

Developing a Positive Psychotherapy Balance Model Application Scale to Study Academicians' Skills in Solving Personality Conflicts

Guldal Kan Şebnem¹, Memmedova Konul^{2*}

¹Department of Pre-School Teaching, Near East University, North Cyprus.

²Department of Psychological Counselling and Guidance, Near East University, North Cyprus, Turkey

ABSTRACT

The principal focal point of Positive Psychotherapy is to specify the “positive” and reinterpret the symptoms/disorders in a positive way and help the client lead a balanced personal life. Human life is dealt within four- balance dimensions; the body (senses), achievement (mind), relationships (traditions), and the future/ Spirituality. Any individual experiencing such Conflicts is inclined to cope with them through different dimensions. This study aimed to develop a “Positive Psychotherapy Balance Model Scale” to be administered to the academicians at the university. The scale developed by the researchers was conducted on the academicians for its reliability and validity and the data were examined through 24.0 SPSS (Statistical Package for Social Sciences) program. The participants were picked through random sampling method, in which 291 participants out of 1200 were interviewed considering confidence-range and sampling-error. The validity and reliability of 23 items out of 51 in the Positive Psychotherapy Balance Model Scale were calculated.

Keywords: Positive psychotherapy, conflict-solve, balance model, scale, personality

INTRODUCTION

Throughout history, innovations in science, culture, art, economy, and technology affected education necessitating restructuring and interpretation. This urged educational institutions to raise academicians inclined to doing researches to contribute to science. “Academician and Academic profession” concepts were first derived from “Academia Olive-grove” during Plato’s teaching years in Athens (Odabasi and Et All, 2008). Academic profession has been defined in several ways. As lexis, it refers to academicians’ methods, discipline, and skills.

The concept of “Academic Profession” is associated with activities in academic life. When literature is overviewed, it can be observed that academic life is more than teaching with Conflicts due to heavy work-load (Randall, 2006). Koblinsky and Mc Clintock-Comeaux (2006) argue that academicians, with teaching qualifications, are assigned several classes which make them overloaded. In several departments, academicians are experts in certain areas and they are expected to be equipped with wide knowledge (Marsh and Hattie, 2002). In this respect, their personalities play a great role in coping with Conflicts they experience.

Man is a social being and needs others to meet his social needs, faced when interacting with other people. Personality is an integral part of social relationship, which is noticed when interacting with other people. Among the factors affecting personality are firstly the characteristics of social relationships, prioritized by individual differences

and characters, which include thoughts, behaviors, feelings, and relationships (James, 1981). Secondly are social movements and thirdly the feedback from others during social interaction. Reactions from other people are determinants in shaping personality (Denissen, Schonbrodt, van Zalk, Meeus and van Aken, 2011; Neyer and Lehnart, 2007).

Personality is defined as the reaction to an individual’s relative, persistent, and traced behavior patterns (Ozdemir, Ozdemir, Kadak and Nasıroğlu, 2012). However, the word is expressed differently in a descriptive quality and with an adjective today. For example, “an aggressive or well-adjusted personality” attracts our attention. “Personality” is defined

Corresponding Author e-mail: konul.memmedova @neu.edu.tr

https://orcid.org/0000-0003-0087-0236

How to cite this article: Şebnem GK, Konul M. Developing a Positive Psychotherapy Balance Model Application Scale to Study Academicians’ Skills in Solving Personality Conflicts. Pegem Journal of Education and Instruction, Vol. 15, No. 1, 2025, 213-220

Source of support: Nil.

Conflicts of Interest: None.

DOI: 10.47750/pegegog.15.01.21

Received: 19.04.2024

Accepted: 24.09.2024

Published : 01.01.2025

differently today (Inanç and Yerlikaya, 2016). Personality, reflects an individual's, with culture concept, life-style, which includes characteristics and known/unknown dimensions (Adpt. Yalçın, Şeker, Bayram, 2014). From the past up today, researchers have come up with different models of specifying personality characteristics. For example, according to a model by Eysenck, personalities are considered in horizontal end, and vertical end. Horizontal end dimension deals with introvert and the other deals with extrovert personality traits. Introvert individuals are quiet, have difficulties in interacting with people and their minds are closed to the environment. Meanwhile, extrovert individuals are friendly, humanitarian and social. Individuals in the vertical dimension of the model are in two ends; neurotic and normal. While the ones in the neurotic end exhibit worry, uneasiness, and sensitivity, the ones in the normal end are self-confident and considerate (Zel, 2006).

