



The Effectiveness of the Comprehensive Subjective Well-Being Program

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A B S T R A C T

The aim of the present study is to investigate effectiveness of the comprehensive subjective well-being program which is developed adults. This study was carried out pre-post experimental design with control and experiment groups. Comprehensive subjective well-being program was implemented on 15 female and 4 male adults who were civil servants. Their ages varied between 21 and 54 ($M = 35.47$; $Sd = 10.47$). Similarly, there were 19 adults in the control group. Their ages varied between 21 and 53 ($M = 31.21$; $Sd = 8.46$). It was chosen 20 activities to implement. The data were collected with Positive-Negative Affect Scale, Satisfaction with Life Scale, Beck Depression Inventory and State-Trait Anxiety Scale. The data were analyzed with Wilcoxon Sign Test and Mann Whitney U Test. According to results, individuals in the experiment group as regards control group had higher scores at positive affection ($Z = -2.53$; $p < 0.01$), life satisfaction ($Z = -3.28$; $p < 0.01$), and also lower scores at depression ($Z = -2.37$; $p < 0.05$), state-trait anxiety ($Z = -3.29$; $p < 0.01$) and negative affection ($Z = -2.42$; $p < 0.05$). To increase adults' subjective well-being, this program might be utilized.

Keywords: Positive psychology, well-being, program, adults, counsellor.

INTRODUCTION

Psychology treats mental health in a broad framework. Regarding the mental health of individuals has two important aspects, namely pathology and positive (ERYILMAZ, 2014; Hefferon & Boniwell, 2011). In other words, there are two important dimensions of mental health: the lack of illnesses in individuals and the high level of well-being of individuals (Diener, 1994; Diener & Diener, 2009). The concept of well-being represents the positive side of mental health (Vaillant, 2002). There are two dimensions of well-being: psychological well-being and subjective well-being (Diener, Suh, Lucas, & Smith, 1999; Fava & Ruini, 2003).

Subjective well-being is used instead of happiness in psychology. There are three important components of subjective well-being. These are positive affection, negative affect and life satisfaction. If the positive feelings of the individual are too much; if the negative emotions are experiencing very little and they have a high level of life satisfaction, this means that they are happy (Diener & Diener, 2009; Diener et al., 1999; ERYILMAZ, 2014; Ali Eryilmaz & Ercan, 2010).

When the positive psychology literature is examined, it is seen that intervention studies aimed at increasing the subjective well-being. It is seen that the theoretical and experimental

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studies show a tendency towards psychotherapy. The common points of subjective well-being interventions are; to help individuals to regulate themselves, to organize relationships with the environment, to identify areas of success in individuals' lives, to feel competent in these areas and to make sense of their lives (Buss, 2000; Ali Eryılmaz, 2010; Ali Eryılmaz & Ercan, 2010; Fava & Ruini, 2003; Frisch, 2013; Seligman, Steen, Park, & Peterson, 2005; Tkach & Lyubomirsky, 2006).

There are many professions that help individuals to improve their subjective well-being. One of them is psychological counselling and guidance (Akin-Little, Little, & Delligatti, 2004; A Eryılmaz, 2013). When looking at the history of the psychological counselling and guidance profession, it is evident that psychological counsellors actually carried out their professions to help "individuals realize themselves" (Deniz & Erözkan, 2017; Özgüven, 1990; Yeşilyaprak, 2017). Today, the regulations in the field of positive psychology confirm the above-mentioned idea. For instance, the American Psychological Association (APA) evaluates positive psychology within the context of counselling Psychology, the 17th Dimension. Historical development of psychological counselling and guidance profession and applications of positive psychology show that adjectives such as "positive psychological counsellors" might be attached to psychological counsellors. There are also researchers who emphasize this issue (Magyar-Moe, Owens, & Conoley, 2015). Various subjective well-being programs should be developed for psychological counsellors to effectively pursue their profession (A Eryılmaz, 2013).

