Research Paper

Walking the Untrodden Path: Discovering a Relation Between the PERMA Model of Well-Being and Different Coping Strategies Employed by Afghani International Students

Shubhangi Bhardwaj[1]*

ABSTRACT

Mental well-being is no longer a second option when it comes to the burgeoning pressures, as humans' incessant struggle continues for sky-scraping levels of betterment and the need to keep in line with the super dynamic world. Owing to such demands, stepping out of one's comfort zone becomes inevitable, especially when opportunities for some do not come in handy as is the case with countries like Afghanistan, Nepal, Nigeria, to name a few. The applicability of PERMA in diverse areas has proved to be rewarding when it comes to overall well-being. However, prior researches signal the paucity of exploration of PERMA in the arena of higher education, so this paper attempts to discover the relation between PERMA and Coping Strategies in Afghani International students. Standardized tools were administered to measure the PERMA model of well-being and coping. The study was conducted on a sample of 30 participants (N=30) in the age range 18-30 years, studying in Shimla and Chandigarh-based universities. The findings of the study revealed interesting results, whereby meaning among all the PERMA elements bore a significant positive relation with most of the coping strategies falling under the purview of emotion and problem-focused. Similar was the case with emotional support, which had a significant positive correlation with most PERMA elements. Surprisingly, positive emotions were significantly positively correlated with behavioral disengagement (avoidance-focused). Implications include extending greater social support and welcoming approach for students which will embolden the use of emotional support coping. Furthermore, PERMA cells should mushroom across university campuses.

Keywords: *PERMA Model of Well-Being, Coping Strategies, Afghani International Students*

"Mental Health is not a destination, but a process. It's about how you drive, not where you're going."
- Noam Shpancer

[1]Student, Bachelor of Arts (Psychology Honours), Department of Psychology, Mehr Chand Mahajan DAV College for Women, Panjab University, Chandigarh, India
*Corresponding Author

Walking the Untrodden Path: Discovering a Relation Between the PERMA Model of Well-Being and Different Coping Strategies Employed by Afghani International Students

In a fast-paced progressive world marked by colossal developments in several arenas, enormous demands are placed upon humans especially the future workforce or to be more precise, the students at present. Therefore, it becomes a prerequisite for them to equip themselves with the finest skills to keep in line with the contemporary growth patterns as well as to outperform others and stand out in a cut-throat world of the job market. However, not all nations are as blessed as are a few, be it their political or economic conditions, stability, access to abundant resources, social structure, and opportunities, the list is endless. Such deficiencies, be it inherent or forced externally upon the countries, causes students of those nations to migrate to other countries in the quest for better education prospects. Leaving behind the comforts of one's home and building a career in a foreign land away from kith and kin can at times take a distressing shape and it is not surprising for international students to experience loneliness in a new environment owing to absolutely disparate cultural and linguistic environments and a paucity of familiar social connections (Adelman 1988; McClure 2007; Sawir et al. 2008; Zhao et al. 2008; Ip et al. 2009). Hence, a friendly and welcoming environment offered by the University and community serves as a principal factor, as far as the mental health of international students is concerned (Sumer et al. 2008). So this paper attempts to tap and uncover mental health and well-being across five dimensions of the PERMA Model namely positive emotions, engagement, relationships, meaning, and achievement which in turn helps alleviate stress, anxiety, and depression, bolster happiness, among international students primarily those from Afghanistan alongside the exploration of different coping strategies used by them to cope up and digest, all that life has to offer. This in turn will offer a valuable insight into an interconnection between these two aspects.

The findings of Finkelstein-Fox and Park's study (2019) reveal that the efficiency of a problem and emotion-focused coping strategy strongly corresponds with the context, whereby the issues under control are well-handled by problem-focused strategy, while uncontrollable situations of life are dealt with efficiently when an emotion-focused strategy is in use.

Researches show a positive association between the five pillars of the PERMA Well Being Model and academic outcomes for students, primarily in terms of achievement and better adjustment when college life is taken into account (Butler & Kern, 2016; DeWitz et al., 2009; Tansey et al., 2018).

