

EXAMINATION OF SELF-CONTROL IN POSITIVE PSYCHOTHERAPY STRUCTURES



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Received 10.11.2021

Accepted for publication 12.12.2021

Published 20.01.2022

Abstract

Every day, individuals can encounter events which cause them to check their wishes and impulses. They need to provide self-control in the face of these events. It is observed that psychotherapies aimed at increasing self-control are limited. Positive psychotherapy, which is a structural and analytical psychotherapeutic method, can expand our viewpoint on this subject. Structures in positive psychotherapy were examined in the context of using the balance model, coupled with the ability of self-control. The dependent variable of the research is self-control, the independent variable is positive psychotherapy structures. Of the 151 (52.6%) of the participants (52.6%) were women, 136 (47.4%) were men. The Personal Information Form, which was created by the researcher as a data collection tool, the self-control scales and Wiesbaden positive psychotherapy and family therapy inventory were used. Multiple regression analysis was performed during the analysis of the data. As a result of multiple regression analysis, primary abilities ($r = .51$, $r^2 = .26$; $f = 11.840$; $p < .01$), secondary abilities ($r = .52$, $r^2 = .27$; $f = 9.209$; $p < .01$) and the balance model ($r = .39$, $R^2 = .15$; $f = 11.964$; $p < .01$) significantly announced the self-control. According to the results of the analysis, patience, relationship, hope, and love are among the primary abilities; the secondary abilities are honesty, achievement, conformity and fairness. From the balance model, it was revealed that success and body were a significant predictor of self-control.

Keywords: self-control, Positive Psychotherapy, adolescents

Introduction

People's personalities show important psychological structures by which they can control and organize their lives. Fulfilling the functions of these structures makes individuals self-controlled. On the other hand, the lack of self-control is manifest in the emergence of many psychopathologies (behavioral disorders, antisocial and borderline personality disorders). One of the purposes of psychotherapies is to increase the self-controls of the clients. It is observed that psychotherapies aimed at increasing the self-control are limited. Positive psychotherapy, which is a structural and analytical method of psychotherapy, can expand our viewpoint on this subject.

Everyday, individuals can encounter events which cause them to check their wishes and impulses. They need to provide self-control in the face of these events. Tangney, Baumeister, and Boone (2004) defined self-control as the ability to avoid, prevent and suppress internal reactions that do not contribute to meeting personal goals. Self-control includes the ability to initiate desirable actions and behaviors (e.g. finishing homework, concentrating in class, achieving goals) and the capacity to inhibit unwanted impulses (e.g., suppressing procrastination, overcoming tantrums, avoiding breaking rules) (de Ridder et al., 2012). In its shorter definition, it is the ability to override impulses to achieve goals and maintain standards (Tsukayama et al., 2010).

Low self-control, directly or indirectly, obesity, drug use, aggression, involvement in crime, debt, addiction, eating disorders, moral disintegration, unplanned pregnancy, sexually transmitted diseases, unproductive work behavior, unethical behaviors, dysfunction, inability to develop healthy relationships are all associated with pathology risk and procrastination (Denson vd., 2012; Hagger vd., 2010; Lian vd., 2017). On the other hand, high self-control is also directly and indirectly associated with high physical and psychological health, strong coping skills, higher levels of work commitment, success at work or school, healthy eating and developing healthy relationships (Hagger et al., 2010; Lian et al. ., 2017; Moffitt et al., 2011). At the same time, self-control increases the tendency to think in a way that is success-oriented and to have a strong purpose and take responsibility (Barrick & Mount, 1991); It can be said that it provides the features of coping with stress positively (Aspinwall

& Taylor, 1997) and being more successful in social relations (Baumeister & Alquist, 2009).