Raising the level of subjective well-being has some positive consequences. For instance, having a high level of subjective well-being means that individual to protect themselves from disease, to succeed in their developmental tasks, to be successful in business life, and to increase their productivity. On the other hand, increasing the level of subjective well-being leads to an increase in functionalities of the individual in terms of physical, social and psychological (Sheldon & Bettencourt, 2002). At this point, it is important to raise the level of subjective well-being of the individuals. There are various studies in the international literature that raise the level of subjective well-being of individuals (Fava & Ruini, 2003; Frisch, 2013; Lyubomirsky, Sousa, & Dickerhoof, 2006; Seligman et al., 2005). In Turkey, the number of these studies is very small (ERYILMAZ, 2014). The implementation of comprehensive well-being programs, especially on adults, is too small to be tested. In conclusion, the aim of this study is to examine the effectiveness of the comprehensive subjective well-being program on adults.

METHODOLOGY

The purpose of this study is to examine the effectiveness of the comprehensive subjective well-being program developed for adults. The study was conducted in experimental and control group pre-test and post-test experimental design. Dependent variables of the study are exhibitions of positive and negative affect levels, life satisfaction, and depression and anxiety symptoms of the adults in the experimental group. The independent variable of the study is the comprehensive subjective well-being program. In the study, 20 activities were selected which increased the subjective well-being and psychological subjective well-being (ERYILMAZ, 2014; Ali Eryılmaz, 2017). These twenty activities have been applied to adults by 19 psychological counsellors in the form of individual psychological counselling and homework practice.

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Wilcoxon Sign Test and Mann Whitney U Test, which are nonparametric techniques, were used in the analysis of the data. Qualitative evaluation form was also used to evaluate the program. In this form, two open-ended questions were asked: "Do you evaluate the program with its positive and negative aspects?" and "What should be done for the program's better operation?" Sentence-based content analysis was applied to the answers given to the questions.

In the literature, the scales used frequently in measuring subjective well-being are the Life Satisfaction Scale and the Positive and Negative Emotion Scale. Two methods are followed in the studies. The first method is to use these scales separately. The second method is based on the theoretical description of subjective well-being. Based on this definition, subjective well-being is measured by applying the following equation (Sheldon and Bettencourt, 2002; Sheldon and Elliot, 1999). In this study, the total subjective well-being score was obtained by applying the above equation. Data analysis was also performed over the total score obtained.

$$\text{Subjective Well-being} = (\text{Life Satisfaction} + \text{Positive Affection}) - \text{Negative Affection}$$

Study group

There are three important groups in this study. The first one is candidates of counsellors. The second is the experimental group while the third is the control group. These groups are briefly described below.

Candidates of psychological counsellors: 19 (15 female and 4 male) psychological counsellors candidates were included in the study as psychological counsellors at the age of 22 to 20 years ($M = 20.89$, $SD = 0.60$). Candidates of psychological counsellors are third-year students who study in the Psychological Counselling and Guidance Program at a public university faculty of education. A number of criteria have been taken for these candidates to work. Among these criteria is volunteering, taking the course of psychological counselling principles and techniques. The volunteer students were given a theoretical and practical training on the basic concepts of positive psychology and subjective well-being programs for a period of three months. Students who successfully completed this training were selected as implementation candidates.

Experiment and control group: The program was conducted on 15 female and 4 male adults (aged 21 to 54 years old, $M = 35.47$; $SD = 10.47$) working as a public officer in a public institution in Turkey. In the experimental group, 12 of the women were married and 3 were single; 2 of the men are married and 2 are single. The study included 19 adults (15 women and 4 men) in the control group, aged 21-53 years (mean = 31.21; $SD = 8.46$), who served in the same institution. In the control group, 13 of the women were married and 2 were single; 3 of men are married and the other is a single man.

Instrument

Positive-Negative Affect Scale, Life Satisfaction Scale and Beck Depression Scale were used to evaluate the effectiveness of the program in the study. Personal information form was also used in the study. In addition, a qualitative evaluation form was used to evaluate the program. Information on measuring instruments is given below.

