Check for updates

Quantitative

From Family Functioning to Psychological Richness: The Roles of Hope, Difficulties in Emotion Regulation, and Loneliness

The Family Journal: Counseling and Therapy for Couples and Families
1–12
© The Author(s) 2026
Article reuse guidelines:
sagepub.com/journals-permissions
DOI: 10.1177/10664807261483698
journals.sagepub.com/home/tfj

Ali Berke Körün[1], Fatma Betül Yılmaz[2], and Seydi Ahmet Satıcı[1,3]

Abstract

Psychological richness has been proposed as a third dimension of a good life, yet its relational determinants remain underexplored. Grounded in Family Systems Theory and the McMaster Family Functioning Model, this study examined the association between family functioning and psychological richness, focusing on the mediating roles of hope, difficulties in emotion regulation, and loneliness. Data were collected from 495 participants ($M = 28.60$, $SD = 8.40$) using self-report measures. Structural equation modeling indicated that family functioning was positively associated with psychological richness and hope, and negatively associated with loneliness and emotion regulation difficulties. Hope was positively linked to psychological richness, whereas loneliness and emotion regulation difficulties were negatively linked. Mediation analyses showed that these variables functioned as significant mediators through parallel and serial pathways. The findings highlight the role of relational processes in understanding psychological richness.

Keywords

family functioning, hope, loneliness, difficulties in emotion regulation, psychological richness

Introduction

The question "What are the components of a good life?" has been an important topic studied in the social sciences for many years (Lawton, 1983; Steptoe et al., 2015; Tsuji et al., 2023). Recent studies and theoretical explanations on this subject indicate that a good life is characterized by satisfying psychological, sociological, and physiological elements (Erdem & Kaya, 2023; Mad Plume et al., 2024). Particularly with the positive psychology approach, the process of psychological satisfaction brought about by a good life is expressed by the concept of well-being. The concept of well-being has emerged as an important psychological phenomenon in psychology and mental health studies in recent years (Charry et al., 2020). The concept of "well-being" has generally been approached as a combination of two different types of well-being: hedonic and eudaimonic well-being (van Dierendonck & Lam, 2023). However, recent studies have shown that well-being is not solely composed of these two elements, but that different psychosocial and internal experiences are also decisive (Cai & Zhan, 2025; Ferrari et al., 2022; Hascher & Waber, 2021). Being open to complex, surprising experiences that require mental flexibility is just as important for human development as leading a happy or meaningful life (Oishi et al., 2021). As a result of these studies, the concept of "psychological richness" has been proposed as a third dimension of a good life. Oishi et al. (2020) define psychological richness as an element characterized by the diversity, appeal, and perspective-changing nature of individuals' social, educational, and professional experiences. With these characteristics, psychological richness has been found to have significant relationships with mental, social, and physical health (Konishi et al., 2025). Considering the uncertain and dynamic nature of the modern world, understanding the factors that influence individuals' levels of psychological richness represents a new and important area of research for mental health studies (Massazza et al., 2023).

Individuals' psychological richness levels are shaped by their emotional experiences. At this point, the situation that shapes individuals' emotional behaviors is family relationships

[1]Faculty of Education, Yıldız Technical University, Istanbul, Türkiye
[2]Faculty of Humanities and Social Sciences, İstinye University, Istanbul, Türkiye
[3]Faculty of Education, Biruni University, Istanbul, Türkiye

Corresponding Author:
Ali Berke Körün, Faculty of Education, Department of Psychological Counseling, Yıldız Technical University, 34350, Istanbul, Türkiye.
Email: berke.korun@yildiz.edu.tr

(Lafton et al., 2024). According to systemic family therapy, families are a fundamental structure that determines our emotional reactivity, emotional disengagement process, and emotional intertwining processes (He et al., 2022). Families that provide an emotionally balanced environment and are conducive to a psychologically rich life are considered functional families. Families with a functional structure can be an important protective and nurturing factor for the well-being of individuals (Huang et al., 2022). One of the theoretical models that addresses functional families in terms of psychological richness is the McMaster Family Functioning Model (Epstein et al., 1978). Based on family systems theory, this model views the family as an "open system" and examines family functioning in terms of problem solving, communication, roles, affective responsiveness, affective involvement, and behavior control (Miller et al., 2000). However, according to the McMaster model, healthy families are not merely structures that meet basic needs; they also engage in a reciprocal process that supports the emotional and cognitive development of their members (Caño González & Rodríguez-Naranjo, 2024). In functionally defined family systems, i.e., those that can respond emotionally, are emotionally involved in each other's lives, define their roles clearly, and communicate effectively, individuals can experience new and varied life conditions in a healthier way (Feinberg et al., 2022). Thus, the six distinct functional family elements of the McMaster model may serve as an important protective factor for psychological richness.

Changes in family functioning can simultaneously reveal and influence different dynamics for individuals. In particular, the damage caused by disruptions in family functioning to an individual's inner world and social relationships can be seen as a risk factor for psychological richness (Van Fossen et al., 2021). When viewed from the perspective of family systems theory, families are generally mechanisms that shape emotional behavior. Therefore, a disruption in family functioning can lead to emotional problems (Tong et al., 2023). The "Affective Responsiveness" dimension in the McMaster model refers to the ability of family members to respond appropriately to each other's emotions. Deficiencies in this dimension may lead to a lack of control over emotions in interactions and discussions within the family, thereby increasing tension among family members (Chiang & Bai, 2024). In families that are unable to respond emotionally, parents experience attachment problems, and increases in stress and depression levels are observed (Bourke et al., 2022; Farber et al., 2019). Similarly, it can impair family members' ability to recognize, notice, and manage their emotions. Therefore, dysfunctional family environments can prevent individuals from responding appropriately to emotions and recognizing their feelings, paving the way for difficulties in regulating emotions (Boyes et al., 2023). Individuals who struggle to regulate their emotions may tend to avoid the uncertainty and complex emotions that new experiences bring (Zerach, 2023). Consequently, emotional regulation difficulties triggered by insufficient emotional responsiveness within the family may cause the individual to close themselves off to the diversity required for psychological richness.

Deterioration in family functioning can cause individuals to feel more isolated by reducing emotional regulation difficulties as well as family interaction and communication (Yun et al., 2021). When examined through the McMaster model, the "Affective Involvement" dimension within the model refers to the emotional interest and investment that family members show in each other's lives (Miller et al., 2000). When there is a problem in this dimension, family members become indifferent to each other's experiences and do not show any emotional response (Dolz-Del-Castellar & Oliver, 2021). This situation creates a deep feeling of loneliness in the individual and can isolate them from their family. This isolation and loneliness within the family can narrow the individual's perspective and deprive them of social interactions that open the door to rich experiences (Nie et al., 2020). The dysfunction of the family system can hinder psychological richness by leaving difficult-to-repair damage in the individual's inner world and interpersonal relationships. Similarly, by narrowing an individual's social environment, it deprives them of different perspectives and social interactions, which are fundamental sources of psychological richness (Macià et al., 2021). Indeed, research shows that family functioning problems increase loneliness, leading to problems such as depressive symptoms and social withdrawal (Qian et al., 2022; Zhao et al., 2024). Therefore, both emotional regulation problems and feelings of loneliness are potential mechanisms that mediate the relationship between the elements that constitute family functioning and psychological richness.

