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ARAŞTIRMA

Açık Erişim

The Effect of The Subjective Well-Being Increasing Program on Subjective and Psychological Well-Being of Adolescents Having Harmful Habits

Öznel İyi Oluşu Arttırma Programının Zararlı Alışkanlıkları Olan Ergenlerin Öznel ve Psikolojik İyi Oluşları Üzerindeki Etkisi

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ABSTRACT

This study aims to investigate the effectiveness of the subjective well-being increasing program on the subjective and psychological well-being of adolescents having harmful habits. This study which is used an experimental design including pre-test and post-test measurements with experimental and control groups, Personal Information Form, Adolescent Subjective Well-Being Scale, and EPOCH Scale were used to collect data. The experimental group received a subjective well-being program while the control group received no intervention. The results of Wilcoxon Signed Ranks showed that the post-test scores of the experimental group were significantly higher than the pre-test scores. In addition, the results of Mann Whitney U showed that the post-test scores of the experimental group were significantly higher than the post-test scores of the control group. Finally, the results obtained were discussed and interpreted according to the background of the research. Besides, suggestions were offered to further studies.

Article Information

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Harmful Habits
Psychological Well-Being
Subjective Well-Being
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Anahtar Kelimeler

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ÖZET

Bu çalışmanın amacı, öznel iyi oluşu arttırma programının zararlı alışkanlıklara sahip ergenlerin öznel ve psikolojik iyi oluşları üzerindeki etkililiğini incelemektir. Deney ve kontrol gruplu ön test ve son test ölçümlerini içeren deneysel desenin kullanıldığı bu çalışmada, veri toplamak için Kişisel Bilgi Formu, Ergen Öznel İyi Oluş Ölçeği ve EPOCH Ölçeği kullanılmıştır. Deney grubuna öznel iyi oluş programı uygulanırken, kontrol grubuna müdahale edilmemiştir. Wilcoxon İşaretili Sıralar testinin sonuçları, deney grubunun son test puanlarının ön test puanlarından anlamlı düzeyde yüksek olduğunu göstermiştir. Ek olarak, Mann Whitney U testinin sonuçları, deney grubunun son test puanlarının, kontrol grubunun son test puanlarından anlamlı derecede yüksek olduğunu ortaya koymuştur. Son olarak, elde edilen sonuçlar tartışılmış ve ilgili alanyazına göre yorumlanmış, gelecek araştırmalar için öneriler sunulmuştur.

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INTRODUCTION

Subjective well-being, which can be expressed as happiness among people, consists of three important components; life satisfaction, positive emotions and negative emotions. As the name suggests, the most important feature is that it is subjective and it is determined entirely according to the subjective point of view of the individual (Diener, 1984). Accordingly, when a person evaluates his life according to his criteria, it is stated that if he can say that he is satisfied with his life, that he often has positive emotions, and that he has little negative emotions, it can be concluded that his happiness level is high (Diener, 1984; Diener et al. 1999; Diener et al., 1997).

On the other hand, psychological well-being reflects the characteristics of the fully-functioning individual. According to the model of Carol D. Ryff (1989), who made important studies in this field, to speak of a person having a high level of psychological well-being, that person must function positively in six different existential tasks. These tasks are self-acceptance, positive relationships with others, environmental dominance, autonomy, meaningful life, and personal development (Ryff, 1989; 1995; Ryff & Singer, 1996). Today, such functionality and subjective well-being are necessary protective elements, although they are not sufficient on their own to explain mental health (Diener, 1984). Unlike these protective factors, smoking, and alcohol use; considering the age of onset of use, its prevalence, and its effects, it is seen that it appears to be a risk factor, especially for the mental health of adolescents (Baska et al., 2009; Doğan & Ulukol, 2010; Engels et al., 2005; Şaşmaz et al., 2006; Veselska et al., 2011; Windle & Windle, 2001).

In adolescence, subjective well-being, psychological well-being, and having harmful habits may be interrelated. It is known that smoking and alcohol use can be observed in adolescence depending on the biological, social, and psychological changes experienced by individuals (Dorner & Biron, 2011; Steinberg, 2004). At the same time, this may negatively affect the subjective and psychological well-being of adolescents (Murphy et al., 2005), or vice versa, their low well-being can trigger them to adopt harmful habits (Zullig et al., 2001).