Life Satisfaction Scale: Life satisfaction is assessed as cognitive dimension of subjective

well-being. Life satisfaction is measured by the Life Satisfaction Scale developed by Diener et al. This scale was adapted by Turkish Köker (1991). The scale consists of five items. The scale is of type likert with 7. Test-retest reliability of your scale was found to be 0.85. The Cronbach-Alpha reliability coefficient was 0.76.

Positive - Negative Affect Scale (PANAS Scale): The Positive-Negative Affect Scale was developed by Watson and his colleagues, and aims to measure emotional states of individuals. There are 20 emotional expressions, 10 positive and 10 negative on the scale. This scale was adapted to Turkish by Gençöz (2000). The Cronbach-Alpha internal consistency coefficient was 0.83 for negative emotion and 0.86 for positive emotion in the scale fitting study (Gençöz, 2000).

Beck Depression Scale: One of the scales used to measure whether individuals exhibit depression symptoms is Beck Depression Scale. This scale was developed by Beck et al. (1961). The scale consists of 21 items. The adaptation of the scale to Turkish was carried out by Hisli (1989). Internal consistency and test-retest reliability of your scale are within acceptable limits.

Trait Anxiety Scale: Trait Anxiety Scale was developed by Spiel Berger et al. The scale consists of 20 items and is a 4-point Likert type measure. The scale was adapted to Turkish by Oner and Le Compte (1985). Test-retest reliability of your scale was 0.86.

Experimental Procedure and Process

This study was conducted on adults. Positive psychology literature has been used in the development of the activities discussed in the study. In particular, the studies of scientists who have been working on this subject have been examined (Buss, 2000; Ali Eryılmaz & Ercan, 2010; Fordyce, 1977, 1983; Seligman, 2012; Tkach & Lyubomirsky, 2006). Five important subjective well-being enhancement strategies set out by (Ali Eryılmaz, 2010; A Eryılmaz, 2013) were also taken as the basis for the program. There are five areas; to give positive reactions to the environment, to receive positive reactions from the environment, to satisfy the desires, to perform mental control and to fulfil the religious beliefs. Activities in these five dimensions have also been developed and used by various researchers. Three things that make me happy as an example of these researchers and activities (Seligman et al., 2005); gratitude (Emmons & McCullough, 2003; Seligman et al., 2005); social relations (Dunn, Aknin, & Norton, 2008; Lyubomirsky et al., 2006); meaning and purpose (Sheldon & Lyubomirsky, 2006); to think about positive events in the past (F. Bryant, 2003; F. B. Bryant & Veroff, 2017; Lyubomirsky et al., 2006), optimism and hope (Rashid, 2015); to establish positive relationships with the environment (Fava, Rafanelli, Cazzaro, Conti, & Grandi, 1998).

In addition to all these, ERYILMAZ (2014) has conducted individual intervention studies to improve the subjective well-being of university students. Likewise, in his work (2015) in the form of peer counselling, he achieved positive results (based on five key strategies). As a result, the program used in the study was given the name "Comprehensive Well-Being Program". The activities used in the comprehensive well-being program are given in Table 1 below. Seven of the activities are homework and sharing of these assignments; And 13 in the form of individual psychological counselling.