Studies carried out on international students point towards maladaptation, loneliness, cultural and psychological problems faced by them among many others (Kavak et al., 2001; Tomich et al., 2000). As per the findings of Wei et al (2008) on Asian International students, avoidance coping was found to carry a strong association with depressive symptoms. Furthermore, the link traced between psychological adaptation and social support has been regarded as one of the effective strategies for dealing with stress (Bektas et al., 2009).

Prior investigations reveal the efficacy of five different elements of the PERMA Model of Well Being, namely positive emotions, engagement, relationship, meaning, and accomplishment, to cushion against physical illness, anxiety, depression, and negative emotions (Kern et al, 2015) besides augmenting life satisfaction as well as resilience among youth (Falecki et al., 2018).

Walking the Untrodden Path: Discovering a Relation Between the PERMA Model of Well-Being and Different Coping Strategies Employed by Afghani International Students

A study by Prasath, Mather, Bhat & James (2021) examined the relationship between coping strategies, well-being, and psychological capital on 609 university students whereby results indicated that optimism, resiliency, and hope served as the vital pointers towards well-being besides the fact that adaptive coping strategies carried a strong positive association with well-being.

PERMA Model of Well-Being
The ocean of mental peace and well-being is so vast that as one delves deep, with every subsequent attempt a unique and unparalleled pearl comes along at the surface, thus making it an endless journey of exhilarating exploration.

In the words of Butler and Kern (2016), "Well-Being is defined as a dynamic optimal state of psychosocial functioning that arises from functioning well across multiple psychosocial domains".

According to Diener and Ryan (2009), "Well-Being is a multi-faceted construct that includes emotional, social, and functional components".

Seligman (2011) defined well-being as "PERMA- Positive Emotion, Engagement, Relationship, Meaning and Accomplishment- and the goal of developing this concept is to promote psychological flourishing globally."

 Dr. Martin Seligman had laid the founding stones of the PERMA Model in his book 'Flourish: A Visionary New Understanding Happiness and Well-Being' in the year 2011.

Positive Emotions are the ones that enable one to head towards the attainment of happiness and contentment (Butler & Kern, 2014). Engagement refers to the connection of an individual to several activities or in some particular or different organizations on a psychological basis (Butler & Kern, 2014; Seligman, 2011). A Positive Relationship involves the attainment of social support as well as the fulfillment of social connectedness (Wilner, 2011; Seligman, 2011) besides the desire of being loved and accepted by others (Butler & Kern, 2014). Meaning refers to a belief about oneself being valuable and views self in terms of attainment of specific goals and life in terms of a sense of purpose (Butler & Kern, 2014; Wilner, 2011; Seligman, 2011). Accomplishment is marked by the process of goal fulfillment, perception, and achievement about sensation as well as capability in doing activities (Butler & Kern, 2014; Seligman, 2011).

As per one of the studies, a positive correlation has been found between each element of the PERMA model and physical health, life satisfaction as well as well-being, while a negative association has been traced as far as depression, anxiety, loneliness, perceived stress, and negative emotions are concerned (Butler & Kern, 2016). Research evidence points towards the effects of the PERMA Model in a positive direction when well-being in relationships, academic motivation, and emotions are taken into account (Norrish et al., 2013; Seligman, 2011; Seligman et al., 2009). Moreover, the PERMA model has found its relevance in terms of its applicability in a classroom setting (Kern et al., 2015; Norrish et al., 2013; Shoshani, Steinmitz, & Kanat-Maymon, 2016).

Another study by Kuhl (1983, 2000) demonstrated that an elevated level of well-being bears a significant connection with improved learning, whereby students who were found to be

high on well-being had better attention as well as learning attitudes besides a pattern of thinking characterized by divergence and holistic patterns.

With regard to educational settings, PERMA carries wider applicability, whereby as per the study by Kotera & Ting (2021) a strong correlation inclined towards a positive direction was found between positive psychology and mental well-being as far as Malaysian undergraduates were concerned. Positive Relationships, one of the PERMA elements, was found to hold a significant association with higher attainments, feelings of connectedness, and acceptance among learners (Noble & McGrath, 2008)

According to a study conducted by Hidayat, Hemandra, Yendra, Saad, Anwar, M & Mansur (2020) on 260 Indonesian Students, a positive impact of PERMA and achievement goals was discovered on life satisfaction implying that students opting for high achievement goals backed by PERMA had a better satisfaction with life. Another investigation by Lisa, Fabian, Rene T & Willibald (2020) on the relation between PERMA and Character Strengths pointed out that strengths carried a positive association with all PERMA dimensions, with the difference lying only in their size of relationship. Moreover, the study bolstered the fact that character gave way to well-being.