Family functioning can strengthen protective factors that nurture psychological well-being, in addition to risk factors. According to research, family functioning has significant and direct relationships with numerous protective factors for psychological richness and well-being (Gaspar et al., 2022). One of these resources is hope (Colla et al., 2022). According to Snyder's Theory of Hope, hope involves the belief in achieving goals and the ability to find ways to reach them (Snyder, 2002). Individuals with high levels of hope show resilience in the face of adversity and do not shy away from new, challenging experiences (Satici et al., 2023). On the other hand, healthy and supportive families are one of the most important factors contributing to individuals developing a hopeful outlook on the future (Schornick et al., 2023). A functional family system can also increase psychological richness by strengthening an individual's motivational resources (Hussong et al., 2022). According to the McMaster Family Functioning Model, there are dimensions of functionality that strengthen families' motivational resources. One of the most critical dimensions in question is "Problem Solving." The problem-solving dimension is essentially the capacity of families to generate and discuss effective solutions in the face of difficulties (Miller et al., 2000). This capacity directly corresponds to the pathways component in

Snyder's Hope Theory (Duncan et al., 2022). Research findings similarly show that families with effective problem-solving skills develop the ability to set goals for the future and the belief that they can achieve these goals (McCarthy et al., 2023). It is also an element that enables a resilient approach to new life experiences involving uncertainty (Mana et al., 2025). Therefore, family functioning can prepare the individual for a richer life by instilling the belief that "I can do it" (Zarei & Fooladvand, 2022). It can be concluded that individuals who develop a more positive outlook toward new experiences will experience an increase in psychological richness. In this context, hope can serve as a bridge that directs individuals toward a richer and more diverse life through the belief that "I can do it," instilled in them by healthy family functioning.

Current Study

The concept of psychological richness offers a new perspective on understanding an individual's developmental potential through its diversity and perspective-focused approach to the well-being literature. However, while the effects of family functioning on an individual's well-being have been frequently examined in the literature, the question of how and through which internal processes this effect translates into psychological richness has yet to be clearly answered. Similarly, the fact that family dynamics can give rise to different processes simultaneously suggests that elements associated with psychological richness may come into play at the same time. The fundamental importance of this study lies in elucidating the relational mechanisms that explain how various individual factors that may emerge alongside family functioning are processed in the individual's emotional, social, and cognitive processes, evolving into a rich life. Specifically, demonstrating how family functioning, as defined by the McMaster model, predicts psychological richness through complementary channels such as emotional regulation difficulties, loneliness, and hope will provide a theoretical integration. Testing these variables in a parallel model will make it possible to see which mechanism is more dominant or decisive in psychological richness. Thus, the study will not only fill a gap in the literature but also aims to provide clinicians and researchers with an evidence-based roadmap on which psychological resources, such as hope, or repair processes, such as emotion regulation, to focus on in order to enrich the lives of individuals from dysfunctional family environments by bridging systemic family therapy and positive psychology approaches.

Method

Participant and Procedure

During the data collection process, a convenience sampling method was used, and the data were collected via online platforms. Informed consent was obtained from all the participants. No compensation was provided for participation. Participants were informed that they could withdraw at any time. The sample of the present study contains 495 participants, including 353 females (71.3%) and 142 males (28.7%) from Türkiye. The mean age of the sample is 28.60 ($SD = 8.40$). The demographic features of the sample are as follows: 363 participants (73.3%) are single, whereas 132 (26.7) are married. Of the participants, 73 (14.7%) were of low socio-economic status, 391 (79.0%) participants were of medium, and 31 (6.3%) participants were of high socio-economic status (Table 1).

Table 1. Demographic Information of Participants.

Variable	Frequency	%
Gender		
Female	353	71.3
Male	142	28.7
Marital status		
Single	363	73.3
Married	132	26.7
Education status		
Secondary school	19	3.9
High school	63	12.7
Undergraduate	297	60.0
Postgraduate	116	23.4
Socioeconomic status		
Low	73	14.7
Middle	391	79.0
High	31	6.3
Working status		
Not working	61	12.3
Public sector	139	28.1
Student	109	22.0
Private sector	186	37.6

Measures

General Family Functioning Assesment Device (GF-FAD) was developed by Miller et al. (1985) and adapted to Turkish by Körün et al. (2025). The scale consists of 12 items (e.g., "We confide each other") which are rated on a 4-point Likert scale (1 = *strongly disagree*, 4 = *strongly agree*). The scale has a single-factor structure. The scale's reliability coefficient of Cronbach's alpha was found to be 0.88 in the adaptation study.

The Psychologically Rich Life Questionnaire was developed by Oishi et al. (2019) to assess psychological richness and adapted into Turkish by Yilmaz (2026). The scale has one factor with 12 items (e.g., "I have had a lot of interesting experiences") which are rated on a 7-point Likert scale from 1 = *strongly disagree* to 7 = *strongly agree*. The internal reliability Cronbach's alpha was found to be .921 in the adaptation study.

Snyder Dispositional Hope Scale was developed by Snyder et al. (1996) and adapted to Turkish by Tarhan and Bacanli

Table 2. Descriptive Statistics, Reliability, and Correlation Findings.

	Descriptive Statistics					Correlations				
Variable	Mean	*SD*	Skewness	Kurtosis	A	1	2	3	4	5
1. Psychological richness	55.971	13.404	−.269	−.249	.918	–				
2. Family functioning	36.189	8.135	−.568	−.087	.909	.270**	–			
3. Loneliness	12.986	4.719	.990	.369	.858	−.437**	−.363**	–		
4. Difficulties in emotion regulation	21.644	7.295	.374	−.465	.889	−.259**	−.309**	.453**	–	
5. Hope	46.701	8.988	−.476	.565	.797	.585**	.269**	−.476*	−.416**	–

Note: * $p < .05$, ** $p < .01$, α = Cronbach's alpha.

(2015). It has 12 items and two factors, which are pathways (e.g., "I can think of many ways to get out of a jam.") and agency (e.g., "I energetically pursue my goals."). The scale is rated on a 7-point Likert scale (1 = *definitely false*, 7 = *definitely true*). The Cronbach's alpha value was found to be in Tarhan and Bacanli's (2015) adaptation study .83.

UCLA Loneliness Scale was developed by Hays & DiMatteo (1987) and adapted to Turkish by Dogan et al. (2011). The questionnaire contained eight items (e.g., "I feel isolated from others."), which are rated on a 4-point Likert scale (1 = *definitely false*, 4 = *definitely true*). There are two reverse items, and higher points indicate a higher level of loneliness. Cronbach's alpha value was found to be in the Dogan et al.'s (2011) adaptation study .72.

Difficulties in Emotion Regulation Scale-8 was developed by Penner et al. (2023), and the Turkish adaptation was done by Ekşi and Erik (2023). The Turkish scale has eight items (e.g., "I feel out of control") and four factors, which are goals, impulses, non-acceptance, and strategies. Ekşi and Erik's (2023) adaptation reports that the Cronbach's alpha value of the whole scale is .87, and the values of the subscales are between 0.68 and 0.77.

Data Analysis

In the present study, preliminary analyses such as descriptive statistics, correlational analysis between variables, and reliability analyses (McDonald's omega, Cronbach's alpha, and Guttman's lambda) were conducted using IBM SPSS Statistics 22. The structural equation modeling was analyzed using SPSS AMOS 23. In the data analysis, Pearson's bivariate correlation coefficients were computed among all the variables examined. Subsequently, descriptive statistics were computed. As recommended in the literature, the two-step structural equation model was conducted to test the hypothesized model in the present study (Anderson & Gerbing, 1988). In the first step, the measurement model was evaluated. This was followed by the assessment of the structural model. To evaluate the fit between the model and the data, several fit indices were examined, including the Tucker–Lewis Index (TLI), goodness of fit index (GFI), comparative fit index (CFI), normed fit index (NFI), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR). According to the literature, values of TLI, GFI, CFI, and NFI should be greater than .90, and values of RMSEA and SRMR should be less than .08 for acceptable fit (Hu & Bentler, 1999). Lastly, the significance of mediating roles was tested using the bootstrapping method. The bootstrapping procedure with 5,000 resamples was used, and 95% confidence intervals (CIs) were produced (Preacher & Hayes, 2008).

