-week solution-focused group counseling sessions, both groups were given a post-test. It was observed that the post-test scores of the experimental group were higher than those of the control group ($u= 1.00$; $p<0.01$). No significant difference was observed between the pre-test and post-test scores of the control group ($z_{\text{Control Group}} = -2.07$; $p>0.05$). However, it was observed that there was a significant difference between the pre-test and post-test scores of the experimental group scores ($z_{\text{Experimental Group}} = -2.93$; $p<0.05$). In the study, it was determined that the resilience levels of the experimental group were higher than the control group ($u=2.00$; $p<0.01$). This result shows that the difference in favor of the experimental group in the post-test scores of the groups continued in the follow-up test as well. In addition, it was observed that there was no significant difference between the post-test scores of the experimental group and the control group and the follow-up-test scores ($z_{\text{Experimental Group}} = -.631$, $p> .05$; $z_{\text{Control Group}} = -.489$, $p> .05$). This result reveals that the increase in the resilience level of the experimental group continued in the follow-up test.

These results show that solution-focused group counseling has an effect on the resilience of university students. When the literature is examined, very few studies on this subject have been found. However, the results of this study are consistent with research results aimed at increasing resilience based on psychological counseling approaches other than solution-focused group counseling (Hasanudin, Arief, Kurnia & Kusumaningrum, 2020; Heydarpour, Parvaneh, Saqqezi, Ziapour, Dehghan & Parvaneh, 2018; Ramezani & Ehteshami, 2015; Rusmana & Suprihatin, 2019; Watson, Rich, Sanchez, O'Brien & Alvord, 2014; Yunanto & Hasanat, 2019). In this context, it can be stated that the participation of the clients in the counseling process has a positive effect on resilience.

Bolton, Hall, Blundo and Lehmann (2017) emphasizes that it can be beneficial for solution-focused practitioners to examine the resilience, which is the ability to cope with healing and negativity, both theoretically and experimentally. They also point out that the solution-focused counseling process provides individuals with the opportunity to emphasize and develop both their internal and environmental resources and competencies. In this context, with solution-focused counseling, individuals will be able to create ways for positive adaptation and resilience when they encounter negative conditions. As a matter of fact, it is seen that the result obtained from this study supports the finding that solution-focused psychological counseling with a group made by Razaghi Khameneh, Bahari and Hamidipour (2014) is effective in increasing the resilience level of individuals. In addition to these, resilience is expressed as the ability of individuals to cope with stress and troubles in terms of adapting to the environment (Masten, Best & Garnezy, 1990; Rutter, 1987; Wagnild & Young, 1990; Wagnild & Young, 1993). In this context, it has been observed that the results obtained from this study are compatible with the results in the literature (Javid, Ahmadi, Mirzai & Atghaei, 2019; Mohseni Takalu, Hosseini & Khankeh, 2017; Rose & Ishak, 2019; Zubaroğlu Yanardağ & Özmete, 2020). In addition, there are studies in the literature that emphasize that solution-focused group counseling is effective in dealing with various problems in life (Altundağ & Bulut, 2019; Ateş, 2015; Ateş, 2016a; Ateş, 2016b; Ateş, 2020; Ateş & Gençdoğan 2017; Baratian, Salimi, Moghim, Shakarami & Davarniya, 2016; Habibi, Ghaderi, Abedini & Jamshidnejad, 2016; Hoseini Tabatabaei & Bolghan-Abadi, 2020; Roeden, Maaskant & Curfs, 2013; Sağar, 2020; Sağar, 2021; Sarı & Günaydın, 2016). In line with the studies in the literature and the results obtained from this research, it can be said that solution-focused psychological counseling studies conducted to increase the resilience of university students have a positive effect on the resilience of university students. This study may have contributed to students' discoveries in terms of gaining positive experience in terms of their resilience and seeing strategies for coping with stress and troubles. Students may have had the opportunity to examine their resources and strengths in more depth with a solution-focused approach. Solution-focused techniques used in the sessions may have provided the students with the opportunity to take action to increase their resilience and to evaluate their problems with a more positive perspective.