Coping
According to Carver & Connor-Smith (2010) coping is defined as "efforts to prevent or diminish the threat, harm, and loss or to reduce associated distress".

In the words of Lazarus & Folkman (1984), coping involves "constantly changing cognitive and behavioral efforts to manage specific external or internal demands".

As per Lazarus (2000) coping strategies are primarily categorized into problem-focused and emotion-focused, whereby the former requires the person to mobilize their actions in a manner so as to bring about a purposeful relationship between themselves and their environment, while the latter targets emotional regulation without amending their environment. Furthermore, the problem-oriented coping strategy encompasses humor, planning, active coping, positive reframing, and acceptance (Carver & Connor-Smith, 2010). Besides this, other coping strategies such as distraction, substance abuse, self-blame, and denial are often associated with emotions like shame, guilt, psychological distress, and a lower level of self-efficacy (Billings & Moos, 1984).

In a study conducted by Yeh and Inose (2002) on Korean international students, several coping strategies like psychological and physical coping, social support, entertainment, and problem solving were employed by them. Another research by Chai (2009) on international students in New Zealand revealed that they use more denial, self-blame, and behavioral disengagement as a coping mechanism.

A study by Amponsah (2010) demonstrated that problem-focused strategy was often employed by international students followed by the search for social support and behavioral disengagement. Another study on Asian international students (Wei et al., 2008) revealed an association between depressive symptoms and avoidance coping. Moreover, research by Chai (2009) indicates that religious coping can aid the process of adaptation of international students in a foreign land.

As per the research by Kim, Knight & Longmire (2009) centering focus on emotions under a stressful situation can serve as a predictor of a terrible form of psychological adaptation as venting of emotions has been found to be associated with health issues and elevated levels of depressive symptoms in international students. Furthermore, researches indicate that as far as problem-focused coping is concerned, it is found to be an adaptive as well as effective marker by greater levels of psychological well-being (Holahan and Moos 1987; Penley et al. 2002; Shimazu and Scahufeli 2007). On the contrary depressive symptoms, phobic anxiety, and somatization were found to bear an association with emotion-oriented coping styles (Holahan and Moos 1987; Penley et al. 2002; Watson and Sinha 2008).

Coping skills training has been recommended for international students to enable the modification of coping strategies which are maladaptive in nature, thereby fostering the adaptive coping styles and helping them sustain at an optimal level (Madhyastha et al., 2014).

Purpose
The current research aims at exploring an association between the PERMA Model and Coping Strategies among Afghani International students studying at Indian Universities.

Hypotheses
1) There will be a positive correlation between positive emotions and problem-oriented coping strategies and emotion.
2) Both Engagement and Relationships will bear a positive correlation with the emotion-focused and problem-focused coping mechanisms.
3) Meaning, health, and accomplishment will also carry a positive correlation with the problem-focused and emotion-oriented techniques.
4) Both Negative emotions and Loneliness will bear a negative correlation with the problem, emotion, and avoidance-oriented coping strategies under the study.

METHODOLOGY
Sample
The sample comprised a total of 30 international students from Afghanistan (N=30) falling in the age bracket 18-30 years, studying at Indian Universities across Shimla and Chandigarh.

Measures
The following standardized tests were employed:
- **PERMA Profiler** given by Butler and Kern (2014) comprises 23 items of which 15 items are the main PERMA items with 3 in each domain, and eight items serving as fillers thereby measuring overall well-being and loneliness with 1 item each, and health as well as negative emotions with 3 items each. It is designed to measure PERMA components and employs the use of an 11 point Likert-type scale with only endpoints labeled, where 0 indicates extremely low levels and 10 stands for extremely high levels.
- **The Brief-COPE** given by Carver (1997) comprises 28 items that measure 14 factors of 2 items each and are designed to measure effective and ineffective ways of coping with a stressful life event. It uses a 4 point Likert-type with the options ranging from 1= I haven't been doing this at all to 4= I've been doing this a lot.

