




Research Article

# The Mindfulness Levels of Adults During the Covid-19 Pandemic: The Role of Solution Focused Thinking and Valuing

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## Abstract

The aim of this research is to identify the role of solution focused thinking and valuing on mindfulness among adults during the Covid-19 pandemic. The data were obtained through convenience sampling via an online platform. Accordingly, a total of 669 people, 357 men and 314 women, were reached. Personal information form, Mindful Attention Awareness Scale, Solution Focused Inventory and Valuing Questionnaire were used to collect the data. Stepwise regression analysis was conducted to test whether progress, obstruction, goal achievement, problem disengagement and resource activation were meaningful predictors of mindfulness. When the research findings were examined in detail, it was determined that the obstruction variable was the strongest predictor of mindfulness in adults in the Covid-19 period. Other significant predictors, respectively, were determined to be problem disengagement, resource activation and progress. On the other hand, it was determined that goal orientation is not a significant predictor of mindfulness. The research findings were discussed within the scope of the literature and recommendations were made.

## Keywords:

Mindfulness, Solution Focused Thinking, Valuing, Adult, Covid-19

## Covid-19 Pandemi Sürecinde Yetişkinlerin Bilinçli Farkındalık Düzeyleri: Çözüm Odaklı Düşünme ve Değer Vermenin Rolü

### Öz

Bu araştırmanın amacı, Covid-19 salgını sırasında, yetişkinlerde çözüm odaklı düşünmenin ve değer vermenin bilinçli farkındalık üzerindeki rolünü belirlemektir. Veriler, çevrimiçi bir platform aracılığıyla elverişli örnekleme yoluyla elde edildi. Buna göre 357 erkek 314 kadın olmak üzere toplam 669 kişiye ulaşıldı. Verilerin toplanmasında kişisel bilgi formu, Bilinçli Farkındalık Ölçeği, Çözüm Odaklı Envanter ve Değer Verme Ölçeği kullanıldı. İlerleme, tıkanma, hedefe yönelim, problemden ayırma ve kaynakları hakreket geçirmenin bilinçli farkındalığın anlamlı yordayıcıları olup olmadığını test etmek için aşamalı regresyon analizi yapıldı. Araştırma bulguları detaylı olarak incelendiğinde, tıkanma değişkeninin Covid-19 döneminde yetişkinlerde bilinçli farkındalığın en güçlü yordayıcısı olduğu tespit edildi. Sırasıyla diğer anlamlı yordayıcıların problemden ayırma, kaynakları harekete geçirme ve ilerleme olduğu belirlendi. Öte yandan, hedefe yönelimin bilinçli farkındalığın anlamlı bir yordayıcısı olmadığı belirlendi. Araştırma bulguları literatür kapsamında tartışıldı ve önerilerde bulunuldu.

### Anahtar Kelimeler:

Bilinçli Farkındalık • Çözüm Odaklı Düşünme • Değer Verme • Covid-19

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The coronavirus (COVID-19), identified first in China at the end of 2019, has a highly potentially contamination, and its rate has increased rapidly. Its worldwide infection was recognized by the World Health Organization (WHO) as a pandemic (Ornell et al., 2020). At that time, Turkey started to take significantly necessary precautions to stop the increase of the coronavirus cases and try to find the cure of this virus. In Turkey, the government shut the doors of schools, universities, entertainment and sport centers, shopping malls as precautions. The authorities asked all the citizens to stay at home and not to go outside if unnecessary. Their aim was to protect especially elderly people, children and people with chronic diseases. The factors like the uncertainty of the end of pandemic process, staying at home, changing daily activities affected on the citizens' psychological states, social and daily life. Isolation and social distance, a feature unique to the COVID-19, in contrast with natural disasters like earthquake in which people join together, physically and socially, enforce "being apart" as a compulsory to survive (Polizzi et al., 2020). Some studies indicated that these situations experinced in pandemic periods may cause emotional difficulties such as stress, anxiety, depression, fear and worry among individuals (Shevlin et al., 2020; Zhang et al., 2020). Also, worries and fears about COVID-19 can be a source of stress (Lin 2020) and people with the fear of COVID-19 may be on alert to protect themselves and their family members which can cause to loneliness, fear, and panic in society (Yip and Chau 2020). The presence of these negative emotions may cause the minds to engage more with past and future, rather than here and now (Hanson & Mendius, 2019). Indeed, this is the opposite of mindfulness.

