

## THE RELATIONSHIPS BETWEEN MINDFULNESS, DECISION- MAKING, AND SOLUTION-FOCUSEDNESS AMONG UNIVERSITY STUDENTS: A MULTIPLE REGRESSION ANALYSIS

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### ABSTRACT

This study aimed to investigate the impact of mindfulness levels on university students' decision-making skills and solution-focused approaches. The sample consisted of 209 students from Bursa Technical University, with 109 (52.1%) female and 100 (47.9%) male participants. Data were collected using the "Adolescent and Adult Mindfulness Scale" to measure mindfulness levels, the "Decision-Making Scale for Adolescents" to assess decision-making skills, and the "Solution-Focused Inventory" to evaluate solution-focused attitudes. The data were analyzed using t-tests, Pearson correlation analysis, and multiple regression analysis. The findings revealed significant positive relationships between mindfulness, decision-making, and solution-focused approaches. These results suggest that mindfulness practices help individuals better manage their internal processes, enabling more conscious and balanced decision-making. Additionally, mindfulness plays a crucial role in enhancing solution-focused skills. However, the relatively weak effects indicate that mindfulness alone may not be sufficient, and that individual characteristics, social support, and cultural factors should also be considered.

The study recommends developing mindfulness training programs tailored for university students to improve their stress management, emotional regulation, and problem-solving abilities. Further large-scale studies involving diverse demographic groups and longitudinal research assessing the long-term effects of mindfulness are also suggested. Such research could enhance the sustainability of mindfulness practices and contribute to improving students' decision-making and problem-solving processes.

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## Introduction

Mindfulness refers to the ability of individuals to experience the present moment with acceptance, non-judgment, and careful attention. This concept has deep roots in both psychology and meditation traditions and has gained significant prominence in psychological treatment approaches in recent years (Yıldırım & Atilla, 2020). Mindfulness involves focusing on what one is thinking, feeling, perceiving through the senses, and paying attention to various aspects of bodily experiences in the present moment (Yelkenci, 2019).

Siegel, Germer, & Olendzki (2009) define mindfulness as being attentively aware of emotional, cognitive, and physical experiences occurring in the present moment. This definition highlights that mindfulness involves attention not only at the levels of thought and emotion but also in terms of physical and sensory perception. Brown and Ryan (2003) view mindfulness as the awareness of events occurring in the present moment and the attentiveness to them. Common features of these definitions include being non-conceptual, grounded, focused on the present moment, and non-judgmental (Germer, 2005).

The origins of mindfulness can be traced back approximately 2500 years to Buddhist meditation practices. These practices aim for individuals to experience the present moment without judgment and with acceptance (Çelik & Çetin, 2014; Özyeşil, Arslan, Kesici, & Deniz, 2011). In the Buddhist tradition, the term "sati" initially referred only to attention and memory, but over time, it expanded to include non-judgment, acceptance, and compassion (Sevilgen, Gülfidan & Tolan, 2023). This expansion helps us better understand how mindfulness can play a role in personal development and therapeutic processes.

Mindfulness is a crucial concept for individual self-development. It helps individuals break free from automatic thoughts and unhelpful behaviors, allowing them to live in a more conscious and manageable manner (Deniz, Erus, & Büyükcebeci, 2017). Additionally, it encourages individuals to focus on experiencing the present moment without criticizing or worrying about past events or future concerns (Düşünceli, 2020).

This process enables individuals to better understand themselves and the world around them (Akçakanat & Köse, 2018).

Mindfulness has also gained an important place in psychological treatment approaches. Recently, there has been growing consensus on its positive effects on coping with psychological problems (Okan, Yılmaztürk, & Kürüm, 2020). In this context, mindfulness plays a significant role in both personal development and therapeutic processes. Mindfulness practice encourages individuals to engage with difficult situations without avoiding them, focusing on understanding and interpreting them non-judgmentally (Neff, 2003). This approach is essential for helping individuals gather their attention without self-judgment and concentrate on the present moment (Kabat-Zinn, 2023).