Personality is a kind of interaction that makes an individual different in establishing a subjective and objective environment. According to this definition, personality is the trait that makes one different from others. Personality, the special characteristics making one different from others, can only be specified through investigating individual differences. The way of establishing interaction is another characteristic of personality. Allport argues that personality is the dynamic pattern of psychophysics power that helps an individual adapt to an environment self-confidently. There are two basic features distinguishing individuals from each other; biological or physical (natural tendency) and psychological (character) (Inanç and Yerlikaya, 2016).

There are four main theories to define "personality"; personal characteristics theory, psychodynamic theory, humanistic theory, and unifying theory (Nelson and Quick, 1997). These theories attempted to explain an individual's behaviors in terms of instinct and drive. In later years, several psychotherapy movements such as individual psychology, existentialist, individual-oriented, gestalt, behaviorist, cognitive behaviorist, reality, short-term solve oriented, narrative, and feminist (Muddock, 2014). One of these movements is the positive psychotherapy, firstly developed in Germany by Peseschkian et al., in the 1990s (Peseschkain, 1998) and received more consideration. When personality is at stake, positive psychology focuses more on well-being, subjective well-being, life satisfaction, hope, optimism, Flow, developing capacity, forgiveness, awareness, morality, responsibility, altruism, professional ethics, and happiness (Seligman and Csikszentmihalyi, 2000). Through this movement, there have been developments in activities in positive interferences, which put forth individuals' positive feelings, thoughts, and behaviors. These activities helped

individuals feel better and more powerful (Layous et al., 2011). In this respect, individuals should try systematically and effectively to exhibit positive feelings, thoughts, and behaviors, which brought about positive psychotherapy models. Studies in positive psychotherapy proved to be effective in preventive, constructive, and curative issues. For example, in studies done, it has been observed that individuals receiving positive psychotherapy have more powerful therapeutic bonds, felt themselves more efficient, and suffered less mental disorders (Diener et al., 2011).

According to Peseschkian, positive psychotherapy is a therapeutic approach with its peculiar principles and ways of interference based on source-tendency and Conflict-solve (Peseschkian, 1980, 2013). Conflict-solve therapeutic approach is a natural result of social interaction, which is defined as the opposition, disagreement, and resistance between two people (Ricaud-Droisy and Zaouche-Gaudron, 2003). Resistance affects individuals' way of living. The most effective way of solving Conflicts is to know the reasons before anything else. At this point, the reasons for behaviors should be considered rather than interactions among individuals (Zengin, 2008). Job motivation can be associated with contextual elements in cultural and individual inclinations and be defined as the willingness in high-level efforts to achieve organizational targets (Latham and Pinder, 2005: 486; Brislin et al., 2005: 88; Dundar, Ozutku and Taspınar, 2007: 2).

Dökmen (2018) classifies Conflicts as Active- Conflicts, Passive- Conflicts, Existence- Conflicts, Total- denying Conflicts, Prejudiced- Conflicts, Intensity- Conflicts, Partial perception- Conflicts, and Preventive- Conflicts. Solving Conflicts is a process among the involved (Sadri, 2013).

Positive psychotherapy mainly focuses on specifying what is positive and reinterprets the symptoms/problems and helps the involved have a balanced life (Peseschkian, 2002). Besides a therapeutic method in a short-term consultation process, there is a long-term psychotherapy method (Cope, 2010).

Positive Psychotherapy examines human life in four dimensions; body (senses), achievement, relationships (traditions), and future/ spirituality. These four dimensions influence the life of a positive individual and is explained by one's learning skill and knowledge, which are the indications of an individual's self and environmental perception as well as how the realities are interpreted. Every individual tries to cope with Conflicts in different dimensions and adapts new inclinations. While some react by developing physical symptoms, others head towards work/performance, some avoid social or establish social interaction and some have fantasies (Peseschkain, 1977, 2000).

