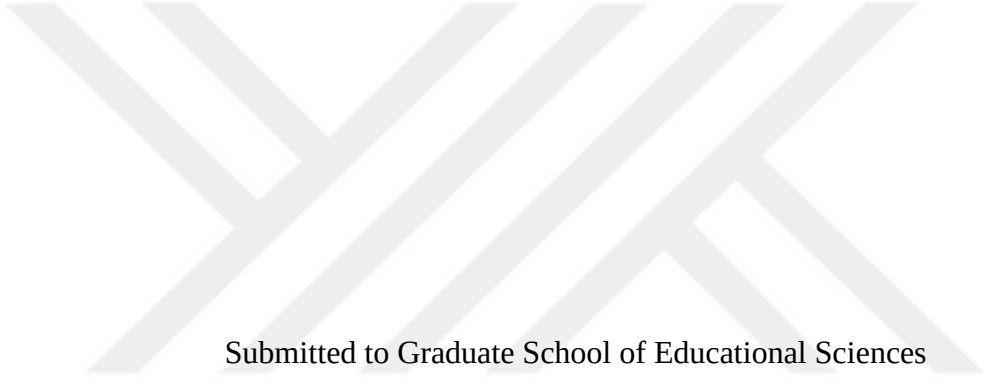


THE RELATIONSHIP BETWEEN YOUNG ADULTS' SUBJECTIVE HAPPINESS
IN CLOSE RELATIONSHIP, BELIEFS ABOUT MATE SELECTION AND
EMOTIONAL MANAGEMENT SKILLS

by
Buse Yayla



Submitted to Graduate School of Educational Sciences
in Partial Fulfillment of the Requirement
for the Degree of Master of Guidance and Counselling

Yeditepe University
2022

**THE RELATIONSHIP BETWEEN YOUNG ADULTS' SUBJECTIVE
HAPPINESS IN CLOSE RELATIONSHIP, BELIEFS ABOUT MATE
SELECTION AND EMOTIONAL MANAGEMENT SKILLS**

APPROVED BY:

Assist. Prof. Dr. Berke

Kırıkkanat

(Thesis Supervisor)

(Yeditepe University)

Assist. Prof. Dr. Adem Semai

Tuzcuoğlu

(Marmara University)

Assoc. Prof. Dr. Yelkin Diker

Coşkun

(Yeditepe University)

DATE OF APPROVAL:28.06.2022

DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.



Name, Last Name : Buse Yayla

ABSTRACT

This research was carried out to examine the relationship between university students' subjective happiness in close relationships, their beliefs about mate selection, and their ability to manage emotions. The other aims of the study are to examine whether university students' subjective happiness in close relationships, beliefs about mate selection, and ability to manage emotions show a significant difference according to age, gender, relationship status and relationship duration.

The universe of the research consists of students studying in Istanbul in 2020-2021. The sample of the study was determined by convenient sampling and criterion sampling method and consists of university students ($n = 359$), between the ages of 19-26, studying at the faculties of Social, Science and Health Sciences, continuing their education at Yeditepe University in 2020-2021.

Personal Information Form, Subjective Happiness Scale, Romance and Mate Selection Attitude Scale and Emotion Management Skills Scale were applied to individuals in order to obtain data for the purposes of the research. Pearson Correlation Analysis was performed to examine the relationship between the normally distributed data during the analysis phase. After the correlational analysis, independent samples t-test and one-way analysis of variance were used to understand the analysis of differences. The obtained information was analyzed with SPSS .25.0 program.

According to the findings obtained from the correlation analysis, there was no statistically significant relationship between the subjective happiness level of young adults in close relationships and their beliefs about mate selection. A positive and statistically significant relationship was found between subjective happiness levels and emotion management skills in close relationships during young adulthood. When the relationship between the subjective happiness variable and demographic variables was examined, subjective happiness levels in young adulthood did not differ significantly according to gender and relationship duration. When the subjective happiness scores were analyzed according to the age variable, a statistically significant difference was observed. Individuals aged 18-20 have higher subjective happiness scores than individuals aged 21-23. Subjective happiness scores of young adults aged 21-23 were found to be lower than those aged 24 and over. When a statistically significant

difference in subjective happiness levels according to the relationship status of young adults is examined, the subjective happiness scores of individuals who are in a romantic relationship were found to be higher than those who do not have a romantic relationship. When the relationship between belief levels about mate selection and emotion management skills in young adulthood was examined, a negative and statistically significant relationship was observed. When the relationship between the beliefs about mate choice and demographic variables was examined, it was found that there was no significant difference according to age and relationship duration. The belief levels of young adult individuals about mate selection showed a statistically significant difference according to their gender. It was seen that male participants' belief scores about mate selection were higher than female participants' scores. When a statistically significant difference was examined in the beliefs of young adults about choosing a partner according to their relationship status, it was seen that the scores of young adults who were in a romantic relationship in their beliefs about the choice of a romantic relationship were higher than those who did not have a romantic relationship. When the variable of emotion management skills in young adulthood is examined according to gender, age, relationship status and relationship duration, it is seen that there is no significant difference.

Keywords: Subjective Happiness, Beliefs on Spouse Choice, Emotion Management Skills, Young Adulthood, Close Relationships.

ÖZET

Bu araştırma, üniversite öğrencilerinin yakın ilişkilerde öznel mutluluk, eş seçimine dair inançlar ve duyguları yönetme becerileri arasındaki ilişkiyi incelemek amacıyla gerçekleştirilmiştir. Araştırmanın diğer amaçları ise üniversite öğrencilerinin yakın ilişkilerde öznel mutluluk, eş seçimine dair inançlar ve duyguları yönetme becerilerinin yaş, cinsiyet, ilişki durumu ve ilişki süresine göre anlamlı bir farklılık gösterip göstermediğini incelemektir.

Araştırmanın evreni, 2020-2021 yılında İstanbul'da eğitimine devam eden öğrencilerden oluşmaktadır. Araştırmanın örneklemi, uygun örnekleme ve ölçüt örnekleme yöntemi ile belirlenmiş olup, 2020-2021 yılında Yeditepe Üniversitesi'nde eğitimine devam eden, 19-26 yaş arasındaki Sosyal, Fen ve Sağlık Bilimleri alanlarının bulunduğu fakültelerde öğrenim gören üniversite öğrencilerinden ($n = 359$) oluşmaktadır.

Araştırmanın amaçları doğrultusunda veri elde etmek için, bireylere Kişisel Bilgi Formu, Öznel Mutluluk Ölçeği, Romantizm ve Eş Seçimi Tutumu Ölçeği ve Duyguları Yönetme Becerileri Ölçeği uygulanmıştır. Analiz aşamasında normal dağılım gösteren verilerin birbirleri arasındaki ilişkiyi incelemek için Pearson Korelasyonel Analiz yapılmıştır. Korelasyonel analizin sonrasında ise farklılıklar analizini anlamak için bağımsız örneklem t- testi ve tek yönlü varyans analizi kullanılmıştır. Elde edilen bilgiler SPSS .25.0 programı ile incelenmiştir.

Korelasyon analizden elde edilen bulgulara göre, genç yetişkinlerin yakın ilişkilerdeki öznel mutluluk düzeyi ile eş seçimine dair inançlar arasında istatistiksel olarak anlamlı bir ilişki görülmemiştir. Genç yetişkinlik döneminde yakın ilişkilerde öznel mutluluk düzeyleri ile duygu yönetimi becerileri arasında pozitif yönde ve istatistiksel olarak anlamlı bir ilişki bulunmuştur. Öznel mutluluk değişkeninin demografik değişkenler ile olan ilişkisi incelendiğinde, genç yetişkinlik döneminde öznel mutluluk düzeyleri cinsiyete ve ilişki sürelerine göre anlamlı farklılık göstermemiştir. Öznel mutluluk puanları yaş değişkenine göre incelendiğinde istatistiksel olarak anlamlı bir farklılık görülmüştür. 18-20 yaşındaki bireylerin, 21-23 yaşındaki bireylere göre öznel mutluluk puanları daha yüksektir. 21-23 yaş arası genç yetişkinlerin öznel mutluluk puanlarının 24 yaş ve üzeri katılımcılara göre daha düşük olduğu görülmüştür. Genç yetişkinlerin ilişki durumuna göre öznel mutluluk düzeylerinde istatistiksel olarak anlamlı bir farklılığa

bakıldığında ise romantik bir ilişkisi olan bireylerin öznel mutluluk puanları, romantik ilişkisi olmayan bireylere göre daha yüksek bulunmuştur.

Genç yetişkinlik döneminde eş seçimine dair inanç düzeyleri ile duygu yönetimi becerileri arasındaki ilişkiye bakıldığında, negatif yönde ve istatistiksel olarak anlamlı bir ilişki görülmüştür. Eş seçimine dair inançlar değişkeninin demografik değişkenler ile olan ilişkisi incelendiğinde, yaş ve ilişki sürelerine göre anlamlı bir farklılık göstermediğine ulaşılmıştır. Genç yetişkin bireylerin eş seçimine dair inanç düzeyleri cinsiyetlerine göre istatistiksel olarak anlamlı bir farklılık göstermiştir. Erkek katılımcıların eş seçimine dair inanç puanları kadın katılımcıların puanlarından daha yüksek olduğu görülmüştür. Genç yetişkinlerin ilişki durumuna göre eş seçimine yönelik inançlarında istatistiksel olarak anlamlı bir fark incelendiğinde romantik ilişki yaşayan genç yetişkinlerin eş seçimine dair inançlarında puanlarının romantik ilişkisi olmayanlara göre daha yüksek olduğu görülmüştür.

Genç yetişkinlik döneminde duygu yönetimi becerileri değişkeni cinsiyete, yaşa, ilişki durumlarına ve ilişki sürelerine göre bakıldığında anlamlı farklılık göstermediği görülmüştür.

Anahtar Kelimeler : Öznel Mutluluk, Eş Seçimine Dair İnançlar, Duyguları Yönetme Becerileri, Genç Yetişkinlik, Yakın İlişkiler.

ACKNOWLEDGEMENTS

I would like to thank,

My graduate thesis advisor Assistant Professor Berke Kırıkkanat who enlightened my way with her knowledge and supported me at all times with her support and effort throughout my undergraduate and graduate studies,

To the esteemed Tolga Zencir, who did not leave me alone in my thesis analysis process,

To my precious mother, father and sister, who always show me their support and love in every aspect of my life, and guide and empower me with their trust whenever I have difficulties,

To thank all my friends who touched my life with their faith in me.

TEŞEKKÜR

Lisans ve yüksek lisans sürecim boyunca bilgi birikimiyle yolumu aydınlatan, desteęi ve emeęiyle her an yanımda olan yüksek lisans tez danışmanım sayın Dr. Öğretim Üyesi Berke Kırıkkanat’a,

Tez analiz sürecimde beni yalnız bırakmayan değerli Tolga Zencir’e,

Hayatımın her alanında desteklerini ve sevgilerini eksik etmeyen, zorlandığım her anda güvenleriyle bana yol gösteren, güç veren kıymetli annem, babam ve kardeşime,

Bana olan inançları ile hayatıma dokunan tüm arkadaşlarıma teşekkür ederim.

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CHAPTER 1 : INTRODUCTION

1.1. The Problem of the Research:

The young adulthood period, in which close relationships are formed and the foundations of long-term relationships are laid, is a period in which the individual is expected to reach the level of emotional maturity (Arnett & Taber, 1994). Especially in this developmental period, when the individual starts university education, many cognitive and socio-emotional changes also differentiate the quality of close relationships (Atak & Çok, 2010). When the cognitive changes are examined; While it is stated that people make assumptions about the future pattern of their current close relationships together with their developed hypothetical thinking skills and consider the long-term results of the interaction in the relationship, when the socio-emotional changes are taken into account, the duration, quality and importance of monogamy have increased compared to the previous period, It is stated that the satisfaction received from togetherness significantly affects the psychological health of the individual. (Piaget & Kavsaoglu, 2019). Prager (1995) discusses close relationships under three headings: romantic relationship, relationship between parent and child, and friendship relationship. The point that distinguishes relationships from each other is that intimacy interactions differ. In this context, an important element of close relationships is romantic relationships (Eryılmaz & Ercan, 2010). In this period, which covers the 18-29 age range, it is observed that friendships become more intimate and romantic relationships are more central to life (Santrock, 2016). Intimacy makes a great contribution to both the relationship and the well-being of the individual. While the quality of the relationship experienced in close and romantic relationships affects the satisfaction of the relationship, it also greatly benefits individual well-being (Özteke, 2015). Healthy romantic relationships enable the individual to develop a positive personality and to have high self-confidence (Furman, 2002). Therefore, close relationships cause the individual to experience general satisfaction in his life and to be in a psychological balance (Diener, 2000). Therefore, examining the nature of close relationships in young adulthood is an important element in the relevant literature.

In the young adulthood period, when the importance of romantic relationship increases, individuals turn to partner relationships more in order to establish social support and intimacy, and this plays an important role in fulfilling the developmental tasks of individuals (Yalçın & Ersever, 2015). Addressing the development process of the

individual within the framework of certain life periods, Erikson emphasizes that individuals who cannot develop healthy close relationships during young adulthood, which is accepted as the beginning of adulthood, may experience a sense of isolation and in this context, individuals who prefer to stay alone by avoiding relationships may have a negative impact on their personality development. (Tuzer, 2016). In emotional development, which is a variable of the psychosocial development task, it is possible to expect the individual to be more interested in the outside world by aiming to reach emotional independence during young adulthood (Aktu, 2016). Especially the university years are considered as the years when young adults need close relationships due to the transition period. Studies show that most of the daily lives of university students are about romantic relationships (Herridge, Shaw & Mannell, 2003). Thanks to the healthy close relationships established during this period, the personal development of individuals is significantly affected by the social support they receive from their partners (Ünver, 2011). In addition, problems in relationships negatively affect other areas of individuals' lives. E.g; It is seen that while problems in romantic relationships negatively affect academic achievement, positive relationships increase the motivation of individuals to study (Shollenberger, 2001). In a study conducted; In line with the services provided by the psychological counseling and guidance centers of universities in Turkey, one of the three problem areas in which students seek help the most is romantic relationships, while the other two are expressed as communication problems and difficulties in adapting to university life (Güneri, 2006).

The concept of subjective happiness, which is an important part of satisfaction and psychological balance in close relationships, has been examined by multiple researchers and is defined as being able to balance between positive and negative emotions, being cheerful, peaceful and psychological well-being (Lyubomirsky, 2001). According to Diener (1994), subjective happiness; It is defined as a concept in which individuals evaluate their life positively with the high satisfaction from life and consists of three sub-steps: satisfaction in their living spaces, positive emotions and negative emotions. Diener, Scollon, Oishi, Dzokoto, and Suh (2000), who mentioned that subjective happiness has both an emotional and a cognitive dimension, define the cognitive dimension with life satisfaction; the emotional dimension is the presence of positive emotions and the absence of negative emotions (As cited in Akin & Akin, 2015).

Psychological researchers explain subjective happiness with different variables with ongoing studies. In a cross-country study conducted by Diener, Sandvik, and Seidlitz (1993), a significant relationship was found between subjective happiness and income level. In the study examining the relationship between subjective happiness and internet addiction problem, it is seen that the increase in the level of addiction negatively affects the level of subjective happiness (Akın, 2012). In Deiner and Seligman's (2002) study, when the subjective happiness level and the satisfaction obtained from individual relations were examined, it was concluded that individuals with high happiness levels obtained more satisfaction from their human relations. The sum of the general satisfaction and positive emotions that individuals receive from their lives plays a role in determining the level of subjective happiness. In other words, the subjective happiness of the individual also affects various areas of satisfaction, such as the level of happiness in close relationships. When the related literature is examined; It is thought that the happiness of the partners in their relationships also depends on their subjective happiness levels (Koyuncu, 2019).

In addition to the subjective happiness experienced by individuals in close relationships, their beliefs and expectations about the relationship existing in their cognitive world play an important role in the nature of the relationship. Individuals develop certain beliefs and expectations about how their relationships will satisfy them and how their partner should be. These beliefs significantly affect how individuals feel, how they should react to events, and their life and relationship satisfaction (Özteke, 2015). Attitudes and beliefs about mate selection are expressed as an individual's effort about when to marry and with whom and find a suitable partner (Güngör, Yılmaz & Çelik, 2011). The close relationships experienced by individuals originating from their developmental period during the university period also affect the relationships they will establish later (Akbaba & Erol, 2019).

Partner selection includes an important and complex process in an individual's life. With the experiences gained, individuals develop beliefs about the relationship. Certain standards and expectations constitute the concept of ideal spouse and relationship (Tuzer, 2016). Although these expectations and attitudes are not always rational and realistic, they can lead the individual into rigid beliefs about partner selection. While the irrational beliefs of individuals in the process of establishing close relationships

negatively affect the course of the relationship, the relationships developed in the context of rational beliefs increase the satisfaction from the relationship they have and positively affect the subjective happiness of the individuals (Stackert & Bursik, 2003). According to Bacanlı (2001), the choice of partner is therefore a conscious and purposeful choice. In our country, there have been many studies on mate selection (eg Bacanlı, 2001; Yıldırım, 2007), and there are also studies in international literature on irrational beliefs about mate choice and marriage (eg Sharp & Ganong, 2000; Stackert & Bursik, 2003) (Sancak & Demir, 2017).

