Investigating the Relationship between Interpersonal Communication Disposition and Psychological Resilience in University Students

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Article Info	Abstract
	This study aims to examine the relationship between psychological resilience and interpersonal communication skills of university students. The study group consisted of 544 female (272) and male (272) university students with normal development attending the Faculty of Health Sciences of 5 different universities in Ankara in the 2022-2023 academic year. Brief Resilience Scale and Interpersonal Communication Competence Inventory were used as data collection tools. The data obtained showed that there was a statistically significant difference between male and female participants in terms of psychological resilience. The study shows that males scored higher on the resilience scale than females. This result is in line with the belief that females are "more vulnerable" and "less psychologically resilient" than males. It also shows that there is no relationship between a higher degree of resilience and social support system. This study aims to motivate university students to strengthen their resilience and communication skills for better service.

Introduction

Psychological resilience comes from the Latin root "resiliens". This means that an object is flexible and returns to its original form after stretching. Resilience literally means flexibility, resistance and coping power in the face of difficulties (Greene, 2001). Accordingly, the risk factor that will cause stress, such as familial and environmental difficulties, traumatic events, health problems and financial problems, should cause physical and psychological difficulties in the individual. Secondly, the individual should have competencies for the process of overcoming and adapting to the risk factors to which they are exposed based on their genetic and personality characteristics. Thirdly, the protective factors that minimize the negative effects of personal, familial and environmental risk factors are resilience, resilience, resilience, strength, robustness and recovery. The concept of psychological resilience has been defined differently in many different branches of science. The simplest definition of psychological resilience is the ability to bounce back from stressful and negative situations. This leads to fewer psychological problems and better physical and psychological health. People with high psychological resilience experience negative emotions like all people after stressful situations or traumatic events. However, by maintaining a sense of control, they prevent situations and events from taking over their psychology (Masten, 2001).

Well-being theory and self-determination theory can be used to understand psychological resilience. Self-determination theory (SDT) tries to explain people's developmental and behavioral development within the framework of motivational processes. People are curious about the environment in which they live. This sense of curiosity leads people to evolve as social creatures (Ryan & Deci, 2017). According to this theory, humans have three universal psychological needs: Autonomy, competence and relatedness. These three needs need to be satisfied for mental well-being. The need for autonomy is self-directed rather than externally controlled behavior. The need for competence refers to the need to feel capable of achieving a certain outcome. Relatedness is a sense of belonging and being connected with close significant others who are supportive (Ryan & Deci, 2000).

Scientific studies on psychological resilience in the last thirty years reveal that individuals with high psychological resilience are healthier, live longer, are more successful in their school and work lives, and are happier in their family and human relationships. Sexuality, which is accepted as a healthy aspect of human development, is a lifelong complex development starting from the womb (Yavuzer, 2011, p. 98). The education of this lifelong development process starts in the womb. The period when this development process is the fastest and most critical, just like in other developmental areas, covers the early childhood years (Kesicioğlu & Deniz, 2014). Individuals with psychological resilience are solution-oriented and goal-oriented when they face problems. Those who are hopeful and have goals have high psychological resilience. Such individuals have high self-confidence, have the ability to cope with difficulties and have interpersonal communication competencies (Özer, 2013).

Interpersonal Communication Predisposition

Communication is one of our most fundamental skills for connecting people to form social groups and build society. In everyday life, going to class at school and talking to students is the most basic form of communication. But now in the digital world, activities such as sending an email while doing research on the Internet, asking someone a question on social media or sending a message on a smartphone are also communication. Communication is one of the most important tools in the process of rebuilding our neighborhood after natural disasters such as earthquakes, hurricanes, forest fires and floods. With the phenomenon of deepening, expanding and accelerating communication in our world defined as a global village, it has become important to have the competencies to communicate with others in dynamic and complex societies.

In the 1950s, the sub-discipline of interpersonal communication began to develop under the discipline of communication. The role of communication in explaining the interaction between two people face-to-face or mediated by third parties to achieve a wide range of instrumental and social goals has been examined. In the development of sub-disciplines such as mass communication, organizational communication and communication technologies in communication science, the studies conducted in the sub-discipline of interpersonal communication have contributed greatly.