Ethics

Before data collection, ethical approval was obtained from Yıldız Technıcal University (Report Number: E-20260509506). The research was conducted in accordance with the ethical guidelines of the Declaration of Helsinki and its later amendments.

Results

Preliminary Analysis and Correlation Results

Table 2 presents the descriptive statistics, reliability coefficients, and bivariate correlations among the study variables. All variables demonstrated acceptable levels of skewness and kurtosis (i.e., between −1.000 and +1.000), indicating that the assumption of normality was met. Internal consistency coefficients ranged from .797 to .918, suggesting satisfactory to high reliability across all measures. Psychological richness was positively associated with family functioning ($r = .270$, $p < .01$) and hope ($r = .585$, $p < .01$), while it was negatively associated with loneliness ($r = -.437$, $p < .01$) and difficulties in emotion regulation ($r = -.259$, $p < .01$). Family functioning was negatively correlated with loneliness ($r = -.363$, $p < .010$) and difficulties in emotion regulation ($r = -.309$, $p < .01$), and positively correlated with hope ($r = .269$, $p < .01$). Loneliness showed a positive association with difficulties in emotion regulation ($r = .453$, $p < .01$) and a negative association with hope ($r = -.476$, $p < .01$). Finally, difficulties in emotion regulation were negatively associated with hope ($r = -.416$, $p < .01$). Detailed information presented in Table 2.

Measurement Model

The measurement model consists of five latent variables: family functioning, difficulties in emotion regulation, hope,

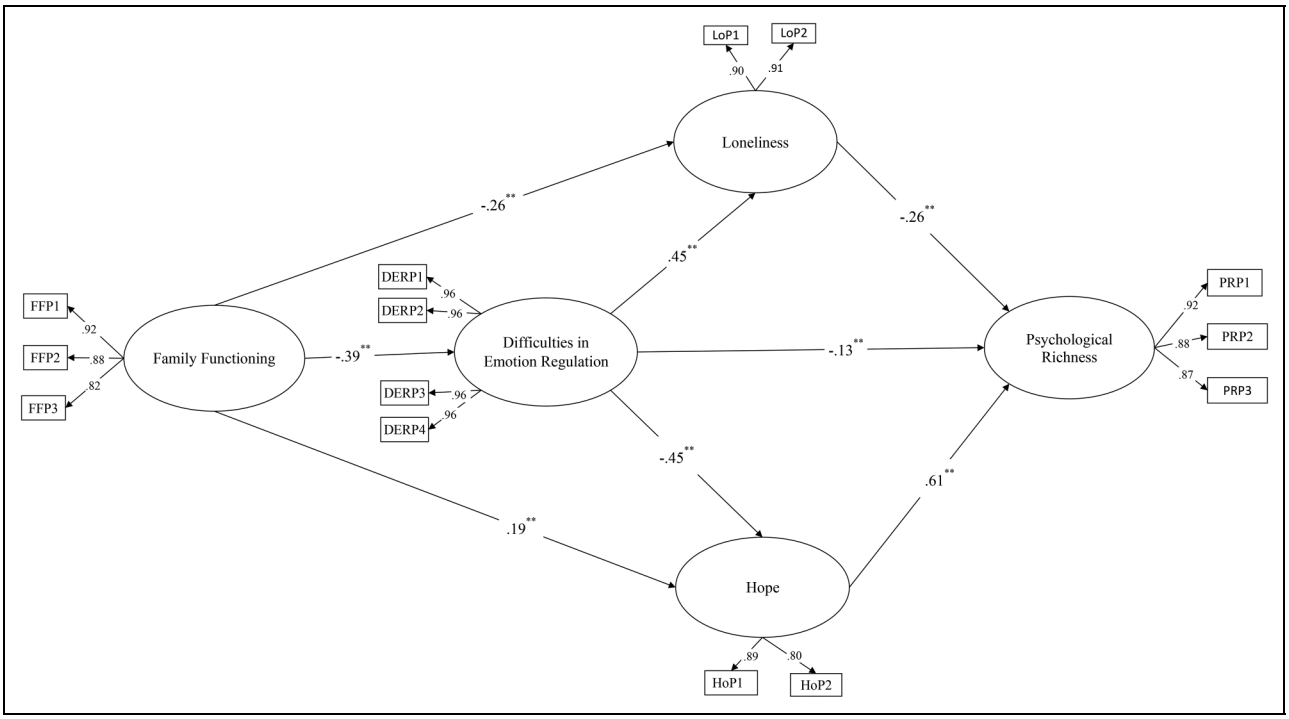

Figure 1. Structural equation modeling for the serial mediation model. *Note:* * $p < .05$, ** $p < .01$, LoP = parcel of loneliness; PRP = parcel of psychological richness; DERP = parcel of difficulties in emotion regulation; FFP = parcel of family functioning; HoP = parcel of hope.

loneliness, and psychological richness. These constructs were represented by a total of fourteen observed variables: three for family functioning, two for hope, three for psychological richness, two for loneliness, and three for difficulties in emotion regulation. According to findings goodness-of-fit indices indicated a satisfactory model fit ($\chi 2/df = 2.758$; CFI = 0.975; GFI = 0.948; NFI = 0.961; TLI = 0.966; IFI = 0.975; SRMR = 0.0333; RMSEA = 0.060). These findings confirm that the observed indicators adequately and meaningfully represent their respective underlying latent variables.

Structural Model

The structural model was tested using Structural Equation Modeling (SEM), and the results indicated a satisfactory fit to the data ($\chi^2/df = 3.282$; CFI = 0.966; GFI = 0.938; NFI = 0.952; TLI = 0.956; IFI = 0.966; SRMR = 0.0527; RMSEA = 0.068). Examination of the path coefficients revealed that family functioning negatively predicted difficulties in emotion regulation ($\beta = -.339$, $p < .001$) and loneliness ($\beta = -.257$, $p < .001$), while positively predicting hope ($\beta = .189$, $p < .001$). Furthermore, difficulties in emotion regulation positively predicted loneliness ($\beta = .446$, $p < .001$), while negatively predicted psychological richness ($\beta = -.134$, $p < .001$) and hope ($\beta = -.453$, $p < .001$). Also, hope was found to be a significant positive predictor of psychological richness ($\beta = .613$, $p < .001$), while loneliness was found to be a significant negative predictor of psychological richness ($\beta = -.261$, $p < .001$.In conclusion, the findings suggest that hope, loneliness, and difficulties in emotion regulation play a fully serial mediating role in the relationship between family functioning and psychological richness. All standardized coefficients are presented in Figure 1.