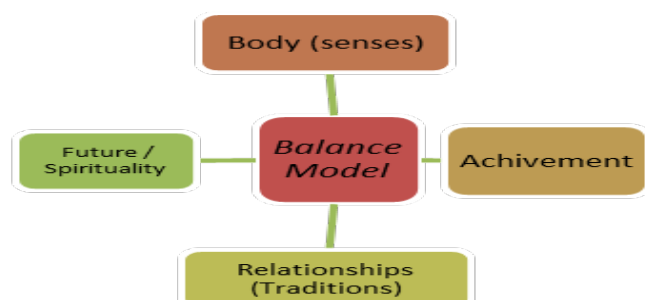


Fig. 1: Balance Model in Positive Psychotherapy
(Psechekian, 2000)

Except from this study, a research to investigate PP Balance Model among academicians has not yet been done. Whereas, in PP applications, besides their personality traits, balance principles are effectively practiced to make individuals healthy and productive (Psechekian, 2002)

METHOD

Research model

This research was prepared using the descriptive relational survey model, one of the quantitative research designs. Descriptive studies examine the coexistence relationship of variables (Kuş, 2012). Quantitative research is a study that examines social events through statistical analysis of numerical data and aims to find the rules of social systems based on cause-effect relationships. In other words, they are studies that aim to make generalizations in line with the statistical analysis information obtained in order to check the assumptions created by collecting data from large sample groups (Büyükoztürk et al., 2012).

Sampling

The participants, specified through random sampling method, were composed of 1200 academicians at a private university in North Cyprus, in the 2018-2019 academic years. With %95 reliability-gap and %5 sampling- errors, 291 academicians were met. After descriptive analyses, the demographic distribution of Conflict-solve skills developed in Psychotherapy Balance Model perception by the staff was specified.

Table 1. When examined, 70.79% of the academicians participating in the research are women, 28.87% are 29 years old and under, 48.80% are 30-40 years old and 22.34% are 41 years old and over. It was determined that 54.64% were married and 51.20% had children.

31.62% of the academicians have 5 years or less of professional experience, 28.18% have 6-10 years of professional experience, 17.87% have 11-15 years of professional experience and 22.34% have 16 years or more of professional

Table 1: Distribution of academicians according to demographic characteristics

| | N | % |
|----------------------------------|-----|-------|
| Gender | | |
| Female | 206 | 70,79 |
| Male | 85 | 29,21 |
| Age | | |
| 29 years and under | 84 | 28,87 |
| 30-40 years old | 142 | 48,80 |
| 41 years and above | 65 | 22,34 |
| Marital status | | |
| Married | 159 | 54,64 |
| Single | 132 | 45,36 |
| Status of having children | | |
| Yes | 149 | 51,20 |
| No | 142 | 48,80 |
| Professional experience | | |
| 5 years and below | 92 | 31,62 |
| 6-10 years | 82 | 28,18 |
| Between 11-15 years | 52 | 17,87 |
| 16 years and above | 65 | 22,34 |
| Managerial duty | | |
| Yes | 12 | 4,12 |
| None | 279 | 95,88 |
| Additional mission | | |
| Yes | 107 | 36,77 |
| None | 184 | 63,23 |
| Working time with manager | | |
| 2 years and under | 149 | 51,20 |
| 3-5 years | 90 | 30,93 |
| 6 years and above | 52 | 17,87 |

experience. It was observed that 4.12% had a managerial job and 36.77% had an additional job. It was determined that 51.20% of the academicians had been working with their current manager for 2 years or less, 30.93% had been working with their current manager for 3-5 years, and 17.87% had been working with their current manager for 6 years or more.

Data collection

Before data collection in the study, an application was made to the NEU Scientific Research Ethics Committee on 03.01.2019 and ethics committee approval numbered NEU/EB/2018/957 was received.