Since interpersonal communication is multifaceted and wide-ranging, the main purposes of this communication can be listed as follows. Firstly, the individual turns to interpersonal communication in order to recognize his/her own feelings and thoughts, to reveal the values related to his/her own self and to find the opportunity to evaluate

himself/herself from an objective point of view. Secondly, through this communication, they have the opportunity to communicate with the world by getting to know the events in the world, various beliefs and cultures. Thirdly, people can share their thoughts and feelings, their likes and dislikes in their inner world with other people through interaction. Finally, through this communication, it is possible to fulfill certain desires and have influence on others by persuading, influencing and directing other individuals (Myers & Myers, 1988, pp. 4-5).

There are four main elements that affect interpersonal communication: Perception, personality traits, self and culture. First, perception is the process of giving meaning to and identifying stimuli in our environment. We call perception the processing of sensory data carried by our sense organs in the brain. It is through our perceptions that we interpret what we see with our eyes and develop appropriate behavior. As a result of different processes such as social perception, psychological perception and sensory information, the same events and situations we see outside can be perceived differently. Therefore, the fact that there will be different perceptions in communication should not be ignored (Cüceoğlu, 2019). Secondly, personality traits such as neuroticism or introversion/extroversion affect communication. The characteristics of the person such as gender, age, education, social status are also among the elements of communication (Telman & Ünsal, 2009, p. 72). Thirdly, unlike other living beings, people can think about their own behavior and reactions. How one sees, perceives and defines oneself from the outside is related to the concept of self. In interpersonal communication, it is important to be aware of one's thoughts about oneself. Being at peace with oneself, accepting and loving oneself leads to a high self-perception and thus to an increase in self-confidence. People who are aware of themselves have more positive communication. People with low self-perception and self-confidence are passive in communication (Hartley, 2014, pp. 161-162). Finally, communication should be considered in a cultural context. While holding hands in some cultures represents sincerity and friendship, in other cultures it is perceived as inappropriate behavior. Culture is learned and passed down from generation to generation, but it can also change over time (Kaya, 2017, pp. 160-161).

Interpersonal skills and academic skills are cited as the most needed skills and knowledge in research among university graduates. Interpersonal skills include interview skills, teamwork and social skills, organizational and coordination skills, and communication skills. With the Bologna process, universities have made it compulsory for their graduates to have knowledge, skills and competencies in order to be employable, that is, to be able to get a job, to sustain their working life and to be able to move in the labor market (Puhakka, 2010). The changes brought about by modern life and globalization have also created new needs in the field of communication competencies. In business life, employers and service providers face new challenges such as globalization, internationalization, rapid change in technology and global issues (climate change, COVID 19 pandemic, etc.). With the rapid introduction of digital communication into our lives in recent years, it has been inevitable that new approaches to communication competencies have emerged. It is predicted that communication competencies will become more important in our daily life and business life.

Psychological Resilience and Interpersonal Communication Disposition

The literature suggests a positive relationship between psychological strength and interpersonal communication

competencies. Ruben (1979) found that interpersonal communication skills predicted success and failure in cross-cultural adaptation. Berryman-Fink (1981) demonstrated that students who participated in a competency-based interpersonal communication course significantly increased their interpersonal competence. Hynes (2012) highlighted the role of interpersonal communication training in improving employees' competencies and fostering engagement in the workplace. These findings support the notion that psychological strength is linked to effective interpersonal communication skills.

In this context, answers to the following questions will be sought to examine the sample in Türkiye:

1- Is there a significant relationship between university students' psychological resilience scores and gender variable?

2- Is there a significant relationship between university students' interpersonal communication competence scores and gender variable?

3- Is there a significant relationship between psychological resilience and interpersonal communication competencies of university students?

Method

Research Model

This study is in descriptive survey model. The scientific study process in which the researcher aims to collect data to reveal certain characteristics of a group is defined as survey research (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2017, p. 15).

Participants

The study group of the research consisted of 544 female (272) and male (272) university students with normal development attending the Faculty of Health Sciences of 5 different universities in Ankara in the 2022-2023 academic year. Participants were reached by convenience sampling method. Basic demographic information of the participants is given in Table 1.

Table 1. Descriptive Statistics on Demographic Variables

Variables		f	%
Gender	F	272	50
	M	272	50
Total		544	100

Instrumentation Tools
Demographic Information Collection Form

In the form developed by the researcher to obtain demographic information about the university students in the study group by reviewing various sources, questions about university life were included in addition to information

such as age, gender, birth order, number of siblings, perceived income level, family structure and attitudes.