Bootstrapping

The bootstrapping technique was applied to the full serial mediation model to assess the significance of indirect paths. According to bootstrap analyses, family functioning significantly predicts difficulties in emotion regulation in a negative direction ($\beta = -.34$, 95% CI [−.43, −.25]). Furthermore, family functioning significantly predicts hope positively ($\beta = .19$, 95% CI [.08, .30]) and loneliness negatively ($\beta = -.26$, 95% CI [−.36, −.15]). Difficulties in emotion regulation significantly predict hope negatively ($\beta = -.45$, 95% CI [−.56, −.33]) and loneliness positively ($\beta = .45$, 95% CI [.35, .54]). Furthermore, difficulties in emotion regulation significantly predict psychological richness ($\beta = -.13$, 95% CI [−.25, −.02]). Furthermore, hope positively predicts psychological richness ($\beta = .61$, 95% CI [.49, .72]), while loneliness significantly predicts psychological richness in a negative direction ($\beta = -.26$, 95% CI [−.38, −.14]).

Bootstrap results indicate that family functioning indirectly predicts psychological richness. Family functioning indirectly predicts hope in a meaningful way via the pathway of difficulties in emotion regulation → hope ($\beta = .23$, 95% CI [.15, .33]). Additionally, family functioning was found to indirectly predict psychological richness via the difficulties in emotion

Table 3. Parameters and 95% C. I. for the Paths of the Parallel Mediation Model.

Model Pathways	Estimated	95% Confidence Interval	
		Lower	Upper
Direct link			
Family functioning → Difficulties in emotion regulation	−.339	−.434	−.249
Family functioning → Hope	.189	.083	.302
Family functioning → Loneliness	−.257	−.362	−.149
Difficulties in emotion regulation → Hope	−.453	−.563	−.334
Difficulties in emotion regulation → Loneliness	.446	.353	.537
Difficulties in emotion regulation → Psychological richness	−.134	−.248	−.018
Hope → Psychological richness	.613	.489	.717
Loneliness → Psychological richness	−.261	−.384	−.138
Indirect link			
Family functioning → Difficulties in emotion regulation → Hope	.229	.151	.331
Family functioning → Difficulties in emotion regulation → Hope → Psychological richness	.158	.105	.239
Family functioning → Difficulties in emotion regulation → Loneliness	−.125	−.181	−.083
Family functioning → Difficulties in emotion regulation → Psychological richness	−.076	−.152	−.015
Family functioning → Loneliness → Psychological richness	.112	.052	.201
Family functioning → Hope → Psychological richness	.193	.080	.322
Difficulties in emotion regulation → Hope → Psychological richness	−.754	−1.036	−.538
Difficulties in emotion regulation → Loneliness → Psychological richness	−.316	−.523	.161

regulation → hope → psychological richness pathway ($\beta =$ .16, 95% CI [.11, .24]). Family functioning indirectly predicts loneliness via the difficulties in emotion regulation → loneliness pathway ($\beta = -.13$, 95% CI [−.18, −.08]) and indirectly predicts psychological richness via the difficulties in emotion regulation → psychological richness pathway ($\beta = -.08$, 95% CI [−.15, −.02]). Furthermore, it was found that family functioning indirectly predicts psychological richness through loneliness ($\beta = .11$, 95% CI [.05, .20]) and hope ($\beta = .19$, 95% CI [.08, .32]). Finally, difficulties in emotion regulation indirectly predicted psychological richness through hope ($\beta = -.75$, 95% CI [−1.04, −.54]) and loneliness ($\beta = -.32$, 95% CI [−.52, .16]). These outcomes, offering additional support for the significance of both direct and indirect paths, are presented in Table 3.

Discussion

Understanding the origins of the concept of "psychological richness," which is emerging as a new paradigm in the literature on well-being, within the context of family systems is of critical importance for assessing an individual's developmental potential within a holistic framework. In this regard, the present study aimed to examine the relationship between family functioning and individuals' levels of psychological richness, as well as the mediating roles of hope, emotion regulation difficulty, and loneliness in this relationship. The findings revealed significant relationships among the variables. Structural equation modeling results indicate that hope, emotion regulation difficulties, and loneliness play a mediating role in the relationship between family functioning and psychological richness. These results suggest that the family is not merely a caregiving environment but also a dynamic context where an individual's internal and relational resources are shaped. The findings were discussed within the framework of the literature and theoretical approaches. Since this study aimed to explain the relational processes through which psychological richness is associated in the context of family systems, the mediating pathways were examined in detail.

The first finding of the study indicates that there is a positive and significant relationship between perceived family functioning and psychological richness. This finding demonstrates that functional family structures support not only an individual's happiness but also their experiential richness, and it is consistent with similar findings in the literature (Huang et al., 2022; Lafton et al., 2024). Indeed, it is emphasized that psychological richness is related to openness to new and complex experiences (Oishi & Westgate, 2025) and develops in connection with family dynamics (Konishi et al., 2025). According to the McMaster model, functional families provide secure structures based on open communication that support the emotional and cognitive development of their members (Moscardino et al., 2021). In this context, it may become more likely for individuals to venture beyond their comfort zone and engage in different and challenging experiences. Therefore, with increased family communication and problem-solving skills, a meaningful relationship can be expected between individuals' lives being evaluated from a broader and richer perspective.

On the other hand, the findings show that as family functioning increases, levels of hope rise, while difficulties in

regulating emotions and levels of loneliness decrease. The overall findings are consistent with the literature. The positive relationship between family functioning and hope is particularly meaningful within the framework of the problem-solving dimension of the McMaster model. This dimension refers to the family's capacity to generate alternative ways of coping with difficulties. Individuals raised in such an environment are likely to develop higher expectations regarding setting future goals and coping with obstacles. In this context, hope can be considered a cognitive-emotional orientation shaped by supportive interactions experienced within the family system (Kelley et al., 2024). On the other hand, the relationships between family functioning and emotional regulation difficulties and loneliness are also consistent with the McMaster model's dimensions of affective responsiveness and affective involvement. In functional family environments, the ability to openly express, understand, and appropriately respond to emotions is associated with the individual's capacity to recognize and regulate their emotional experiences (Lin et al., 2024). Conversely, in family contexts where emotional responses are inadequate or inconsistent, individuals are more likely to experience emotional turmoil and report difficulties in regulating emotions (Paley & Hajal, 2022). Similarly, in situations where emotional accessibility and mutual participation among family members are limited, individuals are expected to experience higher levels of loneliness (Taniguchi & Kaufman, 2022).

When examining the relationship between mediating variables and psychological richness, hope is found to be positively related, while difficulties in emotion regulation and loneliness are negatively related. The positive relationship between hope and psychological richness indicates that the individual functions as a system open to change and development. It is argued that individuals with high levels of hope tend to perceive uncertainty as an opportunity for growth rather than a threat, and are therefore more open to new and transformative experiences (Laakso et al., 2025; Yu et al., 2025). The low psychological richness levels of individuals experiencing difficulty regulating their emotions can be explained by the process of experiential avoidance. Psychological richness, by its nature, involves emotions that arise alongside intense and complex experiences (Oishi & Westgate, 2022). Individuals who struggle to regulate their emotions may also show a tendency to avoid these complex and uncertain experiences that could disrupt their emotional regulation balance. As a result, individuals who exhibit avoidance behavior are deprived of experiential richness in order to feel safe (Cavicchioli et al., 2021). Similarly, the negative relationship between loneliness and psychological richness indicates that a decrease in an individual's social interactions leads to a narrowing of experiential diversity (Barjaková et al., 2023; Ernst et al., 2022). Individuals whose social interactions are cut off are less likely to learn and experience different perspectives (Petersen et al., 2023). Since psychological richness is largely a construct that emerges from different life experiences, the world of individuals experiencing loneliness may narrow, and their diversity of perspectives may decrease. This situation can be considered a reflection of emotional disconnect within the family on the individual's social life, closing them off from enriching experiences. When these findings are considered together, it becomes clear that the relationship between family functioning and psychological richness should be approached not as a direct link, but rather as a process reflecting the individual's emotional and relational position.