As an example of the changes mentioned above, during adolescence, individuals may become more distant from family members and closer to friends. As a matter of fact, according to Goldbeck et al. (2007), adolescents' satisfaction with friendships is higher than family satisfaction. The importance given to peers in this period ensures that peer relationships have a determining effect on subjective and psychological well-being, and positive peer relationships increase subjective and psychological well-being (Eryılmaz, 2009). On the other hand, peer influence can pave the way for harmful habits because adolescents tend to conform to the good or bad standards of their peers (Brechvald & Prinstein, 2011; Brend, 1979; Steinberg & Monahan, 2007).

Many other dynamics push adolescents into harmful habits or negatively affect their well-being. While acknowledging this fact, this research aims to focus on factors that protect adolescents from these habits and improve their well-being. Factors affecting the subjective and psychological well-being of adolescents can be given as examples of factors such as self-esteem, autonomy, self-acceptance, personality, relationships with peers and family, skills such as problem-solving and coping with stress, optimism, and purposefulness (Demirci & Ekşi, 2015; Eryılmaz, 2012, 2014; Eryılmaz & Öğülmüş, 2010; İşleroğlu, 2012; Malkoç, 2011; Morsünbül, 2011; Duran & Tan, 2013). These features are also associated with smoking and alcohol use in adolescence. For example, adolescents with harmful habits are more neurotic than

others. This indicates a low level of subjective and psychological well-being (Huebner, 1991; Kaya et al., 2014). Considering the personality traits of adolescents with high subjective and psychological well-being, it is seen that they are responsible, extroverted, mild-minded, and open to innovations (Eryılmaz, 2010; Huebner, 1991; McKnight et al., 2002). Adolescents with these strong characteristics also adopt harmful habits such as smoking and alcohol more difficult (Kaya et al., 2014; Veselska et al., 2011; Windle & Windle, 2011).

Other personality traits that have a positive impact on adolescents' well-being are autonomy, self-esteem, and self-acceptance (Gilman & Huebner, 2006; Huebner, 1991; Morsünbül, 2011; Owen & Teacher, 2013). On the other hand, it was found that self-esteem started to decrease during adolescence and this decline continued until the young adult years (Robins et al., 2002). Studies conducted with adolescents smoking or using alcohol (Atak, 2011; Engels et al., 2005) revealed that adolescents using these substances have lower self-esteem than others and have difficulty in accepting themselves.

Adolescents' optimistic, hopeful or purposeful lives are also effective on both their subjective and psychological well-being and harmful habits (Çankaya & Meydan, 2018; Gilman & Huebner, 2006). For example, it has been observed that being optimistic has a positive effect on subjective well-being (Ben-Zur, 2003). In a study of adolescents in Turkey, writing letters of gratitude and writing life goals have been shown to have a positive impact on adolescents. (Duran & Tan, 2013). It has been observed in national and international studies that optimistic, responsible, and hopeful adolescents adopt less harmful habits than others (Engels et al., 2005; Eryılmaz, 2010; Kaya et al., 2014; Veselska et al., 2011).

In summary, in adolescence; Personality traits such as self-esteem, autonomy, responsibility, optimism, and purposefulness are positively associated with subjective and psychological well-being. It can be thought that these features that increase subjective and psychological well-being also protect adolescents from harmful habits such as smoking and alcohol. In light of this, problem-solving to develop a program to increase the subjective and psychological well-being of adolescents with harmful habits and to test the effectiveness of this program. In this way, it is possible to talk about a few contributions to both the literature and the field.

Firstly, even today, researches and practices on smoking and alcohol-using adolescent populations are largely far from the point of view of positive psychology. For example, anti-smoking seminars are held in schools that aim to disincline students from smoking. In any case, practices aiming to strengthen protective factors against smoking addiction are rarely encountered. If smoking and alcohol use in adolescence is a phenomenon closely related to the lack of some components of subjective well-being; The way to recover this is not only being anti-substance but also being in favor of subjective and psychological well-being. This article is important for the field and literature as it serves to meet a need in this direction.

Secondly, the program whose effectiveness is examined is activity-oriented, applicable in schools, and open to access and development of practitioners. Although its primary purpose is to provide a curative intervention for subjective and psychological well-being to groups that may be considered riskier than other students by adopting the habit of smoking and alcohol use at an early age, it can be applied to groups where these risks have not yet arisen for preventive purposes.