Brief Psychological Resilience Scale (BPSR)

Brief Psychological Resilience Scale was developed by Smith et al. (2008) to measure the level of psychological resilience of individuals and university students. This scale measures the potential of individuals to recover themselves in stress situations caused by risk factors, their ability to show resilience, and their adaptation processes in the face of difficulties. While the previous psychological resilience scales assessed the resources to promote resilience, the PPSS aims to measure resilience, adaptation, recovery or success in stress situations. Brief Psychological Resilience Scale (BPSR)

When the scale was first developed, validity and reliability studies were conducted in four different study groups. "Exploratory factor analysis" was used to determine the construct validity of the scale. As a result of the study conducted with four different sample groups, a single-factor structure was obtained, which explained 61%, 61%, 57% and 67% of the total variance, respectively. The calculation of the factor loadings of the scale items resulted in values ranging from .68 to .91.

Internal consistency and test and retest methods were used to determine the reliability of the scale. Accordingly, the internal consistency reliability coefficient was between .80 and .91 and the test-retest reliability coefficient calculation results were between .62 and .69. For the criterion-related validity calculation, the relationship between other scales and the KPSÖ was examined. According to this calculation, significant positive relationships were found between the CPSS and ego resilience, optimism, life goals, social support, positive coping strategies and positive emotions. On the other hand, significant negative correlations were found between CPSS and negative emotions, pessimism, anxiety, depression, negative coping strategies and perceived stress (Acı, 2020, p. 23).

Doğan (2015) conducted the adaptation study into Turkish. The internal consistency coefficient of KPSÖ is 81. KPSÖ consists of 6 items and one factor. The scale is a 5-point Likert-type measurement tool as Not at all appropriate (1), Not appropriate (2), Somewhat appropriate (3), Appropriate (4), Fully appropriate (5). When scoring, items 2, 4 and 6 should be reversed. A minimum score of 6 and a maximum score of 30 can be obtained from the measurement tool. The high score obtained after reversing the reverse coded items indicates that psychological resilience is also high.

There are no cut-off points in the scoring of this scale. After determining the midpoint of the score of the scale and determining the necessary statistical calculations and standard deviation values, low, medium and high level evaluations will be made in the findings section based on the sample in this study.

Interpersonal Communication Competence Inventory (ICCI)

Huang and Lin developed the Interpersonal Communication Competence Inventory for university students in 2018. Turkish adaptation study was conducted by Çıkrıkçı and Çinpolat in 2021. The internal consistency coefficient for the ICI is 81. This inventory consists of 15 items and four sub-dimensions. The sub-dimensions are

listening skills (items 1,2,3,4), social comfort skills (items 5,6,7,8), empathy skills (items 9,10,11,12) and expression skills (items 13,14,15). The interpersonal communication competence inventory is a 5-point Likert-type measurement tool as Completely Not Appropriate (1), Not Appropriate (2), Somewhat Appropriate (3), Appropriate (4), Completely Appropriate (5). A minimum score of 15 and a maximum score of 75 can be obtained from the measurement tool. There are no reversed items when scoring. The high score obtained from the KİYE measurement tool indicates that the communication competence of the individual is high.

Data Collection and Analysis

After obtaining approval from Gazi University Ethics Committee, the researcher contacted the university administrations in Ankara. Relevant units were visited and faculty members were asked to reserve a part of their courses for data collection. The purpose of the study was explained to the participants and it was conveyed that participation was voluntary and confidential.

IBM® SPSS Version 24 was used for data analysis. Initial analyses were conducted before starting the analysis. For this, the accuracy of the data was tested and missing and outliers were examined. Whether the data were normally distributed or not was determined as a result of the tests. It was decided to use parametric tests according to the normally distributed data. Pearson correlation analysis was used to examine the relationship between the two main variables of the study, psychological resilience and communication competencies.

Results

For the question "Do the psychological resilience levels of university students differ according to gender?", unrelated sample t-test was conducted on the resilience scores of the participants and the results are presented in Table 2.

Table 2. Examination of Psychological Resilience Levels by Gender

Unpaired sample t-test	Sub-groups	n	$\bar{X}$	SS	sd	t	*p*
Psychological Resilience	Male	272	20.56	4.44	270	3.87	.00*
	Female	272	17.44	4.39			

For the question "Do the communication competence levels of university students differ according to gender?", unrelated sample t-test was conducted on the participants' interpersonal communication competence scores and the results are presented in Table 3.