Table 1. Program content

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Domain of activity	Kinds of activity	Implementation of activity
Positive Reactions to the Environment: The purpose of the activities in this group is to ensure that the individual positively participates in interpersonal relationships.	<ol style="list-style-type: none"> 1. Greeting 2. Listening to the problem 3. Compliment 4. Gratitude 	<ol style="list-style-type: none"> 1. The event is given in the form of homework. 2. The event is given in the form of homework. 3. The event is given in the form of homework. 4. The event was conducted in the form of individual consultation.
Receiving Positive Reaction: The purpose of the activities in this group is to ensure that the individual is positively involved in interpersonal relationships.	<ol style="list-style-type: none"> 1. My sources of happiness 2. Helping 3. My support resources 	<ol style="list-style-type: none"> 1. The event was conducted in the form of individual consulting. 2. The event is given in the form of homework. 3. The event was conducted in the form of individual consulting.
Mental Control Activities: The purpose of the activities in this group is to ensure that individuals focus on the positive aspects of the events they live in and protect their happiness in the face of negative events, people and situations.	<ol style="list-style-type: none"> 1. Positive perception about self 2. Three events that made me happy today 3. Five events that made me happy in the past 4. I solve my problems 5. Thinking well 6. Distance setting 7. My future goals 8. Have letter in the future activity: Mental control 9. The pleasure of the past 	<ol style="list-style-type: none"> 1. The event was conducted in the form of individual consulting. 2. The event is given in the form of homework. 3. The event was conducted in the form of individual consulting. 4. The event was conducted in the form of individual consulting. 5. The event was conducted in the form of individual consulting. 6. The event was conducted in the form of individual consulting. 7. The event was conducted in the form of individual consulting. 8. The event was conducted in the form of individual consulting. 9. The event was conducted in the form of individual consulting.
Satisfaction of desires: The purpose of the activities in this group is to convey the activities that can satisfy the wishes of a team that will benefit the physical and mental relaxation organized on the basis of the individuals' self-sufficiency and their satisfaction with their needs.	1. My flow list	1. The event is given in the form of homework.
	1. Behaviour towards direct happiness	2. The event is given in the form of homework.
Fulfilling Religious Belief: The aim of the activities in this group is to increase the meaning loads of individuals in life.	1. Reasons for thankfulness	1. The event was conducted in the form of individual consulting.
	1. My most beautiful prayer	2. The event was conducted in the form of individual consulting.

RESULTS

Table 2. Descriptive statistics

	Group	Pre-test <i>M</i>	Pre-test <i>SD</i>	Post-test <i>M</i>	Post-test <i>SD</i>
Life satisfaction	Experiment	24.94	4.52	27.68	4.21
	Control	22.68	4.84	22.21	4.55
Positive affection	Experiment	33.47	6.14	38.36	7.25
	Control	31.84	7.09	32.05	7.35
Negative affection	Experiment	20.57	8.35	13.78	5.34
	Control	16.78	4.58	18.47	6.44
Depression	Experiment	31.63	8.48	23.84	2.40
	Control	29.47	7.36	28.73	6.29
Anxiety	Experiment	43.68	9.06	36.84	8.45
	Control	43.47	8.31	46.36	6.11
Subjective well-being	Experiment	37.84	11.98	27.68	4.21
	Control	37.73	10.17	22.21	4.55

Firstly, in terms of pre-test scores, the subjects in the experimental and control groups were compared. The Mann Whitney U Test was used in the comparison. In this point, life satisfaction ($Z = -1.143$, $p = 0.258$), positive affection ($Z = -0.673$, $p = 0.506$), negative affection ($Z = -1.258$, $p = 0.212$), depression ($Z = 0.385$), anxiety ($Z = -0.351$, $p = 0.729$) and subjective well-being ($Z = -0.044$, $p = 0.977$) scores were not significantly different between the experimental and control groups. According to these results, it was concluded that the experiment and control group were equalized groups.

Table 3. Comparison of the pre-test scores

Variables	Group	Mean of rank	Sum of rank	u	p
Life satisfaction	Experiment	21.55	409.50	141.50	0.258
	Control	17.45	331.50		
Positive affection	Experiment	20.71	393.50	157.50	0.506
	Control	18.29	347.50		
Negative affection	Experiment	21.76	413.50	137.50	0.212
	Control	17.24	327.50		
Depression	Experiment	21.11	401.00	150.00	0.385
	Control	17.89	340.00		
Anxiety	Experiment	18.87	358.50	168.50	0.729
	Control	20.13	382.50		
Subjective well-being	Experiment	19.58	372.00	179.50	0.977
	Control	19.42	369.00		

