



The Effect of Psychoeducation Program Based on Reality Therapy on Teachers' Psychological Needs Satisfaction and Subjective Well-Being Levels

Gerçeklik Terapisine Dayalı Psikoeđitim Programının Öğretmenlerin Psikolojik İhtiyaç Doyumu Öznel İyi Oluş Düzeylerine Etkisi

İbrahim DENİZ¹, Seher A. SEVİM²

¹Dr. Psikolojik Danışman, Telsizler İlkokulu, Ankara, Türkiye
ibrahimdenizim@gmail.com, ORCID: 0000-0003-3722-6719

²Prof.Dr., Hasan Kalyoncu Üniversitesi, Gaziantep, Türkiye
sevimseher@hotmail.com, ORCID: 0000-0002-4914-2486

Geliş Tarihi: 08.06.2022

Kabul Tarihi: 18.09.2022

ABSTRACT

The aim of the study was to examine the effect of the Reality Therapy based psychoeducation program on the psychological need satisfaction and subjective well-being levels of the teachers. The study was conducted with paired experimental and control groups with pre, post and follow up tests with a quasi-experimental, 2x3 factorial design. Within the scope of the study, a six sessions psychoeducation program was developed, and the developed program was administered to the teachers on a once-a-week basis. As data collection instruments, the Positive and Negative Affect Schedule, the Satisfaction with Life Scale, and the Psychological Needs Inventory were used. The data were analyzed with mixed-design ANOVA. As a result of the study, it was observed that for the experimental group that received the psychoeducation program, the Satisfaction with Life Scale, the Positive Affect subscale of the Positive and Negative Affect Schedule, and the Psychological Needs Inventory were scores of participants were significantly increased compared to the control group, whereas the Negative Affect subscale of the Positive and Negative Affect Schedule scores were significantly decreased compared to the control group. The demonstrated changes were also observed to continue in the follow-up tests.

Keywords: Psychological need satisfaction, reality therapy, subjective well-being, teachers



ÖZ

Bu araştırmanın amacı, Gerçeklik Terapisi'ne dayalı olarak geliştirilen psikoeğitim programının öğretmenlerin ihtiyaç doyumu ve öznel iyi oluş düzeyleri üzerindeki etkisinin incelenmesidir. Araştırma, eşleştirilmiş deney ve kontrol gruplu ön test, son test ve izleme testi modeline dayalı 2X3 faktörlü yarı deneysel bir araştırma olarak yürütülmüştür. Araştırma kapsamında altı oturumluk psikoeğitim programı geliştirilmiş, geliştirilen program haftada bir oturum olacak şekilde öğretmenlere uygulanmıştır. Araştırmada veri toplama aracı olarak Pozitif ve Negatif Duygu Ölçeği, Yaşam Doyumu Ölçeği ve Psikolojik İhtiyaçlar Ölçeği kullanılmıştır. Veriler karışık desenler için ANOVA yöntemi ile analiz edilmiştir. Araştırma sonucunda psikoeğitim programına katılan deney grubunun Yaşam Doyumu Ölçeği, Pozitif ve Negatif Duygu Ölçeğinin Pozitif Duygu alt ölçeği ve Psikolojik İhtiyaçlar Ölçeği'nden aldıkları puanların kontrol grubuna göre manidar şekilde yükseldiği, Pozitif ve Negatif Duygu Ölçeği'nin Negatif Duygu alt ölçeğinden aldıkları puanların ise kontrol grubuna göre manidar şekilde azaldığı, gözlenen değişimlerin izleme testinde de devam ettiği görülmüştür.

Anahtar Kelimeler: Gerçeklik Terapisi, psikolojik ihtiyaç doyumu, öznel iyi oluş, öğretmenler

INTRODUCTION

The qualification of the teacher is one of the most important factors that influences educational outcome. In the literature, there is no consensus on what teacher qualifications are. However, it is accepted that the characteristics of the teacher is the most important school-related factor on the academic success of students (McCallum et. al., 2017; Organization for Economic Co-operation and Development [OECD], 2005). The teacher is the main actor of the education process, and the leader of the learning environment in the class. The Teacher is the person that determines the class and the learning climate to a large extent and the person that students mostly interact with. Furthermore, teaching as a profession is differentiated from other professions by the long term and significant relationships formed between the teacher and the students (Klassen et. al., 2012). Even though such long-term and significant relationships might also be formed in the healthcare field or other various professions, almost none of the professional members and the service recipients in other professions spend as much time together as the teachers spend with the

students. The relationship that teachers establish with the students is one of the important factors that directly affects the cognitive, emotional and social development of the students (Brown, 2011).