According to the results, individuals' listening, social comfort, empathy and expression skills did not differ significantly according to their gender (t_(listening skill)(270) =-0.04; t_(social comfort skill)(270) =1.72; t_(empathy skill)(270) =-1.07; t_(expression skill)(270) =-0.12 p>0.05). According to the results of the analysis on the total score of interpersonal communication competence, it was determined that the interpersonal

communication competence of individuals did not differ according to their gender ($t(270) = 0.38$; $p>0.05$).

Table 3. Examination of Interpersonal Communication Competence Levels by Gender

	Sub-groups	n	$\bar{X}$	SS	sd	t	*p*
Listening Skills	Male	272	16.56	1.81	270	-.04	.97
	Female	272	16.58	2.74			
Social Comfort Skill	Male	272	15.03	2.34	270	1.72	.09
	Female	272	14.03	3.26			
Empathy Skills	Male	272	15.29	2.22	270	-1.07	.29
	Female	272	15.73	2.21			
Expression Skills	Male	272	10.56	1.48	270	-.12	.91
	Female	272	10.60	2.01			
Interpersonal Communication Competence	Male	272	57.44	5.59	270	.38	.71
	Female	272	56.94	7.38			

Pearson correlation coefficient was calculated between psychological resilience scores and interpersonal communication competencies and sub-dimensions for the question "Is there a significant relationship between psychological resilience levels and communication competencies of university students?" and the results are presented in Table 4.

Table 4. Relationship between Psychological Resilience and Communication Competencies (Pearson correlation)

	Psychological resilience	Listening skills	Social comfort skills	Empathy skills	Expression skills	Interpersonal Communication Competence
Psychological resilience	1					
Listening skills	.05	1				
Social comfort skills	.24**	.40**	1			
Empathy skills	.03	.35**	.29**	1		
Expression skills	.24**	.32**	.45**	.26**	1	
Interpersonal Communication Competence	.20**	.74**	.80**	.63**	.67**	1

**<.01

According to the results obtained, there is a positive and statistically significant relationship between the psychological resilience levels of individuals and social comfort skills ($r=0.24$; $p<.05$), expression skills ($r=0.24$; $p<.05$) and total scores of interpersonal communication competence ($r=0.20$; $p<.05$). However, the relationships between listening skills and empathy skills and psychological resilience levels were not statistically significant.

Discussion

The main purpose of this study is to examine the relationship between psychological resilience and communication competencies of university students. In line with the results obtained, there is a positive relationship between the total score of psychological resilience and interpersonal communication competencies and social comfort and expression skills. As psychological resilience increases, interpersonal communication competencies and two of the sub-dimensions increase significantly.

Kinman and Grant (2011) examined the relationship between stress resilience and emotional and social competencies among 240 social work students in the UK and found that students had high levels of emotional intelligence, reflection skills and empathy. These researchers showed that there is a significant positive relationship between resilience and students' ability to establish and maintain effective relationships with friends, family and other students, that is, high skills related to social situations. In addition, students who were skilled in perceiving, evaluating and expressing their emotions were found to have high psychological resilience and emotional knowledge in regulating their emotions. Reflection and self-reflection skills, that is, having the ability to reflect both one's own thoughts and emotions and the thoughts and emotions of others, are important predictor variables of psychological resilience. Empathic stress, that is, feeling anxiety and discomfort as a result of putting oneself in the place of others excessively, also decreases psychological resilience. With this research, university students have shown that they see psychological resilience as innate and fixed individual characteristics and do not perceive it as a situation that needs to be developed. The fact that these students see psychological resilience as a reactionary mechanism given in negative situations has led them to ignore the organizational dimension and interpersonal elements of psychological resilience. Therefore, these students do not believe that resilience can be increased through organizational training and supervision. Instead, they emphasize elements such as self-awareness, self-care, reflection and emotion management.

Çetinkaya-Büyükbodur (2018) conducted a study with 201 social workers to examine the effect of psychological resilience of social workers on secondary traumatic stress within the framework of different variables. As a result of this study, which examined the effect of secondary traumatic stress, it was shown that self-perception and social competence, which are sub-dimensions of psychological resilience, were significantly affected by secondary traumatic stress. Psychological resilience differed in favor of females. Statistically significant differences were found in secondary traumatic stress and psychological resilience according to education level, psycho-social support need, and the area of social service implementation. In addition, a negative and low level significant relationship was observed between age and avoidance of secondary traumatic stress and between the duration of working in the field and psychological resilience.