It is claimed that self-control is also one of the most important and beneficial processes in the personality structure of the individual (Mehta, 2010). It includes the concepts of self-control, meticulousness, orderliness, responsibility, perseverance, consciousness, purposefulness, honesty, conscientiousness and comfort as the determinants of personality traits (Howard & Howard, 1998). Within the scope of this research, self-control is examined in the context of positive psychotherapy constructs. In order to examine the concept of self-control in terms of positive psychotherapy structures, first of all, positive psychotherapy and its structures should be recognized. Positive Psychotherapy was developed by Nosrat Peseschkian; It is a cross-cultural psychotherapy that focuses on the positive, accepts eclectic approaches and is based on analytical therapy (Peseschkian, 1996). Positive psychotherapy is based on three important principles. These are balance, consultation and hope. The principle of balance is that the individual should lead a balanced life in the dimensions of body, success, spirituality and relationship; Consultation, getting help from the close circle of individuals in solving their problems and establishing cooperation with them; Hope, on the other hand, means seeing individuals as effective people in problem solving and believing that individuals have the power to solve problems (Peseschkian, 1996).

Positive psychotherapy argues that people are born with the capacity to love and know. The capacity to know is seen in secondary abilities. Secondary abilities are order, cleanliness, punctuality, courtesy, honesty, achievement, reliability, frugality, conformity, fairness, and loyalty. The capacity to love is seen in primary abilities. Primary abilities are named as patience, time, relationship, trust, hope, gentleness, love and faith (Peseschkian, 2002). While primary abilities are related to the emotional side of the person, secondary abilities are related to the behavioral side (Peseschkian & Walker 1987). This understanding of therapy looks for the causes of mental disorders in underdeveloped or in overdeveloped abilities. He advocates the view that a healthy individual is one who uses his abilities at an optimal level (Eryilmaz, 2011).

It is seen that researches focusing on positive psychotherapy have increasingly continued in the international and national literature, especially in

recent years (Sinici, Aydın, & Öznur, 2018). In the studies, it was observed that there was a significant relationship between positive psychotherapy structures with subjective well-being (Eryılmaz, 2011), anxiety (Kök Eren & Eryılmaz, 2019), narcissistic personality (Kılıç & Eryılmaz, 2019). When we look at the literature, we find studies on individual counseling (Çesko & Sarı, 2007; Sarı, 2006, 2013a), group counseling and group guidance practices (Eryılmaz; 2006, 2011, 2012, Sarı; 2009, 2013b) and supervision (Eryılmaz; 2006, 2011, 2012, Sarı; 2009, 2013b) in addition to positive psychotherapy (Ersever, 2012).

Adolescents struggle with setting and striving for goals that require constant self-discipline. Although they are in a period prone to exhibit weak self-control, they predispose themselves to risk-taking behaviors and difficulties in adaptation (Ahmed et al., 2015). This mismatch between the educational environment and psychological needs makes adolescence a vulnerable period with the negative effects of even temporary declines in self-control and on academic performance (Duckworth et al., 2013). Adolescents with low self-control are less happy, have more negative social interactions, perform worse at school, and are more likely to participate in risky behaviors and substance use than adolescents with high self-control (Moffitt et al., 2011; Duckworth et al., 2014). On the other hand, adolescents with high self-control are less likely to be overweight and experience cyber victimization when entering adolescence (Tsukayama et al., 2010). Duckworth (2011) defined self-control as one of the main predictors of academic success. Accordingly, adolescents with high self-control outperformed their impulsive peers in every variable of academic performance and intellectual abilities, including grades, standardized achievement test scores, admission to a competitive high school, and intellectual abilities. In addition, it has been determined that the effect level of self-control on academic achievement is much stronger than IQ scores. Also, Li et al. (2021) stated that self-control has a mediating effect between neural correlates and emotional health in adolescence. Considering all these, it is seen that self-control has a protective and improving effect especially for individuals in adolescence.

An examination of the literature shows that personality traits have an effect on individuals' self-control (de Ridder et al., 2018; Elfhag & Morey, 2008; Jensen-Campbell et al., 2007; Mao et al., 2018).