Mindfulness can be defined as accepting with courtesy and compassion for whatever is experienced without judgement, paying attention to what is happening now (Kabat-Zinn, 2009). Mindfulness, which is also defined as a state of deep awareness, includes the sincerity of accepting the events and situations that a person experiences without being judged (Atalay, 2018; Kabat-Zinn, 2003). Contrary to being distracted due to past experiences, in mindfulness, there is a state of trying to be conscious about one's primary experiences and maintaining a non-preconceived behavior (Thompson & Waltz, 2007; Bektaş-Öztaşkın, 2013). Mindfulness is an option for a person to openly and receptively think and experience negative feelings without judgement and attempting to change and suppress these negative feelings (Tathioğlu & Deniz, 2011). Experiencing in a suitable and open way contributes directly to well-being and happiness (Brown & Ryan, 2003; Brown et al., 2007; Zümbül, 2019). Mindful individual focuses on intrusive thoughts without paying attention to other thoughts or external stimuli. Because, mindful people are more aware of their environment and are more responding adaptively to negative stimuli, remaining more relaxed, happier, and healthier (Hick & Bien, 2008). Studies have shown that mindfulness reduces rumination, distraction, and negative behaviors and thoughts (Brown & Ryan, 2003; Rodriguez, 2017). In the literature, mindfulness was recorded to be significantly related with less rumination in adults (Hinterman et al.,

2012; Desrosiers et al., 2013; Yu et al., 2021). Mindfulness may promote effective coping during periods of uncertainty crisis (Sweeny et al., 2017; Sweeny et al., 2020). Findings of a research indicated that mindfulness enhances well-being and helps in coping with stressful situations such as the COVID-19 pandemic (Conversano et al., 2020). Another research showed that higher fear of COVID-19 was associated with lower mindfulness, lower humor and higher hopelessness (Saricali et al., 2020). In another research, Arslan (2021) pointed out that coronavirus stress as a mediator in the relationship between coronavirus suffering and mindfulness and coronavirus experiences as an important risk factor for poor wellbeing and greater death obsession. The findings of another study also showed that there is a significant relationship between anxiety, mindfulness and psychological flexibility, both of which have been known to further decrease psychological distress (Dubey et al., 2020). Belen (2020) indicated that the fear of COVID-19 is reversely correlated with mindfulness while positive correlations were found with anxiety and depression and mindfulness mediated in the relationship between fear of COVID-19 and depression and anxiety.

A person should be in the present and here in order to have the solution focused thinking style (Anaswara et al. 2016; Arslan & Asıcı, 2020), which means on the other hand being mindful. Mindfulness may uncover solution focused thoughts and high psychological wellbeing. So, the other important psychological factor for the individuals in coping with stressful experiences and facing difficult situations like Covid-19 pandemic may be solution focused thinking. This brings solution focused thinking that emphasizes producing solutions rather than trying to analyze the cause of stressful experiences in depth (Takagi et al., 2019). Solution focused thinking has traces from Solution Focused Brief Therapy (SFBT). SFBT is a help-model established by de Shazer et al. (1986). In the practice, SFBT emphasizes solution building rather than cause analysis of problems and deeply thinking about them (Takagi et al., 2019). SFBT doesn't emphasize past events and the history of problems. Thus, solution focused thinking means that the focus shifts from problems, excuses, explanations, handicaps, symptoms, past events to abilities, solutions, achievements, present and future events. This way of thinking contains three dimensions. The first is the problem disengagement. To what extent the mind is identified with the problem, in other words, the degree of having a problem-oriented thought. The second is goal orientation. This dimension is the basis of solution focused thinking. It is the direction of the person's goals by taking into account the results she/he wants to achieve and by gaining self-regulation. The third is resource activation which is to define one's own resources and powers and mobilize them (Grant, 2011). The ways of finding solutions and taking actions to resolve the problems are important for a person with these skills and qualifications. Solution focused people can crave and visualize changes which occur in her/his life (Rodriguez, 2017). Solutions are founded in the person who is the expert of their own life and develops strategies to overcome their own problems

and prevails adaptive efforts. For a solution focused thinking, it is assumed that, one needs to be in the 'here and now', can follow goals, not deeply focus on problems, be aware of their own resources. In this context, there is a relationship between mindfulness and solution focused thinking (Anaswara et al., 2016). Also, in a study, Arslan and Asıcı (2020) found that mindfulness positively predicted wellbeing, goal orientation and resource activation and negatively predicted problem disengagement and mindfulness had an effect on wellbeing indirectly via solution focused thinking.