The Personal Information Form developed by the researcher in the study was developed to reveal

population-sample information and to perform statistical analyzes regarding quantitative findings. The personal information form includes questions regarding introductory characteristics such as gender, age, marital status, presence of children, years of professional experience, duties, additional duties and working with the same manager by year.

Measures

23 items out of 51, questions related to Success, Relationships, Body, and Imagination, on the PP Balance Model Scale were subjected to factor analysis for their validity and reliability. The questions were written in 5-Likert type and answered with scales as 1 "Never", 2 "Rarely", 3 "Sometimes", 4 "Usually", 5 "Always". It was determined that the resulting performance of the structure performance made by the researcher had a 4-factor structure and was followed by "Body", "Success", "Relationship" and "Dream". Cronbach's alpha structure for the overall scale was calculated as 0.878.

Table 3: PPT Balance Model Lower Range Means

| <i>Average of intervals</i> | |
|-----------------------------|-----------------------|
| <i>No</i> | <i>lycter measure</i> |
| Never | 1.00–1.79 |
| Rarely | 1.80–2.59 |
| Sometimes | 2.60–3.39 |
| Usually | 3.40–4.19 |
| Always | 4.20–5.00 |

Data Analysis

A descriptive scanning method was conducted in this research. The data went through Statistical Package for Social Sciences (SPSS) 24.0 and AMOS 24.0 for analysis. For the reliability of PP Balance Model Scale, firstly commentary and confirmatory factor analysis was done. Prior to the analysis process, the fitness of data set to multi-variable normal distribution was overviewed and Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett's global test were administered. The data set firstly went through a commentary factor analysis and the factor structure of the Scale was specified followed by a confirmative analysis for structural validity. The Cronbach's Alpha test, an internal consistency test, was administered to examine item correlations.

FINDINGS AND DISCUSSION

Positive Psychotherapy Balance Model Scale Structural Validity Analyses

A commentary and confirmatory factor analysis was done to specify the factor structure of the scale. The findings are as follow;

The Commentary Factor Analysis

This is a method to form new independent factors less than interrelated "q" variables using correlation or co-variance matrixes of the data obtained through a measurement tool (Ozdamar, 2002). For the implementation of this factor analysis, the fitness of the draft PP Balance Model Scale was examined through Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett's global tests.

Table 1: PP Balance Model Scale KMO and Bartlett's Tests Results

| <i>Values</i> | | |
|---------------------------|---------------------------|----------|
| Kaiser-Meyer-Olkin | KMO Coefficient | 0,806 |
| | q square value | 3803,978 |
| Bartlett's Test | Degree of non-restriction | 253 |
| | P | 0,000 |

As it can be observed in Table 1, the coefficient of Kaiser-Meyer-Olkin in PP Balance Model Scale is calculated as 0,806. The KMO coefficient explains the fitness of data matrix for factor analysis and the fitness of data structure for factor setting, for which the KMO is expected to be higher than 0,60, The Bartlett's test examines the connections among variables on partial correlations (Buyukozturk, 2009). The results of Bartlett Test of Sphericity, show the "q square" value as 3803,978, which is statistically meaningful ($p < 0, 05$). This finding indicates the fitness of the PP Balance Model Scale to commentary factor analysis.

The Principal Components method was conducted in the commentary factor analysis to specify the factor structure of PP Balance Model Scale and varimax transformation was applied to the data set. Items with factor load below 0, 50 were exempted from the Scale, which made it easier to explain any discrepancies among factors. The 21-item Scale was finalized after the exemptions. The findings in the PP Balance Model Scale commentary analysis are as in Table 1.1.