Peseschkian (2002) argues that primary and secondary abilities develop over time and become a part of the personality. In this context, this study examined self-control in terms of abilities and the balance model.

Methodology

2.1. Model of the Research

A Relational screening model was used in this study. A relational screening model is a research model that aims to determine the existence and/or degree of change between two or more variables (Fraenkel & Norman, 2006). Within the scope of this research, self-control was examined in relationship to positive psychotherapy constructs. The dependent variable of the study is self-control, and the independent variable is positive psychotherapy structures. Multiple regression analysis was used during the analysis of the data.

The participant group of the study is adolescent individuals between the ages of 14 and 16 who continue their secondary education. 287 students attending secondary education in the Kağıthane district of Istanbul participated in the research. 151 (52.6%) of the participants (52.6%) were women, 136 (47.4%) were men; 142 (49.5%) were in the 9th grade, 145 (50.5%) were 10th grader.

2.2. Data Collection Tools

The personal information form created by the researcher, the self-control scale and the Wiesbaden positive psychotherapy and family therapy inventory were used as data collection tools in this study.

Personal Information Form: It was prepared by the researchers in order to determine the demographic variables of the participants such as gender, age, socio-economic level.

Self-Control Scale (SAS): The scale was developed by Rosenbaum in 1980. The purpose of the scale is to measure people's knowledge of self-control behaviors and their tendency to use this information when faced with problems in daily life (Duyan et al. 2012). The scale consists of 36 items, and its scoring is done with a rating system between +3 "it fits me completely" and -3 "it doesn't fit me completely". The original of the scale consists of one dimension. High scores obtained from the scale indicate high self-control, and low scores indicate low self-control (Duyan et al. 2012). The Turkish adaptation study of the scale was conducted by

Duyan et al. It was carried out by him in 2012. Cronbach Alpha coefficient has been calculated in reliability analysis of the scale. The internal consistency coefficient of the substances was found to be .76 for the entire scale. In this study, Cronbach's Alpha reliability was found to be .76 for the whole scale.

Wiesbaden Positive Psychotherapy and Family Therapy Inventory: It was developed by Peseschkian and Deidenbach in 1988. The aim of the scale is to measure positive psychotherapy constructs. The scale consists of 88 items and is answered in a four-point likert type. The Turkish adaptation of the scale was carried out by Sarı, Eryılmaz, and Varlıklı in 2010 (Eryılmaz, 2011). The scale consists of four important dimensions: secondary abilities, primary abilities, sources of coping with conflict and model dimensions (Kılıç & Eryılmaz, 2019). In the adaptation study, the reliability of the subscales was analyzed using the Cronbach Alpha technique. According to the results of the analysis, Cronbach's Alpha reliability was determined as .77 for secondary abilities and .75 for primary abilities (Sarı et al. 2010). In this study, Cronbach's Alpha reliability was found to be .83 for secondary abilities and .78 for primary abilities.

2.3. Data Analysis

While performing data analysis, the IBM SPSS 22 package program was used and the margin of error was taken as .05. Within the scope of the research, multiple

regression analysis was performed to determine the relationship between self-control and positive psychotherapy constructs.

The necessary examination was made to make the data ready for multiple regression analysis. In this context, the end values were viewed and the normal Q-Q graph was examined. As a result of the reviews, 7 data were excluded from the analysis and it was decided that the univariate normal distribution in the data is appropriate. At the same time, multi-directional end values were examined with the distance test of Mahalonobis, 1 data was excluded from the analysis and the efforts were made to meet the assumption of multivariate normality. In order to examine multiple relations between independent variables, the correlation coefficients between VIF and Tolerance values were also examined. As a result of these examinations, it was seen that their values provide the desired conditions. In the autocorrelation examination, the Durbin-Watson test value was viewed and the variables were not autocorrelated. In all these results, multiple regression analysis was considered to have been achieved for 279 data.