Lastly, findings from the structural equation model indicate that hope, difficulties in regulating emotions, and loneliness play parallel mediating roles in the relationship between family functioning and psychological richness. When examining the results of the parallel mediating model, it is seen that family functioning positively predicts hope levels, and hope levels positively predict psychological richness. From a Family Systems perspective, this finding indicates that functional families are associated with individuals' emotional orientations toward the future and their ways of evaluating life experiences (An et al., 2024). The "Problem Solving" dimension in the McMaster model, on the other hand, refers to the family system's capacity to take action in the face of difficulties in such life experiences. It has been observed that individuals in families where this capacity is perceived as high have a greater belief in finding alternative paths to their goals (Graves et al., 2023). In this sense, hope can be evaluated as a cognitive and emotional orientation that changes in conjunction with supportive interactions experienced in the family context. In functional families, open and consistent communication patterns in the face of problems may facilitate individuals' structuring of their expectations for the future and their evaluation of their life experiences within a meaningful framework.

Analyses reveal that difficulties in emotion regulation play a mediating role between family functioning and psychological richness. This pattern indicates that the functionality experienced in the family context is related to the individual's emotional processes and perception of life. When evaluated within the framework of the McMaster Family Functioning Model, the findings can be explained by the dimensions of Affective Responding, Communication, and Behavior Control. In functional family environments, the ability to express emotions openly, understand them, and respond appropriately is seen in conjunction with the individual's capacity to recognize and regulate their emotional experiences (Arató et al., 2022). The negative relationship between emotional regulation difficulties and psychological richness shows that psychological richness is related not only to the presence of positive experiences but also to the individual's capacity to manage their emotional experiences. Functional family environments are seen to be related to the individual's capacity to recognize, express, and tolerate emotions. It can be stated that these processes are related to the individual's ability to evaluate their life experiences in a richer and more multidimensional way.

In the third pathway of the model, it was observed that family functioning predicted psychological richness through the loneliness variable. This finding, consistent with the literature, indicates that functionality experienced in the family context does not change directly with the individual's level of psychological richness, but rather changes in conjunction with interpersonal attachment and perceptions of belonging (Zhao et al., 2024). Such interactions among family members form a chain of relationships that enable individuals to meet their basic psychological needs (Lo Cricchio et al., 2021). The dimensions of affective involvement, communication, and affective responsiveness in the McMaster model may explain how this chain is formed. According to the model, in functional families, individuals are expected to experience emotionally accessible, supportive, and mutually responsive relationships (Cong et al., 2022). At the same time, there is a willingness among family members to value each other and spend time together (Hogue et al., 2022). Satisfying this need within the family appears to change along with the level of loneliness perceived by the individual in the social world. The relationship between loneliness and psychological richness shows that this concept is related not only to individual internal processes but also to the relational context. Psychological richness refers to an individual's perception of their life as a whole of diverse, meaningful, and profound experiences, a significant portion of which emerge through interpersonal interactions (Liu et al., 2025). As the level of loneliness decreases, this relational context may strengthen. This may make it easier to perceive life experiences in a broader way.

Limitations and Future Research

The findings of this study should be evaluated within certain limitations. First, although structural equation modeling was used in the analyses and a theoretical framework was constructed, cross-sectional data do not allow for establishing a definitive cause-and-effect relationship between variables. The findings reveal the relational patterns between family functioning, hope, emotional regulation difficulties, loneliness, and psychological richness; however, they do not explain the mutual interaction of the processes between these variables over time. Therefore, it is important that future longitudinal studies examine the developmental course of these relationships and their possible mutual effects in more detail. Second, the fact that the data used in the study were collected with self-report-based measurement tools may bring limitations such as social desirability bias, common method bias, and perceptual bias. Since participants' assessments of family functioning, emotional processes, and psychological richness levels are based on subjective perceptions, the findings may reflect individuals' experiences but may not fully represent objective relationship patterns. The use of multiple data sources in future research may increase the robustness of the findings. Thirdly, the fact that the sample was obtained from a specific cultural context may limit the generalizability of the findings to different cultural and social structures. Since family functioning, ways of expressing emotions, and experiences of loneliness are closely related to cultural norms, it is important to examine how the relational patterns of psychological richness are structured in different cultures through comparative studies. Finally, hope, emotion regulation difficulties, and loneliness were considered as mediating variables in this study. Given the multidimensional structure of the concept of psychological richness, it should be considered that different variables such as personality traits (e.g., openness to experience), cognitive flexibility, or curiosity may also be involved in the process. Future studies that expand this model by adding different psychosocial variables will contribute to the field.

Implications

The findings of this study offer important implications for both theoretical discussions in the well-being literature and psychological counseling practices. The findings indicate that rich and transformative life experiences can be considered in relation to the functionality of the family system in which the individual is embedded. This points to the need to go beyond approaches that explain well-being solely through individual characteristics or internal processes, emphasizing the importance of theoretical frameworks that center relational and systemic contexts. In particular, considering the problem-solving and affective involvement processes defined in the McMaster model alongside the individual's internal resources, such as hope and emotion regulation, offers a more comprehensive understanding of the formation of psychological richness. In this respect, the findings contribute to establishing a conceptual bridge between Family Systems Theory and Positive Psychology literature.

In terms of implementation and clinical interventions, the findings are instructive for mental health professionals and family counselors. The results indicate that focusing solely on individual awareness may not be sufficient in interventions aimed at increasing psychological richness or coping with existential dissatisfaction. The fact that processes related to family functioning, such as hope, emotion regulation, and loneliness, are addressed alongside psychological richness indicates that intervention programs should focus not only on individual coping skills but also on relational patterns. Increasing the system's capacity for "co-regulation" through family-based interventions can reduce the individual's difficulty in regulating emotions, making them more open to richer experiences. Furthermore, the fact that hope and loneliness are related to psychological richness highlights the importance of approaches in counseling processes that address individuals' expectations for the future and their positioning within the social context. Group-based work, psycho-educational interventions, and relationship-focused interventions can enable individuals to recognize their

repertoire of experiences within a social context. In this regard, supporting interaction patterns such as showing affective interest and mutual sensitivity in family processes can provide a protective framework for the relational dimension of psychological richness.

Conclusion

This study aims to reveal the relational processes through which psychological richness is structured within the context of family systems, thereby offering a holistic perspective to the well-being literature. The findings indicate that hope, difficulties in regulating emotions, and loneliness are statistically significant mediating variables in the relationship between family functioning and psychological richness. This result indicates that psychological richness should be considered not only on the basis of individual characteristics but also in conjunction with the individual's emotional and relational position. From the perspective of Family Systems, it is seen that functional family environments gain meaning in conjunction with the individual's expectations for the future, their way of regulating emotions, and their interpersonal attachment experiences. The dimensions of problem solving, affective involvement, affective responsiveness, and communication emphasized in the McMaster model form the conceptual basis of this relational pattern. In this context, the presence of supportive and mutually interactive relationships within the family provides an explanatory framework for understanding how psychological richness is structured, along with the individual's level of hope, emotional regulation capacity, and experience of loneliness. Therefore, the findings emphasize that psychological richness must be addressed within the family context and that interventions should focus on the family's co-regulation capacity, establishing a unique bridge between Family Systems Theory and Positive Psychology.

Acknowledgments

We are grateful to all participants and scale developers.