In terms of post test scores, the subjects in the experimental and control groups were compared. The Wilcoxon Signed Rank Test was used in comparison. According to the results of the research, the life satisfaction ($Z = -3.281$, $p = 0.001$), positive affection ($Z = -2.532$, $p = 0.011$) and subjective well-being ($Z = -3.344$, $p = 0.001$) were found to be higher in the experimental group than the control group. Moreover, the mean scores of depression ($Z = -2.373$, $p = 0.018$) and negative emotions ($Z = -2.428$, $p = 0.015$) were found to be lower in the experimental group than the control group.

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Table 4. Comparison of post-test scores

Variables	Group	Mean of rank	Sum of rank	u	p
Life satisfaction	Experiment	25,39	482,50	68.50	0.00
	Control	13,61	258,50		
Positive affection	Experiment	24,05	457,00	94.00	0.01
	Control	14,95	284,00		
Negative affection	Experiment	15,16	288,00	98.00	0.02
	Control	23,84	453,00		
Depression	Experiment	15,26	290,00	100.00	0.02
	Control	23,74	451,00		
Anxiety	Experiment	13,58	258,00	68.00	0.01
	Control	25,42	483,00		
Subjective well-being	Experiment	25,53	485,00	66.00	0.00
	Control	13,47	256,00		

Control group pre-test and post-test scores were compared using the Wilcoxon Signed Rank Test. According to the results of the analysis, there was no significant difference in terms of pre-test and post-test scores of the control group. The results are given in Table 5.

Table 5. Comparison of pre-test and post-test scores for control group

		N	Mean of rank	Sum of rank	z	p
Life satisfaction	Negative sign	8(a)	8,31	66,50	-0.88	0.37
	Positive sign	6(b)	6,42	38,50		
	Equal	5(c)				
	Total	19				
Positive affect	Negative sign	9(d)	8,56	77,00	-0.02	0.98
	Positive sign	8(e)	9,50	76,00		
	Equal	2(f)				
	Total	19				
Negative affect	Negative sign	5(g)	7,80	39,00	-1.19	0.23
	Positive sign	10(h)	8,10	81,00		
	Equal	4(i)				
	Total	19				
Depression	Negative sign	8(j)	8,94	71,50	-0.65	0.51
	Positive sign	7(k)	6,93	48,50		
	Equal	4(l)				
	Total	19				
Anxiety	Negative sign	5(m)	8,80	44,00	-1.24	0.21
	Positive sign	11(n)	8,36	92,00		
	Equal	3(o)				
	Total	19				
Subjective well-being	Negative sign	11(p)	8,18	90,00	-0.64	0.52
	Positive sign	6(q)	10,50	63,00		
	Equal	2(r)				
	Total	19				

Experiment group pre-test and post-test scores were compared using the Wilcoxon

Signed Rank Test. According to the results of the analysis, there was significant difference in terms of pre-test and post-test scores of the experiment group. The results are given in Table 6.

Table 6. Comparison of pre-test and post-test scores for experiment group

		N	Mean of rank	Sum of rank	z	p
Life satisfaction	Negative sign	6(a)	4,50	27,00	-2.25	0.01
	Positive sign	12(b)	12,00	144,00		
	Equal	1(c)				
	Total	19				
Positive affect	Negative sign	4(d)	9,00	36,00	-2.16	0.03
	Positive sign	14(e)	9,64	135,00		
	Equal	1(f)				
	Total	19				
Negative affect	Negative sign	14(g)	9,61	134,50	-2.75	0.01
	Positive sign	3(h)	6,17	18,50		
	Equal	2(i)				
	Total	19				
Depression	Negative sign	15(j)	8,00	120,00	-3.41	0.00
	Positive sign	0(k)	,00	,00		
	Equal	4(l)				
	Total	19				
Anxiety	Negative sign	16(m)	9,97	159,50	-2.60	0.01
	Positive sign	3(n)	10,17	30,50		
	Equal	0(o)				
	Total	19				
Subjective well-being	Negative sign	2(p)	8,75	17,50	-3.12	0.00
	Positive sign	17(q)	10,15	172,50		
	Equal	0(r)				
	Total	19				