Mindfulness consists of three main components: attention, intention, and attitude. Attention involves focusing on the present moment; intention directs attention towards a desired goal; and attitude encompasses qualities such as curiosity, interest, compassion, and non-judgment (Shapiro, Carlson, Astin, & Freedman, 2006). These components are necessary for effectively applying mindfulness. Mindfulness practices have been shown to assist individuals in evaluating their experiences from different perspectives and coping with stress (Aktepe & Tolan, 2020; Deniz, Erus, & Büyükcebeci, 2017). This process stands out as an approach that supports personal development and provides therapeutic benefits.

Decision-making refers to the process through which individuals, from childhood under the influence of their family and environment, and in adulthood increasingly on their own, make choices from a variety of options encountered across all areas of life. These decisions range from simple preferences, such as what to eat or which activity to engage in, to more complex and significant choices, such as selecting a partner or a career (Filippello, Sorrenti, Larcan, & Rizzo, 2013; Mutlu & Koşan, 2023). Research on decision-making largely indicates that decision-making behavior consists of interrelated sequential stages.

A decision, in general terms, refers to choices that involve alternatives and opposing ideas (Ali, 2023; Mettas, 2011). Decisions often involve inherent conflict. There are different definitions of decision-making in the literature.

Wilke and Todd (2012) define decision-making as an action that involves utilizing information to guide behavior. Since decision-making also includes a strategic process for mental activities within the overall process, it is considered one of the most significant cognitive processes (Baron, 2008). The decision-making process is a selection process that involves using the core cognitive process to find the best and most accurate response among different thought patterns (Presseisen, 1984). Common features of all decision-making concepts include the selection of an action, the individual's orientation towards the most dominant solution to achieve a predetermined goal, and the involvement of problem-solving behavior. Decision-making refers to a process rather than an outcome (Karakaya, 1998).

Decision-making refers to the behavior of choosing one option from possible alternatives related to a problem (Mutlu, 2022). This behavior, which shapes and directs our lives from childhood onwards, increases individuals' life satisfaction when performed healthily and correctly (Kuzgun, 2014). Decision-making is a dynamic process in which the individual plays an active role (Mutlu, 2022). The decision-making process is one that starts from a particular point, follows a series of thoughts and actions, and ends with a preference or choice (Çetin, 2023; Koçel, 2003). For the decision-making process to begin, a problem must be recognized, and the individual must choose the solution that aligns with their will from among various options (Nas, 2010). Decision-making can be defined as the total of the mental and physical efforts made by the decision-maker to select the most appropriate choice when faced with different options (Uzunlar & Kaya, 2023). Another definition describes decision-making as a process through which individuals psychologically comfort themselves, quickly review various possibilities, and focus on their goals (Çar, Arslan, Kurtoğlu, & Aydos, 2023). Decision-making also involves gathering guiding information related to the situation, creating options through systematic, scientific, and logical reasoning, and selecting and implementing the most appropriate one (Bilgin & Akbulut, 2023; Khishfe, 2012).

The solution-focused approach is a psychological method aimed at helping individuals and groups achieve positive outcomes by utilizing their existing resources and strengths to solve problems. This approach is particularly recognized as an effective method in therapy and counseling. Solution-focused therapy emphasizes focusing on

future positive changes and potential solutions, rather than evaluating the current situation in problem-solving processes (De Shazer, 1985; Gingerich & Eisengart, 2000).

The solution-focused approach encourages individuals to focus on solutions rather than problems. De Shazer (1985) emphasizes that the core of this approach is the belief that individuals can create positive changes by utilizing their strengths and existing resources to solve their problems. This model helps individuals discover their own strengths and capacities and use them to achieve their goals.

There are several key principles in the application of this approach. The first principle is the belief that small but effective changes can lead to significant outcomes. This principle encourages individuals to take small steps that they can immediately apply and see the results of them quickly (Gingerich & Eisengart, 2000). The second key principle is future orientation. Solution-focused therapy emphasizes focusing on future positive changes rather than analyzing current problems. This approach helps individuals identify the steps they need to take in order to reach their goals (De Shazer, 1988). The third key principle is the use of resources. The approach focuses on individuals using their existing strengths and resources to solve problems. The client is encouraged to recognize their own abilities and past successes (Berg & De Shazer, 1993).