In close relationships, when the subjective and cognitive worlds of individuals and their emotional world are examined, it is important how they express, organize and manage their emotions. The concept of managing emotions, which is defined as individuals' adaptation to changes, their ability to control their emotions and their consistent behavior (Erdoğan, 2008), constitutes an important part of interpersonal relations. The ability to manage emotions, which can be developed especially from a young age, is a factor that affects individuals' close relationships at a high level. Managing emotions is the ability of individuals to overcome negative emotions in a healthy way at their subjective well-being levels and to gain some skills in this context (Üstün & Topbaş, 2014). Mayer and Salovey (1995) define emotion management as a means of recognizing one's own and others' feelings, separating these feelings from each other, and giving direction to one's thoughts and behaviors. Since the skills of managing emotions require producing the most appropriate solution options in the face of negative situations, they help individuals to tolerate negative emotions such as stress, anger, loneliness and helplessness more effectively (Tetik & Akkaya, 2018). Studies show that people who can manage their emotions well first experience the emotional experience and then establish a relationship with these experiences about which emotion is experienced (Kozan, Kesici & Baloglu, 2017).

Çankaya (2016) states that the expression and management of emotions have an effect on subjective well-being. The ability to manage emotions is a very important building block in terms of both individual psychological health and interpersonal relationships of individuals. Emotion management skills, one of the prominent concepts in the related literature, have been examined by many different researchers (Çalışır, 2009; Çankaya, 2016; Mayer & Salovey, 1995; Goleman, 2007) in studies conducted in Turkey and abroad with different variables such as depression, well-being, adult attachment theory

and communication skills.

As a result, no study has been found in which the level of subjective happiness in close relationships, beliefs about mate choice, and ability to manage emotions are examined together in domestic/abroad studies. This research is an important study especially for individuals who provide family counseling and couple counseling services, and it is thought that a study examining the relationship between related concepts will make important contributions to the field of family and couple counseling. Therefore, the problem statement of the research is summarized as follows: Is there a significant relationship between the subjective happiness levels of young adults in their close relationships, their beliefs about mate selection and their ability to manage emotions?

1.2. Purpose of the Research :

The aim of this study is to examine whether there is a relationship between subjective happiness in close relationships, attitudes towards mate selection, and ability to manage emotions of individuals in young adulthood. The sub-objectives created for this purpose are as follows:

1. What are the subjective happiness levels of individuals in young adulthood in close relationships?
2. What are the beliefs of individuals in young adulthood regarding mate selection?
3. What are the emotional management skills of individuals in young adulthood?
4. Is there a significant relationship between the subjective happiness levels of individuals in their close relationships, their beliefs about mate selection and their ability to manage emotions?
5. Do the subjective happiness levels of individuals in young adulthood in their close relationships show a significant difference according to gender?
6. Do the subjective happiness levels of individuals in young adulthood in their close relationships show a significant difference according to age?
7. Do the subjective happiness levels of young adult individuals in their close relationships show a significant difference according to their romantic relationship status?
8. Do the subjective happiness levels of young adult individuals in close relationships show a significant difference according to their relationship

status?

9. Do the beliefs of individuals in young adulthood regarding mate selection differ significantly by gender?

10. Do the beliefs of individuals in young adulthood regarding mate selection show a significant difference according to age?

11. Do young adulthood individuals' beliefs about mate selection differ significantly according to their romantic relationship status?

12. Do the beliefs of individuals in young adulthood regarding mate selection show a significant difference according to the duration of the relationship?

13. Does the ability of individuals in young adulthood to manage their emotions show a significant difference according to gender?

14. Does the ability of individuals in young adulthood to manage their emotions show a significant difference according to age?

15. Does the ability of individuals in young adulthood to manage their emotions show a significant difference according to their romantic relationship status?

16. Does the ability of individuals in young adulthood to manage their emotions show a significant difference according to the duration of the relationship?

1.3. Importance of Research:

Close relationships make life meaningful to people who exist with others and are social beings. While people have problems with relationships, they also solve their problems by establishing relationships. While people have problems with relationships, they also solve their problems by establishing relationships. Experiences gained from romantic relationships, especially in young adulthood, affect individuals' beliefs and attitudes about mate selection. In order to realize how realistic these beliefs are, individuals should know themselves before choosing a partner, realize their attitudes about emotional intimacy and improve themselves in communication skills.

In addition, the way of expressing and managing emotions is one of the psychological needs. Although our emotions are effective on both behavioral and cognitive processes, the way emotions are expressed and managed affects interpersonal relations considerably (Kozan, Kesici & Baloğlu, 2017).

In this research, the variables that may be related between the findings to be obtained and

the individual's subjective happiness in close relationships, beliefs about mate selection and emotion management skills will be examined. In this direction, it is thought that the study will increase awareness about the choices of individuals before marriage, realize the irrational beliefs, catch a clue about their ability to manage their emotions, and gain an idea about their subjective happiness levels. In addition, it is aimed to provide experts working in the field of mental health with knowledge on close relationships, mate choice attitude, ability to manage emotions and subjective happiness.

1.4. Limitations of the Research:

This study has some limitations in terms of sample and measurement tools used.

Limitations of the research;

1. The subject of research is limited to young adults' subjective happiness in close relationships, beliefs about mate choice, and ability to manage emotions.
2. The research is limited to the students studying at Yeditepe University in the 2020-2021 academic year and participating in the study voluntarily, in terms of time and sample.
3. This research, the measurement tools used in the data collection process; The Personal Information Form is limited to the qualities measured by the Subjective Happiness Scale, The Romance and Mate Selection Scale, and The Emotion Management Skills Scale.

1.5. Postulates of the Research :

1. The sample of the research is representative of the universe,
2. Individuals who voluntarily participated in the study answered the questions in all data collection tools sincerely,
3. The data collection tools in the research meet the reliability and validity conditions,
4. The Personal Information Form used in the study used demographic information, The Romance and Mate Selection Scale's limiting beliefs about choosing a partner, The Emotion Management Skills Scale for young adults' emotional management skills, and the Subjective Happiness Scale for young adults' general will be assumed to measure the evaluation of happiness.

1.6. Definitions :

Close Relationship : Close relationship ; It is used to indicate both a personal relationship and a certain feeling that an individual feels towards another individual

(Atak & Taştan, 2012). Sternberg (1986) defines a friendship in which passion, attachment and closeness come together as a close relationship.

Romantic Relationship : It is a relationship in which individuals share emotional and physical intimacy, cognitively, emotionally and behaviorally (Özteke, 2015).

Mate Selection: Mate selection is used in the sense of choosing the person to marry, influenced by the individual's different psychological and physical characteristics (Yıldırım, 2016).

Partner Selection Belief : Some experiences based on close relationships can lead to certain cognitive beliefs and attitudes towards partner selection. In this direction, some expectations and assumptions are formed in the partner candidate. These expectations and assumptions turn into erroneous and irrational beliefs, forming attitudes/beliefs about mate selection (Tuzer, 2016).

Ability to Manage Emotions : The ability to manage emotions is all of the strategies used to increase, decrease and protect the intensity of the emotion felt (Gross, 1998). Ability to manage emotions consisting of internal and external processes; It includes dynamics such as controlling emotions, evaluating and changing emotional reactions (Küçük, 2016).

Subjective Happiness : Subjective happiness is defined as the pleasure and positive emotions that an individual receives from his or her life in general (Diener, 1984). It has been found that variables such as being healthy, positive interpersonal and emotional relationships, and high life satisfaction have an effect on subjective happiness (Lyubomirsky, King & Diener, 2005).

CHAPTER 2 : RELATED LITERATURE

In this section, the theoretical framework related to subjective happiness, mate selection attitude and emotional management skills, which are the main variables of the research, will be discussed.

After the theoretical framework, researches on related concepts are mentioned.

2.1. Subjective Happiness

Happiness is a concept that has a great importance in people's lives from past to present, is aimed to be achieved and tried to be understood. When the relevant literature studies are examined, it is seen that although concepts such as happiness, subjective well-being, and subjective happiness come across with different definitions, all these concepts are used in the same sense. Considering how hard all people try to be happy, it can be said that the purpose of life is to be happy (Anic & Tonic, 2013). When we look at the definitions of happiness from past to present, according to Aristotle, happiness is; It is a phenomenon sought by all humanity and is accepted as the perfect activity of the spirit. According to him, this activity is thinking (Cited by Büyükdüvenci, 1993). On the other hand, happiness is defined by Descartes as the pursuit of correct information and inner contentment (Cited by Süler, 2016). Happiness; It is a positive emotion felt due to reasons such as meeting the expectations of individuals, getting rid of any situation that causes sadness, something good happening to them, and becoming higher levels than to the situation they are in (Çetinkaya, 2006). Happiness, which is used as "happiness" in English, means the chance to be rich; It is used in Turkish to mean that all the wishes of the individual have come true (Gülcan & Bal, 2014). The fact that the positive emotions felt by individuals are relatively higher than the negative emotions and the satisfaction received from life in general is defined as happiness (Özdemir & Koruklu, 2011). In general, happiness is known as the positive mood of individuals (Camfield & Skevington, 2008).

In today's world, the concept of happiness is explained by subjective happiness, which derives from the field of positive psychology and gains importance. Subjective happiness was defined by Lyubomirsky (2001) as the psychological state of comfort and well-being. Subjective happiness is known as the pleasure that an individual receives from his life in general and the positive emotions he feels (Diener, 1984). According to Myers and Diener (1995), individuals expressing judgments about their own lives mean subjective happiness, along with relatively higher levels of satisfaction

and positive feelings about their lives. The most general concept expressing the level of well-being felt as a result of subjective evaluation of experiences is subjective happiness (Diener & Ryan, 2009). Veenhoven (1991), on the other hand, expresses subjective happiness as the degree to which individuals see their life as advantageous and enjoy their life. Andrew and Withney (1976) define subjective happiness as a concept that includes both positive and negative emotions and has a cognitive dimension (Cited by Diener, 1994). When subjective happiness is considered in the emotional dimension, it is defined as the absence of negative emotions and the presence of positive emotions; When considered in the cognitive dimension, it is defined as the satisfaction from life (Diener, 2000). The concept, which is used as happiness in daily language (Lyubomirsky & Lepper, 1999), is explained with different concepts such as "psychological well-being" (Ryff, 1989), "subjective well-being" (Diener, 2000), "quality of life" (Frish, Cornell, Villanueva & Retzlaff, 1992) in the field of psychology. Subjective well-being is defined by Diener (1984; 2000) with the most widely used definition as the abundance of positive emotions, the absence of negative emotions, the individual's own decision about how their life is, and life satisfaction. According to Ryff and Keyes (1995), psychological well-being is defined as the awareness of one's own potential and the evaluation of the purpose of life, the quality of the relationship with other individuals, and internal resources. According to them, the psychological well-being of individuals includes the aim of realizing their real capacities as well as happiness. Quality of life/satisfaction, which is another alternative concept used in the literature, is the subjective evaluation of the extent to which the most important needs, wishes and goals of individuals are realized (Frish et al., 1992). Concepts such as "subjective happiness", "psychological well-being", "subjective well-being", "quality of life/satisfaction", which appear with different perspectives and definitions, are frequently used interchangeably in the literature. The most used concepts are subjective well-being and psychological well-being, and there are slight differences between these two concepts. Subjective well-being is defined as experiencing more positive emotions than negative emotions and generally having high life satisfaction (Diener, 1984); Psychological well-being is expressed as individuals focusing on living a meaningful and functional life rather than their emotions (Ryff & Keyes, 1995). Subjective happiness, used in parallel with all these definitions, is the most general concept of well-being felt as a result of subjective evaluation of experiences (Diener & Ryan,

2009).

Studies (Lyubomirsky & Lepper, 1999 ; Diener, Suh, Lucaz & Smith, 1999; Gomez, Krings, Bangerter & Grob, 2009; Weiss, Timothy & Luciano, 2008) show that subjective processes have a significant impact on happiness. It has been observed that individuals with negative living conditions express themselves as "happy", while individuals with more advantageous and comfortable living conditions express themselves as unhappy. Considering that the quality of life is subjective; while people may feel happy in negative conditions, individuals who feel unhappy in better conditions can be seen (Yılmaz, 2018). For this reason, it is stated that individuals with a high level of subjective happiness interpret the events they encounter in life more positively than individuals with a lower level of subjective happiness (Lyubomirsky & Tucker, 1998).

Characteristics of a happy individual; It was defined by Warner Wilson in 1967 as self-confident, well-educated, well-income, healthy, married, high self-esteem, optimistic and extrovert (Diener, Suh, Lucaz & Smith, 1999). When the relationship between happiness and marriage is examined in some studies (Kaya,2017 ; Mastekaasa ,1994 ; Myers, 2000 ; Canbulat & Çankaya, 2014) that support this explanation, it is observed that individuals who are married it has been observed that individuals who are married; It has been observed that the perception of happiness is higher than single individuals, but unhappy individuals are also individuals who have unhappy marriages.

When the relevant literature is examined, it is seen that there are some theoretical views to explain subjective happiness.

Adaptation Level Theory (Hedonic Cycle Model) : According to the theory emerged by Brickman, Coates and Bulman; Individuals tend to lose their initial reaction to the positive or negative situations they encounter over time, adapt to the situation they are in and return to their normal happiness levels. Adaptation theory argues that the results that are accepted as sadness or joy with the change of events are not permanent and individuals return to their previous level of happiness over time (Cited by Lucas, Clark, Georgellis & Diener, 2003). If individuals experience good events one after another and adapt to them, another good event they will encounter does not increase their happiness level more, and the same can be said for bad life events (Güler & Dönmez, 2011). After a situation creates a positive or negative impression at the first moment, it loses its effect after a certain period of time and individuals balance these

positive/negative emotions. The reason for this is that individuals have the ability to adapt to life (Koyuncu, 2019). Diener argues that the basis of subjective happiness theories is the mechanism of adapting and getting used to living conditions. Individuals can adapt to positive experiences as well as negative ones (Diener et al., 1999).

In a study conducted by Brickman et al. (1978) on the hedonic cycle model; It has been seen that individuals who won the lottery jackpot are not happier people, and those who have had a serious accident are not less happy than those who have not had an accident. Individuals somehow adapt to good or bad events. Allman (1990), in a study; it has been revealed that individuals who live with a wheelchair are as happy as those who are not disabled (Cited by Güler & Dönmez, 2011). To give another example; When the individual comes to a higher level from the position he works and his income increases, he loses the level of happiness he experienced in the first days (Canbay, 2010). In line with these studies, it is seen that individuals who experience unfortunate events or have negative living conditions can adapt to the situation they are in very quickly. In other words, although individuals' subjective happiness levels are subject to momentary changes in the events they encounter in life, they return to their former levels over time and create a balance in individuals.

Goal Theory (Aim Theory) : The goal theory was put forward by Wilson in 1960. According to the theory, happiness is meeting the needs of individuals and reaching their goals. While satisfying the needs leads to happiness, not satisfying the needs leads to unhappiness; It has been stated that satisfaction is affected by factors such as the individual's past experiences and personal expectations (Wilson, 1967).

Goal theory argues that the two dimensions that are effective in the level of subjective happiness are "need" and "purpose" and states that these two dimensions are the focus of happiness. There are two different types of needs in individuals, which are divided into innate and acquired. Even if individuals are not aware of their needs, their happiness levels increase when their needs are satisfied (Kubilay, 2013). According to this approach, satisfying the needs of individuals and reaching their goals are the most effective factors on the level of happiness (Koyuncu, 2019). The aims of the Target Theory are; are special requests that individuals are aware of (Gencer, 2018). While it is argued that needs and goals are interrelated; It can be said that the basis of some goals is the desire to meet the needs of the individual (Cantor, 1990).

As Maslow, who accepts that the quality of life of individuals increases and progresses

in the process of self-actualization as long as the needs are met, as stated in the hierarchy of needs pyramid; subjective happiness levels of individuals increase as their needs are met and they reach their goals (Ryan & Deci, 2000). Sübjektif mutluluk düzeyi yüksek olan bireyler, kendi hedeflerini başkalarının hedeflerinden daha önemli görürken, başarı olasılığının daha yüksek olduğuna inanırlar; öznel mutluluk düzeyi düşük olan bireyler, amaçları doğrultusunda daha fazla çatışma yaşayabilirler (Emmons, 1986).