Table 7. Qualitative evaluation of the program

Equations	Sample sentence
Increasing of happiness	<p>*I think it has been increased my happiness. It made me happy at first to meet my counsellor, to talk to him, to open myself. Instead of making a problem, I think I will make a distance together and realize something with this program. We talked a lot of things. In daily life, many people could not talk anywhere. My internal voice was external to this program. I'm happy. I have had goals to be happy. I realized my feelings.</p> <p>* I was surprised to learn that the greatest factor in my happiness in human relationships is trust, and I began to delve myself into it. I saw that simple behaviours such as greeting, listening to problems and even being a happy-face made people in our favour happier than I anticipated. During the consultation, I voiced my concerns and witnessed that I acted with more impartial and common sense. I realized that I was happier than I remember when I remembered the things I loved and were happy with, the music, and so on.</p>

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Increasing of mindfulness	<p>*This program has thought a lot about my happiness. He let me handle my problems. He showed me how to deal with these problems. I noticed many things about myself. I taught people around me what I can think of and what I can feel.</p> <p>* The program has made me think about the things that I have in my life but have not always thought about. I remembered the memories that I forgot, did not remember, I did not know. It made me happy to talk about my support resources, gratitude, my goals. It was an opportunity for me to think outside my life. I complimented me with no compliment thanks to the compliment activity. Everyone, including my wife, was surprised. In short, it helped me to notice myself.</p>
Get stronger	<p>It made me realize that I am very strong, that I have accomplished many things, and that I have had a very humble life. It was the occasion to not be aware.</p> <p>*There are many people who support me in my life but sometimes people do not realize it.</p>
Increasing of optimism	<p>* I can say that the events are a bridge to my past and my future. It's totally positive and positive.</p> <p>* The program has brought me a lot of things. At first I think more optimistic about people. He noticed the importance of happiness in human life. Some things made me look more positive.</p>
Increasing of self-awareness	<p>* The program has enabled me to take my life seriously. For the first time, I have studied everything that is related to me so deeply. I've never been so concerned myself. I just had a chance to deal with issues that made me happy, peaceful, exciting, etc. Maybe it's the first time I've been so selfish. I just had a chance to think for myself.</p> <p>* I took time for myself and felt myself valuable.</p>
Self-regulation	<p>*I have seen that life philosophy is right and that I need to add more beautiful things to it because it works.</p> <p>* I did not reconsider myself, weigh myself and let myself face and talk in some matters.</p>
Past repair	<p>* It was very good for me to talk and talk about my problems and happiness. I felt relieved and relaxed. I got a little happier. It was nice to interrogate, organize and observe some areas of life. We had a nice trip with the consultant.</p> <p>*The process was enjoyable and the recordings of the proceedings were left forever to come, I think it was the most beautiful achievement.</p>

Qualitative assessment of the program suggests that all adults participating in the program have evaluated the program positively. It has been seen that the program raises the happiness, awareness, optimism, self-regulation and self-values of individuals. The program also allowed individuals to feel strong and repair their past. The counsellors stated that the program had no negative aspects. As a recommendation, they also increased the number of activities and allocated more time.

CONCLUSION

The purpose of this study is to examine the effectiveness of the comprehensive subjective well-being program on adults. When the qualitative or quantitative findings of the study were examined, it was found that this study increased the subjective well-being of the adults. It is possible to evaluate the results of the research in many ways.

Both positive psychology-based studies(Hefferon & Boniwell, 2011) and studies conducted in the pathological field(Vaillant, 2002) indicate that subjective well-being represents the positive side of mental health. In this context, it is important to focus on the subjective well-being of adults and bring their mental health to a more positive position. When studies on adults are examined, the relationship between gender(Fujita, 1991), age (Ryff, 1989), education(Veenhoven, 1994), income, marital status(Diener et al., 1999), religion(Pollner, 1989),

Studies of relationships with variables such as life events, personality traits (Diener & Diener, 2009; Fordyce, 1983; Lyubomirsky & Lepper, 1999), optimism (Lucas, Diener, & Suh, 1996; Lyubomirsky, 2001).