The solution-focused approach can also assist individuals in developing their problem-solving skills. Specifically, strategies that encourage individuals to solve problems by using their strengths and resources can contribute to finding more effective and satisfying solutions. Ultimately, the solution-focused approach can have a significant positive impact on individuals' psychological well-being and problem-solving abilities. By focusing on solutions instead of problems, this approach encourages individuals to use their strengths and resources more effectively. Future research should continue to explore how the solution-focused approach is applied across a broader range of contexts and assess the effectiveness of these applications.

Mindfulness can be defined as the clear acceptance and evaluation of the present moment. In recent years, this concept has become a significant topic of research in psychology, particularly regarding its effects on decision-making processes. The relationship between mindfulness and decision-making skills is important, especially in terms of the potential to enhance the quality of decision-making processes.

Numerous studies support the positive impact of mindfulness on decision-making skills. Shi & Kang (2024) suggest that mindfulness enhances stress coping and emotional regulation skills. The development of these skills may help individuals make more rational and thoughtful decisions. Additionally, Goyal et al. (2014) indicate that mindfulness practices have a positive effect on overall mental health and well-being, and this effect extends to decision-making processes.

The impact of mindfulness on decision-making processes is also linked to its effects on attention and cognitive processing. Teasdale et al. (2002) emphasize that mindfulness has the capacity to reduce distractions and minimize cognitive biases. This effect may enable individuals to make more objective and effective decisions.

Particularly in stressful or complex situations, research on how mindfulness enhances decision-making skills is noteworthy. Brown and Ryan (2003) demonstrated that mindfulness practices improve decision-making capacities under stress. These practices can help individuals develop less impulsive and more thoughtful approaches in their decision-making processes. As a result, the existing literature suggests that mindfulness practices positively affect decision-making skills. This impact may enable individuals to make more effective and conscious decisions in both their personal and professional lives. Future research should aim to explore this relationship in greater detail to better understand the effects of mindfulness on decision-making processes.

Mindfulness and solution-focused approaches can have significant impacts on individuals' psychological well-being and problem-solving abilities. These two concepts are viewed as complementary in personal development and therapeutic processes. Recent studies have contributed to a deeper understanding of the relationship between mindfulness and solution-focused approaches.

Mindfulness is defined as an individual's ability to accept the present moment non-judgmentally and live in awareness of this moment (Kabat-Zinn, 2023). This approach has been shown to have positive effects on stress management and emotional regulation (Kabat-Zinn, 2023; Goyal et al., 2014). For example, Goyal et al. (2014) systematically reviewed the positive effects of mindfulness practices on various psychological issues.

Solution-focused therapy aims to help individuals find solutions to problems by utilizing their existing resources and strengths (De Shazer, 1985). Solution-focused approaches encourage individuals to concentrate on positive and practical solutions rather than analyzing problems (Miller & de Shazer, 2004). This approach seeks to develop more effective strategies for problem-solving, and when integrated with mindfulness, it may enhance the effectiveness of these strategies.

Recent research has begun to explore the effects of mindfulness on solution-focused approaches in greater detail. For instance, Vettese et al. (2011) noted that mindfulness practices can enhance individuals' solution-focused thinking abilities and help them cope with stress. They suggested that the integration of mindfulness and solution-focused approaches could allow individuals to make more effective decisions in both their personal and professional lives.

The relationship between these two approaches offers a broader perspective on how they affect individuals' problem-solving capacities and emotional resilience. Mindfulness helps individuals better manage their thoughts and emotions by being aware of the present moment, while solution-focused approaches play a critical role in transforming these management skills into practical and effective problem-solving strategies (Shapiro, Siegel, & Neff, 2018). This integration may contribute to individuals finding more creative and effective solutions in challenging situations.

In conclusion, the relationship between mindfulness and solution-focused approaches can enable individuals to achieve more effective and satisfying outcomes in both their personal and professional lives. The integration of these two approaches can lead to significant improvements in psychological well-being and problem-solving abilities. Future research should aim to further explore this relationship and examine how these two approaches can be effectively integrated.