In addition to solution focused thinking, mindfulness can help a person gain more awareness about their own values. Values are an important concept of Acceptance and Commitment Therapy (ACT). Acceptance and Commitment Therapy (ACT) is known as a third wave cognitive behavioral therapy (CBT), which includes mindfulness and acceptance interventions and exercises (Yavuz, 2015). Within ACT, values mean the regarding that something is held to deserve; the importance, worth, or usefulness of something and principles or standards of behaviour; one's judgement of what is important in life. Values are freely selected, verbally configured outcomes of ongoing, active, dynamic, developing forms of activity, which set up main reinforcers for the activity that are real and basic in participation in the valued behavioral form itself (Wilson & Dufrene, 2009; Smout et al., 2014). When a person doesn't make their values clear, they are more likely to behave in a psychologically inflexible way. For instance, during the pandemic, some people found themselves coping with the same thoughts like "nothing matters, everybody will die" and "there is nothing to do". These people could eat and drink more, watch TV, delay important works than usual. Of course, every person can select their own values such as recreation and ambition together (Moran & Ming, 2020). Generally values are shaped by families, culture, and society; thus, a person may not realize whose values really make her/his own choices in life (Shapiro et al., 2006). ACT, which includes mindfulness and acceptance interventions; it focuses on planning a person's behavior in accordance with their values and explains that endeavors to reduce undesirable experiences prevent it. ACT supports values that are an important part of a person and the continuity of actions dedicated to these values (Kaplaner, 2019). It is believed that the values handled in the context of ACT should be explained in order not to confuse the values with goals and desires. When these values are seen in spiritual values, they gain an important function (Uygur, 2016; Kaplaner, 2019). These explanations about values in ACT firstly indicate values are subjectively chosen and experienced to lead one's behavior. A person chooses and owns the predominant and dear values of their culture, they willingly keep them rather than only obey to them in order to refrain from negative judgement, social punishment and so on (Hayes et al., 1999; Hayes et al., 2011; Smout et al., 2014). Values are not only figured out from rational thinking but also selected "only like that". Moreover, values aren't only aroused from and learnt by other people's values; they are active and different from inherent, trait-like patterns like personality (Smout et al., 2014). Values are reinforcers to behave right and the consequence of this behavior is more motivating (Dahl et al., 2009). Values also are guiders to make decisions,

set goals and initiate actions and they continue to guide the choices and behaviors even after decisions, goals, actions. In this sense, living in line with values is progressing; otherwise, it will cause obstruction (Harris, 2009). Lastly, “participation in the valued behavioral form itself” means like this: a parent’s spending her/his time playing with her/his children may be correlative with becoming a loving parent, but if this playing with children is done to avoid any criticism or guilt which arise from not doing it (it means it is not freely chosen) and it isn’t made according to her/his values. However, that parent purely and freely prefers to spend her/his time playing with her/his children to be a loving parent may have a dignity of being intrinsically reinforcing (Smout et al., 2014).

The fact that the transmission of the Covid-19 virus is easy, there is no a definite treatment and the only way to protect from this virus is wearing mask, social distance, and hygiene can cause concern in people (Kul et al., 2020). Individuals with psychological resilience can get positive results with their solution focused thoughts, mindful approach and acting in line with their values in stressful situation. As a result, focusing on mindfulness, solution focused thinking and valuing during the Covid-19 pandemic period, which is an inevitable stressful experience for many individuals all over the world, is especially important in dealing with anxiety and stress. Instead of focusing on past problems and future anxiety, the person’s mind is directed towards their inner world, their power and resources, so that they can think in a solution focused way in the face of the daily difficulties brought by the pandemic, and realize their values and organize their lives in line with them. The literature in the current study indicates the impacts of the Covid-19 pandemic on individuals’ mental health and functioning, to understand the factors that help explain the association between mindfulness, solution focused thinking and valuing is critical to developing prevention and intervention strategies for adults. Thus, the findings of this study will therefore provide important implications and directions for current and future approaches to prevention and intervention. For these reasons, it is important to explore the role of solution focused thinking and valuing on mindfulness during the Covid-19 pandemic. Moreover, in the literature we couldn’t find any study on these variables together. So, the purpose of the current study is to examine the role of solution focused thinking and valuing on the mindfulness levels of Turkish adults. In this research, it is aimed to search the predictive power of progress, obstruction, goal orientation, problem disengagement, resource activation on the mindfulness levels of adults during the Covid-19 pandemic.