Activity Theory : Contrary to the idea that "happiness is achieved as a result of reaching the targeted goal" stated in the goal theory, the activity theory; He argues that individuals reach happiness as a result of taking pleasure from the activities they focus on in the process of reaching the goal. Aristotle, who is the defender of the theory, expresses that happiness will come to them when individuals use their abilities (Cited by Odabaş, 2016). After determining the target in line with the interests and skills of the individuals, all the activities they do during reaching this target positively affect their subjective happiness level (Tuzgöl- Dost, 2005). Aristotle, one of the most important defenders of the activity theory, states that all activities (social activities and hobbies) done with pleasure will bring happiness (Süler, 2016). The progress of individuals towards realizing their goals and the fact that they are realizing them cause them to feel competent and happy (Emmons, 1986). Since the related theory focuses on the process, not the result, it argues that in a sense, the experiences of individuals while moving towards the goal significantly affect the subjective happiness of individuals. The process of activities carried out by individuals in line with their goals is accepted as the source of happiness according to this theory. While it is the process that the individual experiences throughout the activity that brings satisfaction, happiness also occurs as a product of activities (Diener, 1984).

Bottom-Up , Up-Bottom Theories : In the theory put forward by Brief, Butcher, George and Link (1993), the bottom-up theory emphasizes the importance of living conditions in the subjective happiness of individuals; In the top-down theory, it is argued that personality has an effect on the level of subjective happiness. Brief et al. (1993) put forward that these two theories can be combined and they say that how these life conditions are interpreted depending on the living conditions and personality affects the subjective happiness level of individuals.

The "bottom-up" theory states that the negative or positive moments that individuals encounter in their lives are aggregated to form the subjective happiness level interpreted

by individuals. In line with this statement, while subjective happiness of the individual depends on positive events, the more positive situations the individual faces, the higher the subjective happiness levels. (Gencer, 2018). In other words, according to the bottom-up theory, the overall happiness levels of individuals are the sum of the piecemeal positive events they experience. In other words, if individuals express that they are happy, it means that they have more happy moments (Odabaş, 2016). Individuals evaluate themselves as happy or unhappy by making evaluations about their life according to the sum of the experiences they enjoy (Brief et al., 1993).

The “up-bottom” theory, on the other hand, argues that the evaluation of the situations faced by individuals depends on the personality of the individuals. E.g; Individuals with an optimistic nature make positive comments about many situations they encounter (Gencer, 2018). According to this theory; It is not important what resources individuals have, but rather how individuals respond to what they have. The way an individual interprets the situations he encounters in life and the perspective he has affect the individual's subjective happiness level (Eryılmaz, 2009). Some individuals tend to evaluate their lives positively, let alone the living conditions they have. Therefore, they can consider themselves happy with the pleasure they get from life without needing more (Brief et al., 1993).

Flow Theory : Flow theory has an important place in the field of positive psychology and has emerged as a sub-title of positive psychology, which deals with contentment for the past, hope for the future, and happiness for the present (Linley, Joseph, Harrington & Wood, 2006). Flow theory, with its most common expression, is that an individual takes intense pleasure from his/her experience and does what he/she is doing at the highest, optimal level of attention (Csikszentmihalyi, Harper & Row, 1990). Mihaly Csikszentmihalyi's (2007) flow theory explains the situations in which individuals focus on the highest level of consciousness, experience immense pleasure and ignore all other distracting stimuli they encounter. The three elements of the streaming experience; It is dedication to an activity, maximum enjoyment, and intrinsic motivation (Bakker, 2008). According to this theory, the important thing is not the external reward to be obtained from the work done, but the happiness and inner satisfaction obtained. It has been stated that happiness is not in passive times, but when concentration is highest (Myers & Diener, 1995). It has been stated that individuals who are in the flow are happy because they focus on that job, regardless of what they do.

Happiness depends not on what is done but how it is done (Csikzentmihalyi, 1999). Flowing individuals lose their sense of time as they leave themselves to the activity they experience, and they only take natural pleasure from the current activity (Deci & Ryan, 2000).

Fixed Point Theory (Dynamic Equilibrium Theory) : The theory, put forward by Headey and Wearing as the dynamic balance theory, argues that individuals have a fixed happiness point. Regardless of what kind of positive or negative situation individuals encounter, they return to the basic level of happiness and satisfaction as a result of a short-term decline or rise. According to the theory, while the normal events encountered in the individual's life do not affect the subjective happiness level, abnormal life events cause a change in the individual's happiness level and reach a constant level after a while (Headey & Wearing, 1989). According to Emmons and McCullough (2003), although individuals' happiness levels show long-term stability, genetic predisposition also has an important place on happiness level. Happiness, 40-50% largely under the influence of genetic factors. Women and men are on average equal in terms of happiness, and each individual has a constant level of happiness (Lykken & Tellegen, 1996). Although individuals have a certain level of happiness, this fixed point determines 50% of the happiness level. In addition, while experiences determine 10% of the happiness level, the remaining 40% level of happiness depends on the individual (Ergüner & Tekinalp, 2016). Although the fixed point theory and the adjustment theory seem similar, the fixed point theory argues that personality traits are effective on the subjective happiness of the individual, while the adjustment theory argues that the individual's experiences affect the subjective happiness level (Emmons & McCullough, 2003). Subjective happiness level is generally stable, although it sometimes changes according to the context in which the individual is in the fixed point theory, but in the adaptation theory, individuals adjust the subjective happiness level according to changing life events (Koyuncu, 2019).

Judgment Theory : There are times when individuals feel better than other people in some situations and less fortunate in some situations (Emmons & McCullough, 2003). This theory is based on the view that individuals feel happy or unhappy by comparing themselves to other people. If individuals feel happy, the level of subjective happiness increases; If individuals see themselves as unhappy, their level of happiness decreases (Diener, Suh, Lucas & Smith, 1999).

According to the theory, the subjective happiness of individuals is shaped by the happiness of those around them. While individuals evaluate their subjective happiness, they accept the individuals around them as criteria. If the subjective happiness of the people around the individual is higher than his own subjective happiness, the level of happiness increases. However, if the opposite is the case, the level of happiness decreases. (Eryılmaz, 2009). In this respect, the subjective happiness levels of individuals depend on the subjective happiness levels of the individuals around them. In the context of these explanations, the theory of judgment is examined under two separate headings as multidimensional inconsistency theory and social comparison theory. According to the multiple inconsistency theory, individuals themselves; with others, with many criteria such as needs, wishes, goals, experiences (Michalos, 1985). If these criteria are high, life satisfaction decreases depending on the subjective happiness of the individual, and if the criteria are low, life satisfaction increases (Yılmaz, 2018). When the difference between the criteria and the conditions is high, the life satisfaction of the individual decreases, and when the relevant difference is small, the life satisfaction of the individuals increases (Michalos, 1985). According to Wood (1996), in the social comparison theory, the subjective happiness level of individuals depends on their evaluation by comparing themselves with other people. If individuals are in a better situation than others, there is an increase in their subjective happiness levels, while if they perceive them in a worse situation than others, there is a decrease in their subjective happiness levels (Wood, 1996).

Ryff's Theory of Psychological Well-Being : Ryff and Keyes (1995) explain psychological well-being as the presence of a number of positive situations rather than the absence of mental problems. The ability of individuals to have positive thoughts about their own selves and to accept themselves and their past is accepted as an important criterion for psychological well-being (Ryff, 1989). Six sub-dimensions were mentioned for the psychological well-being model. These ; good-positive relationships with others, self-acceptance, personal growth, life purpose, autonomy, and environmental control (Ryff & Keyes, 1995). Establishing sincere, reliable, open and empathetic relationships with one another is defined as positive relationships with others (Ryff, 1989). One of the characteristics of self-actualized individuals is known as establishing positive relationships with others (Ryff & Keyes, 1995). Self-acceptance ; it is known as individuals' acceptance of themselves and their life not only

in positive aspects but also in negative aspects (Ryff, 1995). The fact that individuals can accept themselves and their past with their positive/negative aspects as they are is accepted as an important criterion of subjective happiness (Koyuncu, 2019). Individual development; means using the existing potential of individuals for positive development and progress (Ryff & Keyes, 1995). According to Ulaş (2014), the awareness of individuals' potential and its positive use is an important element in terms of self-realization and maturity of the individual. Ryff (1989), another sub-dimension, defines life purpose as having goals in life, and having a purpose in life causes individuals to think that they have a meaningful life. Autonomy; it is defined as individuals having control of their own life and acting independently while making their decisions (Ryff & Keyes, 1995). Ryff (1989) defines environmental control, which is the last sub-dimension, as being able to control what happens around individuals and to evaluate opportunities at the highest level. The ability to create the necessary environmental conditions is shown as an indicator of the mental health of individuals (Ryff & Keyes, 1995; Ryff, 1995).

Individuals' ability to establish positive social relations and make their own decisions outside of social norms, as well as to determine their abilities and needs in terms of individual development, affects psychological well-being positively (Ryff, 1989). Compared with individuals with low psychological well-being, individuals with high levels of well-being have been found to have a more functional life (Schmutte & Ryff, 1997). The fact that individuals act with awareness of their own potential, recognize and accept their individual characteristics and limitations, make individual decisions and have appropriate emotional reactions shows that they know themselves. It is estimated that individuals who know themselves will have high levels of psychological well-being and therefore will have good relations with themselves and with others; in addition, it can be predicted that they will be aware of their purpose in life, they will be able to organize the situations around them, and they will strive for a better life in order to improve themselves (Demirci & Şar, 2017).

2.1.2. Research on Subjective Happiness

Domestic and international studies on the concept of subjective happiness, which is one of the research variables, have been examined together with studies on the concepts of happiness and subjective well-being, which correspond to each other in the literature. The study by Eryılmaz and Ercan (2011) aiming to examine subjective well-being in

terms of gender, age group and personality traits was conducted with a total of 699 people, 372 women and 327 men. "Adjective-Based Personality Test", "Satisfaction with Life Scale", and "Positive-Negative Emotion Scale" were used to obtain data from the research. As a result of the findings obtained in the study, men between the ages of 26-45 have a higher level of subjective well-being than women; It has been determined that individuals between the ages of 19-25 have a lower level of subjective well-being compared to both the 14-17 age group and the 26-45 age group.

The aim of the research conducted by Tülek (2011) with 317 married individuals living in İzmir; the aim of this study is to determine what the predictors of the subjective well-being levels of married individuals are. In the research, by using the "Subjective Well-Being Scale", "Rotter's Internal External Locus of Control Scale", "Marriage Life Scale", "Marriage Problem Solving Scale" and "Personal Information Form"; it was found that the most important predictor of the subjective well-being levels of married individuals is problem solving skills. A positive and significant relationship was found between problem solving skills and subjective well-being levels. While there was a positive and significant relationship between marital satisfaction and subjective well-being, a negative significant relationship was found between locus of control variable and subjective well-being.

The research conducted by Kuyumcu (2011), which aimed to examine the relationship between university students' emotional awareness, self-construal, expressing emotions and subjective well-being levels, consisted of 289 students, 176 female and 113 male, studying at Gazi University. In this study, "Personal Information Form", "Toronto Alexithymia-20 Scale", "Self-Fiction Scale" and "Positive-Negative Emotion Scale" were used to obtain data. According to the findings obtained as a result of the research; while it is seen that men have a higher subjective well-being level than women, it has been concluded that there is a positive relationship between the subjective well-being of university students and emotional awareness, expressing emotions and self-construal. According to another finding of the study; as the expression of emotions increases, subjective well-being increases, or as the level of subjective well-being increases, the level of expressing emotions also increases.

The aim of the research conducted by Özbay, Palancı, Kandemir and Çakır (2012) is to determine the subjective well-being levels of university students; humor, emotional regulation, social self-efficacy and stress coping strategies. This research was carried

out with a total of 419 students (248 women and 171 men) studying at Gazi University, and in order to obtain the data set from the research, "Personal Information Form", "Subjective Well-Being Scale", "Humor Styles Scale", "Emotional Regulation Scale", "Perception of Social Self-Efficacy" and "Stress Coping Behaviors Inventory" were used. As a result of the research, subjective well-being; it was concluded that the variables of humor, coping, social self-efficacy and emotion regulation were positively affected by the sum.

Kangal (2013)'s research, which aims to examine all the effects that conceptually constitute subjective well-being, to profile the happiness of Turkish people and to address the factors that affect subjective well-being; within the framework of the Turkish Statistical Institute Life Satisfaction Survey, the data obtained for the years 2004-2010 were analyzed and conducted. The concept of subjective well-being in the study; analyzed in the context of factors such as age, gender, marriage, education, income and personality. According to the findings obtained as a result of the research; Married individuals in our country are happier than unmarried individuals. Considering the gender-related findings, it was concluded that Turkish women are happier than Turkish men. In addition, it has been observed that while a happiness level can be above the average in youth and old age, there is a decrease in the level of happiness in middle age. While individuals feel unhappy when they look at individuals who are in a higher position than themselves in terms of financial income, they can be happy when they think about individuals in a lower position. From the point of view of the education variable, as the education level increases, the happiness level of individuals also increases. In line with these findings; it is seen that characteristics such as gender, education, marital status and financial situation are important subjective well-being determinants on Turkish people.

The meta-analysis study by Kasapoğlu and Kış (2016), which aims to determine the difference between genders in the level of subjective well-being, is a literature review that includes 101 studies (doctoral thesis, master's thesis, article and paper) conducted between 2004-2014. The sample of this research consists of a total of 12598 individuals, 5576 of whom are men and 7022 are women. The researchers used Cohen's d index in the study and determined a heterogeneous distribution in the included studies. In line with the findings, it was concluded that there was no significant difference in the subjective well-being levels of men and women.

The research conducted by Yılmaz (2018) in order to examine the predictive relationship between teacher candidate' levels of cognitive awareness, subjective happiness and tolerating distress was conducted with 529 teacher candidate studying at various universities in Istanbul. Within the scope of this research, "Distress Tolerance Scale", "Metacognition Scale" and "Subjective Happiness Scale" were used. According to the findings obtained from the research; When the predictive relationship between teacher candidate' distress tolerance levels and their cognitive awareness levels is examined, it is seen that cognitive awareness predicts distress tolerance level and there is a positive relationship between them. When the predictive relationship between teacher candidate' cognitive awareness levels and subjective happiness levels was examined, it was found that cognitive awareness predicted subjective happiness levels and the relationship between them was positive. When the relationship between teacher candidate' subjective happiness and tolerance level of distress was examined, it was seen that tolerating distress predicted subjective happiness and there was a positive linear statistical relationship between them.

Koyuncu's (2019) research to examine the effects of subjective happiness and relational happiness on marital satisfaction in married individuals consists of 374 married individuals, 106 of whom are under the age of 30, living in Istanbul. For this purpose, data were collected by using the "Subjective Happiness Scale", "Happiness in Relationships Scale" and "Marriage Life Scale" in addition to the personal information form. In line with the findings obtained; It has been observed that there is a significant positive relationship between subjective happiness, relational happiness and marital satisfaction. A statistically significant positive relationship was found between the variables of relational happiness and marital satisfaction. The education levels of the partners, the fact that both of the couples are working, and the fact that they had a dating period before marriage increase the subjective and relational happiness levels of the individuals. With the findings obtained as a result of the research, it is said that subjective happiness and relational happiness predict marital satisfaction in a significant way.

Ryff and Keyes' (1995) research, which has a theoretical background to examine six different dimensions of psychological well-being (autonomy, environmental dominance, personal growth, positive relationships with others, purpose of life, self-acceptance), is based on 1108 people in young adulthood and adulthood. It was carried

out by interviewing with the phone for 30 minutes. The research was examined with the variables of happiness, life satisfaction and depression by making the questions of the test functional with the measurements with 20 questions related to each dimension. In line with the findings, it is seen that happiness has a positive and significant relationship with individuals' self-acceptance and life satisfaction; depression has also been found to have a negative and significant relationship with psychological well-being.

In the research conducted with 54 Taiwanese individuals aged between 18-60, to determine the sources of happiness, a qualitative research was conducted by asking the participants two main questions: "What is happiness" and "What kind of situations make you happy". With the answers given, 180 sources and 9 categories related to happiness were determined. These resources are; harmony in interpersonal relationships, satisfaction of material needs, satisfaction of the need for respect, success in business life, ease of life, enjoying the problems of others, positive influence, sense of health and personal control (Lu & Shih, 1997).

In the study conducted by Diener and Seligman (2002) with 222 university students at the University of Illinois during a semester, it was aimed to find out how the happiness levels of the individual affect the temperament characteristics. As a result of the data collected by using the "Minnesota Multidimensional Personality Inventory" and "Satisfaction with Life Scale", it was concluded that the happiness levels of the individual affect the temperament characteristics, as well as that they have an emotional system that can give appropriate reactions to life events. In addition, it is seen that very happy people have satisfactory interpersonal relationships and are less lonely than other people; unhappy people have been found to have substantially worse interpersonal relationships.

A study conducted by Schiffrin and Nelson (2010) in the Mid-Atlantic region to examine the relationship between stress and happiness was conducted with 100 university students. In the research, "Satisfaction with Life Scale", "Subjective Happiness Scale", "Authentic Happiness Inventory" and "Perceived Stress Scale" were used to obtain the data set. In line with the findings obtained from these scales; a negative significant relationship was found between stress and happiness. Individuals with high stress levels declared that they were less happy than others.