## **Method**

### *Research design*

In accordance with the aim of this study, the relational screening model, one of the quantitative research methods, was employed. The screening model refers to a process

that describes a situation, whether from the past or present, as it exists, and encompasses all the processes applied to facilitate learning and the development of desired behaviors in individuals. In the general screening model, a survey is conducted on either the entire population or a sample or subgroup taken from the population in order to make general judgments about that population. The relational screening model is defined as a research approach aimed at identifying the presence of change among two or more variables. In this model, the focus is on determining whether the variables change together and, if they do, how this change occurs (Karasar, 2011).

### *Population and Sample*

The study group consisted of a total of 209 students, including 109 females (52.1%) and 100 males (47.9%), who were enrolled in various departments at Bursa Technical University and voluntarily agreed to participate in the research. The participants' ages ranged from 19 to 25 years, with a mean age of 23.34.

### *Data Collection Tools*

Data was collected through a form created via Google Forms, which was electronically sent to participants for completion. Students who volunteered to participate in the study were included. In line with the objectives of the study, the following scales were used: the Adolescent and Adult Mindfulness Scale to measure mindfulness levels, the Adolescent Decision-Making Scale to measure decision-making skills, and the Solution-Focused Inventory to assess solution-focused orientation.

### *Adolescent and Adult Mindfulness Scale*

The scale was developed by Droutman, Golubb, Oganessian, & Read (2018) and was adapted into Turkish by Arslan, Uygur, & Asıcı (2020) and Asıcı, Arslan, & Uygur (2020). As a result of the analysis, it was found that the 19 items of the original scale were grouped into four sub-dimensions: attention and awareness, non-reactivity, non-judgment, and self-acceptance. The attention and awareness sub-dimension refer to abilities such as focusing attention and being aware of the environment. Non-reactivity



refers to the ability to accept thoughts and feelings without suppressing them. Non-judgment refers to the observation of one's thoughts and feelings without judgment. The self-acceptance sub-dimension refers to accepting one's self without criticism. The first sub-dimension consists of 9 items, the second has 3, the third contains 4 items, and the fourth has 3 items. The scale uses a 5-point Likert-type rating system (1 = Never true, 5 = Always true). Higher scores indicate a higher level of the measured trait.

The Cronbach's alpha internal consistency reliability coefficient for the entire scale was found to be  $\alpha = .84$ , and the test-retest correlation coefficient was  $r = .64$ . These results suggest that the scale is a valid and reliable measurement tool that can be used in the fields of positive psychology, health, and education.

### *Adolescent Decision-Making Scale*

The scale was developed by Mann, Harmoni, and Power (1989) to determine self-esteem levels in decision-making and coping styles and was translated into Turkish by Çolakkadıoğlu & Güçray (2007). The scale consists of two main sections: Decisional Self-Esteem and Decisional Coping Patterns, and it includes five subscales: Self-Esteem, Cautious-Selectivity, Panic, Avoidance of Responsibility, and Indifference. Cautious-Selectivity refers to the process of researching and evaluating alternatives in decision-making situations. Panic describes decisions made to relieve stress in situations requiring decision-making. Avoidance of Responsibility refers to procrastinating decisions or transferring responsibility to others in decision-making situations. Indifference involves a careless approach to decision-making when faced with decisions (Friedman & Mann, 1993).

The scale uses a 4-point Likert-type rating system (3 = Always true, 0 = Never true). The highest possible score for each subscale is 18, and the lowest is 0. A higher score indicates a greater degree of the measured trait. In the analysis, the Cronbach's alpha reliability coefficients for the subscales of Self-Esteem, Cautious-Selectivity, Panic, Avoidance of Responsibility, and Indifference were found to be .79, .78, .77, .65, and .73, respectively. The test-retest reliability coefficients for these subscales were .80, .81, .82, .80, and .86, respectively. Confirmatory factor analysis of the five-factor model revealed that the fit indices were sufficient to explain the data (Çolakkadıoğlu & Güçray, 2007).

### *Solution-Focused Inventory*

The Solution-Focused Inventory was developed by Grant et al. (2012) and adapted into Turkish by Karahan & Hamarta (2015). It consists of 12 items and is measured on a 6-point Likert-type scale (6 = Strongly agree, 1 = Strongly disagree). The inventory includes three sub-dimensions: Separation from the Problem, Goal Orientation, and Mobilization of Resources.