ORCID iDs

Ali Berke Körün https://orcid.org/0000-0001-8603-1155
Fatma Betül Yılmaz https://orcid.org/0000-0002-9630-787X
Seydi Ahmet Satıcı https://orcid.org/0000-0002-2871-8589

Ethical Considerations

This research was ethically approved by the Yıldız Technical University Institute of Social Sciences Ethics Committee with document number E-20260509506.

Consent to Participate

Informed consent was obtained from all the individual participants who were included in the study.

Consent for Publication

Consent for scientific publication has been obtained from all participants.

Author Contributions

Ali Berke Körün and Fatma Betül Yılmaz were responsible for the writing, data collection, data analysis, and reporting of the article. Seydi Ahmet Satıcı supervised the writing, data analysis, and reporting of the article.

Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

Conflict of Interest

No conflict of interest exists for this manuscript for any of the authors.

Data Availability Statement

Data will be available on request.

Pre-Registration Statement

This study was not pre-registered.

References

An, J., Zhu, X., Shi, Z., & An, J. (2024). A serial mediating effect of perceived family support on psychological well-being. *BMC Public Health*, *24*(1), 940. https://doi.org/10.1186/s12889-024-18476-z

Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, *103*(3), 411–423. https://doi.org/10.1037/0033-2909.103.3.411

Arató, N., Zsidó, A. N., Rivnyák, A., Peley, B., & Labadi, B. (2022). Risk and protective factors in cyberbullying: The role of family, social support and emotion regulation. *International Journal of Bullying Prevention*, *4*(2), 160–173. https://doi.org/10.1007/s42380-021-00097-4

Barjaková, M., Garnero, A., & d'Hombres, B. (2023). Risk factors for loneliness: A literature review. *Social Science & Medicine (1982)*, *334*, 116163. https://doi.org/10.1016/j.socscimed.2023.116163

Bourke, M., Patten, R. K., Klamert, L., Klepac, B., Dash, S., & Pascoe, M. C. (2022). The acute affective response to physical activity in people with depression: A meta-analysis. *Journal of Affective Disorders*, *311*, 353–363. https://doi.org/10.1016/j.jad.2022.05.089

Boyes, M. E., Mah, M. A., & Hasking, P. (2023). Associations between family functioning, emotion regulation, social support, and self-injury among emerging adult university students. *Journal of Child and Family Studies*, *32*(3), 846–857. https://doi.org/10.1007/s10826-022-02516-6

Cai, Y., & Zhan, D. (2025). Basic psychological needs mediate connectedness and meaning in life among Chinese college students.

Scientific Reports, *15*(1), 30917. https://doi.org/10.1038/s41598-025-16688-w

Caño González, A., & Rodríguez-Naranjo, C. (2024). The McMaster family assessment device (FAD) dimensions involved in the prediction of adolescent depressive symptoms and their mediating role in regard to socioeconomic status. *Family Process*, *63*(1), 414–427. https://doi.org/10.1111/famp.12867

Cavicchioli, M., Scalabrini, A., Northoff, G., Mucci, C., Ogliari, A., & Maffei, C. (2021). Dissociation and emotion regulation strategies: A meta-analytic review. *Journal of Psychiatric Research*, *143*, 370–387. https://doi.org/10.1016/j.jpsychires.2021.09.011

Charry, C., Goig, R., & Martínez, I. (2020). Psychological well-being and youth autonomy: Comparative analysis of Spain and Colombia. *Frontiers in Psychology*, *11*, 564232. https://doi.org/10.3389/fpsyg.2020.564232

Chiang, S. C., & Bai, S. (2024). Adolescent emotional reactivity in family and school contexts: Prospective links to adolescent psychopathology. *Research on Child and Adolescent Psychopathology*, *52*(12), 1861–1872. https://doi.org/10.1007/s10802-024-01241-6

Colla, R., Williams, P., Oades, L. G., & Camacho-Morles, J. (2022). A new hope" for positive psychology: A dynamic systems reconceptualization of hope theory. *Frontiers in Psychology*, *13*, 809053. https://doi.org/10.3389/fpsyg.2022.809053

Cong, C. W., Tan, S. A., Nainee, S., & Tan, C. S. (2022). Psychometric qualities of the McMaster family assessment device-general functioning subscale for Malaysian samples. *International Journal of Environmental Research and Public Health*, *19*(4), 2440. https://doi.org/10.3390/ijerph19042440

Doğan, T., Çötok, N. A., & Tekin, E. G. (2011). Reliability and validity of the Turkish version of the UCLA loneliness scale (ULS-8) among university students. *Procedia-Social and Behavioral Sciences*, *15*, 2058–2062. https://doi.org/10.1016/j.sbspro.2011.04.053

Dolz-Del-Castellar, B., & Oliver, J. (2021). Relationship between family functioning, differentiation of self and anxiety in Spanish young adults. *PloS One*, *16*(3), e0246875. https://doi.org/10.1371/journal.pone.0246875

Duncan, A. R., Bell, S. B., Salvatore, A. L., & Hellman, C. M. (2022). Psychosocial factors associated with dispositional hope, agency thinking, and pathways thinking in a homeless adult population. *Journal of Community Psychology*, *50*(7), 3196–3209. https://doi.org/10.1002/jcop.22828

Ekşi, H., & Erik, C. (2023, 20-21 July). Difficulties in Emotion Regulation Scale-8: Adaptation to Turkish [Paper Presentation]. In *2nd International Congress of Educational Sciences and Linguists*, Warsaw, Poland.

Epstein, N. B., Bishop, D. S., & Levin, S. (1978). The McMaster model of family functioning. *Journal of Marriage and Family Counseling*, *4*(4), 19–31. https://doi.org/10.1111/j.1752-0606.1978.tb00537.x

Erdem, C., & Kaya, M. (2023). Socioeconomic status and wellbeing as predictors of students' academic achievement: Evidence from a developing country. *Journal of Psychologists and Counsellors in Schools*, *33*(2), 202–220. https://doi.org/10.1017/jgc.2021.10

Ernst, M., Niederer, D., Werner, A. M., Czaja, S. J., Mikton, C., Ong, A. D., Rosen, T., Brähler, E., & Beutel, M. E. (2022). Loneliness before and during the COVID-19 pandemic: A systematic review with meta-analysis. *The American Psychologist*, *77*(5), 660–677. https://doi.org/10.1037/amp0001005

Farber, M. J., Romer, A. L., Kim, M. J., Knodt, A. R., Elsayed, N. M., Williamson, D. E., & Hariri, A. R. (2019). Paradoxical associations between familial affective responsiveness, stress, and amygdala reactivity. *Emotion (Washington, D.C.)*, *19*(4), 645–654. https://doi.org/10.1037/emo0000467

Feinberg, M. E., A Mogle, J., Lee, J. K., Tornello, S. L., Hostetler, M. L., Cifelli, J. A., Bai, S., & Hotez, E. (2022). Impact of the COVID-19 pandemic on parent, child, and family functioning. *Family Process*, *61*(1), 361–374. https://doi.org/10.1111/famp.12649

Ferrari, M., Allan, S., Arnold, C., Eleftheriadis, D., Alvarez-Jimenez, M., Gumley, A., & Gleeson, J. F. (2022). Digital interventions for psychological well-being in university students: Systematic review and meta-analysis. *Journal of Medical Internet Research*, *24*(9), e39686. https://doi.org/10.2196/39686