The study by Extremera, Salguero, and Fernandez-Berrocal (2011), which aimed to examine awareness of subjective happiness levels and emotions, was conducted with a 7-week follow-up study with a total of 192 university students, 155 of whom were women. "Personal Information Form", "Subjective Happiness Scale" and "Trait Meta-Mood Scale" were used to obtain data from the research, and "Subjective Happiness Scale" was applied again to 155 participants at the end of 7 weeks. As a result of the research, a positive relationship was found between subjective happiness and participants' awareness of emotions (meta-mood), and it was concluded that emotional awareness predicted subjective happiness.

2.2. Beliefs About Mate Choice

Romantic relationship or love has an important place in life, considering that it makes the life of individuals more meaningful (Atak & Taştan, 2012). Looking at the definitions made from the past to the present, love; defining it as the expression of sexuality by Freud; according to Fromm, it is defined as care, respect, understanding and responsibility (Cited by Moss & Schwebel, 1993). According to Atak and Taştan (2012), love is living together with intense love for individuals and feelings such as attachment, affection and trust. Although the concepts of romantic relationship and love are used as complementary concepts in the literature, romantic relationship is defined as the general name of the emotional bond between a couple in love (Şimşek, 2018). Romantic relationship is defined by Gottman (1998) as having mutual positive feelings, sharing a life and performing common activities. Sternberg (1986), on the other hand, describes a romantic relationship as a friendship with passion, attachment and intimacy that individuals choose in line with their free choice. Moss and Schwebel (1993) argue that romantic relationships have a great role especially in the success of individuals' developmental stages. The definition of romantic relationship made by Collins (2003) is that individuals voluntarily own the relationship they are in. Collins (2003) defines the five components of a romantic relationship as “participation, relationship content, relationship quality, partner selection, and cognitive and emotional processes related to the relationship”.

The first years of university, which is considered as the transition period of individuals from adolescence to young adulthood, are seen as the period when they develop a new perspective towards romantic relationships. While romantic relationships are an

important factor for the cognitive, social and emotional development of young adults (Çömlekciler, 2019), romantic relationships that arise as a result of young adults' desire to share their feelings and feel intimacy are accepted as an important psycho-social development task of individuals (Küçükarslan & Gizir, 2013). Emphasizing the importance of close relationships in the field of psychology, Erikson expressed the sixth period of psycho-social development with isolation against intimacy; argues that young adults will feel isolated when they cannot establish meaningful close relationships (Cited by Eryılmaz & Ercan, 2010). Especially romantic relationships in young adulthood have an important role in individuals taking responsibility for their adult life, determining the quality of close relationships, and choosing a mate before marriage (Furman, 2002; Q'sullivan, Cheng, Harris & Brooks-Gunn, 2007). Considering many criteria, it is a complex process for young adults to realize what they want and decide to determine what kind of partner they want to be with (Tüzemen & Özağoğlu, 2007). While choosing a partner means choosing the person to marry by being influenced by different psychological and physical characteristics of the individual (Yıldırım, 2016), individuals direct the mate selection process by considering the positive and negative experiences (Kılınçer & Tuzgöl, 2013). Individual experiences and existing relationships are highly influential in the formation of beliefs about mate choice. Beliefs about the relationship greatly affect the course of the relationship and the process of choosing a mate (Knee, 1998). These beliefs are defined as the idealization of the characteristics that individuals want to have in their partners and deciding what they do not want. Beliefs and expectations of individuals are called "unrealistic relationship standards" by DeBord, Romans and Krieschok (1996), "fear of close relationships" by Fletcher and Kininmonth (1992), and "expectations for relationship" by Sprecher and Metts (1999). While irrational beliefs are associated with cognitive schemas in individuals, they are generally based on distorted expectations (Fletcher & Kininmonth, 1992). Beliefs and expectations may not always be rational, as well as being hidden variables that affect individuals' behavior. (Tuzer, 2016).

While irrational beliefs negatively affect the relationship; Beliefs developed in line with rational beliefs not only increase relationship satisfaction, but also positively affect the individual's subjective happiness levels (Stackert & Bursik, 2003). Rational beliefs; it is defined as the beliefs that are free from certainty and necessity expressions and that help individuals reach their goals (Friedman & Whisman, 1998); irrational beliefs can

turn into exaggerated expectations in the process of searching for an "ideal partner" and cause individuals to be psychologically destroyed and raise unhealthy children. For this reason, it can be said that choosing the right partner for individuals not only increases satisfaction from the relationship, but also contributes to the growth of healthy generations (Ceylan, 1994). In other words, mate selection not only meets the expectations, but also creates social consequences by establishing a family with the individuals they choose and having children (Ondaş, 2007). Partner selection is a complex and important issue in terms of both individual and social consequences.

In a romantic relationship, individuals aim to establish a relationship with some individual beliefs such as the characteristics of the partner will make the individuals happy, how they will treat the partner, and how the relationship should be conducted. Expectations develop according to the romantic relationship perception of individuals and structure the relationship (Sprecher & Metts, 1999). It is said that the lower the number of beliefs and expectations of individuals, the more satisfaction they will have from the relationship they have (Sharp & Ganong, 2000). Larson (1992) defined 9 basic irrational beliefs that affect mate selection (Cited by Güngör, Balcı & Çelik, 2011). 1. "There Is Only One Ideal Partner": Individuals have the belief that there is only one right person for them. Waiting for that person causes individuals to take an inactive role in the mate selection process.

2. "Perfect Partner Belief": Individuals' short-term and graded evaluations cause them not to take time to get to know the other person in search of the perfect partner. The rationale for this thought is that no one is perfect.

3. "Perfect Self Belief": It is possible for individuals to experience long-term loneliness because they believe that they should be perfect for their partners and never find themselves sufficient.

4. "Perfect Relationship Belief": Individuals with this belief tend to create environments that test their relationships by flirting for a very long time in order to be sure that the relationship will work out before they get married.

5. "Faith is Enough Love": Individuals believe that only love is enough for marriage, but love alone is not enough. The love felt at the beginning of the relationship is important, but also the other factors that affect the relationship.

6. "Belief About More Effort": Individuals believe that they cannot be happy with anyone if they do not try hard enough. This thought feeds the belief that if more effort

is made, they can be happy with their partner.

7. "Belief About Living Together": Individuals who have this belief believe that their chances of being happy will increase if they live together before marriage. Individuals can get to know each other better by living together, but this experience is not a guarantee of happiness.

8. "The Belief that Opposites Complete Each Other": Individuals may have a tendency to choose someone with different characteristics than themselves. Individuals may want to complete what they see as a deficiency in themselves through their partners.

9. "Belief that it should be easy to make a choice": Individuals who have this belief think that their choice of mate is based on coincidences and do not try to be in any social environment. In response to this belief, it should be reminded that choosing a mate is not easy and requires careful thought.

2.2.2. Factors Affecting Mate Selection

In the process of mate selection, some factors such as gender, age, education and economic status, as well as the limiting beliefs of individuals, can also affect this process.

Considering that women and men are affected by different psychological and physical characteristics, gender is an impressive factor in the mate selection process (Tuzer, 2016). Women care more about their partners' economic power, while men care more about women's physical characteristics (Buss & Schmitt, 1993). In the research conducted by the Turkish Statistical Institute in 2006; Compared to men, it was seen that women preferred their partner candidates to have a good education, have a higher income, and have similar family structures. On the other hand, it has come to the fore that men expect their partner to be beautiful proportionally. In a study conducted with university students, it was seen that women are more selective than men in the process of choosing a mate (Yıldırım, 2007). In a study conducted with university students, it was seen that women are more selective than men in terms of honesty, reliability, keeping promises, being supportive, being emotionally healthy, having sexual compatibility, being cultured, and having high communication skills (Yıldırım, 2007). Age is one of the most influential factors on mate selection. In the process of choosing a partner, the expectations of individuals regarding the age of their partners are an important factor (Saraç, 2020). While women want their partners to be older than they are, men tend to want their partners to be younger than them (Toro-Morn & Sprecher,

2003). Compared to women, it is seen that men prioritize age and appearance in choosing a spouse (Langeroodi, Masoud & Masoud, 2011). Some studies (Tütengil, 1978; Surra, 1990) offer an opinion that there are problems in marriage when the age of the woman is older than the man in choosing a partner.

Another factor affecting the choice of mate is the level of education. In the study of Knox, Zusman, and Nieves (1997), it was observed that with a clear difference, women want their partners to have a higher education level than men. According to Ondaş (2007), while men tend to choose partners with a lower education level than their own, a higher education level of women is an undesirable phenomenon. Even though there are some different expectations according to the genders, when we look at the general situation, individuals prefer to have relationships with people close to their education level (Türkaslan & Süleymanov, 2010).

Another issue that individuals care about in the process of choosing a partner is economic freedom. Especially, women want their preferred partner to have more income than themselves (Özkiraz, Arslanel & Şengül, 2016). In today's modern world, it is believed that a healthy marriage consists of two individuals with economic freedom, and many problems are thought to be of economic origin (Saraç, 2020). Income level and economic independence bring together social class and status factors. Individuals generally tend to choose partners from equal social classes (Güllü, Baytemir & Demirtaş, 2018).

In this section, a theoretical framework has been formed by examining the relevant literature on mate selection, which is the variable of the research.

Psychoanalytic Theory, developed by Sigmund Freud and which is of great importance in choosing a mate; it has emerged as the necessity of sexuality and its satisfaction in the explanation of human behavior (Freud, 1910). Freud's psychosexual developmental stages; It is examined as five different developmental stages as oral, anal, phallic, latent and genital stages. According to Freud (1910), who argues that personality is formed at the end of the first five years, individuals between the ages of 3 and 6 enter the phallic stage and become sexually attracted and attracted to their parents of the opposite sex, and this situation emerges as the Elektra and Oedipal Complex in the theory. According to this theory, individuals tend to choose as partner men who resemble their mothers and women who resemble their fathers with fixation in the phallic period (Pines & Nunes, 2003). Failure to resolve the oedipal complex in the phallic period may trigger

men to choose women who are similar to their mothers, older than themselves, or the complete opposite of their mothers during the mate selection process (Kaya, 2002). If a woman whose Electra complex is not resolved, they tend to choose characters similar to their fathers or the opposite of their fathers during the mate selection process (Efe, 2013). Freud's views on mate selection; it is summarized that the sexual and romantic experiences of individuals are related to their experiences in the Oedipal stage, the source of the sexually-free love for their parents and the romantic relationship are the same, and the individuals transfer their adult libido to individuals who resemble their love objects (mother or father) in the Oedipal period (Freud, 1949). The relationship that individuals establish with their parents from an early age significantly affects their romantic relationships in later life. It is argued that if the relationship between children and parents is severe or broken, the romantic relationships that individuals will establish in adulthood will follow the same pattern (Freud, 1910). According to this theory, it can be said that individuals do not fall in love with their partners by chance, but subconsciously think in detail and choose a partner according to their childhood experiences (Pines & Nunes, 2003).

Social Role Theory; The theory developed by Eagly argues that gender will be determined by social roles within the framework of the culture and context in which individuals' behaviors are lived (Wood & Eagly, 2002). Gender; while considering being a woman and a man from a biological perspective such as fertility and reproductive organs; gender is known as expectations and behaviors attributed to individuals depending on culture and society (Dökmen, 2010). According to this theory, men are in a higher position for individuals positioned in a hierarchical structure, and therefore women and men exhibit the behaviors expected from them (Sayın, 2007). Women and men learn the feminine and masculine social roles attributed to them in the context of this socialization (Wood & Eagly, 2002). Individuals reshape the roles they learned in the socialization process and transfer them from generation to generation (Gök & İl, 2017). Stuckert (1973) argues that social roles attributed to men or women create expectations of partners for each other. If the expectations of the partners regarding these roles are similar, the partners will be able to communicate with each other more easily. Women and men are socialized in parallel with the gender roles expected of them. As a result, while family discipline, housework and physical beauty are attributed to women; being physically strong, earning money, having status, and

having high self-confidence are also factors attributed to men (Eagly & Wood, 1999). In terms of social roles, the more egalitarian the society, the greater the social and economic equality between the sexes. In this direction, women and men develop more similar wishes during the mate selection process and the importance of traditional features decreases to that extent (Yıldırım, 2007).

Evolution Theory; based on Darwin's (1859) theory of evolution in general terms, it explains the mate selection process of individuals. Darwin (1859), who argued that species that can adapt to all the changes that occur in the external world, can survive on the evolution of species, calls this theory natural selection (selection). Natural selection, according to Darwin, is defined as the struggle for survival at the individual level. Then, starting from the general theory of evolution, the concept of sexual selection was put forward. According to this concept, the factor affecting the mate selection process is the health status, age and physical characteristics of the partner in the productive (sexual) capacity of individuals (Darwin, 1871). While these elements differ in men and women; men, who make their choice of partners according to the appearance of women, look for features such as flawless skin, white teeth, full lips, a lively body and shiny hair in the opposite sex (Symons, 1979). While these elements differ in men and women; men, who make their choice of partners according to the appearance of women, look for features such as flawless skin, white teeth, full lips, a lively body and shiny hair in the opposite sex (Symons, 1979). In response, women care less about the sexual capacity of men, age or any other physical feature, and care about the social and economic opportunities they can offer to children they may have (Buss & Shackelford, 1997). According to Buss and Barnes (1986), in the process of choosing a mate in the theory of evolution, women who will contribute to the continuation of the male lineage should be physically attractive as well as being healthy; it is stated that women prefer a spouse who can take responsibility for the children they will have and will not abandon them. As a result, women see reproductive and sexual capacity as a longer-term accumulation than men (Buss, 2006).

Rational Emotive Behavioral Theory; this theory, which was developed by Ellis, based on the ideas of Epictetus, an ancient thinker, put forward the basic assumption of the cognitive approach, arguing that the fact that individuals feel uncomfortable is not related to the events they experience, but rather that they have perspectives about those events. While some of the events in the world are under our control, some are

experienced independently of us (Ellis, 1962). When individuals feel uncomfortable, they turn to their spiritual resources, develop certain beliefs and display more rigid thinking styles. By identifying these thoughts that also affect behaviors, the most basic irrational beliefs are reached, and individuals are taught how to deal with these irrational beliefs in line with the theory (Ellis, 1986). Individuals, by revealing the irrational beliefs they have developed in their romantic relationships, lead a life in line with these belief systems with their partner. Since irrational beliefs greatly affect the behavior of the individual, it is one of the most important criteria in the mate selection process, but also causes fights and incompatibilities between partners (Karataş, 2018). Ellis (1986) argues that in rational emotional behavior theory, individuals focus on the way they think and interpret the relationship in close relationships. Individuals' irrational beliefs have a negative effect on trust, satisfaction and commitment in their romantic relationships (Eidelson & Epstein, 1982). Partners who accept each other unconditionally, instead of the harm that these beliefs will bring; By understanding mutual wishes and thoughts, they can develop a more accurate communication and behavior pattern among themselves. In this direction, if the partners have feelings, thoughts and beliefs compatible with their partners during the mate selection process, they can decide to live together for a lifetime (Ellis, 2004; Ellis, 1986).

Attachment Theory ; The theory developed by Bowlby (1969) emerged by examining the emotional reactions of a child when separated from his primary caregiver. Babies are not afraid when they are with the caregiver, and when they are healthy, they develop closer relationships with their environment and other family members. With the secure foundation that provides this situation, individuals experience less emotions such as fear and intense anxiety by developing a sense of confidence that another person they are attached to will be there whenever they want (Bowlby, 1973). The attachment pattern that individuals develop with their caregivers as child continues in the same way in adulthood. This attachment pattern is that individuals maintain the same attachment behavior in their close relationships established in adulthood (Bartholomew & Horowitz, 1991). While explaining romantic relationship by Hazan and Shaver (1987), it was stated that this concept is an attachment process. The pattern of attachment between the caregiver and the infant continues or changes in the adult life of the individual and shows itself while having a romantic relationship with another individual.

While the secure attachment response that develops as a result of individuals' experiences is accepted as the ideal attachment behavior, anxious/ambivalent and avoidant attachment behaviors experienced by individuals in life have also been identified (Bowlby, 1969). Individuals who develop secure attachment; they can develop comfortable and trusting relationships with their partners. Individuals who develop anxious/ambivalent attachment tend to develop a more rebellious attitude when the caregiver is separated from the person as a child. Therefore, they are intensely worried that their partner will want to leave them and they will not be wanted in their romantic relationship in adulthood. Individuals who develop an avoidant attachment type, which is another attachment pattern, exhibit the behavior of constantly breaking off and not being able to maintain their romantic relationships during adulthood. These individuals may experience difficulties in attachment by avoiding intimacy (Hazan & Shaver, 1987; Bowlby, 1969). According to Büyükşahin (2006); individuals who develop a secure attachment style do not have problems in establishing closeness with their partners and can maintain their relationships without worrying about abandonment. In romantic relationships established by individuals who develop an anxious/ambivalent attachment style, the feeling that their partners are not close enough to them and that they are not loved by their partner prevails. Individuals who have romantic relationships by developing an avoidant attachment style, on the other hand, cannot establish intimacy, but become angry when their partners act close.