## **Method**

### **Participants**

A convenience sampling technique was used in this study to obtain data from participants. The sample of this study consisted of 669 adult participants living in Turkey. 357 of the participants were male (53.2%) and 314 of them were women

(46.8%). Ages of the participants were ranged between 18 and 71 with the mean value 37.04 (SD = 12.48). 480 of the participants were undergraduate (71.7%); 125 (18.7%) people were graduate students; 57 (8.6%) people were high school graduates; 7 (1%) people were secondary school graduates. 531 (79.1%) of the participants had no chronic diseases. The remaining ones 138 (20.9%) had chronic diseases. In addition, 638 (95.1%) individuals or their relatives were not diagnosed with COVID-19; this diagnosis was made to 33 (4.9%) people or their relatives.

### **Data Collection Tools**

**Personal Information Form:** It is the form where information such as gender, age, education level, chronic disease, and diagnosis of Covid-19 is asked by the researchers to introduce the research group.

**Mindful Attention Awareness Scale (MAAS):** MAAS was developed by Brown & Ryan (2003) and adapted in Turkish by Ozyesil, Arslan, Kesici and Deniz (2011). It's a measurement tool that aims to measure mindfulness levels of individuals. MAAS consist of 15 items (ex. I find myself preoccupied with the future or the past). Respondents are asked to indicate how accurately each item described them using a 6 point scale, ranging from 1 (almost always) to 6 (almost never). The total scores of MAAS can change between 15 and 90. The increase in scores means the increase in mindfulness of a person. The original and Turkish versions of the scale were administered to English language teaching students and significant positive correlations between Turkish and English version scores were found. To determine the construct validity of MAAS, exploratory and confirmatory factor analyses were employed and analyses showed a strong single factor solution. The Cronbach's Alpha internal consistency of the scale was .80 and test-retest correlation was .86. There were significant positive relationships with respect to the correlation analysis employed for the Discriminated Validity of MAAS ( $\chi^2/sd = 2.08$ , RMSEA = .06, SRMR = .06, GFI = .93 ve AGFI = .91). In this study, the internal consistency was calculated with Cronbach alpha coefficient ( $\alpha = .84$ ).

**Solution Focused Inventory (SFI):** SFI developed by Grant (2011) and adapted in Turkish by Şanal-Karahan & Hamarta (2015). SFI is an instrument which is designed to determine to extent to which an individual's thinking system is inclined towards solution structuring. It's consist of 12 item with three subscales: Problem Disengagement (PD) (sample item: "I tend to spend more time analysing my problems than working on possible solutions"), Goal Orientation (GO) (sample item: "I imagine my goals and then work towards them") and Resource Activation (RA) (sample item: "There is always a solution to every problem"). Reverse scoring should be done for the items numbered 1, 2, 4 and 5. Total scores for the SFI are calculated by simply summing all 12 items (after reverse scoring relevant items). Respondents are asked to indicate how

accurately each item (ex. I always achieve my goals) described them using a 6 point scale, ranging from 1 (totally disagree) to 6 (totally agreee). The use of a total 12-item SFI composite score and also the use of individual 4 item subscale scores (PD, GO and RA) are supported by the Grant et al (2012) validation study Test–retest reliability over 16 weeks was 0.84. Cronbach’s for the 12-item scale was 0.84. The three-factor structure of the scale, which was adapted to Turkish by Şanal-Karahan & Hamarta (2015), was confirmed. Conformity index values were obtained by confirmatory factor analysis as CFI = .94; IFI = .94; GFI = .93 and RMSEA =.07. In this study, the internal consistency was calculated with Cronbach alpha coefficient ( $\alpha = .74$ ).

**Valuing Questionnaire (VQ):** *Valuing Scale* was developed by Smout et al. (2014) and adapted in Turkish by Aydın & Aydın (2017). The aim of the scale is to measure whether individuals live in accordance with the value they have determined last week within the scope ACT. VS, is a scale consisting of two sub-factors 10 items in total and two subfactors progress and obstruction, and total of 10 items. There are five items in each sub-dimension (Smout et al.,2014). Respondents are asked to indicate how accurately each item (ex. I kept moving towards the person I wanted to be) described them using a 7 point scale, ranging from 0 (not correct at all) to 7 (completely correct). In Turkey exploratory factor analysis was performed with 211 students studying at a public university, and then confirmatory factor analysis was performed with 191 students (Aydın & Aydın, 2017). According to the findings, the structure of the scale, which consists of 10 items and two factors as progress and obstruction, has been confirmed in Turkish culture. Cronbach alpha value for total scale score was .78; it was found as .77 for the progress subscale and .76 for the obstruction subscale. In this study, Cronbach alpha values for was calculated as .77; .77 and .74 for total, progress and obstruction subscales scores respectively.