There are lots of research in the literature that studies the effect of teacher-student relationship on the academic success of students. The results of these studies demonstrated that the academic success of the students that established good relationships with their teachers was higher (Cornelius-White, 2007; Çelik et. al., 2018; Hamre & Pianta, 2001; Roorda et. al., 2011). Furthermore, the effects of the student-teacher relationship are not only limited with the academic success. Students who have good relations with their teachers behave with more intrinsic motivation (Bieg et. al., 2011), and have a more positive attitude towards learning subjects and the school (Roeser et. al., 1996). Such students show lesser problematic behaviors and form better relationships with their friends (Obsuth et. al., 2016), and have a better sense of belonging to the class, and get involved in lesser peer conflict (Barr & Parret, 2001). Furthermore, various studies demonstrated that the healthy relationships established with teachers contributed students to be happier individuals by increasing their psychological need satisfaction (Aldridge & McChesney, 2018; Froiland et. al., 2019).

Despite the substantial effects of teachers on students and educational outcomes, expectations from teachers are changing and becoming more complicated depending on changing roles and functions of schools in many different countries (Organization for Economic Co-operation and Development [OECD], 2009). Teachers strive to fulfill the difficult task of providing an efficient education to students that are from various cultures and socioeconomic backgrounds, with different personality and educational needs, and are disadvantaged or with behavioral problems, mostly in crowded classrooms. In order education and training process to reach its goals, the teachers have tasks such as planning the course of learning, initiating and administering such processes, developing assessment instruments, and applying and evaluating such instruments. In addition to all these tasks, motivating students to the subject of learning, establishing and maintaining an effective communication with parents, making effective use of computer and internet technologies, and working with various boards, units or commissions are some examples of duties that the teachers have (OECD, 2005).

One of the important conditions for teachers to establish healthy relationships with their students and to be effective people in education is undoubtedly the high subjective well-being of



teachers. Subjective well-being is often used instead of the concept of happiness in the literature, and it has cognitive and affective dimensions (Diener, 2000). The cognitive dimension of subjective well-being is related to life satisfaction. If the individual's evaluations of his/her life are positive and the individual sees his/her life as valuable, life satisfaction is high. The affective dimension is related to how often a person experiences positive emotions such as hope, joy and peace or negative emotions such as anger, anxiety and guilt. In this context, it is possible to say that individuals who evaluate their life positively and experience positive emotions more than negative emotions have high levels of subjective well-being (Diener, 2000).

Subjective well-being of the teachers is deeply attached to the quality of the work done by the teachers (Centre for Education Statistics and Evaluation [CESE], 2014) and there are various studies in the literature on the effect of teachers' subjective well-being on educational outcomes. Teachers with high subjective well-being levels appreciate their students more and have a healthier class management style (İhtiyaroğlu, 2018). Such teachers use the effective teaching strategies more (Moè et. al., 2010), and are able to help the students in situations that put a strain on the students' mental health (Sisask et. al., 2014). In addition, high levels of well-being in teachers make a positive contribution to the teachers' performance as a whole, to the development of teacher-student relationship, and to the improvement of student well-being (Glazzard & Rose, 2019; Hascher & Waber, 2021).

Especially in recent years, the observed and increasing amounts of insufficiency in the number of teachers; leaving the profession early; and the decrease in the attraction of teaching as a profession increased interest in teachers' well-being (Viac & Fraser, 2020). In this context, a lot of research has been done both in Turkey and in other countries on the well-being of teachers and the majority of these studies are aimed at understanding various variables associated with teachers' subjective well-being. Researchers conducted in Turkey demonstrated that the well-being of teachers had a relationship with characteristics such as self-esteem and self-efficacy (Kılıç et. al., 2013); job satisfaction levels (Terzi, 2017); the quality of school life (Cenkseven-Önder & Sarı, 2009); life goals (Öztürk, 2015); occupational resilience (Çetin, 2019) and school principals' transformational leadership characteristics (Kahraman, 2021). On the other hand, researches conducted in other countries demonstrated that while well-being of teachers had a relationship with subjective well-being is related to personal characteristics such as gratitude, forgiveness and the