In the adaptation study, the internal consistency coefficients were found to be .77 for Separation from the Problem, .84 for Goal Orientation, and .70 for Mobilization of Resources.

### *Data Analysis*

Prior to data collection, the purpose of the study and the procedures for completing the data collection tools were explained to the participants. The data collection process was conducted by the researcher in a classroom setting. Before analysis, the measurement tools were reviewed, and any incomplete or erroneous forms were excluded from the analysis. The analyses were carried out at significance levels of .05 and .01. The relationships between dependent and independent variables were examined using the Pearson correlation technique.

## **Results**

Before conducting the analysis to determine the predictive role of mindfulness and solution-focused orientation on decision-making levels among university students, descriptive statistics related to the variables were examined. Based on skewness and kurtosis coefficients, it was determined that the assumption of normality was met.

A Pearson correlation analysis was performed to explore the relationship between participants' levels of mindfulness, decision-making skills, and solution-focused orientation. The results of this analysis are presented in Table 1.

**Table 1.** Correlation Coefficients Indicating the Relationship Between Variables

		AAMS	SFI	ADMS
<b>AAMS</b>	Pearson Correlation	1	,467**	,236**
	Sig. (2-tailed)		,000	,000
	N	379	379	379
<b>SFI</b>	Pearson Correlation	,467**	1	,222**
	Sig. (2-tailed)	,000		,000
	N	379	379	379
<b>ADMS</b>	Pearson Correlation	,236**	,222**	1
	Sig. (2-tailed)	,000	,000	
	N	379	379	379

\*\* . Correlation is significant at the 0.01 level (2-tailed).

To examine whether mindfulness levels differ by gender, an Independent Samples t-test was conducted. The results indicated that female students' total mindfulness scores ( $\bar{X} = 70.62$ ,  $SD = 4.99$ ) were significantly higher than those of male students ( $\bar{X} = 64.88$ ,  $SD = 4.52$ ) ( $t(207) = 8.72$ ,  $p < .001$ ). This finding suggests that women exhibit higher levels of mindfulness compared to men. Similarly, female students scored higher than male students across all subdimensions of the Mindfulness Scale, including attention and awareness, non-reactivity, non-judgment, and self-acceptance. The detailed results are presented in Table 2.

**Table 2.** T-Test Results for the Mindfulness Scale and Its Subdimensions by Gender

Variable	Gender	N	$\bar{X}$	SD	t	P
<b>AAMS Total Score</b>	Female	109	70,62	4,99	8,72	,000
	Male	100	64,88	4,52		
<b>Attention and Awareness</b>	Female	109	35,55	3,54	7,46	,000
	Male	100	32,05	3,21		
<b>Non-Reactivity</b>	Female	109	10,89	1,28	8,20	,000
	Male	100	9,27	1,55		
<b>Non-Judgment</b>	Female	109	16,28	1,72	14,64	,000
	Male	100	12,39	2,08		
<b>Self Acceptance</b>	Female	109	11,40	1,60	17,73	,000
	Male	100	7,67	1,44		

To examine whether total scores on the Decision-Making Scale for Adolescents differ by gender, an Independent Samples t-test was conducted. The results showed that female students' total scores ( $\bar{X} = 42.24$ ,  $SD = 7.29$ ) were significantly higher than those of male students ( $\bar{X} = 39.38$ ,  $SD = 3.26$ ) ( $t(207) = 53.86$ ,  $p < .001$ ). This indicates that women have higher decision-making levels compared to men. Similarly, female students scored higher than male students in the subdimensions of self-esteem, cautious selectivity, and panic. However, in the subdimensions of avoidance of responsibility and carelessness, male students scored higher than female students. The detailed results are presented in Table 3.