From the point of view of attachment theory; Choosing a mate means that partners establish a romantic and sexual bond. Based on the basic philosophy of the theory, the behaviors in the attachment pattern that individuals develop from infancy continue during mate selection and marriage (Bowlby, 1969). Behavior patterns adopted by individuals are either reinforced by the relationship they have with their partner, or behaviors may change according to the course of the relationship. In order for the relationship to return to marriage, individuals must feel a sense of mutual trust for each other and their relationships. If individuals feel the lack of this sense of trust, problems occur during the mate selection process and they have difficulty in maintaining a long-term relationship (Karataş, 2018).

Complementary Needs Theory; The theory developed by Winch, Ktsanes and Ktsanes (1955) is based on meeting the needs of the partners in the mate selection process. The theory argues that the more similarities there are between partners, the more fulfillment

the needs of individuals will be. While it is emphasized that it is important to understand how individuals are motivated during mate selection, it is accepted that the most important basis of individuals with modern life is love in this process. The fact that love is met by a partner is a psychological need for every individual, especially in young adulthood (Winch, 1955). In this unconscious process, individuals turn to partners who will best meet their needs. The individual, who is looking for a mature, caring and loving partner like a mother, will not need to turn to other partners when this need is met. For long-term relationships, each individual comes together with partners who best meet each other's needs (Karataş, 2018). According to the Freudian point of view, another assumption of the theory is; one need of man is fulfilled by another need of woman. An individual with a high need for obedience maintains a relationship with another individual who has a high need for leadership as the partner's self-complementary need (Efe, 2013).

Process and Filter Theory; Process and filter theory, which is based on complementary needs theory developed by Winch, was developed by Kerckhoff and Davis (1962). According to this theory; In order for a long-term relationship to be established, there must be a relationship between the values that individuals have, as well as complementary needs. During the mate selection process, individuals filter their partners to have common values with each other, but after a certain period of time, they continue the relationship by thinking that their needs should complement each other in longer-term relationships. While the common values of individuals prepare the ground for getting to know each other, especially in short-term relationships; the longer duration of these relationships is affected by psychological adjustment and complementary needs (Efe, 2013). In the mate selection process, after social issues such as education and religion are filtered according to similarities, individuals tend to filter out the similarities of factors such as value judgments and attitudes of their partners. The last step of this process is; it ends up as an evaluation of how well the needs of individuals are met by their partner (Kerckhoff & Davis, 1962).

Sexual Strategies Theory; The theory, which is based on the idea that individuals are in search of the next generation and developed some sexual strategies, was developed by Buss and Schmitt (1993). From the past to the present, individuals have been making some efforts for the continuation of the generation, with the priority of reproduction, and for short or long-term relationships. While different solutions are produced in order

to eliminate the adaptation problems that arise during the implementation of these efforts, women and men develop different strategies. While some expectations and wishes may be common, others differ. Men; while they expect women to be healthy in terms of reproduction, to be skilled in housework and cooking, and to be sufficient when they become a mother; women, on the other hand, care that they will not experience a reproductive dysfunction from their partners and that they are able to support their family financially (Buss & Schmitt, 1993). Men who are in search of a short-term relationship encounter four problem areas in the historical process. These were defined as (1) the problem of the number of partners, (2) the problem of determining which woman is sexually accessible, (3) determining which woman is fertile, and (4) minimizing commitment. The problem areas faced by men who are in search of a long-term relationship are; It has been determined as (1) the problem of determining a suitable female partner for reproduction, (2) being a father, (3) finding a skilled woman about home and family life, and (4) finding a partner who is willing to be committed to a long-term relationship (Efe, 2013). The priority of women who do not have problems in finding a suitable man for sexuality is to find a male partner who can secure their family and themselves; Women who are in short-term relationship strategies face two problem areas. These are: (1) evaluating the possible partner for a long-term relationship and (2) the problem of estimating possible sources in a short time. Women with a long-term relationship strategy; (1) identifying the partner with the resources to support themselves and their children, (2) identifying the partner with good fathering skills, (3) identifying the partner willing to take care of themselves and their children in the long term, (4) identifying which partner is more willing to have a long-term relationship, and (5) has been determined as the problem of determining which partner is willing to protect the individual from others and external influences (Kaçar, 2018). All these behavioral expressions and expectations have evolved over time and reached the present day, and unconscious solutions have been produced, not expressly expressed by individuals (Efe, 2013).

Stimulus-Value-Role Theory; According to the theory put forward by Murstein (1970), a relationship process takes place by following the stimulus-value-role sequence. First of all, the situation that warns individuals; physical appearance, mental, social and status of the partners. At this stage, although there is not much information about the possible partner, there is only an attraction for the perceived features (Şimşek, 2018).

When the mutual stimulus situation is positive, the phenomenon of values, which is the second step of the relationship process; individuals' interests, attitudes, and needs. In the value stage, partners evaluate each other's opinions on topics such as religion, politics, sexuality, social roles, and perspectives on life, and evaluate how well they fit in with their own perspectives. The high level of coherence in the values stage leads to more attraction than the stimulus stage, and also provides the transition to the role stage (Murstein, 1970). At this stage, the partners evaluate the extent to which their expectations have been met. Individuals decide to what extent they are suitable for each other according to the roles they have in the relationship. In other words, women's perception of men's behavior also defines her expectation about the role of men in the relationship (Efe, 2013). When individuals show what kind of partner they want to be with and when these roles are mutually accepted, the relationship is moved to a more serious stage and harmony in all three stages can bring along marriage (Şimşek, 2018).

2.2.3. Research on Beliefs About Mate Selection

Domestic and international studies on beliefs about mate choice, which is one of the research variables, have been examined together with studies dealing with the concepts of limiting beliefs about mate choice, mate choice attitudes, unrealistic expectations about mate and romantic relationship in the literature.

Dursun's (1991) research, which aims to explain the relationship between university students' mate choice preferences and gender, was conducted with 368 Hacettepe University students by applying the "Mate Choice Preference Questionnaire" developed by him. According to the findings of the study, female students prefer their possible partners' ideological views to be close to them compared to male students. Male students preferred to live without marriage with their partner candidates more than female students. There was no difference between the genders regarding the physical attractiveness of the possible partner. The female students, on the other hand, reached the conclusion that they prefer their partners' economic power to be more than their own. As for religious beliefs, it is seen that male students tend to choose a partner whose religious beliefs are the same as theirs and fulfills the requirements of religion; It has been observed that female students prefer the religious beliefs of their partners to be similar to their own, compared to men.

A total of 1126 single students, 732 women and 394 men, participated in Yıldırım (2007)'s research, which aims to clarify gender differences in the mate selection process

within the framework of Social Role and Evolution Theory. On an open-ended form, students were asked to write the features they would most like to have in their potential partners and the features they never wanted to have. Looking at the results obtained, the order of importance of the features that both sexes look for in their potential partners is almost the same; however, it has been observed that women attach more importance to the specified characteristics than men. Features that men attach more importance to than women; While it was found that their partners were virgin, regular and frugal, it was concluded that the remaining characteristics such as economic independence, physical strength, intelligence, wealth, reliability, sexual compatibility, loyalty, having high communication skills, being supportive and selfless are more important for women. In addition, for the purpose of the research, although there is evidence supporting the Theory of Evolution; It has been determined that the Social Role Theory plays a greater role in the mate selection process in Turkey.

Descriptive and correlational research method was used in the research conducted by Çalışkan, Taşhan, Orhan, and Nacar (2015) to compare the mate choice preferences of university students with and without partners. In the study conducted with a total of 1446 university students, 750 women and 696 men, in the 2009-2010 academic year, it was determined that 699 of the participants had partners, while 744 participants did not. It was stated that the students who did not have a partner made a choice by using their logic in the mate selection process, while it was stated that the students who had a partner determined "to have a good personality" as a criterion in choosing a partner. In addition, they preferred the partner to be religious, as it was seen that the difference of political views and the incompatibility of the families could cause more problems. According to the findings obtained from the research, it was concluded that the presence of a partner may affect the criteria in the mate selection process.

The study by Tuzer (2016), in which the effects of university students' individual characteristics on their mate choice attitudes were examined, was conducted with a total of 307 people, 220 female and 87 male, studying at Çığ University in the spring term of 2015-2016. Within the scope of this research, "Personal Information Form" and "Romance and Mate Selection Attitude Scale", which includes questions such as "gender, current relationship status, duration of relationship, idea of marriage, the duration given for the marriage plan and the state of being together with the parents" used. According to the findings, the process of choosing a partner is "living together"

according to gender, "living together" according to the time given for the marriage plan, "living together, opposite pole, full trust, idealization, love is sufficient and not making an effort", "according to current relationship status". A significant difference was observed for the sub-dimensions of "idealization", "love is sufficient, opposite pole, living together, idealization, not making an effort" according to the idea of marriage. While the hypothesis of "There is a significant difference between the Romance and Mate Attitude Scale and their gender" of the participants is supported, the tendency of living together sub-dimension is higher in male students. According to the significant difference found in the idealization sub-dimension, the hypothesis "There is a significant difference between the scale and the current relationship status of the participants" is supported. Besides these findings; no significant difference was reached in the mate selection process.

Akbaba and Erol (2019) studied carried out for the purpose that the relationship between irrational beliefs in romantic relationships and happiness in university students with a total of 466 students (283 women and 183 men) studying at Akdeniz University in the 2017-2018 academic year. Multiple regression analysis was conducted to analyze the relationship between irrational beliefs and happiness by using the "Oxford Happiness Scale Short Form" and the "Irrational Relationship Scale in Romantic Relationships" within the scope of the research. According to the findings, it was found that the sub-dimensions of "Irrational Beliefs in Romantic Relationships Scale", "gender differences and thinking differently", predicted happiness negatively.

A total of 409 people over the age of 18 in Bursa participated in Kul (2019)'s study, which aimed to investigate the relationship between experiences in close relationships, romance and mate choice attitudes according to generations. In the research, "Personal Information Form, Inventory of Experiences in Close Relationships, Romance and Mate Selection Attitude Scale" was used as data collection tool. According to the findings obtained from the scales; In Y generation individuals, there was a positive and significant relationship between anxious attachment and no effort, idealization and romance total scores, while a negative relationship was found between avoidant attachment and living together, love sufficient and romance total scores. In the Z generation individuals, there was a slight positive correlation between the anxious attachment and living together sub-dimension; A moderately negative statistical relationship was also found between avoidant attachment and love sufficient sub-

dimensions. In X generation individuals, a positive relationship was found between the anxious attachment and the polar opposite sub-dimension, and a negative relationship between the love sufficient and romance total scores and the avoidant attachment. While there was no significant difference between generations in terms of avoidant attachment and anxious attachment in the scores of the participants in the Inventory of Experiences in Close Relationships; According to the generation gap variable of Romance and Mate Selection Attitude Scale scores, Z generation 18-22 year old individuals were found to have higher love sufficient and full trust sub-dimension scores.

The aim of the research conducted by Ghafoori, Abdollahi, and Amiri (2014) is to examine the relationship between attachment styles, emotion regulation and mate choice of single students studying at Kharazmi University. The research consists of a sample group of 250 people, 125 women and 125 men. In order to obtain data, "Personal Information Form, Adult Attachment Style Questionnaire, Emotional Regulation Scale and Mate Selection Questionnaire" were applied to the participants. According to the results obtained from these datasets, it was seen that emotion regulation skills, anxious and avoidant attachment styles explained 25 percent of extraversion in mate selection. According to the results of the research, determining the attachment style and emotion regulation skills play an important role in the premarital union in order to predict the criteria in the mate selection process.

Priest, Vogel, Schvaneveldt (2009) with the participation of 261 university students, examining the relationship between problems in relationships and limiting beliefs about mate choice, the aim of the study is to discover how individuals' relationship analysis affects expectations and beliefs about mate choice. According to the findings obtained from the "Personal Information Form" in which age, gender, relationship status, number of breakups and recent history of a breakup were asked, and Larson's (1992) 9 limiting relationship beliefs; It has been observed that there are significant differences between young adults who experience separation in close relationships and those who do not. It was observed that individuals who experienced separation were less influenced by unrealistic beliefs in the mate selection process. It is seen that individuals who are in a romantic relationship believe that choosing a partner will be easy and that love will be sufficient; It was also concluded that women got higher scores in the effort sub-dimension than men.

The aim of Knox, Zusman, and Nieves (1997)'s study conducted with 278 university students is to investigate how important the similar characteristics of individuals are in their dating and mate choice preferences. Participants were asked to mark how important the ten characteristics (sexual values, age, religious values, same marital status, desire to want a child, race, physical appearance, education and occupation) were on a scale of 0 to 10. According to the findings obtained; It has been determined that similar characteristics are given more importance in the mate selection process. Men paid more attention to physical characteristics than women, while women paid more attention to the similarity of their religious beliefs in their partners. While women emphasize that their potential partners should be well educated, have a good job, and have similar statuses in their families; It has been seen that men give importance to physical appearance.

2.3. Emotion Management Skills

A definite definition has not been made since it has various aspects of the concept of "emotion", which has been the subject of studies especially in the fields of psychology and sociology for many years (Gülova, Palamutçuoğlu & Palamutçuoğlu, 2013; Şarlak, 2008). Although a generalizable definition is desired (Fehr & Russel, 1984); According to Izard (2002), it was argued that it would be more beneficial to make a related definition by drawing attention to the characteristics of the concept of emotion rather than a general definition. According to the definition of Goleman (1996), emotion; It is a phenomenon that includes feelings, ideas of feelings, psychological and physiological movement tendencies. Emotions are known as the basic elements that push individuals to seek the unknown by asking questions and activate them (Goleman, 1996). According to Plato, emotions are defined as forming the basis of all our learning skills (Cited by Çakar & Arbak, 2004). Emotion, according to Plutchik, is defined as internal factors that push individuals and animals to display harmonious behaviors. According to the definition of the Turkish Language Association (2021), emotion; understanding with the senses, events and impressions of individuals in their inner world. In summary, the concept of emotion, which is derived from the word "emote", which means movement in Latin (Frijda, 1988); it is accepted as the power that activates individuals, manages individuals in solving problems, adapting within the framework of their context and making new decisions (Pektaş, 2013).

Emotions have many functions in the life of individuals. According to Dökmen (2004), the most basic of these functions is to adapt to nature and society. Thanks to this harmony, individuals can have a quality life by adapting to their environment and raising their level of existence. Çeçen (2002) argues that emotions are effective in individuals' lives, in all evaluation processes regarding adaptation, and in functioning as a stimulant against sudden events. Individuals use emotions as a motivating tool in order to reach their goals, and these tools develop through experience and learning, arising from the needs of individuals (Çeçen, 2002). Frijda (1988), who says that emotions about the needs of individuals provide the driving force, also states that emotions have an important function in protecting our lives within the context of the context we are in. Emotional management is important in terms of providing these functions, activating individuals and fulfilling the function of emotions within the context of situations (Kaynak, 2019).

One of the important concepts in the literature on emotions is the ability to manage emotions. It is extremely important that individuals, who are social beings, can clearly reflect the emotions that help them feel happy and communicate effectively with the individuals they are in a relationship with, and they do this with their ability to manage emotions (Özdemir, 2017). Hodgson and Wertheim (2007) describe the ability to manage emotions; It is defined as the awareness, recognition, internalization and regulation of the emotions that individuals have. Altunbaş (2018) defines the ability to manage emotions as an individual's ability to monitor their own emotions and those of the people around them, to distinguish the differences between those emotions, and to use the information they have in directing their thoughts and behaviors. Similarly, Mayer and Salovey's (1995) definition of emotion management appears in the literature as individuals' awareness of their feelings about themselves and others, and their awareness of their emotions directing their behavior. Erdoğan (2008), on the other hand, defines the ability to regulate emotions as the ability of individuals to act honestly and consistently, to adapt themselves by adapting to changes, and to control their emotions.

It is argued that when the regulation of emotions occurs at the level desired by the individual, there is a positive increase in the level of well-being. The important thing here is that the individual finds effective ways to regulate his emotions (Gross & John, 2003). In the process model for emotion regulation put forward by Gross (1998), two

main strategies are mentioned, namely "premise-oriented" and "reaction-oriented". While the basic idea of premise-oriented strategy is to control emotions before they occur; in the reaction-oriented strategy, it is emphasized that the emotion is controlled after it occurs (Gross, 2001).

Those who are aware of how these feelings are experienced while experiencing emotional experiences are individuals who know how to manage their emotions. While these individuals can control their emotions correctly, they can regulate their behaviors accordingly, thus avoiding behavioral problems that arise as a result of not managing emotions well (Uzun, 2020). Being aware of emotions and being able to control them by regulating them can be developed especially from a young age, and it is a factor that significantly affects close relationships, especially romantic relationships, in adulthood (Kozan, Kesici & Baloğlu, 2017). Since a lot of time is spent with the partner in close relationships, it is important how emotions are expressed. Due to the reinforcement of the dominant emotion in the relationship, if the dominant emotion is negative, it can lead to a further increase in tension between the partners. The intensity of emotions between partners increases with the state of being together constantly (Pines, 2017). As a result, while emotions are effective on individuals' cognitive processes and behaviors, the ability to manage and regulate emotions affects individuals' psychological well-being and interpersonal communication (McCraty, Atkinson, Tomasino, Goelitz & Mayrovitz, 1999; Çalışır, 2009).