Results

Pearson product moment correlation analysis was performed to determine the relationship between self-control and primary abilities. The results of the analysis are given in Table 1.

Table 1.

Pearson correlation results for relations between primary abilities and self-control

VARIABLES	1	2	3	4	5	6	7	8	9
1. Self-Control	1.00								
2. Patience	.33*	1.00							
3. Time	.31**	.24**	1.00						
4. Relationship	.25*	.10	.36**	1.00					
5. Trust	.19**	.23**	.32**	.26**	1.00				
6. Hope	.39**	.25**	.42**	.21**	.31*	1.00			
7. Gentleness	.09	.11	.32**	.10	.24**	.11	1.00		
8. Love	.30**	.20**	.26**	.16**	.19**	.29**	.13*	1.00	
9. Faith	.23**	.11	.42**	.22	.22**	.45**	.21**	.29**	1.00

** $p < 0.1$, * $p < 0.5$

When Table 1 is examined, the relationships between primary abilities and self-control are seen. According to the results of the analysis, self-control and patience ($r=.33$; $p<.01$), time ($r=.31$; $p<.01$), relationship ($r=.25$; $p<.01$), trust ($r=$ Low levels of .19; $p<.01$), hope

($r=.39$; $p<.01$), love ($r=.30$; $p<.01$) and faith ($r=.23$; $p<.01$) positive significant relationships were found.

Pearson product moment correlation analysis was performed to determine the relationship between self-control and secondary abilities. The results of the analysis are given in Table 2.

Table 2.

Pearson correlation results for relations between secondary abilities and self-control

VARIABLES	1	2	3	4	5	6	7	8	9	10	11	12
1. Self-Control	1.00											
2. Order	.21**	1.00										
3. Cleanliness	.10	.43**	1.00									
4. Punctuality	.18**	.41**	.25**	1.00								
5. Courtesy	.21**	.27**	.09	.20**	1.00							
6. Honesty	.31**	.20**	.17**	.13*	.11	1.00						
7. Achievement	.29**	.43**	.34**	.37**	.21**	.10	1.00					
8. Reliability	.23**	.26**	.15*	.23**	.20**	.25**	.24**	1.00				
9. Frugality	.12	.22**	.22**	.29**	.21**	.07	.027**	.19**	1.00			
10. Conformity	.39**	.38**	.25**	.32**	.33**	.17**	.39**	.30**	.23**	1.00		
11. Fairness	.32**	.24**	.13*	.18**	.25**	.27**	.22*	.34**	.23**	.22**	1.00	
12. Loyalty	.31**	.28**	.12*	.21**	.35**	.28**	.24**	.33**	.13*	.37**	.28**	1.00

** $p < 0.1$, * $p < 0.5$

When Table 2 is examined, it is seen that there are relations between secondary abilities and self-control. According to the results of the analysis, self-control and order ($r=.21$; $p<.01$), punctuality ($r=.18$; $p<.01$), courtesy ($r=.21$; $p<.01$), honesty ($r=.31$; $p<.01$), achievement ($r=.29$; $p<.01$), reliability ($r=.23$; $p<.01$), conformity ($r=.39$; $p<.01$), fairness ($r=.32$; $p<.01$) and loyalty ($r=.31$; $p<.01$) significant low-level and positive correlations were found between them.

Pearson product moment correlation analysis was performed to determine the relationship between self-control and balance model dimensions. The results of the analysis are given in Table 3.

Table 3.

Pearson correlation results for relations between balance model and self-control

VARIABLES	1	2	3	4	5
1. Self-Control	1.00				
2. Patience	-.11	1.00			
3. Time	.34**	.09	1.00		
4. Relationship	.09*	.14*	.18**	1.00	
5. Trust	.10	.37**	.15*	.12*	1.00

** $p < 0.1$, * $p < 0.5$

When Table 3 is examined, a low-level and positive significant relationship was found between success, which is one of the balance model dimensions ($r=.34$; $p<.01$) and self-control.