In conclusion, within the scope of this study, it is seen that the solution-focused group counseling program is effective in increasing the resilience of university students. However, there are some limitations in this research. This research data is limited to data obtained from university students only. In addition, the students in the study group are only limited to T.C. Afyon Kocatepe University students. In this context, similar studies can be applied to students studying in different departments of different universities or at different education levels. A similar study can be done with different age groups. Another limitation of this study is that it did not examine the effect of group dynamics. The effect of group dynamics can be examined in similar studies to be conducted in the future. This study is limited to a follow-up study performed after six sessions and three months. Longitudinal studies can be conducted to obtain more comprehensive data on the resilience of university students. In this study, only the effect of solution-focused counseling approach on increasing resilience was examined. In future studies, the effect of other psychological counseling approaches to increase resilience can be examined.

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Üniversite Öğrencilerinin Psikolojik Sağlamlığı Üzerinde Çözüm Odaklı Grupla Psikolojik Danışmanın Etkisi

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Özet

Bu çalışmanın amacı, çözüm odaklı grupla psikolojik danışmanın üniversite öğrencilerinin psikolojik sağlamlığını artırmadaki etkisini incelemektir. Araştırma, deney-kontrol gruplu ön test, son test ve izleme ölçüm desenli deneysel bir çalışmadır. Araştırmanın çalışma grubunu 22 üniversite öğrencisi (12 kız ve 10 erkek) oluşturmuştur. Çalışma grubundaki öğrenciler üniversite birinci, ikinci, üçüncü ve dördüncü sınıf düzeyindedir. Ayrıca çalışma grubundaki üniversite öğrencileri 18-25 yaş arasındadır. Bu öğrencilerin 11'i deney (6 kız ve 5 erkek) ve 11'i kontrol (6 kız ve 5 erkek) grubunda yer almaktadır. Deney grubunda yer alan üniversite öğrencilerine araştırmacı tarafından geliştirilen altı oturumdan oluşan psikolojik sağlamlığı artırmaya yönelik çözüm odaklı grupla psikolojik danışma programı uygulanmıştır. Bu oturumlar haftada bir kez 90-120 dakika olarak yapılmıştır. Kontrol grubunda bulunan üniversite öğrencilerine ise herhangi bir çalışma yapılmamıştır. Bu çalışmada veri toplama araçları olarak "Yetişkin Psikolojik Sağlamlık Ölçeği (YPSÖ)" ve "Kişisel Bilgi Formu" kullanılmıştır. Bu çalışmadan elde edilen veriler Mann Whitney U Testi ve Wilcoxon Signed-Ranks Testi kullanılarak analiz edilmiştir. Araştırmanın bulguları çözüm odaklı grubun kontrol grubuna göre daha etkili olduğunu ortaya koymuştur. Ayrıca üç ay sonunda yapılan takip çalışmaları ile bu etkinliğin korunduğu gözlemlenmiştir. Bu çalışma sonucunda çözüm odaklı grupla psikolojik danışmanın üniversite öğrencilerinin psikolojik sağlamlık düzeylerini artırmada etkili olduğuna ulaşılmıştır.