## Procedure

Before the data collection process, the necessary permission was obtained from the Social and Humanities and Scientific Research and Publication Ethics Committee of Izmir Democracy University (Protocol No: 2020/24, Acceptance Date: 17/04/2020, Decision Number and No: 2020/06-07). Later, the approval of the research was obtained from the Covid-19 Scientific Research Evaluation Commission within the General Directorate of Health Services of the Turkish Ministry of Health. Then, the personal information form and scales included in the study were uploaded to an online platform. The link with permission to access these forms and scales was shared to the participants via e-mail and various social media platforms. Participants who entered the relevant link were first directed to the Informed Consent Form and those who marked the “I accept” option reached the scales. The form includes the purpose of the research, confidentiality and volunteering information. In addition, it has been added that participants can leave the research if they wish at any stage. Filling in forms and scales took about 20 minutes.

## Data Analysis

In order to determine the power of independent variables discussed in the study to predict mindfulness, stepwise regression analysis was used to process variables that make significant contributions to individuals' mindfulness. Before starting the analysis, the appropriateness of the scores obtained from the participants forming the sample of the study for regression analysis was tested. For this, the data is expected to show normal distribution first (Tabachnick & Fidell, 2013). Firstly, Kolmogorov-Smirnov test which is recommended to be used for data over 50 was performed and it was found that the data showed normal distribution (Büyüköztürk, 2016). Findings from the Kolmogorov-Smirnov test showed that the values of all variables were not significant ( $p > .05$ ). These findings indicate that the data have a normal distribution. Another condition for regression analysis is the absence of multiple connections between variables. When analyzed in Table 1, there is no correlation greater than .90 between variables. This is an indication that there are no multiple connections between variables. Other methods of examining the presence of multiple connections are to examine variance increase factors (VIF) and tolerance values (TV). Accordingly, the VIF value is less than 10 ( $VIF < .10$ ); TV value greater than 10 ( $TV > .10$ ) indicates that there is no high level of multiple connections between variables (Çokluk, Şekercioğlu & Büyüköztürk, 2012). VIF values of problem disengagement, goal orientation, resource activation, progress and obstruction are 1.2, 1.6; 1.3; 1.4; 1.3 respectively, and TV values are .80; .63; .78; .71 and .74 respectively. As a result, these findings supported the absence of multiple connection problems between variables.

## Findings

In the study, mindfulness as dependent variable and progress and obstruction, problem disengagement, goal orientation, resource activation as independent variables were discussed. The mean and standard deviation and the correlation values between these variables were given in Table 1.

Table 1  
*Descriptive Statistics of Dependent and Independent Variables and Correlations Between Variables*

Variables	Mean	sd	1	2	3	4	5	6
Dependent Variable								
1.M	60.54	10.81	-					
Independent Variables								
2.PD	11.91	3.79	-.37**	-				
3.GO	18.50	3.13	.25**	-.20**	-			
4.RA	18.78	3.24	.21**	-.16**	.45**	-		
5.P	20.91	5.11	.27**	-.17**	.50**	.29**	-	
6.O	12.65	5.22	-.50**	.43**	-.29**	-.13**	-.30**	-

\*\* $p < .001$

NOTE: M= Mindfulness; PD= Problem Disengagement; GO= Goal Orientation; RA= Resource Activation; P= Progress; O= Obstruction



The stepwise multiple regression analysis applied for the mindfulness levels of the participants was completed in four stages. In the stepwise multiple regression analysis, progress and obstruction as the subscales of valuing and problem disengagement and resource activation as the subscales of solution focused thinking were analyzed and the power of these variables to predict mindfulness was examined. Stepwise regression analysis results for predicting Mindfulness are given in Table 2.