In order to determine to what extent primary abilities predict self-control, multiple linear regression analysis was performed and the results of the analysis are given in Table 4.

Table 4.

Self-control of primary abilities predict level

	B	Std. Error	β	t	p	Part	Partial
1 Constant	-80.339	12.112		-6.633	.000		
2 Patience*	2.982	.790	.211	3.777	.000	.329	.224
3 Time	1.275	.945	.089	1.350	.178	.312	.082
4 Relationship*	1.648	.737	.128	2.236	.026	.248	.135
5 Trust	-.278	.938	-.013	-.221	.825	.194	-.013
6 Hope*	3.307	.899	.234	3.677	.000	.386	.218
7 Gentleness	-.200	.723	-.016	-.277	.782	.090	-.017
8 Love*	2.482	.922	.153	2.692	.008	.301	.162
9 Faith	-.079	.839	-.006	-.094	.925	.226	.006

R=0.510; R²=0.260; F=11.840; $p < 0.1$

As seen in Table 4, as a result of multiple regression analysis, it is seen that primary abilities significantly

explain self-control ($R=.51$, $R^2=.26$; $F=11.840$; $p<.01$). When the relations of the variables with self-control

were examined one by one, it was concluded that patience, relationship, hope and love skills predicted self-control. Primary abilities explain 26% of the variance of self-control skills. The relative importance of the independent variables on self-control according to the standardized regression coefficient (β); hope ability

(.23), patience ability (.21), love ability (.15) and relationship ability (.13).

In order to determine to what extent secondary abilities predict self-control, multiple linear regression analysis was performed and the results of the analysis are given in Table 5.

Table 5.

Self-control of secondary abilities predict levels

		B	Std. Error	β	t	p	Part	Partial
1	Self-Control	-79.156	12.644		-6.260	.000		
2	Order	-.386	.925	-.027	-.417	.677	.211	-.026
3	Cleanliness	-.722	.686	-.063	-1.052	.294	.102	-.064
4	Punctuality	.017	.706	.001	.024	.981	.181	.001
5	Courtesy	.200	.850	.014	.235	.814	.207	.014
6	Honesty	2.814	.794	.200	3.545	.000	.311	.212
7	Achievement	1.807	.767	.148	2.356	.019	.290	.143
8	Reliability	.050	1.025	.003	.049	.961	.231	.003
9	Frugality	-.385	.680	-.032	-.567	.571	.116	-.035
10	Conformity	3.705	.881	.264	4.207	.000	.395	.249
11	Fairness	2.285	.824	.163	2.772	.006	.316	.167
12	Loyalty	1.429	1.019	.086	1.402	.162	.307	.086

R=0.524; R²=0.275; F=9.209; $p < 0.1$

As seen in Table 5, as a result of multiple regression analysis, it is seen that secondary abilities significantly explain self-control (R=.52, R²=.27; F=9.209; $p < .01$). When the relations of the variables with self-control are examined one by one, it is concluded that honesty, achievement, conformity and fairness abilities predict self-control. Secondary abilities explain 27% of the variance of self-control skills. The relative importance of

the independent variables on self-control according to the standardized regression coefficient (β); conformity ability (.26), honesty ability (.20), fairness ability (.16) and achievement ability (.15).

Multiple linear regression analysis was performed to determine to what extent the balance model (coping skills) predicted self-control, and the results of the analysis are given in Table 6.

Table 6.

Self-control of balance model predict levels

		B	Std. Error	β	t	p	Part	Partial
1	Sabit	-13.921	10.485		-1.328			
2	Body*	-2.710	.841	-.195	-3.221	.001	-.191	-.115
3	Success*	4.631	.804	.329	5.759	.000	.329	.337
4	Relationshil	.503	.706	.041	.713	.477	.043	.089
5	Spirituality	1.577	.806	.119	1.957	.051	.117	.099

R=0.386; R²=0.149; F=11.964; $p < 0.1$

As seen in Table 6, as a result of multiple regression analysis, it is seen that the balance model significantly elucidates self-control (R=.39, R²=.15; F=11.964; $p < .01$). When the relations of the variables with self-control were examined one by one, it was concluded that body and success predicted self-control. The balance model explains 15% of the variance of self-

control skills. The relative importance of the independent variables on self-control according to the standardized regression coefficient (β); showed success (.33) and body (-.19).