Procedure
The participants were informed about the purpose of the research and the questionnaires were filled via the use of Google Forms for which their consent was sought and confidentiality of responses was also assured. Participants were given standardized psychological tests.

RESULTS

Tables 1 and 2 show N, Mean and Standard Deviation as well as correlation of all the variables, respectively
Descriptives

	N	Mean	SD
Positive Emotions	30	5.59	1.998
Engagement	30	5.70	1.428
Relationships	30	5.70	2.409
Meaning	30	5.51	1.804
Accomplishment	30	5.40	2.006
Negative Emotions	30	5.14	2.099
Health	30	5.80	2.299
Lonely	30	5.40	3.169
Overall Well-Being	30	5.44	1.428
Active Coping	30	2.32	0.866
Use of Informational Support	30	2.33	0.903
Positive Reframing	30	2.42	0.966
Planning	30	2.43	0.666
Emotional Support	30	2.27	0.740
Venting	30	2.48	0.650
Acceptance	30	2.53	0.694
Self-Blame	30	2.32	0.688
Religion	30	2.48	0.886
Humour	30	2.37	0.507
Self-Distraction	30	2.52	0.886
Substance Abuse	30	2.43	0.774
Denial	30	2.28	0.739
Behavioral Disengagement	30	2.10	0.649

Walking the Untrodden Path: Discovering a Relation Between the PERMA Model of Well-Being and Different Coping Strategies Employed by Afghani International Students

Correlation Matrix	Positive Emotions	Engagement	Relationships	Meaning	Accomplishment	Negative Emotions	Health	Lonely	Overall Well-Being	Active Coping	Use of Informational Support	Positive Reframing
Positive Emotions	—											
Engagement	0.456*	—										
Relationships	0.337	0.582***	—									
Meaning	0.481**	0.359	0.114	—								
Accomplishment	0.512**	0.339	0.083	0.051	—							
Negative Emotions	0.010	0.140	0.026	-0.262	0.223	—						
Health	0.596***	0.383*	0.105	0.235	0.221	0.274	—					
Lonely	0.092	0.335	0.289	-0.244	0.343	0.603***	0.211	—				
Overall Well-Being	0.619***	0.649***	0.576***	0.587***	0.444*	0.127	0.331	0.128	—			
Active Coping	0.174	0.219	0.119	0.389*	0.150	-0.276	0.157	-0.123	0.363*	—		
Use of Informational Support	0.193	0.241	0.354	0.318	-0.177	-0.287	0.119	-0.108	0.239	0.610***	—	
Positive Reframing	-0.021	0.073	-0.053	0.078	-0.009	-0.246	0.109	-0.073	0.003	0.538**	0.517**	—
Planning	0.164	0.280	0.402*	0.368*	0.059	-0.145	0.100	0.136	0.334	0.576***	0.439*	0.393*
Emotional Support	0.520**	0.404*	0.343	0.423*	0.263	-0.229	0.462*	0.071	0.512**	0.496**	0.443*	0.506**
Venting	-0.014	0.193	0.280	0.243	-0.039	-0.192	0.044	0.054	0.189	0.393*	0.450*	0.506**
Acceptance	0.122	0.323	0.209	0.413*	-0.068	-0.074	0.307	0.096	0.340	0.470**	0.394*	0.274
Self-Blame	-0.199	-0.157	-0.093	-0.010	-0.162	-0.108	-0.049	0.130	-0.289	0.303	0.310	0.547**
Religion	0.129	0.241	0.221	0.484**	-0.006	-0.336	0.100	-0.010	0.266	0.592***	0.417*	0.321
Humour	0.210	0.252	0.098	0.504**	0.003	-0.181	0.252	0.056	0.330	0.256	0.119	-0.0059
Self Distraction	-0.029	0.249	0.355	0.383*	-0.224	-0.165	0.008	-0.088	0.252	0.420*	0.273	0.082
Substance Abuse	0.089	0.101	0.192	0.223	0.088	-0.192	-0.095	0.096	0.250	0.174	0.045	-0.031
Denial	0.159	0.007	0.169	0.189	0.053	0.051	-0.145	0.009	0.272	0.030	-0.017	-0.195
Behavioral Disengagement	0.387*	0.325	0.203	0.352	0.229	-0.053	0.311	0.022	0.332	0.387*	0.500**	0.344