Anahtar Kelimeler: Çözüm Odaklı Grup Danışmanlığı, Psikolojik Sağlamlık, Üniversite, Öğrenci



**E-Uluslararası
Eğitim Araştırmaları
Dergisi**

Cilt: 13, No: 1, ss. 103-117

Araştırma Makalesi

Gönderim: 2021-12-09

Kabul: 2022-01-17

Önerilen Atıf

Sağar, M. E. (2022). Üniversite Öğrencilerinin Psikolojik Sağlamlığı Üzerinde Çözüm Odaklı Grupla Psikolojik Danışmanın Etkisi. *E-Uluslararası Eğitim Araştırmaları Dergisi*, 13(1), 103-117. DOI: <https://doi.org/10.19160/e-ijer.1034931>

Genişletilmiş Özet

Problem: Ruh sağlığı, bireylerin kendileri ve yetenekleri hakkında içgörü kazandıkları, yaşamda meydana gelen normal stres faktörleriyle etkili bir şekilde baş ettikleri ve verimli çalışarak topluma faydalı olabilecekleri iyi olma durumunu ortaya koymaktadır. Olumsuz kişisel, sosyal, mesleki ve akademik deneyimler, bireylerin stres yaşamasına neden olmaktadır. Bireyler stresle baş ederek ve çevrelerine uyum sağlamaya çalışarak ruh sağlığını korumaya çalışmaktadır. Bu bağlamda zor durumlarla baş etme ve bu zorluklardan kurtulma yeteneği olan psikolojik sağlık ön plana çıkmaktadır (Foster, Allen, Oprescu & McAllister, 2014; Humphrey & McCarthy, 1998; Pidgeon & Pickett, 2017; World Health Organization, 2013).

Psikolojik sağlık yaşamda meydana gelen sıkıntılı süreçlerden sonra kişide oluşan uyum ve cesaret olarak tanımlanmaktadır (Wagnild & Young, 1990). Aynı zamanda zahmetli süreçlerin yarattığı stresten kurtulma yeteneği olarak da ifade edilmektedir (Smith, Dalen, Wiggins, Tooley, Christopher & Bernard, 2008). Kişinin maruz kaldığı stresli deneyimlerle mücadele etme ve bu olumsuz yaşam deneyimlerine başarılı bir şekilde uyum sağlama süreci olarak değerlendirilmektedir (Luthar, Cicchetti & Becker, 2000; Masten, 2001; Masten, Best & Garmezy, 1990; Rutter, 1985, 1987; Wagnild & Young, 1990; Wagnild & Young, 1993; Werner, 1992).

Üniversite hayatı birçok stres faktörünü beraberinde getirmektedir. Bunlar, performans düşüklüğü, yaşam kalitesinin düşmesi, sosyal bağlam ve sosyal rollerle ilgili uyum sorunları gibi psikolojik sorunlardır. Öğrenciler psikolojik sorunlar nedeniyle fiziksel, zihinsel ve akademik olarak olumsuz etkilenirler. Ancak etkili baş etme stratejileri ve uyum becerileri kullanılarak bu durumla mücadele edilebilir. Bu noktada zor durumlarla baş etme ve bu zorluklardan kurtulma yeteneği olan psikolojik sağlık önem kazanmaktadır. Bu nedenle üniversite öğrencilerinin psikolojik sağlıklarını artırmaya ve geliştirmeye yönelik çalışmalar önemli hale gelmektedir (Foster, Allen, Oprescu & McAllister, 2014; Humphrey & McCarthy, 1998; Pidgeon & Pickett, 2017).

Alanyazın incelendiğinde psikolojik sağlamlığı artırmaya yönelik çalışmaların genellikle grupla psikolojik danışma (Hasanudin, Arief, Kurnia & Kusumaningrum, 2020; Rusmana & Suprihatin, 2019), bilişsel-davranışçı yaklaşım (Watson, Rich, Sanchez, O'Brien & Alvord, 2014), pozitif yaklaşım (Yunanto & Hasanat, 2019) ve gerçekçi yaklaşım (Heydarpour, Parvaneh, Saqqezi, Ziapour, Dehghan & Parvaneh, 2018; Ramezani & Ehteshami, 2015) olduğu görülmektedir. Bu çalışmalarda farklı psikolojik danışma yaklaşımlarına dayalı müdahalelerin bireylerin psikolojik sağlamlığını olumlu yönde etkilediği ortaya koyulmuştur. Geniş çaplı bir meta-analiz çalışması sonucunda bilişsel-davranışçı yaklaşıma dayalı farkındalık ve karma müdahalelerin psikolojik sağlık üzerinde olumlu etkisi olduğu belirlenmiştir (Joyce, Shand, Tighe, Laurent, Bryant & Harvey, 2018). Alanyazında var olan bu çalışmalara ek olarak farklı psikolojik danışma yaklaşımlarına dayalı çalışmaların psikolojik sağlamlığa etkisi araştırılabilir. Bu doğrultuda post-modern yaklaşımlardan çözüm odaklı psikolojik danışma yaklaşımına dayalı alternatif bir çalışma yapılabilir.