Table 2  
*Stepwise Multiple Regression Analysis Regarding Prediction of Mindfulness Scores*

Model/Variable	B	Se	Beta	t	P	R	R <sup>2</sup>
1.Constant	73.650	.950		77.499	.000		
O	-1.037	.069	-.500	-14.925	.000	.500	.249
2.Constant	77.868	1.246		62.514	.000		
O	-.869	.076	-.0419	-11.476	.000	.528	.276
PD	-.532	.104	-.187	-5.111	.000		
3. Constant	69.373	2.596		26.723	.000		
O	-.850	.075	-.410	-11.311	.000	.542	.290
PD	-.486	.104	-.171	-4.679	.000		
RA	.410	.110	.123	3.179	.000		
4. Constant	65.998	2.873		22.974	.000		
O	-.799	.077	-.386	-10.363	.000	.549	.297
PD	-.482	.103	-.169	-4.662	.000		
RA	.330	.114	.099	2.902	.000		
P	.201	.075	.095	2.689	.000		

Note: O= Obstruction; PD=Problem Disengagement; RA: Resource Activation; P= Progress  
For Model 1:  $F=22.766$   $p=.000$ ; For Model 2 :  $F=16.117$   $p=.000$  ; For Model 3:  $F = 13.830$   $p=.000$ ; For Model 4  $F= 7.232$   $p=0.00$

In the first stage, the obstruction variable was analyzed and explained 24.9% of the total variance as the biggest explanatory of the variance in mindfulness scores or the strongest predictor of mindfulness scores. Correlation between obstruction scores and mindfulness scores of adults was found to be negative and significant ( $R=.050$ ,  $R^2=.24.9$ ,  $F(1.667) = 222.766$ ,  $p < .05$ ).

In the second stage, in addition to the obstruction variable, the problem disengagement variable was included in the analysis as an important predictor. The additional contribution of this variable to the total variance is 028%, and the two variables together explained as 27.6% of the total variance in the mindfulness scores. Correlation between problem disengagement scores and mindfulness scores was found negative and significant ( $R=.053$ ,  $R^2=.27.6$ ,  $F(1.666) = 26.117$ ,  $p < .05$ ).

In the third stage, in addition to obstruction and problem disengagement variables, resource activation variable was analyzed. The additional contribution of this variable is 015%, and together with the other two variables, they announced 29% of the total variance in mindfulness scores. Correlation between resource activation scores and mindfulness scores was positive and significant ( $R = .054$ ,  $R^2 = .29$ ,  $F(1.665) = 13.830$ ,  $p < .05$ ).

In the fourth stage, after the obstruction, problem disengagement and resource activation variables, the progress variable was analyzed. This variable brought an additional contribution of 008% to variance. Together, the four variables explained 29.7% of the total variance. Correlation between progress scores and mindfulness scores was found positive and significant ( $R = .055$ ,  $R^2 = .29.7$ ,  $F(1.664) = 7.232$ ,  $p < .05$ ).

When all the findings were analyzed, it was concluded that obstruction, problem disengagement, resource activation and progress as variables were significant predictors of mindfulness, whereas the goal orientation variable was not a significant predictor of mindfulness.

### **Discussion**

In this research, it was examined that the predictive power of solution focused thinking and valuing on the mindfulness levels of adults in the Covid-19 pandemic. It has been determined whether there are predictive powers of obstruction and progress, and goal orientation, problem disengagement, resource activation on mindfulness among adults during the period of Covid-19 pandemic. In addition, as a result of the findings, it was observed that problem disengagement, resource activation, progress and obstruction variables significantly predicted the levels of mindfulness in adults in the Covid-19 pandemic, except for the goal orientation dimension of the solution focused thinking.

When the research findings were examined in detail, it was determined that the obstruction variable was the strongest predictor of mindfulness by explaining 24.9% of the total variance. It was also determined that the correlation between obstruction and mindfulness scores was negative and significant. The concept of obstruction, which is also included in the literature as values-obstruction (obstruction to values based action, extent to which psychological barriers interfered with enacting values) means distancing from values due to the deterioration of a valuable life and unwanted experiences, avoiding values, paying attention to other psychological experiences. When the scale items of the obstruction dimension are examined, it is noteworthy that the expressions of thinking about the past and the future more, staying on the autopilot, difficult thoughts, emotions and memories preventing what the person wants to do are the opposite of the concept of mindfulness. When the literature is examined, although there is no study that directly examines the relationship between mindfulness and obstruction, a study by Baer (2015) emphasizes that acting according to values is stressful and difficult,

and unpleasant thoughts and feelings may arise, and these may often be obstacles to taking action and points out that mindfulness and acceptance can be transformed into behaviors that contain values. Acceptance allows the person to recognize and approve the reality of their lives, conditions or experiences, even if negative, along with their related contexts. Garcia et al. (2014) pointed that acceptance has a relationship with a better quality of life. In the context of the Covid-19 pandemic, acceptance intend to better balance a person's need to act with getting mindful about a situation are beyond anyone's control. Mindfulness (Hayes et al., 2013) supports acceptance and self-compassion and acting in the way of a person's values (Schimmenti et al., 2020). However, in another study, the essence of values and context significantly mitigated the negative effects of COVID-19 risk factors on mental health, and the opposite of current moment awareness made the negative effects of these contextual factors worse (Pakenham et al., 2020; Schimmenti et al., 2020).