Argument

5.1. Discussion primary capacities as predictors of self-control

As a result of the research, it was revealed that patience, relationship, hope and love significantly predicted self-control. In other words, it can be said that the strength of participants' patience, relationship, hope and love also plays an important role in explaining the self-control that adolescents have.

Patience is considered as a desirable personality trait that strengthens the individual's character. At this point, patience is explained as the ability of an individual to maintain his calmness in the face of negative and painful experiences (Eryilmaz, 2020). Studies show that there is a significant relationship between patience and being open-minded, maintaining a job with determination and self-regulation (Schnitker & Emmons, 2007). In another study, it was stated that patience is an important ability for adolescents to regulate their actions in daily life (Schnitker et al., 2017). It is stated that low patience ability is related to the active impulsive system (Eryilmaz, 2020). At this point, it is recommended to carry out studies to activate the control system in order to develop the ability of patience. When the studies conducted with adolescents are examined, it is seen that this view is supported and it is functional to activate the control system in studies conducted to develop patience and self-control skills (Alan & Ertac, 2015; Schnitker et al., 2016). All these explanations show that the increase in self-control levels of adolescents as they use their patience skills is consistent with the literature.

As a result of the research, it was revealed that the self-control levels of the adolescents who use their relationship skills are also high. Relationship ability means that an individual appreciates the importance of his relationships, contacts people and makes friends easily (Peseschkian, 2002). It is also explained as competence in interpersonal relations. At this point, the relationship is not considered as a one-dimensional structure. It is stated that the relationship consists of five basic dimensions. These; to initiate a relationship, to express dissatisfaction with the behavior of others, to open up oneself and to manage interpersonal conflicts (Buhrmester et al., 1988). At this point, it is thought that self-control is especially important in starting the relationship and managing interpersonal conflicts. It is stated that individuals with low self-

control have difficulty in performing functions such as initiating or stopping a certain behavior, making decisions and implementing them (Muraven & Baumeister, 2000). In addition, it is stated that self-control skills have an important place in the socialization process of the individual (Kopp, 1982). At this point, it is considered as a finding consistent with the literature that the increase in the use of relationship skills will improve self-control. At the same time, it is stated that low use of relationship skills is associated with aggression and antisocial behaviors (Burt et al., 2008; Frankel & Myatt, 1996).

Another finding obtained from the study is that as adolescents' use of hope skills increases, their self-control also increases. The ability to hope is that in positive psychotherapy people can always have a way out, even in seemingly hopeless situations; It means believing that there will be a good future for themselves and their families and they always have a life plan (Peseschkian, 2002). Based on the results of the research, it can be said that increasing the use of hope skill will contribute to the increase of adolescents' self-control levels. At this point, when the studies on hope are examined, it is stated that hope contributes to self-control by changing the dominant reactions of individuals and increasing their determination to reach their long-term goals (De Ridder et al., 2012; Fujita, 2011; Li et al., 2021). At the same time, hope includes not only the determination to reach the goal, but also the plans and strategies to be followed in reaching the goal (Gomez et al., 2015; Snyder, 2002). It is thought that self-control is an important feature in reaching goals, especially in adolescence, and hope contributes to this feature (Callina et al., 2015).