Steve Shazer ve Insoo Kim Berg, 1970'ler ve 1980'lerde ABD'de geliştirilen çözüm odaklı psikolojik danışma yaklaşımının ilk öncüleridir. Dünya çapında kabul edilen çözüm odaklı kısa süreli psikolojik danışma yaklaşımı aynı zamanda sistemik terapiler olarak bilinen yaklaşım ailesinden bir tanesidir. Çözüm odaklı psikolojik danışma yaklaşımında sorunlardan çok çözümlere dikkat çekmek, geçmişten çok bugüne ve geleceğe odaklanmak önemlidir. Danışanların kaynaklarını ve güçlü yanlarını vurgulamak esastır. Bu yaklaşımda danışanların çok küçük değişimlerine ve işe yarar olan kaynaklarına dikkat çekilmektedir. Danışmanlık sırasında psikolojik danışman problem odaklı bir dil kullanmak yerine çözüm odaklı bir dil kullanmaya özen göstermelidir. Her danışan kendi hayatında bir uzman olarak kabul edilir. Dolayısıyla danışanlar kendi problemlerini çözebilecek potansiyele sahip olarak görülmektedirler. Bu süreçte psikolojik danışmanlar yol gösterici bir rol oynamaktadır. Bu süreç 4 ile 6 oturum arasında gerçekleşen ve danışanı merkeze alan işbirlikçi bir yapı ile gerçekleşmektedir. Çözüm odaklı kısa psikolojik danışma yaklaşımının temel teknikleri "ilk oturum görevinin formüle edilmesi", "oturum öncesi değişim tekniği", "ölçekleme soruları", "mucize sorusu", "istisnai durumlar", "kristal küre" ve "başa çıkma soruları tekniği"dir (De Jong & Berg, 1998; De Jong & Berg, 2008; De Shazer, 1985; De Shazer & Berg,

1997; De Shazer, Berg, Lipchik, Nunnally, Molnar, Gingerich, Weiner-Davis, 1986; Gladding, 2013; Murdock, 2012; Simon & Berg, 1997; Sklare, 2013).

Alanyazından elde edilen bilgiler doğrultusunda psikolojik sağlamlığın başa çıkılabilen ve geliştirilebilen bir özellik olduğu görülmektedir. Çözüm odaklı psikolojik danışma yaklaşımının genel özellikleri dikkate alındığında, kişinin psikolojik sağlamlığının artırılmasına yönelik çalışmaların etkili olabileceği düşünülmektedir. Alanyazında psikolojik sağlamlığı artırmaya yönelik farklı yaklaşımları temel alan çalışmalara rastlanmıştır. Ancak üniversite öğrencilerinin psikolojik sağlamlığını artırmaya yönelik çözüm odaklı psikolojik danışmanlığın etkisini inceleyen araştırmalar yetersiz bulunmuştur. Bu çalışmaların daha çok bilişsel-davranışçı yaklaşım, gerçekçi yaklaşım, grupla psikolojik danışma ve karma yöntemlerle yürütüldüğü görülmüştür. Bu çalışmalarda stres faktörünün daha çok problem odaklı olarak değerlendirildiği söylenebilir. Ancak çözüm odaklı danışmanlık, diğer yaklaşımlardan farklı olarak, yeteneklerin farkına varılmasını ve bunların kullanımını sağlar. Bu bağlamda sorunlara iyimser bir bakış açısı geliştirmeye ve çözüm üretmeye yardımcı olur. Yaşanılan zamana odaklanır. Yeteneklerle stresli durumlara çözüm üretilmesine katkı sağlayabilir. Ayrıca stresli durumların daha iyi anlaşılmasına yardımcı olabilir. Bu nedenle bu çalışmanın psikolojik danışma alanında yapılan çalışmalara katkı sağlaması açısından yararlı ve önemli olduğu düşünülmektedir. Bu doğrultuda amaç, çözüm odaklı grupla psikolojik danışmanın üniversite öğrencilerinin psikolojik sağlamlığına etkisinin incelenmesidir. Bu amaçtan hareketle aşağıdaki hipoteze cevap aranmıştır:

-Çözüm odaklı grupla psikolojik danışma, üniversite öğrencilerinin psikolojik sağlamlığının artmasında etkili olacaktır. Bu etki üç ay sonra yapılacak takip ölçümlerinde de devam edecektir.

Yöntem: Bu araştırma, deney-kontrol gruplu ön test, son test ve izleme ölçüm desenli deneysel bir çalışmadır. Çalışma grubu, 2019-2020 eğitim öğretim yılı güz döneminde T.C. Afyon Kocatepe Üniversitesi'nde öğrenim görmekte olan 22 üniversite öğrencisinden oluşmaktadır. Çalışma grubu üniversite 1. 2. 3 ve 4. sınıf düzeyindedir. Bu öğrencilerden 11'i deney (6 kız ve 5 erkek) ve 11 kontrol (6 kız ve 5 erkek) grubuna rastgele atanmıştır. Çalışma grubundaki üniversite öğrencileri 18-25 yaş arasındadır. Bu öğrenciler, psikolojik sağlamlıkla ilgili başka bir destek programına dahil olmayan (bireysel veya grup danışmanlığı), klinik tanı almamış ve araştırmaya katılmaya gönüllü olan bireylerdir. Bu çalışmanın veri toplama araçları "Yetişkin Psikolojik Sağlamlık Ölçeği (YPSÖ)" ve "Kişisel Bilgi Formu"dur. Deney grubunda yer alan üniversite öğrencilerine altı oturumdan oluşan çözüm odaklı grupla psikolojik danışma programı uygulanmıştır. Bu oturumlar haftada bir kez 90-120 dakika olarak yapılmıştır. Kontrol grubundaki üniversite öğrencilerine ise herhangi bir işlem yapılmamış normal günlük yaşamlarına ve öğrenme faaliyetlerine devam etmelerine izin verilmiştir. Grup oturumları tamamlandıktan sonra her iki gruptaki üniversite öğrencilerine son test olarak "Yetişkin Psikolojik Sağlamlık Ölçeği (YPSÖ)" uygulanmıştır. Tüm çalışmaların tamamlanmasından üç ay sonra deney ve kontrol grubundaki üniversite öğrencilerine izleme testi olarak "Yetişkin Psikolojik Sağlamlık Ölçeği (YPSÖ)" uygulanmıştır. Bu çalışmanın veri analizi, Mann Whitney U Testi ve Wilcoxon Signed-Ranks Testi kullanılarak yapılmıştır.