Çeçen (2002) explained the skills of managing emotions in six dimensions: "expressing emotions verbally, recognizing and accepting emotions, coping, managing anger, showing emotions as they are, and controlling negative bodily reactions".

Expressing Emotions Verbally ; Expression of emotions differs between individuals (Beck, 2001). While some express their feelings with body language, others express their feelings verbally (Ergin, 2000). Any negativity experienced by individuals while expressing their emotions or their inappropriate reactions to the context also affect their adaptation to society (Robinson, Solberg, Vargas & Tamir, 2003). The healthier the way of expressing emotions, the healthier the communication between individuals (Güney, Taşkiran & Özkul, 2015). In interpersonal communication, it is possible for individuals to better interpret the situations they experience and empathize with the expression of their emotions (Beck, 2001).

Recognizing and Accepting Emotions ; Individuals who have the capacity to experience a wide variety of emotions, although they experience many emotions together, usually express them with a single general affect. Sometimes the reason for this is that they do not want to share their emotional state, but mostly the situation is related to the inability of individuals to define their emotions and accept them (Özmen, 2020). Being aware of emotions, being able to define the emotion felt and distinguishing its difference from other emotions is important for individuals to recognize themselves and to ensure well-being in their social relationships (Uzun, 2020). Being able to talk about emotions is the shortest way for an individual to notice and control their emotions (Ergin, 2000).

Coping ; Individuals cannot always feel the same emotion at the same level throughout their lives. Especially since happiness is a feeling that is consumed quickly, it is not possible for individuals to be pleasant all the time. For this reason, individuals should know how to cope with the negative emotions they encounter (Schmid, 2019). Individuals generally use their defense mechanisms to protect their psychological well-being and values (Geçtan,2019), but in today's world, the level of coping with negative situations is also affected in line with the crises experienced by individuals to make sense of life. Individuals feel stronger psychologically; In situations where he cannot cope, it depends on finding a meaning in life (Schmid, 2019). Having a meaningful life is possible when the individual is in a meaningful relationship with himself, others and nature. In this way, individuals who can reveal their authentic self play a more active role in coping with the negativities they encounter in their lives. However, an individual who thinks that he does not have a meaningful life has a low level of psychological well-being and has difficulties in regulating his emotions by engaging in avoidant behaviors such as giving up and not reacting in the face of negativities (Jafari, Aghaei & Rad, 2020).

Managing Anger ; Anger, which is one of our five basic emotions such as happiness, sadness, fear and hatred; It is one of the emotions described as emotionally difficult, such as hatred and sadness (Kennedy, 1992). When individuals cannot cope with these difficult emotions, they can suppress them, but suppressed emotions can cause a more intense emotional explosion in the future and put individuals in a difficult situation (Steininger, 2019). When individuals feel angry; There may be different reactions such as experiencing anger openly, delaying it, suppressing it or not reacting (Geçtan, 2020) and these reactions create problems especially in romantic relationships, and the

relationships of individuals who do not have the ability to cope with the related problem are negatively affected (Lerner, 2019). On the other hand, the fact that individuals are aware of their emotions when they feel angry and express themselves constructively and solution-oriented without starting the negative communication process will also make healthy communication easier (Steininger, 2019).

Showing Emotions As They Are ; In addition to being able to recognize and control emotions well, it is also important to show emotions as they are in order to establish healthy communication with other individuals. Individuals who can understand their own emotions correctly and cope with these emotions are in an advantageous position both in their work and social life when they can understand the emotions of others correctly (Goleman, 1988). Poskey (2006) states that being able to empathize, evaluating both one's own and others' emotions correctly, giving appropriate reactions in the behavior and emotions of the individual according to the conditions in the context, and showing the emotions as they are are the requirements.

Controlling Negative Bodily Reactions ; In the face of various emotions of individuals, some different physiological reactions such as acceleration of respiration, sweating, relaxation or contraction of the vessels, heart palpitations, increased blood sugar, and changes in the pupils of the eyes occur. Being aware of these reactions and being able to control them is important in terms of managing emotions (Güney, Taşkıran & Özkul, 2015). It is stated that the psychological well-being of those who can regulate their emotions by controlling their physiological reactions is also high (Uyar, 2019).

In this chapter, the most commonly used theoretical explanations are given by examining the relevant literature on emotion management skills, which is one of the variables of the research.

James-Lange's Theory of Emotion: The theory, which emerged by American mental health expert William James and Danish mental health expert Carl Lange, is important in terms of providing the first explanation about emotions (Cited by Cüceloğlu, 1991). According to the theory, which is basically based on the idea that the human body reacts according to the surrounding conditions; individuals react to the stimuli from the environment and the human body experiences an emotion when it becomes aware of this reaction (Cited by Cüceloğlu, 1993). According to the James-Lange theory; emotions arise when the changes in the environment are perceived by the individual's

body. In other words, physiological changes reveal emotions (Kısaç, 1997). For example; when the individual experiences any situation, sadness or fear, it is possible for him to react physically. In such emotions, physiological reactions such as trembling and crying can be noticed in the individual. According to this theory, the thought of "I'm afraid because I'm shaking" is accepted instead of "I'm shaking, so I'm afraid" (James, 1884).

Cannon-Bard Theory of Emotion : According to the theory put forward by Walter Cannon and Philip Bard, aiming to eliminate the deficiency of the James-Lange theory; emotions and behaviors occur simultaneously, not one after the other (Altunbaş, 2018). The core of the theory is the functions of the thalamus. Accordingly, with the effect of exciting stimuli in the individual's environment, the thalamus can perform two tasks at the same time. One of these tasks is to stimulate the nervous system by being aware of physiological differences, and the other is to create emotions by transmitting nervous currents. According to the theory, individuals experience physical reactions simultaneously with emotions (Cannon, 1931). According to Cannon (1927), when watching a horror movie, the information of seeing the monster jumping on the screen is transmitted to the thalamus, and in response to this situation, the thalamus produces both emotional (feeling of fear) and physiological (heartbeat, screaming) responses.

Arnold-Lindsey Theory of Emotion ; Another name for the theory developed as an alternative to the Cannon-Bard Theory (1927) is the "activation theory". According to the theory, in addition to attributing an emotion to every object and phenomenon, emotions can also spontaneously reveal various emotions (Arnold, 1960). When individuals feel that they are in a sad mood, they may show the need to express this sadness with different physiological reactions (Reisenzein, 2006). According to this theory; The stimulus creates an activation and transmits it to the cortex via the thalamus and hypothalamus. The cortex releases the affect by revealing the stimulus in the hypothalamus together with this stimulus (Yurt, 2006).

Schachter-Singer Theory (Cognitive Theory) ; According to the theory put forward by Stanley Schachter and Jerome Singer; The reason why emotions cannot be recognized directly is that internal reactions are uncertain to a certain extent (Cited by Uzun, 2020). Individuals usually determine the emotion they experience by thinking about the clues about the affect they have. The affect that individuals feel varies according to the

context they are in (Er, 2006). According to the theory, which argues that there is cognitive labeling in response to these stimuli, in addition to physiological stimuli, it is the cognitive values that individuals attribute to them that make affect different. The way of perceiving the events, the way of thinking and the way of processing the events are effective in the formation of emotions. According to this theory, cognitive factors are important in terms of the differentiation of emotions in the context of individuals (Uzun, 2020).

Socio-Biological Theory; While the behaviors of individuals go through a natural preference process, they become up-to-date; emotions, like behaviors, help individuals to adapt to the context they are in (Yaşarsoy, 2006). For this reason, socio-biologists argue that emotions have an important function in adapting individuals to their environment. Emotions such as sadness can cause individuals to cry, and they can get closer with the help of others. Positive emotions such as joy and happiness can also bring individuals closer to each other and enable the continuation of the generation (Cüceloğlu, 1991). While this theory states that there are limitations in the physiological explanation of emotions, it attaches importance to the developmental process of emotions (Altunbaş, 2018).

2.3.1. Research on Emotion Management Skills

The research conducted by Ortner, Briner, and Marjanovic (2017) to examine how beliefs about the consequences of emotion regulation strategies predict their choices about emotion regulation behavior patterns and, accordingly, subjective well-being, was conducted with 117 undergraduate students. "Personal Information Form", "Measure of Emotion Regulation Beliefs Scale", "Subjective Well-Being Scale", "Conscientious Responders Scale" were used to obtain data from the research. According to the findings obtained from these scales, it was concluded that emotion regulation and beliefs are directly related to subjective well-being and these beliefs play an important role in individuals' emotion regulation choices.

The aim of the research conducted by Brandao, Marisa, Ferreira, Vieira, Schulz, and Matos (2019) is to examine the relationship between attachment styles and psychological well-being, both internal and partner relationships, and to address the link between emotion regulation strategies of these relationships. "Personal Information Form", "Ryff Psychological Well-Being Scale", "Experiences in Close Relationships-

Relationship Structures Questionnaire" and "Stanford Emotional Self-Efficacy Scale" were used to obtain data in the study conducted with 119 heterosexual couples in Portugal. According to the results obtained, it was observed that the psychological well-being of individuals is affected by their attachment styles with their partners, and emotion regulation strategies for each individual in couples have a positive and significant effect on psychological well-being.

The aim of the research conducted by Tasneem and Panwar (2020) is to examine the relationship between the regulation of emotions and psychological well-being levels of undergraduate students and their mindfulness. In the study, which was conducted with a total of 104 university students, 56 women and 48 men, the participants were selected from students studying in Urban Bangalore. "Personal Information Form", "Emotion Regulation Questionnaire", "Psychological Well-being Inventory" and "Freiburg Awareness Inventory" were used to obtain data from the research. According to the findings obtained from these inventories; it was concluded that university students' psychological well-being levels and their ability to regulate emotions are important predictors of mindfulness. In addition, it was concluded that as the level of related variables increases, conscious awareness also increases significantly.

The research conducted by Henschel, Nandrino, and Doba (2020) to examine how differences in attachment styles affect the relationship between emotional regulation and affective and cognitive empathy in young adults was conducted with 870 university students. In order to obtain data in the research, "Personal Information Form, Relationship Scales Questionnaire, Difficulty in Emotion Regulation Scale, Cognitive Emotion Regulation Questionnaire, Interpersonal Reactivity Index" scales were used. According to the data obtained, it was concluded that anxious individuals experienced higher levels of individual distress and cognitive distortions than secure and avoidant individuals, and that difficulties in emotion regulation skills played an important role in the relationship between young adults' attachment styles and emotional empathy.

CHAPTER 3: METHOD

3.1 Research Model

This research is an exploratory correlational research model that aims to examine the relationship between university students' subjective happiness in close relationships, beliefs about mate selection and their ability to manage emotions. Correlational research is a research model that offers clues about the relationship between multiple variables. There are two types of correlational studies (Gürbüz & Şahin, 2018) that provide information about the degree and direction of the relationship between variables: exploratory and predictive correlational research. Exploratory correlational research, which is one of the types of correlational research, helps to make sense of whether there is a relationship between the variables. On the other hand, in predictive correlational research, when examining the relationship between variables, it is tried to understand the unknown value of another variable by starting from the known value of one variable (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2019).

This research is an exploratory correlational research since it aims to understand whether there is a relationship between university students' subjective happiness in close relationships, beliefs about mate selection, and their ability to manage emotions.

3.2 Population and Sample

The universe of the research consists of university students studying at Yeditepe University in the 2020-2021 academic year. Convenient/criteria sampling methods will be used to determine the sample of this study. Convenient sampling is a method of collecting data from a sample that the researcher can reach more easily, aiming to prevent time and labor loss (Balcı, 2018). Criterion sampling is a data collection method that is applied to people with certain characteristics for the subject to be researched (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2019). The criterion to be used in the sample of the study is defined as being in young adulthood and having at least one romantic relationship but not being married. In this context, the sample of the research consists of young adults who were educated at Yeditepe University in the 2020-2021 academic year, who voluntarily agreed to participate in the research, and who had at least one romantic relationship in their life.

Demographic information and relationship experiences of young adult individuals participating in the current research are given in Table 1.

Table 1.

Demographic information of participants

Variables	Category	N	%
Age	18-20	99	27.58
	21-23	134	37.33
	24 and older	126	35.10
Gender	Male	76	78.80
	Female	283	21.20
Romantic Relationship Status	Yes	151	42.10
	No	208	57.90
Mean of duration of relationship	Less than a year	181	50.40
	1-2 years	74	20.60
	2-3 years	33	9.20
	More than four years	71	19.80

As it is seen in Table 1, 359 participants (76 males, 283 females) took part of the study. The age ranged from 18 to 26 ($M=22.39$, $SD=2.60$). Specifically, 27% of the sample ($n=99$) were in the ages between 18 and 20 years old, 37.33% of the sample ($n=134$) were in the ages between 21 and 23 years old, 35.10% of the sample ($n=126$) were in the ages between 24 years old and above. Moreover, 42.10 % of the sample ($n=151$) had a romantic relationship while 57.90% of the sample ($n=208$) did not have a romantic relationship. Besides, 50.40% of the sample ($n=181$) had a romantic relationship experience lasting for less than a year. 20.60% of the sample ($n=74$) had a romantic relationship experience lasting from one to two years, 9.20% of the sample ($n=33$) had a romantic experience lasting from two years to three years. 19.80% of the sample ($n=71$) had a romantic experience lasting for more than four years.

3.3 Data Collection Tools

Personal Information Form, Subjective Happiness Scale, Romance and Mate Selection Attitude Scale, and Emotion Management Skills Scale will be used as the data collection tools of the research, respectively.

3.3.1. Personal Information Form (PIF):

The Personal Information Form (Appendix-1), created by the researcher, will be used to define the demographic structure of the research sample and includes questions about demographic variables such as gender, age, average duration of romantic relationship, and romantic relationship status.

3.3.2. Subjective Happiness Scale (SHS):

The Subjective Happiness Scale was developed by Lyubomirsky and Lepper (1999) to measure the overall happiness of individuals. In previous studies to measure happiness, the concept of subjective happiness was studied by combining several different scales. However, related researchers have developed the Subjective Happiness Scale in order to fill this gap in the literature in order to evaluate subjective happiness as a whole. The scale has a 7-point Likert type evaluation system and consists of 4 items. The fourth item in the scale is reverse coded, and all points given to the items are added together and a total score is obtained from the relevant scale. A minimum of 4 and a maximum of 28 points are obtained from the scale. A high score from the scale indicates high perceived general subjective happiness, while a low score from the scale indicates low perceived subjective happiness. In the study of the scale with 2732 people in the USA and Russia, the internal consistency reliability coefficient was found to be .86, and the test-retest reliability coefficient obtained at three-week intervals was .72.

The Turkish adaptation of the Subjective Happiness Scale and the validity and reliability study of the scale were carried out with a total of 340 university students, 236 women and 104 men, who were studying in different departments at Sakarya University, the majority of whom were between the ages of 18-22. In addition, the linguistic equivalence study of the scale was conducted with 110 English teachers, and the test-retest study was conducted with 102 university students. The Subjective Happiness Scale was translated into Turkish by five lecturers who have good command of both English and Turkish. After the necessary arrangements, the Turkish form was applied to 14 graduate students and studies were carried out to clarify the ambiguous expressions. The linguistic equivalence score for the entire scale was found to be .71. Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA) were applied for the construct validity of the scale. As a result of the item analysis of the scale, item-test correlations varied between .55 and .76. The internal consistency reliability coefficient of the Subjective Happiness Scale was found to be .86, and the test-retest reliability coefficient was found to be .73. The Cronbach Alpha reliability coefficient of the scale was calculated as .86 (Akin & Seller, 2011). For this study, the Cronbach Alpha coefficient of the scale was calculated as .63.

3.3.3. Romance and Mate Selection Attitude Scale (RMSAS):

Romance and Mate Selection Attitude Scale; It was developed by Cobb, Larson, and Watson (2003) with the aim of measuring the limiting beliefs of single college students about mate choice. The scale is a 7-point Likert-type scale and consists of 32 items in total. The related scale is answered according to a grading ranging from "Very Agree(7)" to "Very Disagree (1)". As the items 1, 9, 20, and 30 of the scale are distracting, they are not calculated in the scoring process. Thus, excluding the distractors, 28 questions and 7 sub-dimensions of related beliefs are examined. These sub-dimensions are; It is structured as Alone and One Truth, Love Enough, Living Together, Full Trust, Idealization, No Effort, Pole Opposites. As a result of the statistical analyzes, the Cronbach Alpha internal consistency coefficient of the scale was $\alpha = .88$, and the Cronbach Alpha coefficients of the seven sub-dimensions were calculated to vary between .98 and .64. Considering the sub-dimensions of the scale; The internal consistency coefficient of the "one and only right" dimension $\alpha = .88$, the internal consistency coefficient of the "love is enough" sub-dimension $\alpha = .78$, the internal consistency coefficient of the "living together" sub-dimension $\alpha = .98$, ' The internal consistency coefficient of the 'complete trust' sub-dimension $\alpha = .68$, the internal consistency coefficient of the "idealization" sub-dimension $\alpha = .66$, the coefficient of the "no effort" sub-dimension $\alpha = .64$, and the "opposite poles" sub-dimension coefficient was found as $\alpha = .67$. Test-retest reliability was performed with an interval of two weeks and .90 for the whole scale; For seven sub-dimensions, the correlation coefficient varying between .59 and .92 was determined.