Finally, it was seen that the use of love, which is one of the primary abilities, increased self-control. The ability to love is explained within the scope of relationships in the psychology literature. Against the individuals around the individual; It is expressed as approaching mature, deep, warm and positive feelings and conducting relations in this direction (Eryilmaz, 2020). One of the most important theorists who made explanations about love in psychology is Fromm. Fromm states that there are four basic dimensions of love. These; interest, responsibility, respect and knowledge (Fromm, 1968). Especially when it is considered on the basis of the dimensions of love, with the use of the ability to love, the interest, responsibility and respect for the other person will increase; It is

thought that this will contribute to the self-control skills of adolescents. It is stated that using the ability to love is an important element for the healthy development of individuals (Eryilmaz, 2020). In the model put forward by Benjamin (1993), it is seen that high self-control is associated with active love and active self-love. At the same time, when the researches are evaluated, it is seen that individuals who have not developed the ability to love are more likely to commit crimes (Eryilmaz, 2020).

5.2. Discussion of Secondary capacities as Predictors of Self-Control

As a result of the research, it was revealed that the abilities of honesty, success, compliance and justice significantly predicted self-control. In other words, it can be said that the strong abilities of honesty, success, compliance and justice have an important role in explaining the self-control that adolescents have.

The ability to be honest means that individuals are open in the most general sense. At the same time, honesty is expressed as an important feature on the basis of personality development and is considered as a personality trait (Eryilmaz, 2020). When considered within the framework of the Five Factor Personality Model, it is stated that one of the personality traits that includes honesty is responsibility (McCrea & Costa, 1997). At the same time, when evaluated on the basis of psychoanalytic theory, it is seen that honesty is evaluated as a function of both the ego and the superego. Especially when it is considered in terms of the function of the superego, it is seen that individuals behave in accordance with their value judgments (Eisnitz, 1988; Hanly, 1984). At this point, the relationship between honesty and self-control is supported. When the studies on honesty are examined, it is seen that the honesty abilities of individuals with antisocial personality disorder and impulse control problems do not develop (Eryilmaz, 2020). At the same time, studies show that low self-control is associated with dishonesty (Baumeister & Exline, 1999; Mead et al., 2009). At this point, it is considered important to study impulse control to strengthen the ability to be honest. In addition, it is seen that individuals will contribute to their self-control skills by improving their honesty skills.

It has been observed that as the use of success, which is one of the secondary abilities, increases, the self-control skills of adolescents also increase. In other

words, it is important to increase the use of achievement skills at the point of increasing the self-control skills of adolescents. Success is aimed at developing or demonstrating the abilities of the individual at a high level; On the other hand, it is defined as behaviors that involve avoiding showing low-level ability (Eryilmaz, 2020). The ability to succeed means that individuals believe that being lazy will usually lead to bad results, that they evaluate themselves as work and success-oriented individuals, and that they do not feel good when they are lazy (Peseschkian, 2002). The way to success is through responsibility, planning and will, that is, self-control. Similarly, when evaluated on the basis of the Five Factor Personality Model, it is seen that success is evaluated with the responsibility personality trait. At this point, it is stated that individuals with responsible personality traits are more likely to make goal-oriented planning and achieve success (McCrea & Costa, 1999; Roberts et al., 2009). Cattell (1943) states that the concept of success can be explained by features such as willingness, determination, endurance, persistence and productivity. At this point, it is seen that the theoretical explanations coincide with the findings of the research. Based on the results of the research, it can be said that increasing the use of achievement skills will be effective in improving adolescents' self-control skills. At this point, it is recommended to organize learning experiences. One of the approaches to be followed in this regard is the self-regulated learning model (Eryilmaz, 2020). With the self-regulated learning model, students' achievement abilities can be increased and their self-control skills can be increased accordingly.