orientations to happiness (Chan, 2013), psychological capital (Soykan et. al., 2019); emotional intelligence (Vesely et. al., 2013) and job satisfaction levels (Vanteenkiste et. al., 2007); it is also related to organizational attributions such as school climate (Collie et. al., 2012; Gray et. al., 2017) and leadership style of school administrators (Haddad & Ahsqar, 2020; Heidmets & Liik, 2014). In addition, there were also studies in literature that examined the effects of various intervention programs on teachers' subjective well-being. For example, Chan (2010) reported that the eight-week gratitude intervention program increased the subjective well-being levels of the teachers. In another study, Rahm and Heise (2019) demonstrated that five-week intervention program that includes emotion regulation, time management, gratitude and various positive psychology interventions increased the subjective well-being levels of the teachers. In Turkey, however, no research has been found examining the effectiveness of an intervention program aimed at increasing teachers' subjective well-being.

One of the people that emphasized the importance of teachers' happiness on the educational outcomes was William Glasser, the founder of Reality Therapy (RT). Glasser (1999a) stated that people should learn to meet their psychological needs in a healthy way in order to be happy and productive individuals. According to him, the cause of all mental problems is unhappiness and unhappy people are those who have not learned to meet their psychological needs in a healthy and responsible way. Naturally, meeting psychological needs in a healthy and effective way is also important in terms of subjective well-being. Glasser's (1999a) suggestion that psychological need satisfaction contributes positively to mental health and therefore to subjective well-being is supported by many research results in the literature. According to these researches, individuals who have met their psychological needs experience more positive emotions (Reis et.al., 2000); behave more spontaneous (Heppner et. al., 2008) and moreover, have higher self-esteem and lower anxiety levels (Deci et. al., 2001). In addition to all these, there are many researches in the literature showing that as individuals' psychological need satisfaction increases, their subjective well-being levels also increase (Chen et.al., 2015; Church et.al., 2013; Doğan & Eryılmaz, 2012; Filak & Sheldon, 2003; Guardia et.al., 2000; İlhan & Özbay, 2010; Kermen & Sarı, 2014; Milyavnskaya et.al., 2013; Tay & Diener, 2011).

Glasser (1999a), stated that the teachers should learn and apply the principles of RT in order to increase their subjective well-being by learning to meet their own psychological needs.



According to him, the teachers that learn the concepts and principles of RT, which increase their awareness regarding such principles, and apply these principles to their life will meet their psychological needs more effectively and responsibly, which will enable them to be happier, functional and effective educational leaders. For this reason, Glasser (1999b, 1999c, 2000a) provides comprehensive and functional explanations of how RT principles can be applied in schools. In addition, RT includes a variety of knowledge and skills that are very practical and easily teachable. This provides an important advantage to the theory to make use of it in crowded schools that have limited amounts of mental health workers.

There are several studies conducted in Turkey about the effects of RT interventions on educational environments. Some of these studies demonstrated the effectiveness of the RT based interventions on increasing the sense of success identity and responsibility levels of primary school students (Yalçın, 2007) and school bonding, school attendance and learning skills levels of the secondary school students (Bellici, 2012). Some other studies conducted in Turkey showed the effectiveness of RT based interventions on decreasing the career problems (Gül, 1996) and cyberbullying behaviors (Tanrıku, 2013) of high school students; social anxiety levels (Palancı, 2004), academic procrastination behaviors (Çelik, 2014), and anger levels (Özmen, 2004) of university students. It was also observed that the effects of RT based interventions were investigated in other countries. For example, Nematzadeh and Sary (2014) examined the effect of group RT on the happiness levels of teachers. In this quasi-experimental study, which was conducted with pre-test, post-test, and control groups, the experimental group received a group RT that lasted for 10 weeks, whereas the control group did not receive any treatments. The researchers reported that the group RT program was effective in increasing the happiness of the teachers. Some other research conducted in other countries demonstrated that the interventions based on RT was effective in increasing: High school students' perception of needs satisfaction (Loyd, 2005), the subjective well-being and interpersonal relations of nursing students (Lee, 2015) and the internal locus of control and responsibility levels of primary school students (Kim, 2002).