METHOD

Research Model

This study is an experimental study to examine the effectiveness of the subjective well-being increasing program developed for adolescents having harmful habits. In this direction, an experimental design with pretest-posttest and control groups was used in the study. The independent variable of the research is the subjective well-being increasing program, and the dependent variables are harmful habits, subjective well-being, and psychological well-being.

Participants

Students studying in the 10th and 11th grades of an Anatolian High School in Adana in the first semester of the 2018-2019 academic year were included in the study. This study group consists of students who smoke or use alcohol, or both at least 1-3 times a month. . Before the survey study be carried out to determine the students who met the participation criteria in the study, all students were given a parent consent form and asked to bring them to their parents by signing. A personal information form was applied to 201 students for whom parental consent was obtained, and it was determined that 44 students met the conditions for participation in the study.

Adolescent Subjective Well Being Scale and EPOCH Scale were applied to 44 students who were determined to have harmful habits. Although 44 students were accessible, it was deemed appropriate to select a total of 24 students for the experimental and control groups, considering that this study includes the group process and the number of students that can affect group dynamics (Demir & Koydemir, 2016). With the help of a computer program, 24 students among 44 students were placed equally in the experimental and control groups. While the students were placed in the groups, their pre-test scores were equalized, and the computer drawing was repeated until the pre-test scores of both groups were similar. The analysis table of the pre-test scores of the groups is given below.

Table 1. Pre-test results

Scores	Group	N	\bar{X}	Sd	Average Rank	Rank Sum	u	z	p
ASWBS Pre-Test	Experiment	12	44,25	6,51	13,50	162,00	60	-.69	.48
	Control	12	41,83	7,94	11,50	138,00			
EPOCH Pre-Test	Experiment	12	62,58	11,21	13,79	165,50	56,50	-.89	.37
	Control	12	57,50	13,90	11,21	134,50			

p> .05

Ethical Statement

This research was completed by the Helsinki Declaration. Following this, the study was examined and allowed by Uludag University's social and humanities research and publication ethics committee (REF 11 2018-10). Furthermore, instruments in the study were just appropriated to volunteer participants. All participants provided informed consent. Additionally, participants were informed that they could drop out of the study at any time during data collection.

Materials

In addition to the personal information form, the Adolescent Subjective Well-Being Scale (ASWBS) and the Five-Dimensional Well-Being Scale for Adolescents (EPOCH) were used as pre-tests and post-tests.

Personal Information Form. One of the data collection tools used in the research is the personal information form prepared by the researcher. Through this form, demographic information of the students such as age, gender was collected. The smoking and alcohol use habits of their families and friends were asked. Finally, they were asked to indicate their smoking or alcohol use frequency in the last year.

Adolescent Subjective Well Being Scale. ASWBS is a 15-item scale developed by Eryılmaz (2009) to measure the subjective well-being levels of adolescents, prepared according to the 4-point Likert type and whose answers are scored between 1 and 4 points. The development, validity, and reliability studies of the scale were conducted with adolescents aged between 14 and 18 years. The internal consistency (Cronbach's Alpha) coefficient of the scale was .86, the item-total correlation (Spearman-Brown Value) was .83, and the stability coefficient obtained by the test-retest method was .83. As the scale score increases, the level of subjective well-being increases.

Epoch Scale. The Five-Dimensional Well-Being Scale for Adolescents (EPOCH Scale) was developed by Kern et al. (2015), and adaptation studies to our country were carried out by Demirci and Ekşi (2015). It is prepared according to 5-point Likert type and its answers are scored between 1 and 5. The validity and reliability analyzes of the scale in adaptation studies to our country were carried out on adolescents aged 14-18. The fit indices obtained by confirmatory factor analysis to test the construct validity of the scale are at acceptable levels (NFI = .96, NNFI = .98, CFI = .98, IFI = .98, RFI = .96). While the internal consistency coefficient of the scale is .95, item-total score correlations vary between .41st and .77. As the scale score increases, psychological well-being increases.

Data Analysis

In the study, statistical analyzes were performed using SPSS IBS Statistics software (version 20). Shapiro-Wilks test was used to examine the normal distribution of the data. Mann-Whitney Tests were used to compare the measurements of experimental and control groups. Finally, Wilcoxon Signed-Rank Tests were utilized to compare the pre-test and post-test of the same group.