Table 1.1 The Real Values obtained from the commentary factor analysis in PP Balance Model Scale and the variances.

| Squares Factor | Real values | | Total of Transformed | |
|-----------------------|--------------------|-------------------------------------|------------------------------------|------------------------|
| | Real Values | Revealed Cumulative Variance | Cumulative Value Variance % | Real Variance % |
| 1 | | 6, 57 | 28, 57 | 28,57 |
| | 4,73 | 20,58 | | 20,58 |
| 2 | | 4, 43 | 19, 24 | 47,81 |
| | 4,53 | 19,70 | | 40,28 |
| 3 | | 2,89 | 12,55 | 60,36 |
| | 3,47 | 15,10 | | 55,39 |
| 4 | | 2,22 | 9,65 | 70,01 |
| | 3,36 | 15,10 | | 70,01 |

Table 2: Factor Structure and Factor Loads of PP Balance Model Scale

| | Factors | | | |
|--|---------|------|------|------|
| | F1 | F2 | F3 | F4 |
| 46. I imagine myself somewhere different when stressed. | 0,90 | | | |
| 48. I'm very hopeful for my future. | 0,88 | | | |
| 47. Sometimes I reflect my imaginations to my real life. | 0,88 | | | |
| 37. Belief is partial success for me. | 0,84 | | | |
| 51. I always think of my future. | 0,84 | | | |
| 40. I like thinking of my future. | 0,80 | | | |
| 21. I can cope with problems. | | 0,78 | | |
| 20. I'm a perfectionist. | | 0,78 | | |
| 14. I believe I'm achieving my aims in my profession. | | 0,75 | | |
| 13. Success is my priority. | | 0,75 | | |
| 12. I care for my self-development. | | 0,71 | | |
| 17. Prestige in my profession is important for me. | | 0,70 | | |
| 19. I'm careful about my job responsibilities. | | 0,69 | | |
| 16. One's intelligence is important for me. | | 0,66 | | |
| 26. I believe we work in a positive environment. | | | 0,82 | |
| 30. I have good relationship with the staff. | | | 0,81 | |
| 35. One should express himself in a comfortable environment. | | | 0,80 | |
| 31. I'm happy with my work environment. | | | 0,80 | |
| 28. Relationships among juniors and seniors is important for me. | | | 0,79 | |
| 7. I'm careful about my physical appearance. | | | | 0,90 |
| 5. I usually feel energetic. | | | | 0,87 |
| 9. I'm pleased with my physical appearance. | | | | 0,86 |
| 8. I spare time for physical activities. | | | | 0,83 |

The Real Values obtained from the commentary factor analysis in PP Balance Model Scale and the variances are given in Table 1.1. As it can be seen in the Table above, the Positive psychotherapy Balance Model Scale with Real Value above 1 is in a four-factor structure in which %70 of the total value has been explained. The real value of Factor I in the Scale was calculated as $\lambda = 4,73$ which explained % 20, 58 of the variation in PP Balance Model Scale. The real value of factor II was calculated as $\lambda = 4,53$, which explained %19, 70 of the variation in the Scale. Factor I and II explain a total of %40, 28 of the Scale. The real value of factor III was found as $\lambda = 3,47$, which explains % 15, 10 of the total variance in the Scale, but explains % 55, 39 together with Factor I and Factor II. The real value of Factor IV is $\lambda = 3,36$, explaining % 14, 62 of the variance in PP Balance Model Scale and % 70, 01 of the total variance together with the other three factors (Table 2.)

As it is revealed in Table 2, items 46, 48, 47, 37, 51, and 40 under Factor I with Factor loads between 0, 80-0,90 are

titled as "Future / Spirituality". Items 21, 20, 14, 13, 12, 17, 19, and 16 under Factor II with Factor loads between 0, 66-0,78 are titled as "Success". Items 26, 30, 35, 31, and 28 under Factor III with Factor loads between 0, 79 and 0, 82 are titled as "Connection". Items 7, 5, 9, and 8 with Factor loads between 0, 83 and 0, 90 are under Factor IV and are titled as "Body". The result of the Discovery factor analysis in PP Balance Model Scale indicated to a four-factor structure Scale. For the validity of the structure of the Scale a confirmative analysis was done.

Figure 2 shows the Confirmative Factor Analysis of PP Balance Model Scale flow without any exemptions from the four-factor, 23-item Scale, which proved to fit for the study. The fitness values of the Scale are as in Table 3.