Note: * p < .05, ** p < .01, *** p < .001

Walking the Untrodden Path: Discovering a Relation Between the PERMA Model of Well-Being and Different Coping Strategies Employed by Afghani International Students

	Planning	Emotional Support	Venting	Acceptance	Self-Blame	Religion	Humour	Self Distraction	Substance Abuse	Denial	Behavioral Disengagement
Planning	—										
Emotional Support	0.597***	—									
Venting	0.396*	0.225	—								
Acceptance	0.434*	0.318	0.670***	—							
Self-Blame	0.254	-0.019	0.513**	0.266	—						
Religion	0.553**	0.507**	0.434*	0.604***	0.348	—					
Humour	0.151	0.443*	0.281	0.405*	0.199	0.628***	—				
Self Distraction	0.382*	0.072	0.585***	0.672***	0.316	0.671***	0.466**	—			
Substance Abuse	0.225	0.424*	0.169	0.181	0.025	0.615***	0.723***	0.241	—		
Denial	0.197	0.062	-0.295	-0.154	0.021	0.034	0.127	-0.007	0.155	—	
Behavioral Disengagement	0.595***	0.607***	-0.037	0.260	-0.073	0.363*	0.094	-0.033	0.185	0.191	—

DISCUSSION OF RESULTS

With regard to the correlation between coping strategies and PERMA elements, which this paper attempts to explore, positive emotions bear a significant positive correlation with two of the coping strategies, namely emotional support (r= 0.520, p< .01) and behavioral disengagement (r= 0.387, p<.05). Engagement too holds a significant positive correlation

with emotional support (r= 0.404, p< .05), while relationships are positively correlated with coping technique of planning (r=0.402, p< .05). As far as active coping (r= 0.389, p<.05), planning (r= 0.368, p<.05), emotional support (0.423, p<.05), acceptance (r= 0.413, p<.05), religion (r= 0.484, p< .01), humour (0.504, p< .01) and self-distraction (r= 0.383, p<.05) are concerned, each of these bear a significant positive correlation with the PERMA element of meaning. Health has also been found to hold a significant positive correlation with emotional support as a strategy of coping (r= 0.462, p<.05). The same case has been found for overall well-being which is positively correlated with emotional support (r= 0.512, p< .01). Negative emotions and loneliness carry no significant correlation with any of the coping strategies; however, as predicted by the hypothesis, there exists a negative correlation with most of the coping techniques. The same stands true for the PERMA element, accomplishment.

The support for the results comes from several studies, whereby one of the investigations by Chai, Krageloh, Shepherd, and Billington (2012) demonstrated greater use of religious coping mechanism among Asian international students, whereby its efficacy was established with psychological well-being and quality of social life. Another study revealed a significant association between the use of coping techniques like reframing, acceptance, and striving with better cross-cultural adjustment in international students (Wang & Heppner, 2012). Moreover better physical health and greater satisfaction were reported in the process of seeking meaning via the use of religion, volunteering, and self-discovery process (Ayse, 2018; Khaw & Kern, 2014).

Prior researches also indicate that positive emotions alleviate stress and aid the process of coping and dealing with problems (Slavin et al., 2012). Another study by Prasath, Mather, Bhat & James (2021) showed that adaptive coping strategies, namely acceptance, active coping, positive reframing as well as emotional support acted as important indicators of better well-being.

A study by Green, Faizi, Jala & Zadran (2021) signaled the importance of strong emotional support, in the life of Afghan university students, drowned in heavy academic stress, in attaining higher levels of mental well-being as opposed to those who did not enjoy emotional support of such kind during the COVID period.