Experimental Procedure

In this study, the subjective well-being increasing program applied to the experimental group is a psychoeducational program consisting of 10 sessions and many activities, utilizing the concepts, techniques, and philosophies of different theories such as cognitive-behavioral approach, existentialist approach, and individual-centered approach. The themes studied in the program for 10 sessions are self-esteem, self-acceptance, positive relations with the environment, responsibility, purposefulness, optimism, hope, automatic thoughts, irrational beliefs, and problem-solving. While designing the themes and activities in the program, relevant literature and experimental studies (Akthar & Boniwell, 2010; Dursun, 2015; Eryılmaz, 2010, 2014; Malkoç, 2011; Ok, 2016; Seligman et al., 2006; Suldo et al., 2014) and expert opinions were taken into consideration. The program was implemented in the school where the research was conducted, two days a week, over two months.

RESULTS

The change in the pre-test and post-test scores of the experimental and control groups was analyzed with the Wilcoxon Signed-Ranks Test. As can be seen in the table below, the subjective well-being levels ($z: -2.71; p < .05$) and psychological well-being levels ($z: -2.50; p < .05$) of the participants in the experimental group increased significantly compared to the pre-experiment. On the other hand, it was concluded that there was no significant difference in subjective well-being ($z: -.17; p: .85 > .05$) and psychological well-being ($z: -.94; p: > .05$) levels of the control group compared to the pre-experiment.

Table 2. Pre-test and post-test scores of the experimental and control groups

Scores	\bar{X}	Sd	Ranks	N	Average Rank	Rank Sum	z	p
Experiment Pre-Test _{ASWBS}	62,58	11,21	Negative Rank	1	4,00	4,00	2.74	.006
			Positive Rank	11	6,73	74,00		
Experiment Post-Test _{ASWBS}	72,41	13,41	Equal	0				
			Sum	12				
Experiment Pre-Test _{EPOCH}	62,58	11,21	Negative Rank	2	1,50	3,00	2.50	.01
			Positive Rank	8	6,50	52,00		
Experiment Post-Test _{EPOCH}	72,41	13,41	Equal	2				
			Sum	12				
Control Pre-Test _{ASWBS}	41,83	7,94	Negative Rank	4	7,75	31,00	.17	.85
			Positive Rank	7	5,00	35,00		
Control Post-Test _{ASWBS}	42,08	8,81	Equal	1				
			Sum	12				
Control Pre-Test _{EPOCH}	57,50	13,90	Negative Rank	5	5,40	27,00	.94	.34
			Positive Rank	7	7,29	51,00		
Control Post-Test _{EPOCH}	59,41	13,35	Equal	0				
			Sum	12				

$p < .05$

ASWBS and EPOCH post-test scores of the experimental and control groups were also compared. As can be seen in the table below, subjective well-being ($u: 24; z: -2.69; p < .05$) and psychological well-being ($u: 35.5; z: -2.10; p < .05$) between the experimental and control groups was found to be a significant difference in terms of levels.

Table 3. Post-test scores of experimental and control groups

Scores	Group	N	\bar{X}	Sd	Average Rank	Rank Sum	u	z	p
ASWBS Post-Test	Experiment	12	51,75	5,70	16,50	198,00	24	2.69	.00
	Control	12	42,08	8,81	8,50	102,00			
EPOCH Post-Test	Experiment	12	72,41	13,41	15,54	186,5	35,5	2.10	.03
	Control	12	59,41	13,35	9,46	113,5			

$p < .05$

DISCUSSION, CONCLUSION & SUGGESTIONS

In this study, the effect of the Subjective Well-Being Increasing Program on the subjective and psychological well-being of adolescents having harmful habits was examined. As seen in the results of the analysis, the program implemented had a positive effect on the subjective and psychological well-being levels of the participants. In this section, the findings are discussed in line with the literature.

One of the comments that can be made about the effectiveness of the program is that it is rich in activities. It has been supported by scientific research that programs with plenty of activity can be effective when working with adolescents. For example, Eryılmaz (2014) increased students' subjective well-being levels by applying a strictly structured program consisting of 18 activities to 26 students in their late adolescence years. Malkoç (2011) increased the subjective well-being levels of university students with a psychoeducational program that included about 40 activities.