Studies examining the relationship between psychological resilience and various dimensions of communication (interpersonal, intrafamilial, etc.) have been conducted internationally. In the study conducted by Buçakçı (2022) in Türkiye, no significant results were found in the relationship between age and gender variables and psychological resilience. Mentalization was found to mediate the relationship between dialogue-oriented and compliance-oriented family communication approaches and psychological resilience. Koerner and Fitzpatrick

(2002) examined whether university students' domestic communication approaches affect their behaviors in stress and argument situations in romantic relationships. It was observed that students who grew up with conformity-oriented family communication approaches did not avoid arguments and exhibited verbal aggression and negative behaviors in case of arguments. On the contrary, in the dialogue-oriented family communication approach, it was revealed that they avoided arguments, tried to reach an agreement and exhibited positive behaviors. In harmony-oriented families, it is aimed to have the same thoughts, attitudes, values and beliefs among family members.

In dialogue-oriented families, each family member is encouraged to interact freely and express his/her own thoughts. In a study examining the mediating effect of psychological resilience on the relationship between family communication and adjustment to university, students who were raised in harmony-oriented families were found to have lower levels of psychological resilience (Dorrance Hall et al., 2019). In their study with 135 third and fourth year occupational therapy students, Brown et al. (2020) found a significant relationship between active-empathetic listening and psychological resilience, analytical listening and psychological resilience, self-expression and psychological resilience, and social comfort and psychological resilience as a result of regression analysis. Another study investigating the relationship between expressiveness and argument avoidance and family communication in a sample of married young adults revealed that participants who shared their feelings and thoughts and exchanged information adapted better to life challenges (Schrodt, 2005). In another compilation study; It has been observed that there is a relationship between family characteristics such as family communication, positive perspective of the family, time spent together and shared entertainment of the family, harmony and flexibility of family members, etc. and psychological resilience (Black and Lobo, 2008). A study conducted on adults from divorced families in Indonesia revealed that positive interpersonal communication positively affects psychological resilience. Divorced family members are more open about solving their problems and pain through interpersonal communication and can express their feelings more clearly (Jayanti and Lestari, 2022, pp. 59-68).

A statistically significant difference was found between the average score of university students on the psychological resilience scale and the gender variable. According to this result, it was determined that male students had higher levels of psychological resilience than female students. When similar studies in the literature are examined, Karakış (2019)'s thesis study, which examined the psychological resilience levels of nurses working in public hospitals, revealed that male nurses had higher levels of psychological resilience than female nurses. Taşğın et al. (2017) found that male students had statistically significantly higher levels of psychological resilience than female students in their study examining the relationship between unemployment concerns and psychological resilience among university students. Deniz et al. (2020) examined the effect of job stress on psychological resilience and stated that male employees had significantly higher levels of psychological resilience than female employees in their study among hospital employees.

Clark (1995), in his study revealed that female adolescents are exposed to more sexual and physical violence than male adolescents, and therefore, they have a lower body image and self-esteem, are more prone to emotional stress and eating disorders, and are more likely to commit suicide. Male adolescents, on the other hand, are more likely to commit crimes to cope with their problems, take physical risks, engage in frequent and unprotected sexual

intercourse, and use alcohol, cigarettes, and drugs more. In the study conducted by Aydın et al. (2019) on prospective teachers, the mean scores of prospective teachers on the Brief Psychological Resilience Scale (3.41) are significantly higher than the mean scores of female prospective teachers (3.08). These researchers stated that the reason for this is that males assume fewer roles in society than females and therefore are exposed to less burden in terms of psychological well-being. According to the t-test results of Çelebi's (2020) study examining the reactions to the Covid 19 outbreak, men's psychological resilience levels were higher than females, indicating that females were more emotional and approached traumatic events more process-oriented rather than outcome-oriented.