Table 3.3 below shows the factor structure and factor loads of the items obtained from the commentary factor analysis applied to PP Balance Model Scale. When the findings in Table 3 are overviewed, the χ^2/sd value, 2,516, proves that the

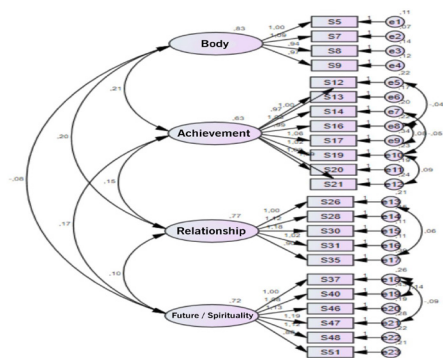


Fig. 2: The diagram of the Factor Analysis of PP Balance Model Scale

Table 3: The Fitness Indexes of PP Balance Model Scale

| Index | Value | Fitness |
|---|---------|------------|
| χ^2/sd | | |
| 2,516 | Perfect | |
| Goodness Fitness Index (GFI) | 0,822 | Bad |
| Normative Fitness Index (NFI) | 0,907 | Acceptable |
| Comparative Fitness Index (CFI) | 0,941 | Acceptable |
| Root Mean Square Error of approximation (RMSEA) | 0,078 | Acceptable |

fitness of the PP Balance Model Scale is perfect in terms of χ^2/sd . For Kline (2005), an χ^2/sd value below 3 is the indication of a perfect fitness, and a value between 3 and 5, is acceptable. A GFI between 0.95 and 1.00 shows a perfect fitness and a GFI between 0.90 and 0.95, is assumed acceptable (Sumer, 2000). As noted in Table 3, the GFI is found as 0, 82 which is a "Bad" fitness. The NFI is calculated as 0,907. Tabachnick and Fidel (2001) argue that the value limit is expected to be between 0, 90-1,00 to be acceptable. Critical values between 0, 95- 1, 00 are assumed a good fitness and 0,90-0,95 is assumed an acceptable fitness (Tabachnick and Fidell, 2001). The 0,941 value in CFI is an acceptable fitness for the PP Balance Model Scale. The value for RMSEA is found as 0,078 and is assumed to be an acceptable fitness. According to Brown (2006), the RMSEA value between 0.00-0.05 represents a perfect fitness and the value between 0.05-0.08 is an acceptable fitness. This indicates that the PP Balance Model Scale is valid in terms of RMSEA. The Confirmative Analysis results show that the fitness indexes except GFI fit the PP Balance Model Scale and are structurally valid. The Confirmative Factor Analysis results of the four-dimension PP Balance Model Scale were tested on students by Apay and Kara (2018) and the RMSEA value was found as 0,92, the unrestricted degree was found as 27, and the q-square value as 72.62. The division of q-square

to unrestricted degree (72.62/27) was found to be 2.69. The Confirmative Factor analysis of Balanced Life Basic Skills Scale showed the CFI as 0.96, the NFI as 0.94, the NFI as 0.95 and the SRMR as 0.05. These values obtained from the Confirmative Factor Analysis indicate that the model formed for the factor structure of the Scale fits the data (Kline, 2005) and is confirmed.

In the related section of Literature it is stated that in the Scale of defining aims in life was practiced on students in terms of their psychometric characteristics through Kaiser-Meyer-Olkin sampling. The KMO Fitness coefficient was calculated as 0.761 and the Bartlett-Sphericity test q-square value was found as 592.252 ($p < .001$) (Eryilmaz, 2012). It is stated in Literature that the KMO value for Factor analysis should be higher than 0.70 and the Bartlett Spehericity test should be meaningful (Buyukozturk, 2007).

PP Balance Model Scale Reliability Analyses

The Cronbach alfa test was administered and item-total correlations were studied to confirm the reliability of the subject question.

Table 4: The Cronbach Alpha Test Results in PP Balance Model Scale

| Alpha | |
|------------------------|--------|
| Body | 0, 910 |
| Achievement | 0, 884 |
| Relationship | 0, 874 |
| Future / Spirituality | 0, 937 |
| PP Balance Model Scale | 0, 878 |

Table 4 above shows the alpha coefficient in Cronbach Alpha test in PP Balance Model Scale. A reliability coefficient above 0, 70 indicate the reliability of the measuring tool (Buyukozturk, 2012). The Cronbach Alpha coefficient were found as 0, 910 for Body sub-dimension, 0, 884 for Success, 0, 874 for Relationships, and 0, 937 for Imagination. The overall Cronbach Alpha coefficient was calculated and found as 0, 878.