One of the theories explaining subjective well-being is activity theories. Accordingly, happiness is the climbing itself rather than reaching the climax (Diener, 1984; Diener et al., 2002; Omodei & Wearing, 1990). We can often hear phrases like "the important thing was to compete, it was nice to be here" from some competitions on TV. According to this understanding, what is invaluable is the action itself, not the consequence (Diener et al., 2002). The positive effects of this program on subjective and psychological well-being are related to the fact that it encourages participants to act, in other words, to climb, not reach.

Another feature of the program is that it was designed based on the features revealed by the studies that most strongly predicted the subjective and psychological well-being levels of adolescents. Many factors may affect the subjective well-being and psychological well-being of an adolescent, but responsibility (Eryılmaz, 2010), assertiveness and self-efficacy (Griffin et al., 2011), autonomy, and self-esteem (Morsünbül, 2011), gratitude (Duran & Tan, 2013), hope and optimism (Scheier & Carver, 1993), problem-solving, and coping with stress (Owen & Teacher, 2013) create the strongest effect on subjective and psychological well-being. The content of the program is similar to some researches that aim to increase the well-being levels of adolescents. For example, it is similar to programs that developed by Eryılmaz (2014) in terms of including themes such as positive relations and cognitive control; Fava et al. (2005) in terms of including themes such as self-acceptance and meaningful life; Dursun (2015) and Ok (2016) in terms of including themes such as self-esteem, forgiveness, and gratitude; Seligman et al. (2006) along with Akthar and Boniwell (2010) in terms of including themes such as optimism and hope.

How these themes are transformed into activities and how the program is designed with an approach is also an important issue. In the program tested in this study, mainly cognitive-behavioral, partially humanist, and existential theoretical foundations were used. Because, as can be seen in Diener & Diener (1995) and Shin & Johnson (1978), the effect of subjective cognitive assessments on well-being cannot be denied. Additively, themes such as emotional experience, self-acceptance, meaningful life, personal development, and autonomy are at the focus of client-centered and existential approaches (Frankl, 1984; Maslow, 1954; Rogers, 1961). A unifying perspective that organizes the themes identified in the light of the adolescent subjective and psychological well-being literature to address their cognitive, emotional, and existential needs is one of the theoretical strengths of the tested program.

According to Durrant (1995), trying to find solutions is easier than eliminating the problem. This stance, which coincides with the positive psychology perspective, has dominated the study from beginning to

end. This can be both a strength and a weakness of the intervention. Although a curative effect appears to occur here, this effect applies to participants who are not in the clinical population. It is still unclear what results will be obtained on adolescents who need psychological help. On the other hand, considering that the main goal of positive psychology is prevention, it is understood that the strength of the study is to intervene before problems arise.

Of course, the program applied here cannot be seen as a prescription. No matter how well a program is designed, the most fundamental factor in the success of a group process is the leader, the most important therapeutic force in the group (Demir & Koydemir, 2016; Voltan-Acar, 2003). For example, during the application in this research and at the end of the application, some participants; able to establish a good relationship and bond with the group leader; He mentioned that the talent of the group leader and his communication with them enabled them to participate in the sessions with pleasure. In this respect, the effectiveness of the program may increase in direct proportion to the leader's competence, or the opposite result may be encountered.

An important factor that can affect the results in experimental studies is that individuals in the experimental group may be motivated to conclude appropriate to the purpose of the experimental procedure because they are aware of their involvement in scientific research (Heppner et al., 2008). When it comes to adolescents, it should not be forgotten that just being in a group process can provide positive outcomes. The high importance given to peer interaction in adolescence (Santrock, 2014) provides an advantage for group interventions. As Elkind (1976) mentions, the sense of uniqueness, which has an important effect on the cognition and behavior of adolescents, changes shape when it meets forces such as universality, altruism, and hope installation inherent in the group process (Yalom & Leszcz, 2020). Although not taken in writing in this study, while each member shared their thoughts in the last session, the participants stated that it was a pleasant experience to meet and interact, discuss, play, share a problem, and try to help others.