In some studies, unlike the results of this study, there are also studies stating that females' psychological resilience levels are significantly higher than those of males. In the study conducted by Önder and Gülay (2008) on a sample group of 8th grade students in Istanbul, the psychological resilience level scores of female students (X = 183.36) were found to be significantly higher than the psychological resilience level average scores of male students (X = 171.48). In the study comparing the psychological resilience levels of students from sports sciences and theology faculties, Atan and Üniver (2019) found that the scores of female students were significantly higher than the scores of male students. In the study conducted by Koç Yıldırım et al. (2015) among 945 adolescents between the ages of 14-18, a statistically significant difference was found between the arithmetic means of female students (X = 92.91) and male students (X = 89.90).

It has been stated that the reason for the different results between the gender variable and psychological resilience in different studies may be due to factors such as the traumas, stress, intelligence and physical health status of individuals, and whether they receive social support. In the study conducted by Erkoç and Danış (2020) on a sample of 671 social work students, it was determined that the psychological resilience levels of male participants were higher than those of female participants.

In other studies conducted on whether psychological resilience differs according to gender, no significant difference has been found. In the study conducted by Terzi (2008) with 264 students studying at Gazi University, it was shown that there was no significant difference in the students' resilience scores according to gender. In the study conducted by Aydın (2010) with 449 students studying at 6 different departments of Karadeniz Technical University Fatih Faculty of Education, the relationship between emotional intelligence and hope levels and psychological resilience was examined. As a result of the study, no significant difference was found in terms of psychological resilience according to the gender variable. Özer (2013) conducted a thesis study with a total of 766 students, 243 male and 523 female, studying at a university in Konya and examined whether there was a relationship between emotional intelligence and five-factor personality traits and psychological resilience.

Conclusion

The most important strength of this study is that it is among the first studies to use the Interpersonal Communication Inventory, which was relatively newly created in the world and recently adapted to Türkiye, in a study. It is also important in the literature as it is the first study to use the KIYE scale in the context of interpersonal

communication to determine the relationship between psychological resilience and communication skills. The strength in terms of application is that it contributes theoretically and practically to the reduction of risk factors and the support and increase of protective factors by addressing psychological resilience skills with interpersonal communication competencies. The possibility of generalizability of the findings increases due to the diversity of demographic characteristics of the sample group in the study. The effects of cultural, social, economic and political structures on psychological resilience have been ignored in terms of interpersonal communication competencies. The distinction between interpersonal communication competencies according to individualistic and collectivistic cultural social structures has not been made in this study. It should not be forgotten that interpersonal communication has behavioral outcomes and approach differences in individualistic and collectivistic cultures.

The study also has limitations in the context of the results. First, the possibility that the participants filled in the scales randomly and subjectively may negatively affect data reliability. The extreme value analyses conducted before starting the analysis in the study show that this situation has little effect. The second limitation is the possibility that not all risk and protective factors are included in the scale when measuring psychological resilience. If individual, familial and environmental risk and protective factors are not included in the scale sufficiently, this may negatively affect the power of the research findings and may cause the results to be statistically insignificant, especially in terms of some variables. Finally, due to the different theoretical approaches to interpersonal communication approaches, the measurement of behaviors such as dialogue, empathy, expression, harmony, social comfort and listening may also be different. Although the fact that significant results were obtained in some sub-dimensions in the correlation analysis increased the validity of the findings, it can be explained by the fact that the interaction power of some variables is not sufficiently high.

Recommendations

Considering the findings obtained as a result of the research, the following suggestions have been made for increasing the psychological resilience levels of university students:

- Redesigning psychological counseling services at universities to increase the psychological resilience levels of students,
- Increasing the competence of experts in psychological counseling centers inside and outside the university in short-term training, seminars, workshops and conferences on psychological resilience,
- Conducting scientific research according to the in-depth interview method to determine the risk and protective factors that will positively and negatively affect the psychological resilience of students outside of school,
- Promoting social activities, social areas, student clubs, sports and cultural activities and the like in order for students to increase their positive resilience in the school environment,
- Conducting studies on the adaptation process in the first year of university and having psychological counseling experts give a one-week lecture focused on psychological well-being and psychological resilience in the Career Planning or Orientation courses given in the first semester,
- In order to reduce the future concerns of university students at the graduation stage in the final year, career days, education fairs etc. increasing,

- Carrying out studies at neighborhood and city level, primarily with families, so that students can have the best university education,

- Ensuring coordination and implementation of joint projects between relevant public and private institutions and organizations, primarily universities, and local governments and civil society organizations for the psychological resilience of students.

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