Gaspar, T., Gomez-Baya, D., Trindade, J. S., Botelho Guedes, F., Cerqueira, A., & de Matos, M. G. (2022). Relationship between family functioning, parents' psychosocial factors, and children's well-being. *Journal of Family Issues*, *43*(9), 2380–2397. https://doi.org/10.1177/0192513X211030722

Graves, J. M., Marsack-Topolewski, C. N., & Chan, K. (2023). The realities of problem-solving for emerging-adult siblings of individuals with schizophrenia. *Family Relations*, *72*(5), 2958–2974. https://doi.org/10.1111/fare.12850

Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. *Educational Research Review*, *34*, 100411. https://doi.org/10.1016/j.edurev.2021.100411

Hays, R. D., & DiMatteo, M. R. (1987). A short-form measure of loneliness. *Journal of Personality Assessment*, *51*(1), 69–81. https://doi.org/10.1207/s15327752jpa5101_6

He, Y., Fisher, A. R., Swanson, S. E., & Lebow, J. L. (2022). Integrative systemic therapy: Integrating individual, couple, and family therapy. *Australian and New Zealand Journal of Family Therapy*, *43*(1), 9–21. https://doi.org/10.1002/anzf.1473

Hogue, A., Schumm, J. A., MacLean, A., & Bobek, M. (2022). Couple and family therapy for substance use disorders: Evidence-based update 2010-2019. *Journal of Marital and Family Therapy*, *48*(1), 178–203. https://doi.org/10.1111/jmft.12546

Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, *6*(1), 1–55. https://doi.org/10.1080/10705519909540118

Huang, X., Hu, N., Yao, Z., & Peng, B. (2022). Family functioning and adolescent depression: A moderated mediation model of self-esteem and peer relationships. *Frontiers in Psychology*, *13*, Article 962147. https://doi.org/10.3389/fpsyg.2022.962147

Hussong, A. M., Midgette, A. J., Richards, A. N., Petrie, R. C., Coffman, J. L., & Thomas, T. E. (2022). COVID-19 life events

spill-over on family functioning and adolescent adjustment. *The Journal of Early Adolescence*, *42*(3), 359–388. https://doi.org/10.1177/02724316211036744

Kelley, H. H., Hendricks, J. J., Chelladurai, J. M., Marks, L. D., & Dollahite, D. C. (2024). We have hope": An exploration of hope in highly religious families. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, *73*(1), 466–483. https://doi.org/10.1111/fare.12937

Konishi, N., Kimura, M., Kihara, K., Akamatsu, M., Hosono, M., Sugimoto, F., Choi, D., Fuseda, K., & Sato, T. (2025). Psychological richness as a distinct dimension of well-being: Links to mental, social, and physical health. *PloS one*, *20*(6), e0326528. https://doi.org/10.1371/journal.pone.0326528

Körün, A. B., Satıcı, S. A., & Keitner, G. I. (2025). Adaptation of general family functioning assessment device (GF-FAD): Its association with family adaptability, family belongingness and mental well being. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*, *44*(8), 6798–6810. https://doi.org/10.1007/s12144-025-07673-7

Laakso, M., Fagerlund, Å, & Lagerström, M. (2025). Increasing student well-being through a positive psychology intervention: Changes in salivary cortisol, depression, psychological well-being, and hope. *Applied Psychology. Health and Well-Being*, *17*(1), e12616. https://doi.org/10.1111/aphw.12616

Lafton, T., Wilhelmsen, J. E. B., & Holmarsdottir, H. B. (2024). Parental mediation and children's digital well-being in family life in Norway. *Journal of Children and Media*, *18*(2), 198–215. https://doi.org/10.1080/17482798.2023.2299956

Lawton, M. P. (1983). The varieties of wellbeing. *Experimental Aging Research*, *9*(2), 65–72. https://doi.org/10.1080/03610738308258427

Lin, S. C., Kehoe, C., Pozzi, E., Liontos, D., & Whittle, S. (2024). Research review: Child emotion regulation mediates the association between family factors and internalizing symptoms in children and adolescents - a meta-analysis. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, *65*(3), 260–274. https://doi.org/10.1111/jcpp.13894

Liu, Y., Yang, X., Liu, Y., Wei, C., Zhao, J., & Kong, F. (2025). Bidirectional relationship between self-compassion and psychological richness: A two-wave longitudinal study. *Applied Psychology. Health and Well-Being*, *17*(1), e12607. https://doi.org/10.1111/aphw.12607

Lo Cricchio, M. G., Costa, S., & Liga, F. (2021). Adolescents' well-being: The role of basic needs fulfilment in family context. *The British Journal of Developmental Psychology*, *39*(1), 190–204. https://doi.org/10.1111/bjdp.12360

Macià, D., Cattaneo, G., Solana, J., Tormos, J. M., Pascual-Leone, A., & Bartrés-Faz, D. (2021). Meaning in life: A major predictive factor for loneliness comparable to health status and social connectedness. *Frontiers in Psychology*, *12*, 627547. https://doi.org/10.3389/fpsyg.2021.627547

Mad Plume, L., Carroll, D., Nadeau, M., & Redvers, N. (2024). Measuring wellness through indigenous partnerships: A scoping review. *International Journal of Environmental Research and Public Health*, *22*(1), 43. https://doi.org/10.3390/ijerph22010043

Mana, A., Begerano, O. D., & Margalit, M. (2025). Loneliness experience among college students with neurodevelopmental disorders: Hope, intolerance of uncertainty and anxiety as serial mediators. *European Journal of Special Needs Education*, *40*(5), 994–1009. https://doi.org/10.1080/08856257.2025.2457259

Massazza, A., Kienzler, H., Al-Mitwalli, S., Tamimi, N., & Giacaman, R. (2023). The association between uncertainty and mental health: A scoping review of the quantitative literature. *Journal of Mental Health (Abingdon, England)*, *32*(2), 480–491. https://doi.org/10.1080/09638237.2021.2022620

McCarthy, J., Higgins, A., McCarthy, B., Flynn, A. V., & Gijbels, H. (2023). Family members' perspectives of hope when supporting a relative experiencing mental health problems. *International Journal of Mental Health Nursing*, *32*(5), 1405–1415. https://doi.org/10.1111/inm.13185

Miller, I. W., Epstein, N. B., Bishop, D. S., & Keitner, G. I. (1985). The McMaster family assessment device: Reliability and validity. *Journal Of Marital And Family Therapy*, *11*(4), 345–356. https://doi.org/10.1111/j.1752-0606.1985.tb00028.x

Miller, I. W., Ryan, C. E., Keitner, G. I., Bishop, D. S., & Epstein, N. B. (2000). The McMaster approach to families: Theory, assessment, treatment and research. *Journal of Family Therapy*, *22*(2), 168–189. https://doi.org/10.1111/1467-6427.00145

Moscardino, U., Dicataldo, R., Roch, M., Carbone, M., & Mammarella, I. C. (2021). Parental stress during COVID-19: A brief report on the role of distance education and family resources in an Italian sample. *Current Psychology (New Brunswick, N.J.)*, *40*(11), 5749–5752. https://doi.org/10.1007/s12144-021-01454-8

Nie, Q., Tian, L., & Huebner, E. S. (2020). Relations among family dysfunction, loneliness and life satisfaction in Chinese children: A longitudinal mediation model. *Child Indicators Research*, *13*(3), 839–862. https://doi.org/10.1007/s12187-019-09650-6