CONCLUSION

The current study aimed at exploring the relation between PERMA elements and different coping strategies used by International students of Afghan nationality. The sample comprised 30 participants who took part in this study by filling out the questionnaires. The investigation revealed interesting results, whereby the coping technique of emotional support bore a strong connection with most PERMA elements, implying the importance of this kind of support in the life of Afghani international students. Furthermore, the meaning element was equally strong in its association with seven different coping strategies, whereby one can infer that the use of humor and religion as a way of coping maintains meaning and purpose in life when away from home. Positive emotions too carried an imperative role as far as emotional support and behavioral disengagement coping patterns were concerned. Maintaining social connections and relationships in the life of these students further, aided the coping technique of planning.

Hence after closer analysis of the results, the following implications can be deduced whereby PERMA Model generally promotes adaptive coping patterns and must be encouraged at the university level too, where a wider implementation still remains a desire to be achieved. Furthermore, promoting a healthy and welcoming environment for international students who hail from such cultures where there is greater reliance on social connections, offering emotional support as a way of helping them cope effectively will, in turn, bolster positive emotions, bring about meaning in life, foster engagement and overall well-being, as a whole. The use of humor and religion is equally prominent when it comes to maintaining purpose in life, whereby religious tolerance must be encouraged in foreign lands as well as the element of humor must be added to the university environment and cells for promoting the same should spring up.

The limitations of this investigation lie in the small sample size owing to the limited access to such a population. Furthermore, this study does not address any gender difference which can further be an area of exploration for prospective researchers. Comparative study between students of different nationalities is another arena of discovery that can be undertaken in the future by potential investigators.

Thus, this clearly shows the priceless value of PERMA contributing towards the maintenance of equanimity which should not be overlooked, when it comes to the well-being of our international students too.

REFERENCES

Adelman, M. B. (1988). Cross-cultural adjustment: A theoretical perspective on social support. *International Journal of Intercultural Relations, 12*, 183–204.

Amponsah, M.O. (2010). Non-UK University students stress levels and their coping strategies. *Educational Research, 1*(4), 88-99

Ayşe, B. E (2018). Adaptation of The PERMA Well-Being Scale into Turkish: Validity and Reliability Studies. *Academic Journals. 13*(4), 129-135. doi: 10.5897/ERR2017.3435

Bektaş, Y., Demir, A., & Bowden, R. (2009). Psychological adaptation of Turkish students at U.S. campuses. *International Journal for the Advancement of Counseling, 31*(2), 130-143.

Billings, A. G., & Moos, R. H. (1984). Coping, stress, and social resources among adults with unipolar depression. Journal of Personality and Social Psychology, 46(4), 877–891. https://doi.org/10.1037//0022-3514.46.4.877

Butler, J., & Kern, M. L. (2014). The PERMA profiler. http://www.peggykern.org/uploads/5/6/6/7/56678211/the_perma-profiler_101314.pdf

Butler, J., & Kern, M. L. (2016). The PERMA-Profiler: A brief multidimensional measure of flourishing. *International Journal of Wellbeing, 6*(3), 1–48. https://doi.org/10.5502/ijw.v6i3.526

Carver, C. S., & Connor-Smith, J. (2010). Personality and coping. *Annual Review of Psychology, 61*(1), 679–704. https://doi.org/10.1146/annurev.psych.093008.100352

Chai, P. M., Krägeloh, C. U., Shepherd,D., & Billington, R. (2012). Stress and quality of life in international and domestic university students: cultural differences in the use of religious coping. Mental Health, *Religion & Culture, 15*(3), 265-277. doi:10.1080/13674676.2011.571665.

Chai, P.P. (2009). *Religion/spirituality as a stress coping mechanism for international students*. Auckland University of Technology, Auckland

DeWitz, S. J., Woolsey, M. L., & Walsh, W. B. (2009). College student retention: An exploration of the relationship between self-efficacy beliefs and purpose in life among university students. *Journal of College Student Development, 50*(1), 19–34. https://doi.org/10.1353/csd.0.0049

Diener, E., & Ryan, K. (2009). Subjective well-being: A general overview. *South African journal of psychology*, *39*(4), 391-406.

Falecki, D., Leach, C., & Green, S. (2018). PERMA-powered coaching. In S. Green and S. Palmer (Eds.), *Positive Psychology Coaching in Practice* (pp. 103-116). Routledge.