The second significant predictor of mindfulness is problem disengagement, which is a subdimension of the solution focused thinking. The additional contribution of this variable to the total variance is 028%, and the two variables together explained as 27.6% of the total variance in the mindfulness scores. Correlation between problem disengagement scores and mindfulness scores was found negative and significant. Problem Disengagement means that solution focused thinking includes more than goal articulation, resource awareness and utilisation (Grant et al., 2012). It also is a dimension that differs from putting problems first. Being unable to be aware of whether things are on the way or not, focusing on the negative, dealing with analyzing the problem rather than the solution, which are the items of problem disengagement, are expressions that are far from the content of the concept of mindfulness. Mindfulness does not ignore problems, it is learning to walk with problems while being aware and in the moment. Especially, people who are mindful may apply their cognitive attention to now, therefore, this makes them less likely to focus on the past and future and more likely to decrease the importance of negative thoughts (Brown and Ryan, 2003; Frewen et al., 2007; Keng et al., 2011). Those people can accept and not judge their feelings and thoughts (Baer, 2009). The more a person tries to produce solutions, focuses on the solution rather than the problem, and realizes that there are good things as well as bad things in his life, the more mindful he will be (Siegel, 2009). The findings of the study show that adults' level of mindfulness will decrease as their separation points from the problem increase, or vice versa. In a study by Weick and Putnam (2006), they stated that mindfulness attaches importance to focusing on the moment, not focusing on the problem. In an another study, mindfulness decreases the effect of any daily stressor on rumination (Ciesla et al. 2012). After learning something about COVID-19 pandemic, people with high levels of mindfulness can more easily save from negative things. Accordingly, the same people may decrease unfunctional and repetitive thoughts related to Covid-19 pandemic and experience relatively low

levels of anxiety and depression (Hong et al., 2020). Moreover, in a research which combined solution focused therapy and mindfulness, it was found that a person could gain deeper insights about the relationship between their action and outcomes to form and focus on workable solutions (Rodriguez, 2017). In a different research, people with low score on mindfulness got more bored and had lower satisfaction and more rumination (Waterschoot et al., 2021).

A third important predictor that predicts mindfulness is resource activation variable. The additional contribution of this variable is 015%, and together with the other two variables, they announced 29% of the total variance in mindfulness scores. According to results of this study we found a low variance between resource activation and mindfulness, so according to probability theory, we can speculate these two random variable generates a discrete continuous process. Resource activation involves identifying and acting personal and contextual resources and forces. The items of resource activation are in line with the concept of mindfulness, that every problem has a solution, that there is always enough resources to solve a problem, knowing where to look at events and situations, that they are more stable contrary to what many people think, that setbacks are an opportunity that can turn failure into success. The findings of the study show that the higher the person's resource activation score, the higher his mindfulness scores will increase. When looking at the literature, Weick and Putnam (2006) argue that mindfulness is a personal resource on its own, it helps focus one's attention on the moment rather than focusing on problems and outcomes / returns beyond one's own control, and can reduce work stress. Kroon et al. (2015) also stated in their studies that mindfulness is a personal resource and can be effective in performance, especially in the work environment and job change.

The fourth predictor of mindfulness is progress, brought an additional contribution of 008% to variance. Together, the four variables explained 29.7% of the total variance. Also included in the literature as Values-progress (Values-based action), progress means the extent to which people felt they lived their own values. Progress, as values in action, means perseverance and a clear awareness of what is important personally, and even when not motivated in its content, working in line with goals, being proud of life, moving forward in the areas of life that is most important to the person you want to be, is a "knowing you have a purpose" expressions address the concept of mindfulness. Dedicated purposeful values-based action directs a person to deeply connect with their own values, even in case of mishap such as the Covid-19 lockdown. The chasing of values informed aims brings accomplishment, whereas inactivity, impulsivity, non-conversational actions, or constant avoidance behaviour condenses stress, trouble and leads to disconnection (Hayes et al., 2011; Landi et al., 2020).