Oishi, S., Choi, H., Buttrick, N., Heintzelman, S. J., Kushlev, K., Westgate, E. C., Tucker, J., Ebersole, C. R., Axt, J., Gilbert, E., Ng, B. W., & Besser, L. L. (2019). The psychologically rich life questionnaire. *Journal of Research in Personality*, *81*, 257–270. https://doi.org/10.1016/j.jrp.2019.06.010

Oishi, S., Choi, H., Koo, M., Galinha, I., Ishii, K., Komiya, A., Luhmann, M., Scollon, C., Shin, J. E., Lee, H., Suh, E. M., Vittersø, J., Heintzelman, S. J., Kushlev, K., Westgate, E. C., Buttrick, N., Tucker, J., Ebersole, C. R., Axt, J., Gilbert, E., … Besser, L. L. (2020). Happiness, meaning, and psychological richness. *Affective Science*, *1*(2), 107–115. https://doi.org/10.1007/s42761-020-00011-z

Oishi, S., Choi, H., Liu, A., & Kurtz, J. (2021). Experiences associated with psychological richness. *European Journal of Personality*, *35*(5), 754–770. https://doi.org/10.1177/0890207020962334

Oishi, S., & Westgate, E. C. (2022). A psychologically rich life: Beyond happiness and meaning. *Psychological Review*, *129*(4), 790–811. https://doi.org/10.1037/rev0000317

Oishi, S., & Westgate, E. C. (2025). Psychological richness offers a third path to a good life. *Trends in Cognitive Sciences*, *29*(11), 1023–1033. https://doi.org/10.1016/j.tics.2025.04.002

Paley, B., & Hajal, N. J. (2022). Conceptualizing emotion regulation and coregulation as family-level phenomena. *Clinical Child and Family Psychology Review*, *25*(1), 19–43. https://doi.org/10.1007/s10567-022-00378-4

Penner, F., Steinberg, L., & Sharp, C. (2023). The development and validation of the difficulties in Emotion Regulation Scale-8: Providing respondents with a uniform context that elicits thinking about situations requiring emotion regulation. *Journal of Personality Assessment*, *105*(5), 657–666. https://doi.org/10.1080/00223891.2022.2133722

Petersen, B., Khalili-Mahani, N., Murphy, C., Sawchuk, K., Phillips, N., Li, K. Z. H., & Hebblethwaite, S. (2023). The association between information and communication technologies, loneliness and social connectedness: A scoping review. *Frontiers in Psychology*, *14*, 1063146. https://doi.org/10.3389/fpsyg.2023.1063146

Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, *40*(3), 879–891. https://doi.org/10.3758/BRM.40.3.879

Qian, L., Wang, D., Jiang, M., Wu, W., & Ni, C. (2022). The impact of family functioning on college students' loneliness: Chain-mediating effects of core self-evaluation and problematic mobile phone use. *Frontiers in Psychology*, *13*, 915697. https://doi.org/10.3389/fpsyg.2022.915697

Satici, S. A., Kayis, A. R., Satici, B., Griffiths, M. D., & Can, G. (2023). Resilience, hope, and subjective happiness among the Turkish population: Fear of COVID-19 as a mediator. *International Journal of Mental Health and Addiction*, *21*(2), 803–818. https://doi.org/10.1007/s11469-020-00443-5

Schornick, Z., Ellis, N., Ray, E., Snyder, B. J., & Thomas, K. (2023). Hope that benefits others: A systematic literature review of hope theory and prosocial outcomes. *International Journal of Applied Positive Psychology*, *8*(1), 37–61. https://doi.org/10.1007/s41042-022-00084-0

Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, *13*(4), 249–275. https://doi.org/10.1207/S15327965PLI1304_01

Snyder, C. R., Sympson, S. C., Ybasco, F. C., Borders, T. F., Babyak, M. A., & Higgins, R. L. (1996). Development and validation of the State Hope Scale. *Journal of Personality and Social Psychology*, *70*(2), 321–335. https://doi.org/10.1037//0022-3514.70.2.321

Steptoe, A., Deaton, A., & Stone, A. A. (2015). Subjective wellbeing, health, and ageing. *Lancet (London, England)*, *385*(9968), 640–648. https://doi.org/10.1016/S0140-6736(13)61489-0

Taniguchi, H., & Kaufman, G. (2022). Family, collectivism, and loneliness from a cross-country perspective. *Applied Research in Quality of Life*, *17*(3), 1555–1581. https://doi.org/10.1007/s11482-021-09978-8

Tarhan, S., & Bacanlı, H. (2015). Sürekli Umut Ölçeği'nin Türkçe'ye uyarlanması: Geçerlik ve güvenirlik çalışması. *The Journal of Happiness and Well-Being*, *3*(1), 1–14.

Tong, J., Zhang, T., Wang, Q., Zhao, X., Sun, X., & Hu, M. (2023). Family dynamics and functioning of adolescents from two-child and one-child families in China. *Psychology Research and Behavior Management*, *16*, 3413–3425. https://doi.org/10.2147/PRBM.S417251

Tsuji, S. R. J., Zuk, A. M., Solomon, A., Edwards-Wheesk, R., Ahmed, F., & Tsuji, L. J. S. (2023). What is wellbeing, and what is important for wellbeing? Indigenous voices from across Canada. *International Journal of Environmental Research and Public Health*, *20*(17), 6656. https://doi.org/10.3390/ijerph20176656

van Dierendonck, D., & Lam, H. (2023). Interventions to enhance eudaemonic psychological well-being: A meta-analytic review with Ryff's scales of psychological well-being. *Applied Psychology. Health and Well-Being*, *15*(2), 594–610. https://doi.org/10.1111/aphw.12398

Van Fossen, C. A., Wexler, R., Purtell, K. M., Slesnick, N., Taylor, C. A., & Pratt, K. J. (2021). Family functioning assessment and child psychosocial symptoms in family medicine. *Journal of Pediatric Nursing*, *61*, 284–291. https://doi.org/10.1016/j.pedn.2021.07.018

Yılmaz, F. B. (2026). *The multifaceted investigation of psychological richness: The longitudinal effects of positive childhood experiences, psychological flexibility and mindfulness*. Arel University, Doctoral Thesis.

Yu, P., He, A., Wang, Q., Li, Y., Hu, S., & Gao, Y. (2025). Psychological richness can enhance innovative behavior of Chinese college students: The chain mediating role of cognitive flexibility and creative self-efficacy. *Frontiers in Psychology*, *16*, 1630873. https://doi.org/10.3389/fpsyg.2025.1630873

Yun, P., Xiaohong, H., Zhongping, Y., & Zhujun, Z. (2021). Family function, loneliness, emotion regulation, and hope in secondary vocational school students: A moderated mediation model. *Frontiers in Public Health*, *9*, 722276. https://doi.org/10.3389/fpubh.2021.722276

Zarei, S., & Fooladvand, K. (2022). Family functioning and life satisfaction among female university students during COVID-19 outbreak: The mediating role of hope and resilience. *BMC Women's Health*, *22*(1), 493. https://doi.org/10.1186/s12905-022-02103-3

Zerach, G. (2023). Posttraumatic stress symptoms and parenting competence among Israeli male veterans: The mediating roles of experiential avoidance and parental reflective functioning. *Journal of Child and Family Studies*, *32*(1), 301–313. https://doi.org/10.1007/s10826-022-02288-z

Zhao, M., Abdul Kadir, N. B., & Abd Razak, M. A. (2024). The relationship between family functioning, emotional intelligence, loneliness, social support, and depressive symptoms among undergraduate students. *Behavioral Sciences (Basel, Switzerland)*, *14*(9), 819. https://doi.org/10.3390/bs14090819