In addition to all these, it is also known that experimental studies have been carried out (Mauss et al., 2012; Parks, Della Porta, Pierce, Zilca, & Lyubomirsky, 2012) in order to bring a positive level of subjective well-being to university students. It is seen that there are various relations studies in Turkey that explain the subjective well-being of the individuals (Cenkseven & Akbaş, 2016; DİLMAÇ & BOZGEYİKLİ, 2012). On the other hand, it is seen that the number of experimental studies aiming at improving subjective well-being through comprehensive programs is very low in Turkey and the existing studies are realized mostly on university students (ERYILMAZ, 2014). At this point, this study can be said to have contributed to the literature because it reveals findings about the promotion of subjective well-being on adults.

Psychological counselling and guidance is a profession that is continuing its professional development. There are studies that show that the psychological counselling and guidance profession can benefit from positive psychology in the context of preventive and capacity building; (A Eryılmaz, 2013). On the other hand, there is a need for psychological counsellors to study positive psychological benefits in the psychological counselling process. This study is important because it improves the subjective well-being of adults with individual psychological counselling process. This study can be seen as a complementary study since the psychological counselling and guidance profession has shown that positive psychologist can benefit from positive psychologist as preventive, developing as well as remedy and healing point.

There are various theories explaining subjective well-being. Activity theory can be given as an example of these theories. Activity theory considers individuals as a way to improve the subjective well-being of individuals by using a number of activities (Diener, Lucas, & Oishi, 2002; Emmons, 1986). According to ERYILMAZ (2014), activity theory does not provide enough information on how certain kinds of activities might affect individuals' subjective well-being. At this point, it can be said that the activities used in this study clarify the theoretical considerations of activity theory. In other words, the results of this study responded to the question: "How can individuals' subjective well-being are brought to a more positive position through which activities?"

According to the particularly qualitative findings of this study, this study demonstrated that the comprehensive subjective well-being program, which examined its effectiveness, not only improved the happiness of adults, but also a number of different gains. For example, it appears that the program has raised adults' optimism, self-regulation and self-esteem, and raised awareness. The program also helps individuals feel strong and repair their past. Why this gain was realized when the program was a subjective well-being upgrade program? The question must be answered. According to ERYILMAZ (2014), the answer to this question comes from positive psychological studies. Studies carried out in the field of positive psychology have revealed that maintaining positive feelings for individuals often provides additional benefits for individuals. These achievements are addressed around three important topics. These are increasing capacity, expanding perspective and repairing past. In capacity building, individuals are more effective in problem solving skills. With the expansion of

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perspectives, individuals are approaching the problems they face from different angles and their positive perceptions are increasing. If repairing past occurs, the negative emotions and thoughts experienced in the past are recovered (Hefferon & Boniwell, 2011). At this point, other findings may have emerged in the findings of this study due to the positive effects and the apparent influences of the thoughts. In addition to all these, similar results have been achieved in studies carried out by ERYILMAZ (2014) on university students. However, this study, which is carried out in the adult group in terms of gains such as self-esteem and positive self-judgment, seems to be different from the studies carried out on university students. This may be due to the fact that university students are not yet in their adulthood and that they have an adult life (Arnett, 2001). Increased self-knowledge and self-regulation skills of adults (Santrock, 1997) are also as a means to feel good about them.

Several suggestions can be made based on these study findings. First, this study was conducted on a non-clinical sample. Conducting similar studies on clinical samples may also contribute to the literature to see if the activities are also functional in this group. Secondly, psychological counsellors can apply similar programs on individuals who are in different developmental periods. Thus, the application area may have been enlarged.

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