When all these studies examined, it can be stated that the effects of RT on students receives a certain level of attention in both Turkey and the other countries. Nevertheless, apart from the research of Nematzadeh and Sary (2014), it was seen that no research intended for teachers has been conducted. Glasser (1999b/1990, 2000a/1992), argued that gaining knowledge, skills and

awareness about RT would increase the psychological need satisfaction and happiness of teachers, and emphasized the importance of educating the teachers about RT. On the other hand, the empirical research testing the ideas of Glasser are very limited. This study was considered to contribute to fill this gap in the literature. In this context, the following hypotheses based on Glasser's suggestions were tested in the study:

H1: At the end of the experimental procedure, there will be a significant increase in the level of psychological need satisfaction level of the experimental group compared to their pre-test, and post-test scores of the control group. The difference in the post-test score of psychological need satisfaction between the experimental and control groups will persist in the follow up test as well.

H2: At the end of the experimental procedure, there will be a significant increase in the life satisfaction level of experimental group compared to their pre-test, and the post-test scores of the control group. The difference in the post-test scores of life satisfaction between the experimental and control groups will continue in the follow up test as well.

H3: At the end of the experimental process, there will be a significant increase in the level of positive affect level of experimental group compared to their pre-test, and the post-test scores of the control group. The difference in the post-test scores of positive affect between the experimental and control groups will continue in the follow up test as well.

H4: At the end of the experimental process, there will be a significant decrease in the negative affect level of experimental group compared to their pre-test, and the post-test scores of the control group. The difference in post-test scores of negative affect between the experimental and control groups will continue in follow up test as well.

METHOD

Research Design

The research was conducted as a quasi-experimental study with pre-test, post-test, follow-up test and a control group. Paired design with 2X3 factors was used in the study. The first factor corresponded to the independent treatment groups (experimental group, and control group), whereas the second factor corresponded to the repeated measurements of the dependent variables (pre-test, post-test, and follow-up test). In this study, the control group was formed by one-to-one matching with the experimental group based on the gender and Psychological Needs Inventory-

PNI (Eşici, 2014) scores of the participants. In the study, the pre-test was applied to the experimental and control groups one week before the experimental process started; the post-test was applied one week after the completion of the experimental process; and the follow-up test was applied five months after the completion of the experimental process. After the psychoeducation program was developed, it was piloted with a group of 18 senior grade Psychological Counseling and Guidance students from Ankara University before being applied to the teachers.

Participants

The participants were consisted of teachers working in Altındağ region of the Ankara province. In the scope of the research, two schools selected with the convenient sampling method (Fraenkel et. al., 2018) were informed about the psychoeducation program with an announcement, and the teachers were invited to participate in the psychoeducation program. The 17 teachers who volunteered to participate in the study were all assigned to the experimental group. In forming the control group, 52 teachers, that were reached with convenient sampling method, who worked in the same region, but not in the same schools as the teachers in the experimental group were applied the instruments; and the control group was formed by one-to-one matching method with teachers that showed similarity with the participants in the experimental group in their gender and PNI scores. The participants were mostly consisted of middle aged, somewhat experienced and female teachers. It was seen that the experimental and the control groups were considerably similar in terms of the demographic characteristics (Table 1).

Table 1. Demographic Characteristics of the Experimental and the Control Groups

Characteristics	Experimental Group	Control Group
Gender (f, %)		
Female	14 (82.4)	14 (82.4)
Male	3 (17.6)	3 (17.6)
Marital Status (f, %)		
Married	14 (82.4)	14 (82.4)
Single	3 (17.6)	3 (17.6)
Institution Worked (f, %)		
Primary School	10 (58.8)	11 (64.7)

Secondary School	7 (41.2)	6 (35.3)
Graduation Level (f, %)		
Bachelor's Degree	16 (94.1)	15 (88.2)
Master's Degree	1 (5.9)	2 (11.8)
Age (\bar{X}, SD)	40.06 (1.82)	39.06 (2.07)
Tenure (\bar{X}, SD)	14.47 (1.77)	15.94 (2.09)

SD: Standard deviation

Instruments

In the study, The Satisfaction with Life Scale-SWLS (Diener et. al., 1985), Positive and Negative Affect Schedule-PANAS (Watson, et. al., 1985), and The Psychological Needs Inventory-PNI (Eşici, 2014) were used as the data collection instruments.