Sonuçlar: Bu çalışmada ilk olarak, uygulama öncesi deney grubu ile kontrol grubunun eşit olup olmadığını belirlemek için grupların ön test puanları Mann Whitney U Testi ile analiz edilmiş ve deney ve kontrol grubundaki öğrencilerin deney öncesi toplam puanları arasında anlamlı bir farklılık olmadığı görülmüştür ($u=56.50$; $p>0.05$). Bu bulgu deney ve kontrol gruplarının ön test puanları açısından denk gruplar olduğunu göstermektedir. Grupların son test puanları Mann Whitney U Testi ile analiz edilmiştir. Deney grubundaki öğrencilerin son test puanları kontrol grubundaki öğrencilere göre daha yüksek bulunmuştur ve son test puanları arasındaki fark anlamlıdır. Bu bağlamda deney grubundaki öğrencilerin sıra ortalamaları ve toplam sıra puanları kontrol grubundaki öğrencilere göre daha yüksektir ($u= 1.00$; $p<0.01$). Bu analize ek olarak grupların ön test puanları ile son test puanları arasında anlamlı bir fark olup olmadığını belirlemek için Wilcoxon İşaretili Sıralar Testi uygulanmıştır. Kontrol grubunun ön test ve son test puanları arasında anlamlı bir fark bulunmamıştır ($Z_{\text{Kontrol Grubu}} = -2.07$; $p>0.05$). Ancak deney grubunun ön test puanları ile son test puanları arasında anlamlı bir fark bulunmuştur ($Z_{\text{Deney Grubu}} = -2.93$; $p<0.05$). Fark puanlarının sıra ortalamalarına ve sıra toplamalarına bakıldığında bu farkın pozitif sıralar ve son test puanları lehine olduğu görülmüştür. Bu farklılığın deney grubu lehine kalıcılığını belirlemek için son test ölçümlerinden 3 ay sonra izleme testi yapılmıştır. Takip testinden elde edilen veriler Mann

Whitney U Testi kullanılarak analiz edilmiştir. Deney grubundaki öğrencilerin psikolojik sağlık düzeyleri kontrol grubundaki öğrencilerin puanlarından daha yüksektir ve aralarındaki fark anlamlıdır ($u=2.00$; $p<0.01$). Bu bulgu, grupların son test puanlarında deney grubu lehine olan farklılığın izleme testinde de devam ettiğini göstermektedir. Bu analize ek olarak grupların son test puanları ile izleme puanları arasında anlamlı bir fark olup olmadığını belirlemek için Wilcoxon İşaretli Sıralar Testi uygulanmıştır. Grupların son test puanları ile izleme testi puanları arasında anlamlı bir fark bulunmamıştır ($z_{\text{Deney Grubu}} = -.631$, $p>.05$; $z_{\text{Kontrol Grubu}} = -.489$, $p>.05$). Bu bulgular deney grubundaki öğrencilerin psikolojik sağlık düzeylerindeki artışın izleme testinde de devam ettiğini göstermektedir.

Öneriler: Bu araştırma verileri sadece üniversite öğrencilerinden elde edilen verilerle sınırlıdır. Ayrıca çalışma grubundaki öğrenciler sadece T.C. Afyon Kocatepe Üniversitesi öğrencileri ile sınırlıdır. Bu bağlamda benzer çalışmalar farklı üniversitelerin farklı bölümlerinde veya farklı eğitim kademelerinde öğrenim gören öğrencilere uygulanabilir. Benzer bir çalışma farklı yaş gruplarıyla da yapılabilir. Bu çalışmanın bir diğer sınırlılığı, grup dinamiklerinin etkisini incelememiş olmasıdır. Grup dinamiklerinin etkisi gelecekte yapılacak benzer çalışmalarda incelenebilir. Bu çalışma, altı oturum ve üç ay sonra gerçekleştirilen bir takip çalışması ile sınırlıdır. Üniversite öğrencilerinin psikolojik sağlamlıklarına ilişkin daha kapsamlı veriler elde etmek için boylamsal araştırmalar yapılabilir. Bu çalışmada psikolojik sağlamlığın artırılmasına yönelik sadece çözüm odaklı psikolojik danışma yaklaşımının etkisi incelenmiştir. İleride yapılacak çalışmalarda psikolojik sağlamlığın artırılmasına yönelik diğer psikolojik danışma yaklaşımlarının etkisi incelenebilir.