The RMSA scale was translated into Turkish by four psychological counselors who are experts in the field, and it was controlled by a psychological counselor who is fluent in both Turkish and English (Güngör, Yılmaz & Çelik, 2011). Accordingly, the related adaptation study was carried out with students studying at Ondokuz Mayıs University and Gazi University Faculty of Education in the 2007-2008 academic year. The study was carried out with a total of 474 students, 256 of which were female and 218 were male. The study group consists of students between the ages of 18-22. In the construct validity study of the Romance and Mate Selection Scale, Explanatory Factor Analysis was conducted using principal component analysis. In line with the results obtained in the study, the Kaiser-Meyer Olkin coefficient was found to be .76.

In order to see whether the total score of the RMSA Scale differs according to gender, t-test was applied for independent samples and it was found that the total score obtained did not differ in terms of gender ($n=501$, $t= -.40$, $p > .05$). In studies on the reliability of the scale, the Cronbach Alpha internal consistency coefficient of the scale was found as $\alpha = .65$, using the data of 28 items. Considering the sub-dimensions of the scale; The internal consistency coefficient of the "one and only right" dimension $\alpha = .40$, the internal consistency coefficient of the "love is enough" sub-dimension $\alpha = .62$, the internal consistency coefficient of the "living together" sub-dimension $\alpha = .98$, ' The internal consistency coefficient of the 'complete trust' sub-dimension $\alpha = .63$, the internal consistency coefficient of the "idealization" sub-dimension $\alpha = .56$, the coefficient of the "no effort" sub-dimension $\alpha = .33$, and the "opposite poles" sub-dimension coefficient was found as $\alpha = .71$. The answering system of the 28-item scale is in the form of a 5-point Likert scale, ranging from "I totally agree (5)" to "I totally disagree (1)" for each statement.

Pearson correlation coefficient was found as $r = .61$ by applying the scale to 181 people at two-week intervals in order to find the coefficient of stability (Güngör, Yılmaz & Çelik, 2011). For this study, the Cronbach Alpha coefficient of the scale was calculated as 0.75.

3.3.4. Emotions Management Skills Scale (EMSS):

Emotion Management Skills Scale; It was developed by Çeçen (2006) to measure young adults' ability to manage their emotions. The study was carried out with 567 students studying at Çukurova University in 2000-2001, studying at the Faculty of Education, Department of German, Classroom, Painting, English and French Teaching. The age range of these students varies between 17-25. During the development of the scale, two pilot studies were carried out. A 150-item draft scale, which was created based on a theoretical framework and a wide literature study on emotions, was applied to a group of 50 students. When it was determined that the level of explanation was low as a result of the factor analysis for validity studies, another draft scale with 75 items was created, taking into account the theoretical framework and the literature. The items were examined in terms of their expressions and meaning, and they took their final form after construct validity analysis.

The scale is a 5-point Likert-type scale, with a total of 28 items consisting of 8 positive and 20 negative items. The rating is calculated from "Not at all Suitable for Me(1)" to

"Completely Appropriate for Me(5)". The scale is examined in 6 sub-dimensions. These dimensions are; verbally expressing emotions, showing emotions as they are, coping, recognizing and accepting emotions, controlling negative body reactions and managing anger. In order to be able to say that EMSS items distinguish students with high emotional management skill scores from students with low; A "t test" was performed and it was seen that it differentiated the lower group and upper group significantly ($p < .005$). The scale is scored by reversing the negative items. A maximum score of 140 and a minimum score of 28 are obtained from the scale. As a result of the reliability studies conducted with a sample of 317 people, the internal consistency coefficient of the scale (Cronbach's alpha) was $\alpha = .83$; The internal consistency coefficients of the six sub-dimensions vary between .79 and .62. In the test-retest reliability study of the scale, which was conducted with a group of 100 students at three-week intervals; The correlation coefficient was .81 for the total score and .81 for the sub-dimensions; expressing emotions verbally was .79, showing emotions as they are .77, controlling negative physical reactions .75, coping .73, and anger management sub-dimension .74 (Çeçen, 2006). For this study, the Cronbach Alpha coefficient of the scale was calculated as .83.

3.4. Data Collection Process

Due to the pandemic we are experiencing, data collection was carried out via the internet (Google Forms) with the permission of Yeditepe University Ethics Committee, in accordance with the criterion sampling. Accordingly, Informed Consent Form, Personal Information Form, Subjective Happiness Scale, Romance and Spouse Selection Attitude Scale, and Emotion Management Skills Scale were uploaded to the Google Forms online platform and a link was created to be shared with the participants. Participants participated in the research voluntarily, and the average time to fill in the relevant forms was determined as 25 minutes.

3.5. Data Analysis

In this study, the structural relationships between the variables of subjective happiness in close relationships, beliefs about mate choice, and ability to manage emotions were tested. Before analyzing whether there is a relationship between the variables, missing values and extreme values were examined to prepare the data set for analysis. Accordingly, no missing or extreme values were found in the data set. Normality assumption tests were performed to understand whether the data were normally

distributed. For this purpose, the kurtosis and skewness coefficients were calculated. Since the values did not fall outside the range of (-1.5, +1.5), the distribution was accepted as a normal distribution (Genceli, 2007; Tabachnick & Fidell, 2013). Version 25.0 of SPSS (Statistical Package for Social Sciences) computer program was used. Since the data in the sub-objectives had normal distribution, parametric analyzes were applied instead of non-parametric analyzes.

According to this,

- a) Is there a significant relationship between young adults' subjective happiness in close relationships, their beliefs about mate choice, and their ability to manage emotions? To test this sub-purpose; Pearson Correlation Analysis was applied.
- b) Do young adults' subjective happiness in close relationships, their beliefs about mate choice, and their ability to manage emotions differ significantly by gender? To test this sub-purpose; independent sample t-test analysis was applied.
- c) Do young adults' subjective happiness in close relationships, their beliefs about mate choice, and their ability to manage emotions show a significant difference according to age? To test this sub-aim; One-way ANOVA was applied.
- d) Do young adults' subjective happiness in close relationships, their beliefs about mate choice, and their ability to manage emotions show a significant difference according to the duration of the relationship? To test this sub-aim; One-way ANOVA was applied.
- e) Do young adults' subjective happiness in close relationships, their beliefs about mate choice, and their ability to manage emotions show a significant difference according to their romantic relationship status? To test this sub-aim; One-way ANOVA was applied.

CHAPTER 4 : FINDINGS

4.1. Preliminary Analyses

Before proceeding to the main analyses, the data was scrutinized in terms of the missing and outlier values. Because all participants answered the forms completely, there were no missing values. Mahalanobis distance calculation was made to identify whether there were outlier value or not in the data. The results show that there were no outliers of the data. After that, the normality was examined via the skewness and kurtosis coefficients. Table 1 summarizes the normality indexes and the descriptive statistics of the study variables.

Table 2.

Descriptive Statistics and The Normality Indexes of Levels of Subjective Happiness, Beliefs in Mate Selection, and Emotions Management Skills of the Participants

Variables	N	Mean	SD	Skewness	Kurtosis
Subjective Happiness	359	17.93	4.32	-0.383	0.273
Beliefs in Mate Selection	359	92.85	10.43	0.098	-0.179
Emotions Management Skills	359	92.84	15.31	-0.085	-0.407

Notes: Subjective happiness: SH, Beliefs in mate selection: BMS, Emotions management skills: EMS

As shown in Table 2, the skewness and kurtosis values of the study ranged from -0.407 to 0.273., that means that these values are in acceptable levels (± 2.0) for the normal distribution (George & Mallery, 2010). The mean of subjective happiness (SH) was 17.93 ($SD = 4.32$). The mean of beliefs in mate selection (BMS) was 92.85 ($SD = 10.43$). The mean of emotions management skills (EMS) was 92.84 ($SD = 15.31$).

4.2. Main Analyses

4.2.1. The Relationship Among the Levels of Subjective Happiness, Beliefs in Mate Selection, and Emotions Management Skills of the Young Adult Individuals

The relationship among young adult's levels of subjective happiness, beliefs in mate selection, and emotion management skills was investigated via Pearson Correlation Analysis. The results are shown in Table 3.

Table 3.

Pearson Correlation Coefficients Between the Levels of Subjective Happiness, Beliefs in Mate Selection, and Emotions Management Skills

Variables	1	2	3
1- Subjective Happiness	1		
2- Beliefs in Mate Selection	-.07	1	
3- Emotions Management Skills	.39**	-.22**	1

** $p < .01$.

As it is indicated Table 3, there was not a statistically significant relationship between subjective happiness in close relationships and beliefs in mate selection of the respondents ($r = -.07$, $p > .05$). On the other hand, there was a positive and statistically significant relationship between the levels of subjective happiness in close relationships and emotions management skills ($r = .39$; $p < .01$). In other words, the individuals with a high level in subjective happiness in close relationships had a high level in emotions management skills. Looking at the relationship between levels of beliefs in mate selection and emotions management skills, there was a negative and statistically significant relationship ($r = -.22$; $p < .01$). In other words, individuals with high levels of positive beliefs in mate selection were also analysed as having low levels in emotions management skills.

4.2.2. Examination of Levels of Subjective Happiness in Close Relationship, Belief in Mate Selection, and Emotions Management Skills According to Gender of Adult Young Individuals

Independent samples t test was utilized to evaluate whether there was a difference in the levels of subjective happiness, the beliefs in mate selection, and emotions management skills according to gender of participants. Results of the analysis are shown in Table 4.

Table 4.

Results of independent samples t test related to the difference among subjective happiness levels, the beliefs in mate selection, and emotions management skills according to gender of the respondents

Variables	Group	N	Mean	SD	df	t	p	Cohen's d
Subjective Happiness	Female	283	18.15	4.32	357	1.907	.06	0.25
	Male	76	17.09	4.23				
Beliefs in Mate Selection	Female	283	92.27	10.58	357	-2.046	.04*	0.27
	Male	76	95.01	9.60				
Emotions Management Skills	Female	283	93.04	15.14	357	0.478	.63	0.06
	Male	76	92.09	15.99				

Notes: * $p < .05$.

According to the results in the Table 4, the levels of subjective happiness and emotions management skills did not show significant differences based on their gender (respectively, $t=1.907$, $p>.05$, Cohen's $d= 0.25$; $t=0.478$, $p>.05$, Cohen's $d=0.06$). Though that is a such result, since p value is very close to .05 and the Cohen's d value has a medium effect. Yet, there is a statistically significant difference between levels of beliefs in mate selection according to gender of the young adult individuals ($t=-2.046$, $p<.05$, Cohen's $d= 0.27$). the scores of beliefs in mate selection of the male participants ($M=95.01$, $SD=9.60$) were higher than the females' scores ($M=92.27$, $SD=10.58$).

4.2.3. Examination of Levels of Subjective Happiness in Close Relationship, Belief in Mate Selection, and Emotions Management Skills According to Ages of Adult Young Individuals

One way analysis of variance (ANOVA) was conducted to evaluate whether there was a difference in the levels of subjective happiness, beliefs in mate selection and emotions management skills in terms of the age of young adults. The results of the analysis are shown in Table 5.

Table 5.

Results of one-way ANOVA Related to The Difference Among Subjective Happiness Levels, The Beliefs in Mate Selection, and Emotions Management Skills According to the Respondents' Ages

Variables	n, M, and SD values				ANOVA Results					
	Group	n	M	SD		Sum of Squares	df	Mean Square	F	p
Belief in Mate Selection	18-20	99	91.04	10.56	Between Groups	534.40	2	267.20	2.477	.085
	21-23	134	92.98	10.48	Within Groups	38405.48	356	107.88		
	24 and older	126	94.14	10.15	Total	38939.88	358			
	Total	359	92.85	10.43						
Subjective Happiness	18-20	99	18.66	4.15	Between Groups	226.94	2	113.47	5.405	.005**
	21-23	134	16.90	4.96	Within Groups	6447.17	356	18.11		
	24 and older	126	18.44	3.46	Total	6674.11	358			
	Total	359	17.93	4.32						
Emotions Management Skills	18-20	99	91.32	13.12	Between Groups	1509.62	2	754.80	3.000	.052
	21-23	134	91.34	15.23	Within Groups	82389.01	356	231.43		
	24 and older	126	95.63	16.65	Total	83898.63	358			
	Total	359	92.84	15.31						

Notes: ** $p < .01$, * $p < .05$

As the results are shown in Table 5, although the scores of the beliefs in mate selection ($F(2,358)=2.477$, $p>.05$) and emotions management skills ($F(2,358)=3.000$, $p>.05$) did not differ according to the age variable, subjective happiness scores only differed according to the age variable ($F(2,358)=5.405$, $p<.01$). One of the post-hoc analysis – Scheffe– was conducted to understand the differences among the age groups regarding the subjective happiness scores. Scheffe results are demonstrated in Table 6.

Table 6.

Scheffe results related to subjective happiness by the participants' Ages

Dependent Variable	Age (I)	Age (J)	Mean difference (I-J)	S.E.	p
Subjective Happiness	18-20	21-23	1.754	0.564	.008**
		24 and older	0.212	0.572	.933
	21-23	18-20	-1.754	0.564	.008**
		24 and older	-1.541	0.528	.015*
	24 and older	18-20	-0.212	0.572	.933
		21-23	1.542	0.528	.015*

Notes: ** $p < .01$, * $p < .05$.

As it is seen in Table 6, 18-20 years old individuals ($M=18,66$, $SD=4,15$) had more subjective happiness scores than 21-23 years old individuals ($M=16,90$, $SD=4,96$) ($p < .01$). Besides, subjective happiness scores of participants aged 21-23 were lower than those aged 24 and older ($M=18,44$, $SD=3,47$) and this difference was statistically significant ($p < .05$). However, subjective happiness scores of individuals in other age groups did not differ statistically ($p > .05$).

4.2.4. Examination of Levels of Subjective Happiness in Close Relationship, Belief in Mate Selection, and Emotions Management Skills According to the Relationship Status of Adult Young Individuals

Independent samples t test was utilized to evaluate whether there was a difference in the levels of subjective happiness, the beliefs in mate selection, and emotions management skills according to the relationship status of participants. Results of the analysis are shown in Table 7.

Table 7.

Results of independent samples t test examining the difference between the levels of subjective happiness, beliefs in mate selection, and emotions management skills according to the relationship status of the respondents

Variables	Group	N	Mean	SD	df	t	p	Cohen's d
Subjective Happiness	Yes	151	18.68	4.37	357	-2.824	.005**	0.30
	No	208	17.38	4.20				
Beliefs in Mate Selection	Yes	151	94.30	10.08	357	-2.255	.025*	0.24
	No	208	91.80	10.58				
Emotions Management Skills	Yes	151	93.95	16.27	357	-1.170	.243	0.13
	No	208	92.03	14.56				

Notes: ** $p < .01$, * $p < .05$.

As it is demonstrated at the table 7, it is clearly seen that there is not a statistically significant difference among the levels of emotions management skills according to the relationship status of the respondents ($t = -1.170$, $p > .05$, Cohen's $d = 0.13$). Therefore, it might be said that there was no significant difference in the level of emotions management skills according to having or not having a romantic relationship. However, there is a statistically significant difference between the levels of subjective happiness, and beliefs in mate selection according to the relationship status (respectively, $t = -2.824$, $p < .01$, Cohen's $d = -0.30$; $t = 2.255$, $p < .05$, Cohen's $d = 0.24$). Therefore, the scores of subjective happiness of individuals having a romantic relationship ($M = 18.68$, $SD = 4.37$) were higher than the respondents' having no romantic relationship ($M = 17.38$, $SD = 4.20$). Furthermore, the scores of beliefs in mate selection of young adult individuals having a romantic relationship ($M = 94.30$, $SD = 10.08$) were higher than others ($M = 91.80$, $SD = 10.58$).

4.2.5. Examination of Levels of Subjective Happiness in Close Relationship, Belief in Mate Selection, and Emotions Management Skills According to the Duration of Relationship of Adult Young Individuals

One way analysis of variance (ANOVA) was conducted to evaluate whether there was a difference in the levels of subjective happiness, beliefs in mate selection and emotions

management skills in terms of the duration of relationship of participants. Results of the analysis are shown in Table 8.

Table 8.

Results of one-way ANOVA related to the difference among subjective happiness levels, the beliefs in mate selection, and emotions management skills according to the respondents' duration of the relationship.

Table 8.