SWLS

SWLS is a self-report scale including five items with a seven-point Likert-type rating, developed by Diener et. al. (1985). The reliability and validity study of the Turkish version of the scale was conducted by Durak et. al. (2010). In Durak et. al. (2010), the data collected by applying the scale to the university students were used to conduct confirmatory factor analysis (CFA) of the SWLS. The fit indices of the scale that belonged to the corresponding group were reported as $\chi^2=10.129$, $\chi^2/sd=2.026$, $IFI=.99$, $TLI=.99$, $CFI=.99$, $SRMR=.020$ an $RMSEA=.043$. In the same study, the Cronbach alpha and the item-total score correlation coefficients were calculated within the scope of the reliability analysis of the scale. For the university students, the calculations demonstrated the internal consistency coefficient as .81, and the item-total score correlations as ranging from .55 to .63.

PANAS

PANAS is a 20-item self-report scale developed by Watson et. al. (1988) in order to measure the affectivity of individuals. The instrument has two sub-scales that measure Positive Affect (PA) and Negative Affect (NA). While the increase in PA score indicates that the individual's level of enjoyment of life is high, the increase in NA sub-scale shows that the individual's experienced stress level is elevated. The scale was adapted to Turkish language by Gençöz (2000). In the study conducted by Gençöz (2000), a factor analysis was run in the scope of



the validity analyses, and it was reported that the two-factor structure of the original form of the scale was also confirmed for the Turkish version of the instrument. Cronbach's alpha reliability coefficient was computed for the reliability analysis of the instrument, and the alphas were reported as .83 for PA, and .86 for ND sub-scales. In addition, the test-retest coefficients of the instrument were reported as .40 and .54 respectively for the PA and NA (Gençöz, 2000). The scale was utilized in many studies conducted with adults in Turkey.

PNI

PNI is a self-report scale including 25 items with a five-point Likert-type rating, developed by Eşici (2014). The scale was developed based on the RT of Glasser; and measures to what extent the four psychological needs of love and belonging, power, freedom, and fun are met, consistent with the theoretical basis. In the scale, the need for love and belonging was measured with seven items; the need for fun was measured with eight items; the needs for freedom, and the power were measured with five items each (Eşici, 2014). As a result of CFA for the original form of the scale, the fit statistics for the four-factor measurement model were reported as $\chi^2=547.478$, $sd=269$, $\chi^2/sd=2.03$, $p<.001$ for the fit statistics; $RMSA=.05$ for the fit indices; and $RMR=.04$, $CFI=.91$, $NFI=.83$ and $GFI=.90$ for the goodness of fit index. The Cronbach's Alpha reliability coefficients of the original form of the instrument that was calculated with the data collected from the university students were reported as .87 for the Love and Belonging, .69 for the Freedom, .66 for the Power, and .76 for the Fun subscales. Prior to the study, PNI was applied to 250 teachers that are reached via convenient sampling method in order to measure the reliability and the validity of the scale in the teacher group. A CFA was run with the obtained data, and the results for the four-factor measurement model of the scale were reported as $\chi^2=706.36$, $sd=269$, $\chi^2/sd=2.63$, $p<.001$ for the fit statistics; $RMSA=.088$ for the fit indices; and $RMR=.027$, $CFI=.93$, $NFI=.89$ and $GFI=.79$ for the goodness of fit index. The Cronbach's Alpha reliability coefficients of the instrument that was calculated with the data collected from the teacher group were reported as .88 for the Love and Belonging, .72 for the Freedom, .78 for the Power, and .86 for the Fun subscales.

Analysis

A Two-factor mixed-design ANOVA was used as the statistical analysis in the study. Before the ANOVA, the data set was tested for the assumptions of ANOVA (Field, 2009) which are the normality, homogeneity of variance-covariance, and the sphericity. The results indicated that all the assumptions were met by the SWLS, PNI and the NA scales. However, for PA scale, the sphericity assumption was not met ($\chi^2(2)=7.34, p=.02$). Field (2009) recommends using the Greenhouse-Geisser correction if the estimate of sphericity is less than .75, and the Huynh-Feldt correction if it is greater than .75 if the sphericity assumption is not met. Therefore, for the analysis of the PA data, a Huynh-Feldt correction ($\epsilon=.89$) was applied.