Finkelstein-Fox, L., & Park, C. L. (2019). Control-coping goodness-of-fit and chronic illness: A systematic review of the literature. *Health Psychology Review, 13*(2), 137–162. https://doi.org/10.1080/17437199.2018.1560229

Green, Z. A., Faizi, F., Jalal, R., & Zadran, Z. (2021). Emotional support received moderates academic stress and mental well-being in a sample of Afghan university students amid COVID-19. *International Journal of Social Psychiatry*, 002076402110577. https://doi.org/10.1177/00207640211057729

Hidayat, R., Hemandra, Yendra, R., Saad, M. R. M., Anwar, K., M, A., & Mansur, A. (2020). Achievement goals, PERMA and life satisfaction: A mediational analysis. *İlköğretim Online*, *19*(2), 853–864. https://doi.org/10.17051/ilkonline.2020.695266

Hill, A. (2020). *The PERMA Model: A Scientific Theory of Happiness*. Autism Together

Holahan, C. J., & Moos, R. H. (1987). Personal and contextual determinants of coping strategies. *Journal of Personality and Social Psychology*, *52*(5), 946–955. https://doi.org/10.1037/0022-3514.52.5.946

Ip, D., Chui, E., & Johnson, H. (2009). *Learning experiences and outcomes of culturally and linguistically diverse students at The University of Queensland: A preliminary study*. Brisbane: School of Social Science, The University of Queensland.

Kavak, Y. Baskan, G., A., (2001). Türkiye'nin Türk cumhuriyetleri, Türk ve akraba topluluklarına yönelik eğitim politika ve uygulamaları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 20: 92 -103.

Kern, M. L., Waters, L. E., Adler, A., & White, M. A. (2015). A multidimensional approach to measuring well-being in students: Application of the PERMA framework. *The Journal of Positive Psychology, 10*(3), 262–271. https://doi.org/10.1080/17439760.2014.93696

Khaw, D., & Kern, M. (2014). A cross-cultural comparison of the PERMA model of wellbeing. Undergraduate Journal of Psychology at Berkeley, *University of California, 8*(1), 10-23. http://ujpb.org/a-cross-cultural-comparison-of-the-perma-model-of-well-being/

Kim, J. H., Knight, B. G., & Longmire, C. V. F. (2007). The role of familism in stress and coping processes among African American and White dementia caregivers: Effects on mental and physical health. *Health Psychology*, *26*(5), 564–576. https://doi.org/10.1037/0278-6133.26.5.564

Kotera, Y., & Ting, S.H. (2021). Positive Psychology of Malaysian University Students: Impacts of Engagement, Motivation, Self-Compassion, and Well-being on Mental Health. *International Journal of Mental Health and Addiction, 19*, 227-239. https://link.springer.com/article/10.1007/s11469-019-00169-z

Kuhl, J. (1983). Emotion, cognition, and motivation: II. The functional significance of emotions in perception, memory, problem-solving, and overt action, *Sprache & Kognition, 2*, 228-253.

Lazarus, R. (2000). *Evolution of a Model of Stress, Appraisal and Coping, and Discrete Emotions. Handbook of Stress, Coping and Health*, SAGE Publications, London

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer publishing company.

Madhyastha, S., Latha, K. S., & Kamath, A. (2014). Stress, coping and gender differences in third year medical students. *Journal of Health Management, 16*(2), 315–326. https://doi.org/10.1177/0972063414526124

McClure, J. W. (2007). International graduates' cross-cultural adjustment: Experiences, coping strategies, and suggested programmatic responses. *Teaching in Higher Education, 12*(2), 199–217.

Noble, T., & McGrath, H. (2008). The Positive Educational Practices Framework: A Tool for Facilitating the Work of Educational Psychologists in Promoting Pupil Wellbeing. *Educational and Child Psychology, 25*(2), 119-134.