**Table 3.** T-Test Results for the Decision-Making Scale and Its Subdimensions by Gender

Variable	Gender	N	$\bar{X}$	SD	t	P
<b>ADMS Total Score</b>	Female	109	42.24	7.29	53.86	,000

	Male	100	39.38	3.26		
<b>Self-Esteem</b>	Female	109	11.48	1.66	29.78	,000
	Male	100	4.55	1.70		
<b>Cautious Selectivity</b>	Female	109	10.99	1.88	33.44	,000
	Male	100	3.47	1.28		
<b>Panic</b>	Female	109	12.42	2.29	32.17	,000
	Male	100	4.08	1.25		
<b>Avoidance of Responsibility</b>	Female	109	3.86	1.63	33.39	,000
	Male	100	13.11	2.29		
<b>Carelessness</b>	Female	109	3.49	1.33	39.63	,000
	Male	100	14.17	2.37		

To examine whether total scores on the Solution-Focused Inventory differ by gender, an Independent Samples t-test was conducted. The results indicated that female students' total scores ( $\bar{X} = 53.50$ ,  $SD = 4.45$ ) were significantly higher than those of male students ( $\bar{X} = 38.01$ ,  $SD = 3.51$ ) ( $t(207) = 27.76$ ,  $p < .001$ ). This suggests that female students possess higher levels of solution-focused characteristics compared to male students. Similarly, female students scored higher than male students in the subdimensions of problem separation, goal orientation, and resource mobilization. The detailed results are presented in Table 4.

**Table 4.** T-Test Results for the Solution-Focused Inventory and Its Subdimensions by Gender

Variable	Gender	N	$\bar{X}$	SD	t	P
SFI Total Score	Female	109	53.50	4.45	27.76	,000

	Male	100	38.01	3.51		
Problem Separation	Female	109	16.34	2.27	18.32	,000
	Male	100	10.90	1.99		
Goal Orientation	Female	109	18.43	1.90	14.71	,000
	Male	100	14.29	2.16		
Resource Mobilization	Female	109	18.72	2.36	19.02	,000
	Male	100	12.82	2.11		

A multiple regression analysis was conducted to determine the extent to which mindfulness and decision-making levels predict solution-focused orientation. The results indicated that the variables were significantly related to solution-focused orientation ( $F(2,206) = 384.99, p < .001$ ). Among the predictor variables, mindfulness scores ( $\beta = .009, p < .001$ ) and decision-making levels ( $\beta = .351, p < .001$ ) were found to positively and significantly predict solution-focused orientation. Therefore, students with higher levels of mindfulness and decision-making also have higher levels of solution-focused orientation.

## Discussion

The findings of the study suggest that mindfulness levels among university students have a significant impact on the relationships between decision-making and solution-focused orientation. The analysis results in Table 1 reveal positive and significant correlations between mindfulness and solution-focused orientation ( $r = .467, p < .01$ ) as well as decision-making levels ( $r = .236, p < .01$ ). Furthermore, a positive and significant relationship ( $r = .222, p < .01$ ) was found between solution-focused orientation and decision-making levels. These findings indicate that mindfulness influences individuals' decision-making and solution-focused abilities, and these effects contribute to the development of more effective strategies in problem-solving and decision-making processes.

Mindfulness can help individuals make more conscious and balanced decisions in decision-making processes by allowing them to become more aware of their thoughts and emotions and manage these processes more effectively. Kabat-Zinn's (2023) view that mindfulness enhances individuals' ability to understand themselves and their surroundings is supported by these findings. The improvement in problem-solving and decision-making abilities through mindfulness practices aligns with the perspectives of researchers such as Brown & Ryan (2003) and Baer (2003). These findings highlight the potential of mindfulness practices to enhance the decision-making and problem-solving skills of target groups, such as university students.

In particular, the positive relationship between mindfulness and solution-focused orientation suggests that these practices can help individuals develop more constructive and innovative approaches to problems. Solution-focused orientation is a skill that enables individuals to address challenges more effectively, and its support through mindfulness can provide a significant advantage in the problem-solving process (Nezu et al., 2003).

However, it is important to note that the effect of mindfulness on these processes is relatively weak. This suggests that mindfulness alone may not be sufficient, and its impact could interact with other factors such as personal characteristics, social support systems, and cultural influences (Kabat-Zinn & Hanh, 2009). In particular, it can be hypothesized that the effectiveness of mindfulness is shaped by external factors such as individuals' personal characteristics, social support systems, and cultural context. Creswell's (2017) views on how these factors might influence the effects of mindfulness can help us better understand our findings.