Another finding obtained from the study is that the self-control skills of adolescents who use the ability to adapt are more developed. In other words, it can be said that the use of adaptability is effective in the development of adolescents' self-control. Conformity refers to a change in behavior or belief as a result of real or imagined group pressure. It means not only behaving like other people but also being affected by the behavior of others (Eryilmaz, 2020). More or less use of the ability to adapt leaves a negative impact on the lives of individuals. However, as a result of the research, it is seen that the increase in conformity behavior contributes to self-control. It is thought that this situation stands out in terms of underuse rather than overuse of adaptability. When the relevant literature is

examined, it is seen that there is a significant relationship between low use of adaptability and antisocial and impulsive behaviors (Coid & Ullrich, 2010). For this reason, Eryilmaz (2020) states that the impulsive systems of individuals who use their ability to adapt less are active. At this point, it is considered important to activate the control system in individuals in order to increase the use of the ability to comply. Self-control skills can be contributed by increasing the use of individuals' ability to comply with goal setting, setting standards and principles.

Finally, it was seen that the high use of justice, one of the secondary abilities, increased self-control. At this point, it is considered important to increase the use of justice skills in increasing the self-control skills of adolescents. The capacity for justice is considered as one of the features that strengthen the character structure of the individual. When the studies are examined, it is seen that the impulsive systems of adolescents with low use of justice skills are active (Eryilmaz, 2020) and they display more aggressive behavior (Arsenio et al., 2012).

5.3. Discussion of the balance model as a predictor of self-control

As a result of the research, it was seen that the use of work and body, which are dimensions of the balance model, are a significant predictors of self-control.

In the context of positive psychotherapy, the work dimension corresponds to success. Adaptation, flow experience, motivation, taking initiative in personal growth, struggling for goals, coping, sense of development and self-regulation are important concepts in this dimension (Eryilmaz, 2020). At this point, it is thought that activating the work dimension and increasing the value attributed to this dimension by adolescents will contribute to self-control skills. Studies show that performance and success are related to responsibility and self-control (Caligiuri, 2000).

The location of the body in the balance dimension is expressed as the body sensations. Happiness, positive emotions, subjective well-being, cognitive flexibility, cognitive reframing, openness to experience, positive uncertainty, self-efficacy locus of control and defense mechanisms are important concepts in this dimension (Eryilmaz, 2020). As a result of the research, it was revealed that as the value attributed to body sensations increases, self-control decreases. In other words, in order to develop adolescents' self-control skills, the

value attributed to body sensations should decrease. As a result of the intensely active body dimension, individuals experience psychosomatic symptoms more intensely in conflicts or in case of difficulty (Eryilmaz, 2020). For example, can have reactions such as heart palpitations, stomach cramps or headaches. Therefore, it is thought that regulating the value that adolescents attribute to this dimension by gaining awareness about their body sensations will also contribute to their self-regulation skills.

Conclusions

In this study, the relationship of primary capabilities, secondary capabilities and balance model, which are positive psychotherapy constructs, with the self-control levels of high school students was examined. According to the results of the analysis, patience, relationship, hope and love are among the primary abilities which increase self-control; the secondary abilities which increase self-control are honesty, achievement, conformity and fairness. From the balance model, it was revealed that success and body were a significant predictor of self-control.

When the relevant literature is examined, no research has been found in which the concept of self-control is examined in terms of positive psychotherapy structures. However, it is accepted as one of the processes in the design process in self-control education. When examined on the basis of personality structuring, it is seen that self-control is explained with the concepts of rigor, regularity, responsibility, perseverance, consciousness, having a purpose, honesty, conscientiousness and comfort. At this point, the explanation of self-control with positive psychotherapy structures seems compatible with the literature.

In line with the findings obtained as a result of this research, increasing the capacities of patience, relationship, hope, love, honesty, success, conformity and justice increases the self-audit skills of individuals with low self-control; The work and understanding of body sensations has been revealed to be stabilizing. On this basis, psychotherapists, activating the control system, regulating impulse control, regulation of learning experiences, creating objective, standard determination, principles, teaching anger control, conflict solving process, giving problem solving skills,

regulating emotions, improving social skills, improving self-esteem, Self-control of communication skills can support adolescents in increasing self-control in individuals with low self-control.

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