Norrish, J., Williams, P., O'Connor, M., & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing, 3*(2), 147–161. doi:10.5502/ijw.v3i2.2

Penley, J. A., Tomaka, J., & Wiebe, J. S. (2002). The association of coping to physical and psychological health outcomes: a meta-analytic review. *Journal of behavioral medicine*, *25*(6), 551–603. https://doi.org/10.1023/a:1020641400589

Prasath, P. R., Mather, P. C., Bhat, C. S., & James, J. K. (2021). University Student Well-Being During COVID-19: The Role of Psychological Capital and Coping Strategies. *The Professional Counselor*, *11*(1), 46–60. https://doi.org/10.15241/prp.11.1.46

Sawir, E., Marginson, S., Deumert, A., Nyland, C., & Ramia, G.(2008). Loneliness and international students: An Australian study. *Journal of Studies in International Education, 12*(2), 148–180.

Seligman, M. E. P. (2011). *Flourish*. New York: Free Press.

Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education, 35*, 293–311. doi:10.1037//0003-066X.55.1.5

Shimazu, A., & Schaufeli, W. B. (2007). Does Distraction Facilitate Problem-focused Coping with Job Stress? A 1-year Longitudinal Study. *Journal of Behavioral Medicine*, *30*(5), 423–434. https://doi.org/10.1007/s10865-007-9109-4

Shoshani, A., Steinmetz, S., & Kanat-Maymon, Y. (2016). Effects of the Maytiv positive psychology school program on early adolescents' well-being, engagement, and achievement. *Journal of school psychology, 57*, 73-92.

Slavin, S. J., Schindler, D., Chibnall, J. T., Fendell, G., & Shoss, M. (2012). PERMA: A model for institutional leadership and culture change. Response to the 2012 question of the year. *Academic Medicine, 87*(11), 1481. https://doi.org/10.1097/ACM.0b013e31826c525a

Squad, U. Q. (2021, November 21). *Mental Health. . .is Not A Destination, But A Process.* Unravel Brain Power. https://unravelbrainpower.com/mental-healthis-not-a-destination-but-a-process

Sumer, S., Poyrzli, S., & Grahame, K. (2008). Predictors of depression and anxiety among international students. *Journal of Counseling & Development, 86*(4), 429–437.

Tansey, T. N., Smedema, S., Umucu, E., Iwanaga, K., Wu, J.-R., Cardoso, E. D. S., & Strauser, D. (2018). Assessing college life adjustment of students with disabilities: Application of the PERMA framework. *Rehabilitation Counseling Bulletin, 61*(3), 131–142. https://doi.org/10.1177/0034355217702136

Tomich, P. McWhirter, J. J., and King, W. E. (2000). *International student adaptation: Critical variables. University responses.* London: Praeger.

Wagner, L., Gander, F., Proyer, R. T., & Ruch, W. (2020). Character Strengths and PERMA: Investigating the Relationships of Character Strengths with a Multidimensional Framework of Well-Being. *Applied Research in Quality of Life*, *15*(2), 307–328. https://doi.org/10.1007/s11482-018-9695-z

Wang, K. T., & Heppner, P. P. (2012). Profiles of acculturative adjustment patterns among Chinese international students. *Journal of Counseling Psychology, 59*(3), 424-436. doi:10.1037/a0028532.

Watson, D. C., & Sinha, B. (2008). Emotion regulation, coping, and psychological symptoms. *International Journal of Stress Management*, *15*(3), 222–234. https://doi.org/10.1037/1072-5245.15.3.222

Wei, M., Ku, T., Russell, D., Mallinckrodt, B., & Liao, K. (2008). Moderating effects of three coping strategies and self-esteem on perceived discrimination and depressive symptoms: A minority stress model for Asian international students. *Journal of Counseling Psychology, 55*(4), 451-462.

Wilner, J. (2011). 6 variables that predict happiness and life satisfaction. Adventures in positive psychology with Joe Wilner http://blogs.psychcentral.com/positive-psychology/2011/11/6-variables-that-predict-happiness-and-lifesatisfaction

Yeh, C. J., & Inose, M. (2003). International students' reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counseling Psychology Quarterly,* 16(1), 15-28.

Zhao, Y., Jindal-Snape, D., Topping, K., & Todman, J.(2008). Theoretical models of culture shock and adaptation in international students in higher education. *Studies in Higher Education, 33*(1), 63–75.