Development of the Psychoeducation Program Based on RT

In the process of development of the psychoeducation program, the design model of psychoeducation program of Nazlı (2016) was taken as basis. Nazlı (2016) stated that the process of the development of a psychoeducation program should be handled under two main headings, which were the preparation of the infrastructure of the psychoeducation program and the design process of the program. The preparation of the infrastructure was consisted of three steps: 1) Determining the philosophical and the theoretical foundations of the program, 2) determining the characteristics of the group that is being studied, and 3) determining the purpose of the program. Within the scope of the model, the psychoeducation program was based on the humanistic and existential philosophy; and as the program was intended to be implemented on adults, a literature review was made on the subjects of adults and the education of adults. The purpose of the program was defined as to inform the teachers about the RT, and to increase their awareness about the concepts of the RT.

According to the model of Nazlı (2016), the design process of the program was consisted of decisions regarding: the gains of the program, the content of the program, how the process will be carried out, and how the evaluation will be done. During the development of the psychoeducation program, studies that are examining the effects of the programs that are created based on the RT from Turkey (Bellici, 2012; Çelik, 2014; Gül, 1996; Özmen, 2004; Palancı, 2004; Tanrikulu, 2013; Yalçın, 2007) and some other countries (Hale & Maola, 2011; Holliman, 2000; Kianiapor & Hoseini, 2012; Kim, 2002; Kim, 2006; Lawrance, 2003; Lee, 2015; Loyd, 2005; Petra, 2000) were examined. When these programs were inspected, it was seen that a concept, information

or skill of the RT was discussed; and activities in accordance with such content were carried out in each individual session. In addition to these programs, resources of Driscoll (2015) and Olver (2010) were also used to make decisions regarding the design of the program. Based on the literature review, the psychoeducation program was structured as follows:

Session 1

The session was started with a warm-up activity. Information regarding the group rules and how many weeks and hours the group work would continue was provided to the participants. It was ensured that the members talk about the participation agreement and sign the contract. The questions of the members were answered. A paper and a pen were provided to the members in order that they could write down their personal goals regarding the group process. It was mentioned that the papers in which the personal goals were written will be used in the last session. Participants were given introductory information about the basic concepts of RT such as the basic needs, the quality world and the perceived world, and the total behavior. Participants were given the homework of reading the introductory information that was found in the work booklet at least one more time until the next week. The session was ended.

Session 2

The session was started with a warm-up activity. The previous session was briefly summarized. A PowerPoint presentation was used to narrate the basic needs. The Psychological Needs Assessment Form (PNAF) that was developed by the researcher based on the Pete's Pathogram was administered. The extent to which the needs of the participants were met was found out. The willing participants were provided to share their living experiences. A short reading passage regarding the basic needs was given as the homework. The session was ended.

Session 3

The session was started with a warm-up activity. Group members are asked if they had anything to share regarding the agenda of the previous week. The group members were provided to share the issues they wished to share. A PowerPoint presentation regarding the subjects of the quality world, perceived world and the comparing place was presented, and information about such topics was provided. The forms in the work booklet were used to reveal the discrepancy between the quality world and the perceived world of the group members. The forms provided the possibility

to make a comparison of the time periods when the group members felt very happy with the extent to which the psychological needs of the group members were met in the present. After the forms were filled, the group was separated to form subgroups of two members for them to share within their subgroup. Afterward, the members shared with the entire group. A reading passage was given as homework regarding the topics mentioned. The session was ended.

Session 4

The session was started with a warm-up activity. Group members were asked if they had anything to share regarding the agenda of the previous week. A PowerPoint presentation regarding the total behavior, seven deadly habits, seven caring habits and the 10 axioms of the CT was presented. Group members were divided into subgroups of three; and each of the subgroups were asked to find a nickname to their subgroup. Flowingly, the subgroups were asked to discuss the seven deadly habits, the seven caring habits and the 10 axioms of the CT within the subgroup and state their opinions regarding the information and the suggestions found in the mentioned subjects. Each subgroup chose a spokesperson and shared the evaluation of their subgroup regarding the mentioned concepts with the entire group. A reading passage was given as homework about the topic. The session was ended.