When we look at ACT and mindfulness literature, it is emphasized that mindfulness and values clarity and values-based behavior are related (Christie, 2017). But it is

clear that research directly examining the relationship between mindfulness and values-based action is limited (Christie, 2017); mindfulness and values-progress are usually measured in the ACT literature as a single construct, psychological flexibility (Brown and Kasser, 2005; McCracken and Yang, 2008; Wilson and Sandoz, 2008; McCracken and Keogh, 2009; McCracken and Velleman, 2010; Vilardaga et al., 2011, Guadagno, 2012; Christie et al., 2017; Kraft et al., 2019; Kingston et al., 2020; Fingelstein-Fox et al.2020). However, when mindfulness and values-based action constructs are measured separately, the strength of the correlations between the two constructs are highly different. This is possibly due to the wide variety of measures of both mindfulness and values-based action (Christie, 2017). The findings of the study show that the higher the progress score of the person, the higher his mindfulness level will be. Also, values are an element of action and a feature of deliberate action; values are not things to be accomplished, such as getting stuck with goals or goals, but they can be achieved from moment to moment (Christie, 2017). It is not surprising that progress, which is a value-oriented action, is a predictor of mindfulness, and the moment is important for mindfulness.

Another important finding of this study is that goal orientation, which is the subdimension of solution focused thinking, does not predict mindfulness. Goal orientation as a part of the solution focused thinking is an attitude toward creating and configuring solutions through the expressing and use of goals of approaches and effective selfregulation. In studies consistent with the findings of our research, mindfulness can be seen as the process of getting aware of the mode of mind that is overpowering at any time, and of transforming from a goal oriented ‘doing’ mode into present focused ‘becoming’ mode (Segal et al., 2002; Williams, 2008; Williams et al., 2007). The contradiction between goal orientation and the ability of mindfulness to be aware of what is being done rather than committing to certain goals shows why goal orientation does not predict mindfulness. Many studies also show that the development of mindfulness leads to a shift from specific goals and situations to a more independent sense of self, and that selfregulation, which also takes place in goal orientation, is associated with more adaptive elements (Chatzisarantis & Hagger, 2007; Crane et al., 2008; Lakey et al., 2007). On the other hand, Crane et al. (2012) suggested that mindfulness based interventions have the potential to affect goal related processes. They found that mindfulness based cognitive practices increased participants’ confidence in clarifying their important goals and living a more valuable life. Strick and Puppies (2017) also argued in one of their studies that mindfulness increases the relationship between intrinsic motivation and goal setting. In another study, mindfulness positively predicted goal orientation. This means when mindfulness increased, university students made their own resources active and used towards their goals (Arslan and Asıcı, 2020).

When the findings are evaluated in integrity, it can be said that in the Covid-19 process, the levels of valuing and solution focused thinking of adults in general have a significant effect on their mindfulness. Namely, in this pandemic, solution focused thinking and valuing are the meaningful predictors of the mindfulness levels of the adults.

### **Suggestions**

Some suggestions have been made based on all the findings of the study. Besides the important findings of this research, there are some limitations as well. One of the limitations was about the data collection way. Because of the Covid-19 outbreak, we obtained our data through an online platform. The other one might be the sample size reduced the probability to reach definitive conclusions. Another one of the limitations of this study was not to analyze the outliers. Also, we used only self-report measures, which rely on participants' abilities to examine themselves and report their subjective experience, and could be biased by several factors such as desire to be socially accepted, their own understandings of the scales. Future researchers may use a multi-method approach including physiological and neural measures. Since this study, which is a relational research, does not provide a cause-effect relationship, other researchers can use experimental research designs to reveal the cause-effect relationship between variables. In addition, this cross-sectional study does not provide information about the change and development of variables over time. It is important to see the change in variables, especially in this ongoing pandemic process. Therefore, longitudinal studies are needed to be carried out with the relevant variables.

In the process of uncertainty created by the Covid-19 pandemic and the process of adapting to the new normal, which is different from the old normal, seminars, psychoeducations, short-term solution-focused group psychological counseling can be offered face-to-face, online or by observing social distance. For example, solution focused based and mindfulness based trainings can effectively reduce the psychological negative consequences of the Covid-19 pandemic, helping to restore well-being in many adults.

Again, especially in this pandemic period, ACT-based programs, seminars and psychoeducations can be done online or by observing social distance for people who have difficulties in determining their values, having difficulties in making and accepting decisions, and who do not know how to live with negative situations. Adults participated in this study, so research can be conducted on this topic by including different sample groups. Finally, researchers can examine different predictors of mindfulness and models in which there are different variables that can mediate solution focused thinking and valuing and mindfulness.

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