Finally, this research has some limitations. First of all, the research was conducted with participants with a certain age group and certain characteristics. It is thought that having a placebo group, conducting follow-up tests, and conducting interim evaluations while the process continues will put the research results on a more solid basis. Nevertheless, it has been understood that the Subjective Well-being Increasing Program is an effective psychoeducational program that can be used to increase the subjective and psychological well-being levels of adolescents having harmful habits. Based on the results obtained in the research, the following suggestions can be made to future researchers and practitioners:

1. As mentioned before, the lack of a placebo group and a follow-up test limits the results to some extent. The same program can be tested with studies with a placebo group and at least 1 follow-up test.
2. Failure to conduct interim evaluations during the group process prevented understanding which session or activities were effective and to what extent. In future implementations, end-of-session evaluations can be made to analyze which activities have the strongest impact. The program can be revised with the results obtained here.
3. This research has aimed to increase the subjective and psychological well-being of adolescents having harmful habits and has been successful. Similar studies can be conducted with students in different risk groups, which have been determined by studies to have low subjective and psychological well-being. For example, research can be conducted on how to increase the

subjective and psychological well-being levels of children of divorced parents, children who have lost their parents, adolescents staying in orphanages, and children who have been sexually or physically abused.

4. In the study, ASWBS developed by Eryılmaz (2009) and EPOCH developed by Kern et al. (2015) and adapted by Demirci (2015) were used to measure subjective and psychological well-being levels. In the future, the same program can be tested with subjective and psychological well-being scales designed for individuals of the same age group, with proven effectiveness. These include the Life Satisfaction Scale adapted by Köker (1991), the positive-negative emotion scale adapted by Gençöz (2008), and the Subjective Well-Being Scale, which was developed as a high school form by Özen (2005).
5. The most influential features on subjective and psychological well-being during adolescence are characteristics such as self-esteem, autonomy, positive relationships with family and peers, academic success, optimism, purposefulness, and stress coping skills. When the group working in schools, clinical settings, or scientific research in adolescents and is aimed to increase the positive mental health of this group, trying to improve the above-listed characteristics can yield effective results.
6. The research was conducted with adolescents aged 15, 16, and 17, studying in Adana. Whether the same program will be effective in different age groups can be examined in future research. For example, high school ages may be late to improve the mental health of students and prevent them from adopting harmful habits. The effectiveness of this program should also be tested with secondary school students to intervene earlier.

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Appendices

Appendix I

Sessions	Themes	Purpose of Session
1	Meeting	Group members getting to know each other and coalescence, structuring the group process, subjective well-being and informing about the purpose of the program.
2	Positive Relationships with "me" (Self-Esteem-Self-acceptance)	To enable group members to get to know themselves better, to discover their most positive and negative features, to ensure that both of these characteristics are owned and accepted by them. To strengthen their respect for themselves.
3	Positive Relationships with "me" (Self-Esteem-Self-acceptance)	To enable group members to get to know themselves better, to discover their most positive and negative features, to ensure that both of these characteristics are owned and accepted by them. To strengthen their respect for themselves.
4	Positive Relationships with the Environment	To ensure that group members experience social skills such as strengthening the relationship of trust between each other, complimenting / accepting and helping each other, in and outside the group.
5	Positive Relationships with the Environment	Making group members express their feelings about a person they have never been able to forgive or have never been able to properly thank.
6	Purposeful Life	To enable group members to set goals and act with a sense of responsibility in achieving these goals.
7	Purposeful Life	Helping group members to have a hopeful attitude about the future and to have them look optimistically at both their present and future lives.
8	Coping with stress	To make group members aware of what kind of automatic thoughts they produce in stressful life events they encounter, to realize how their irrational beliefs affect them and to turn the language they use into positive.
9	Coping with stress	To raise awareness of group members about how they can deal with the problems they encounter in their lives and how they can find solutions to these problems.
10	Termination	To make the general evaluation of the process and to enable the members to share their feelings and thoughts about the group process, to carry out the post-test.

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Author Contributions

İÖÖ, Research idea and design, literature review, data collection and analysis, interpretation of findings and writing of the manuscript.

JE, Research idea and design, interpretation of findings, final review of the research report, supervise the first author in all processes of the research.

Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

Note

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Ethical Statement

This research was completed in accordance with the Helsinki Declaration. In accordance with this, the study was examined and allowed by Uludag University social and humanities research and publication ethics committee (2018-10). Furthermore, instruments in the study were just appropriated to volunteer participants. All participants provided informed consent. Additionally, participants were informed that they could drop out from the study at any time during data collection.

Ethics Committee Name: Uludag University Social And Humanities Research And Publication Ethics Committee

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