Table 5: PP Balance Model Scale Item-Total Correlations

| Correlation | |
|---|--------|
| 5. In general I feel energetic | 0, 336 |
| 7. I'm careful about my physical appearance at work | 0, 332 |
| 8. I spare time for physical activities even if I'm very busy | 0, 369 |

| | Correlation |
|--|-------------|
| 9. I'm happy with my physical appearance | 3, 349 |
| 12. I set myself targets for professional development | 0, 490 |
| 13. Success is my priority | 0, 524 |
| 14. I do my job for my life satisfaction | 0, 605 |
| 16. Intelligence is my primary importance when evaluating someone | 0, 483 |
| 17. Prestige is important for me in my job | 0, 532 |
| 19. I feel responsible for my job | 0, 540 |
| 20. I believe I'm a perfectionist | 0, 412 |
| 21. I can cope with difficulties | 0, 669 |
| 26. I believe we work in a positive environment | 0, 364 |
| 28. Junior-senior relationships are important for me in my job | 0, 229 |
| 30. I believe I have good relationships with my colleagues | 0, 589 |
| 31. I'm happy with my work environment | 0, 496 |
| 35. I believe one should have a comfortable environment to express himself/herself | 0, 458 |
| 37. Believing is partial success | 0, 527 |
| 40. I like imaginations for the future | 0, 540 |
| 46. I imagine myself somewhere different when I 'm stressed | 0, 439 |
| 47. Sometimes I reflect past imaginations to my real life | 0, 392 |
| 48. I believe I have strong intuitions for the future | 0, 471 |
| 51. I always make plans for the future | 0, 439 |

As it can be observed in Table 5, item 21 has the highest and item 28 the lowest item-total correlation. The item-total correlations of the items on the Scale differ between 0, 229 and 0, 669.

Conclusion and Future Studies

This study proved that the four-dimension PP Balance model Scale is reliable and valid among academicians. 23 items out of 51 were studied in terms of factor structure and load. It is stated in literature that factor load should be higher than 0, 70 and the Bartlett Sphericity Test should be meaningful (Buyukozturk, 2007). Although this study is limited to academicians and administrators, it contributes practically to the studies carried out by psychotherapists. The PP Balance Model provides the opportunity to scale the academicians' performance. One of the developed dimensions of PP Balance Model Scale is the "body" dimension and the items in it deal with individuals' inclination to activities to feel healthy and physically fit as one of the principles of PP Balance (Peseschkian, 2002). The items in the second dimension of the Scale "Success" deal with individuals' inclination to do activities for academic

and professional development (Peseschkian, 2002). The items in the third dimension "Relationships" deal with activities in interaction with others and having a good time. The items in the fourth dimension "Imagination" are related with individuals' inclination to do activities to feel morally good (Peseschkian, 2002). Due to the small number of the participants, the connection between variables such as gender, age, and marital status and the variables dealt with in this study could not be evaluated. Therefore, it is suggested that, in future studies; The PP Balance Model and Job Motivation Scales are considered. The number of participants is increased by involving academicians in Private and State universities and comparing PP Balance model and job motivation Scale in the academicians' Conflict-solve skills. In the light of the findings seminars and conferences are organized to raise the level of performance of the staff.

The evaluation of the secondary research Scale studying age, gender, number of children (if any), duties, extra duties, experience, and marital status can add to literature. In our next study, the connection between academicians' in Private and State universities will be examined in terms of their Conflict-solve skills by using PP Balance Model and Job motivation Scale at the same time. A qualitative research design will be conducted and the academicians will be asked for views through semi-structured questions based on PP Balance Model Scale.

Compliance with Ethical Standards

Ethical Approval: All procedures performed in studies involving human Participants were in accordance with the ethical standards of the national Research.

Informed Consent: Informed consent was obtained from the academicians and assent was obtained from the academicians in the study

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