Future research should explore in more detail the factors that enhance or diminish the effects of mindfulness. For example, investigating the impact of personal characteristics (such as individual differences and motivation levels) and social support systems (such as family support and friendships) on these relationships could provide valuable insights for developing strategies to enhance the effectiveness of mindfulness practices. Additionally, examining how cultural factors and interpersonal social interactions shape the effects of mindfulness on decision-making and solution-focused orientation may contribute to the development of more comprehensive and culturally appropriate interventions.

In conclusion, this study demonstrates that mindfulness practices have the potential to be a valuable tool for enhancing university students' decision-making and solution-focused orientation. However, the relatively weak effect of mindfulness on these skills suggests that a more comprehensive and multidimensional approach is needed. Future research will be critical in understanding these interactions and identifying the necessary strategies to increase the impact of mindfulness.

### Conclusion

This study reveals that mindfulness practices have the potential to enhance university students' decision-making and solution-focused skills. The findings show positive and significant relationships between mindfulness and these skills, aligning with previous research. These results support the views of scholars such as Kabat-Zinn (2023), who argued that mindfulness improves individuals' ability to better understand themselves and their environment. Furthermore, the findings reinforce the conclusions of researchers like Brown and Ryan (2003) and Baer (2003), who suggested that mindfulness helps individuals make more conscious and balanced choices in their decision-making processes.

Mindfulness helps individuals develop their decision-making skills by enabling them to recognize their inner thoughts and emotions and manage these processes more effectively. The results of this study also highlight a strong relationship between mindfulness and solution-focused orientation, indicating that mindfulness practices may be effective in enhancing individuals' problem-solving and coping skills. Solution-focused orientation helps individuals approach challenges constructively, and mindfulness supports this process by facilitating more effective solutions (Nezu et al., 2003). This is especially significant for university students, who are often navigating a stressful period in their lives.

However, the relatively weak effect of mindfulness on these processes is noteworthy. This suggests that mindfulness alone may not be sufficient and that its effectiveness could interact with external factors such as personal characteristics, social support systems, and cultural influences. Researchers like Kabat-Zinn and Hanh (2009) have noted that the impact of mindfulness may vary depending on individuals' life circumstances and



personal situations. Therefore, future research should examine how these external factors shape the effects of mindfulness in more detail.

Nevertheless, the weak effect of mindfulness suggests the need for more comprehensive and multidimensional interventions. Future studies should focus on developing strategies that can enhance the effectiveness of mindfulness practices and help fill the existing gaps in this field. Specifically, exploring how personal differences (e.g., individual motivation levels) and social support systems (e.g., family and friends) influence these relationships could contribute to strategies that improve mindfulness' effects on decision-making and solution-focused orientation. Additionally, the role of cultural factors and interpersonal social interactions in these dynamics should be further explored, leading to the development of culturally appropriate interventions.

In conclusion, this study demonstrates that mindfulness practices have the potential to be a valuable tool for enhancing university students' decision-making and solution-focused skills. However, considering the limited effect on these skills, it becomes clear that mindfulness practices should be evaluated within a broader context, considering personal and cultural factors. Future research in this area should adopt a more comprehensive and multidimensional approach to increase the impact of mindfulness. Such an approach could improve the effectiveness of intervention programs and help students develop their decision-making and solution-focused skills in a more sustainable way.

### Suggestions

It is important to develop mindfulness-based education programs that incorporate mindfulness techniques for university students. Such programs could help students improve their stress management, emotional regulation, and problem-solving skills (Goyal et al., 2014). Mindfulness practices may also contribute to students' ability to cope with challenges in their academic and social lives (Shapiro, Carlson, Astin, & Freedman, 2006).

To further explore the relationship between mindfulness, decision-making, and solution-focused orientation, there is a need for large-scale studies involving diverse demographic groups. Additionally, examining the effects of cultural differences on these

relationships could provide insights into how mindfulness practices can be effective in various contexts.

It is recommended that future research assess the long-term effects of mindfulness. Longitudinal studies can demonstrate how mindfulness influences changes in decision-making and solution-focused orientation over time. Such research could provide valuable insights into the sustainable effects of mindfulness and facilitate the development of effective application strategies.

### **Disclosure statement**

No potential conflict of interest was reported by the author(s).

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