Results of one-way ANOVA related to the difference among subjective happiness levels, the beliefs in mate selection, and emotions management skills according to the respondents' duration of the relationship

Variables	n, M, and SD values				ANOVA Results					
	Group	n	M	SD		Sum of Squares	df	Mean Square	F	p
Belief in Mate Selection	Less than a year	181	92.30	10.40	Between Groups	449.89	3	149.96	1.383	.25
	1-2 years	74	91.84	9.15	Within Groups	38489.99	355	108.42		
	2-3 years	33	93.73	11.62	Total	38939.88	358			
	More than 3 years	71	94.89	11.08						
	Total	359	92.85	10.43						
Subjective Happiness	Less than a year	181	17.64	4.46	Between Groups	79.49	3	26.50	1.426	.24
	1-2 years	74	17.66	4.08	Within Groups	6594.62	355	18.58		
	2-3 years	33	18.21	3.95	Total	6674.12	358			
	More than 3 years	71	18.82	4.31						
	Total	359	17.93	4.32						
Emotions Management Skills	Less than a year	181	93.40	15.41	Between Groups	166.82	3	55.61	0.236	.87
	1-2 years	74	92.65	15.40	Within Groups	83731.81	355	235.86		
	2-3 years	33	91.18	15.52	Total	82989.63	358			
	More than 3 years	71	92.37	15.09						
	Total	359	92.84	15.31						

Notes: ** $p < .01$, * $p < .05$.

Looking at the one-way ANOVA results in Table 8, it is seen that the levels of subjective happiness ($F(3,358)=1.426$, $p>.05$), beliefs in mate selection ($F(3,358)=1.285$, $p>.05$), and emotions management skills ($F(3,358)=0.236$, $p>.05$) did not differ according to the duration of the relationship of the participants.

CHAPTER 5 : DISCUSSION

This research aimed to examine the relationship between subjective happiness in close relationships, beliefs about mate choice, and ability to manage emotions in young adults. In addition, it is among the other aims of the study to investigate whether the research variables show a significant difference according to the age, gender, duration of relationship and current relationship status of the individuals.

Considering the results, there was no statistically significant relationship between the subjective happiness level in close relationships and the participants' beliefs about mate choice; a positive and statistically significant relationship was found between subjective happiness levels and emotion management skills in close relationships. In other words, the emotion management skills of young adults who have a high level of subjective happiness in close relationships are also high. When the relevant literature is examined, there are few studies examining subjective happiness and emotion management skills together, while these two variables are discussed under different headings and there are studies with similar results. As a matter of fact, in a study by Kuyumcu (2011) in which the relationship between university students' emotional awareness, self-construal, expressing emotions and subjective well-being levels; A positive and statistically significant relationship was found between subjective happiness levels and emotion management skills in close relationships, and it was observed that as expressing emotions increased, the level of subjective well-being also increased. In Özbay, Palancı, Kandemir, and Çakır's (2012) research, it was concluded that the level of emotion regulation skills positively affects subjective well-being. In a study by Extremera, Salguero, and Fernandez-Berrocal (2011) examining subjective happiness levels and awareness of emotions, a positive relationship was found between subjective happiness and participants' awareness of emotions (meta-mood), and it was concluded that emotional awareness predicted subjective happiness. In the study of Yılmaz (2018), which was examined under a different title, examining the relationship between subjective happiness and tolerating distress, it was seen that tolerating distress predicted subjective happiness and there was a positive statistical relationship between them. In the study conducted by Ortner, Briner, and Marjanovic (2017), it was seen that emotion regulation and beliefs are positively related to subjective well-being, and these beliefs play an important role in individuals' emotion regulation choices. According to the research conducted by Brandao, Marisa, Ferreira, Vieira, Schulz, and Matos (2019), it

was concluded that individuals' emotion regulation strategies have a positive and statistically significant effect on psychological well-being. In line with the findings of related studies, the finding obtained from the present study can be interpreted as follows: It can be said that individuals with high emotion management skills have a high level of subjective happiness. It can be thought that the ability to manage emotions is significantly intertwined with the ability to manage emotions, interpersonal communication and the subjective happiness of individuals, especially since they are constantly together with the partner in close relationships, and the healthy expression of emotions prevents possible behavioral problems.

When the findings of the current study were examined, the relationship between belief levels in mate choice and emotion management skills was found to be statistically significant and negative. In other words, it was concluded that young adult individuals who have high beliefs about mate choice also have low levels of emotion management skills. When we look at the literature studies, it is seen that the number of studies on these two variables is limited, but contrary to the current research finding, as a result of the research conducted by Ghafoori, Abdollahi, and Amiri (2014); it was concluded that there is a positive statistically significant relationship between emotion regulation skills and beliefs about mate choice. In other words, it was observed that individuals with high emotion regulation skills had higher belief scores regarding mate choice. In line with the relevant literature and current research findings; The hypothesis that the emotion management skills of young adults who have high beliefs about mate choice is low could not be supported, and it can be said that as the emotion management skills of young adults increase, their limiting beliefs about their close relationships decrease. According to the analysis results of the present study, subjective happiness levels and emotion management skills did not differ significantly by gender. In the finding obtained from the research conducted by Kasapoğlu and Kış (2016), it was seen that there was no difference in the subjective well-being levels of male and female participants. In addition, according to the analysis results of the current study, there is a statistically significant difference between the belief levels of young adult individuals about choosing a partner according to gender. The male participants' belief scores on mate choice were higher than the female participants' scores. When the relevant literature is examined, beliefs about mate choice are discussed under different headings, and the research results are examined according to their subheadings. As a matter of

fact, according to the result obtained in Dursun's (1991) study, male students preferred to live with their partner candidates more than female students. In the study of Yıldırım (2007), although the order of importance of the features that both sexes look for in their potential partners is almost the same; It has been observed that men care more about their partners being virgin and being regular/frugal. In the study conducted by Tuzer (2016) with university students, it was concluded that the sub-dimension of living together was higher in male students in parallel with the current research. In the study of Knox, Zusman, and Nieves (1997), when the scores of the related variable are analyzed by gender, it is seen that men attach much more importance to physical appearance. Contrary to the studies and current research findings, in the study conducted by Priest, Vogel, Schvaneveldt (2009), it was concluded that women's scores on the sub-dimension of effort were higher. In line with the findings of the relevant studies, the finding obtained from the present study can be interpreted as follows: The significant difference in the belief scores of young adults regarding mate choice according to gender is partially supported. If we consider the significant difference between the scores of the individuals' living together sub-dimension and their gender, it can be said that male students are more willing to live together than female students. This can be explained by men's desire to be more flexible in relationships than women. According to the findings, while the scores on mate selection and emotion management skills did not differ according to the age variable; subjective happiness level scores differ according to the age variable. Individuals between the ages of 18-20 have higher subjective happiness scores than individuals aged 21-23. In addition, individuals between the ages of 21 and 23 have lower subjective happiness scores than young adults aged 24 and over, and this difference was found to be statistically significant. However, subjective happiness scores of individuals in other age groups did not differ statistically. Considering the domestic and international studies, it is seen that the studies examining age and subjective happiness together are limited. Apart from the current research finding, in the research conducted by Eryılmaz and Ercan (2011); It has been determined that young adults (19-25 years old) have lower levels of subjective happiness compared to adolescence (14-17 years) and adulthood (26-45 years). According to the finding obtained from the research conducted by Kangal (2013), while the subjective well-being level is above the average in youth (18-24 years old) and old age (65 years and above), there is a decrease in the level of subjective well-being in the

middle age (25-44 years) conclusion has been reached. In line with the researches and the findings obtained from the current research, the fact that young adults between the ages of 21-23 have lower subjective happiness than those aged 24 and over may be related to their future anxieties. On the other hand, it may be that the subjective happiness scores of young adults between the ages of 18-20 are higher than those between the ages of 21-23, and that they feel that they are approaching their career goals with their transition to university life.

According to the results of the research, it was seen that there was no statistically significant difference between the emotion management skill levels of young adults according to their relationship status. However, there is a statistically significant difference between subjective happiness levels according to relationship status and beliefs about mate choice. For this reason, subjective happiness scores of young adults who are romantically involved are higher than those who are not. In the study of Kangal (2013), a similar result was obtained in parallel with the current research finding, and it was observed that the subjective happiness level of married individuals was higher than individuals who did not have a partner. In the study of Diener and Seligman (2002), a result close to the current research finding was found, and it was concluded that individuals with low happiness levels are more lonely than individuals with high happiness levels. In line with the findings of the current research, especially considering that romantic relationships are the priority of life in the 18-29 age group (Santrock, 2016), the presence of a romantic relationship can positively affect subjective happiness.

When the beliefs about mate selection according to relationship status are examined, it is seen that the scores of young adults who are in romantic relationships about beliefs about mate choice are higher than those who do not have a romantic relationship. Looking at the literature research, Çalışkan, Taşhan, Orhan, and Nacar (2015) found that "good personality" was determined as a priority criterion in the selection of spouses of young adults with partners, and it was concluded that the presence of a partner affects the criteria in the mate selection process. In the findings obtained from the research result of Tuzer (2016), it was seen that the "idealization" sub-dimension was affected by the current relationship status and higher scores were obtained in the presence of a partner. Contrary to the findings of the present study, in the study conducted by Priest, Vogel, Schvaneveldt (2009), it was concluded that while young adults in romantic

relationships had lower scores on beliefs about mate choice, the belief that love would be sufficient was high. When the relevant literature is examined, it is seen that the number of studies examining the current relationship status and beliefs about mate choice is very limited. According to the results obtained from the literature and current research findings; It can be said that young adults who are in a romantic relationship have higher expectations from their relationships and partners, and therefore their beliefs about choosing a partner are also high.

According to the findings obtained from the current study, it is seen that the subjective happiness, beliefs about mate selection and emotion management skills levels of the participants do not differ according to their relationship duration. In line with this finding, it can be said that regardless of the relationship duration of young adult individuals, their subjective happiness levels, their beliefs about mate selection, and their emotion management skills remain the same as at the beginning of their relationships.

CHAPTER 6 : CONCLUSION

1. There was no statistically significant relationship between the subjective happiness level in close relationships and beliefs about mate choice during young adulthood.
2. A positive and statistically significant relationship was found between subjective happiness levels and emotion management skills in close relationships during young adulthood. Individuals with a high level of subjective happiness in close relationships also have high emotion management skills.
3. When the relationship between belief levels about mate choice and emotion management skills in young adulthood was examined, a negative and statistically significant relationship was observed. It has been analyzed that individuals with high positive beliefs about mate selection have low level of emotion management skills.
4. Subjective happiness levels in young adulthood did not differ significantly by gender.
5. Emotion management skills in young adulthood did not differ significantly by gender.
6. The belief levels of young adult individuals about mate selection showed a statistically significant difference according to their gender. The male participants' belief scores on mate selection were higher than the female participants' scores.
7. Beliefs about mate selection during young adulthood did not show a significant difference according to the age variable.
8. The scores on emotion management skills in young adulthood did not show a significant difference according to the age variable.
9. Subjective happiness scores of young adults showed a statistically significant difference according to the age variable. Individuals aged 18-20 have higher subjective happiness scores than individuals aged 21-23. Subjective happiness scores of young adults aged 21-23 were found to be lower than those aged 24 and over.

10. It was observed that there was no statistically significant difference in the emotional management skill levels of young adults according to their relationship status.
11. There is a statistically significant difference in the subjective happiness levels of young adults according to their relationship status. Therefore, subjective happiness scores of individuals in a romantic relationship were found to be higher than individuals without a romantic relationship.
12. There is a statistically significant difference in the beliefs of young adults about mate selection according to their relationship status. It has been observed that the scores of young adults who are romantically involved in their beliefs about mate choice are higher than those who are not romantically involved.
13. It was observed that there was no statistically significant difference in the subjective happiness level of young adults according to the relationship duration.
14. It was observed that there was no statistically significant difference in the beliefs of young adults about mate choice according to their relationship duration.
15. It was observed that there was no statistically significant difference in emotion management skills according to the relationship duration of young adults.

CHAPTER 7 : SUGGESTIONS

In line with the findings obtained from the current research for researchers, psychologists and psychological counselors working in the fields of guidance and psychological counseling / psychology, the following recommendations are given;

Suggestions for future research are as follows:

- The variables discussed in the study; adolescence and adulthood period, different occupational groups, different geographical regions, such as samples with demographic characteristics can be diversified and re-examined.
- This study was designed using the exploratory correlational research model. New studies can be conducted using a different method, such as the simple regression research model, to strengthen the results.
- By using the pre-test and post-test methods that measure the research variables, a psychological counseling program can be created with a group in which the level of subjective happiness, beliefs about mate selection and emotion management skills are studied.
- Looking at the literature studies; Studies on subjective happiness, beliefs about mate selection and emotion management skills seem to be limited. It is thought that further research by enriching these variables will contribute to the literature.
- Subjective happiness in close relationships, beliefs about mate selection, and emotion management skills of young adults did not show a significant difference according to the relationship duration of the participants. For this reason, related variables can be examined together with different variables such as attachment styles, parental attitudes, and automatic thoughts.

Suggestions to experts in the field are as follows;

- In line with the researches, educational programs including subjective happiness, beliefs about mate selection and emotion management skills can be made for university students including young adulthood.
- Studies can be conducted to help young adults discover irrational beliefs and emotion regulation skills before marriage.
- Individuals' feedback on how they reach their subjective happiness levels can be questioned.

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APENDICES

Appendix A. Demographic Information Form

Değerli Katılımcılar,

Bu araştırma, genç yetişkinlerin yakın ilişkilerde öznel mutluluk, eş seçimine dair inançlar ve duyguları yönetme becerileri arasındaki ilişkiyi araştırmaya yönelik olarak yapılan bir yüksek lisans çalışmasıdır. Aşağıda bu çalışmanın amacı doğrultusunda sizden bazı bilgiler istenmektedir. Sorulara vereceğiniz yanıtlar kesinlikle gizli tutulacak ve sadece yüksek lisans çalışmasında kullanılacaktır. Vereceğiniz samimi ve içten cevaplar literatüre yeni bilgiler eklemeye katkı sağlayacaktır, bu nedenle çalışmamaya harcadığınız zaman ve verdiğiniz katkı için çok teşekkür ederim.

BUSE YAYLA

Aşağıda size ait bazı demografik bilgileri öğrenmek üzere sorular sorulmuştur.

Lütfen her soruya doğru ve eksiksiz şekilde cevap veriniz. Katkılarınızdan dolayı teşekkür ederim.

Cinsiyetiniz : Kadın () Erkek ()

1. Yaşınız : _____

2. Romantik İlişki Durumu : İlişkisi var () İlişkisi yok ()

3. Ortalama Romantik İlişki Süresi : 0-1 yıl ()

1-2 yıl ()

2-3 yıl ()

3-+ yıl ()

Appendix B. Subjective Happiness Scale Permission Documents

Appendix C. Romance and Mate Selection Attitude Scale Permit Documents

Appendix D. Emotions Management Skills Scale Permit Documents

Appendix E. Ethics Committee Thesis Approval

Appendix F . Subjective Happiness Scale

Lütfen aşağıdaki ifadeleri okuduktan sonra kendinizi değerlendirip sizin için en uygun seçeneğin karşısına çarpı (X) işareti koyunuz.							
1. Genellikle							
1	2	3	4	5	6	7	
Hiç mutlu değilim				Çok mutluyum			
2. Çoğu arkadaşıma göre							
1	2	3	4	5	6	7	
Hiç mutlu değilim				Çok mutluyum			

Appendix G. Romance and Mate Selection Attitude Scale

Açıklama: Aşağıdaki ifadelerden her birini okuduktan sonra, bu ifadeye ne ölçüde katıldığınızı gösteren sütuna ait olan kutucuğun içini (X) şeklinde işaretleyiniz.		Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
		(1)	(2)	(3)	(4)	(5)
1	Çoğu yaşlılarım gibi, ben de bir gün evleneceğimden eminim.	()	()	()	()	()
2	Evlenmem için uygun olan tek bir gerçek aşk vardır, o da evleneceğim kişiyle olan aşktır.	()	()	()	()	()

Appendix H . Emotions Management Skills Scale

	Bana Hiç Uygun Değil	Ba na Uy gu n De ğil	Ban a Kıs men Uyg un	Ba na Ço k Uy gun	Bana Tam amıy la Uyg un
1. Öfkелendiğim zaman başkalarından çok, kendime zarar veririm.					
2. Olumsuz duygularıyla genelde iyi bir biçimde başa çıkabildiğime inanıyorum.					
3. Yakın hissettiğim birisine dahi duygularımı açıklamak benim için zordur.					
10. Yaşadığım olumlu ve olumsuz olaylar karşısında bedenimdeki değişimlere ve neler hissettiğime yeterince kulak veririm.					
19. Bazı duygularım bana acı verse bile onların beni geliştirdiğini düşünüyorum.					
27. Duygularımı yalın ve anlaşılır bir biçimde ifade etmekte güçlük çekerim.					
28. Gerçek duygularımı açıkladığımda karşımdakinin bana acıyacağını düşünürüm.					