Session 5

The session was started with a warm-up activity. Group members are asked if they had anything to share about the agenda of the previous week. A PowerPoint presentation about the Wants, Direction, Evaluation and Plan (WDEP) system and the properties of a good plan was presented. Afterward, the group was divided into subgroups of three members. The members were told that there will be a role play event; and each member would take the roles of a teacher, a student, and an observer alternately. According to the script, a student consulted the teacher; and the teacher tried to help the student by utilizing the WDEP system. After each member of the subgroups assumed each of the roles, the process of sharing with the entire group began. The teachers were given the homework of solving the problem of one of their students using the WDEP system during the week. The session was ended.

Session 6

The session was started with a warm-up activity. Experiences regarding the homework given in the previous week were shared. Group members were asked who the person that they saw as the most responsible in their environment was. Members were requested to introduce this person to the group; and share the similarities and the differences of this person with themselves with the group. In order to evaluate the group experience, the members were asked to take out the papers that they filled out in the first session that showed the personal goals of the members regarding the group. Members were asked to what extent they achieved their personal goals; and to evaluate the group experience in general. The session was ended.

The Psychoeducation program was conducted in six sessions of one and a half hours. At the beginning of each session, half an hour of information regarding the content of that session was provided, and then activities were carried out to raise awareness about the content. All the forms used in the program and the information about the RT were collected in one work booklet and distributed to the teachers one week before the program started so that the teachers could prepare themselves for the psychoeducation process.

RESULTS

Research findings of the hypotheses are listed below in their respective order.

Psychological Needs Inventory

When the descriptive statistics of the experimental and control groups regarding the PNI scores were examined, a difference was observed between the post-test and follow-up test scores; while there was not a difference between the pre-test scores of the groups.

Table 2. The Descriptive Statistics and the ANOVA Results of the PNI Scores of the Experimental and the Control Groups

Psychological Need Inventory	Group	N	\bar{X}	SD
Pre-test	Experimental	17	104.71	7.94
	Control	17	104.65	7.28
Post-test	Experimental	17	111.35	9.68

	Control	17	104.24	8.09	
Follow-up test	Experimental	17	114.06	6.71	
	Control	17	105.35	7.45	
Sources of Variance	Sum of Squares	Degrees of Freedom	Mean of Squares	F	<i>p</i>
Measurement	438.25	2	219.13	6.07	.004
Group	714.71	1	714.71	6.18	.018
Measurement* Group	360.18	2	180.09	4.99	.033
Error	2309.57	64	36.09		

SD= Standard Deviation

As seen in the Table 2, the results of the ANOVA demonstrated that the main effect of the measurement ($F_{(2,64)}=6.07, p<.05$) and the main effect of the group ($F_{(1,64)}=6.18, p<.05$) were both significant. The interaction effect of the measurement and the group ($F_{(2,64)}=4.99, p<.05$) was also significant. Eta squared (η^2) was calculated in order to see the effect size of the measurement*group interaction effect, and its value was found as .12. According to the criteria of Cohen (1988), the value found corresponded to an effect of medium size.

A Bonferroni test was conducted in order to see the source of the difference in PNI scores. Test results are shown in Table 3.

Table 3. The Bonferroni Test Results of PNI Scores

Group	Measure	Mean Difference	Standard Error	<i>p</i>
Experimental	Pre-test*Post-test	-6.65	2.46	.048
	Post-test*Follow-up test	2.71	2.40	.832
	Pre-test*Follow-up test	-9.35	2.69	.010
Control	Pre-test*Post-test	.41	1.14	1.000
	Post-test*Follow-up test	-1.12	1.61	1.000
	Pre-test*Follow-up test	.71	1.56	1.000

As seen on the Table 3, the results of the Bonferroni test demonstrated a significant difference between the pre-test and post-test measurements ($q = -6.65, p<.05$), and between the pre-test and follow-up test measurements ($q=-9.35, p <.05$). However, the difference between the

post-test and the follow-up test scores was not significant ($q=-2.71, p>.05$). On the other hand, for the PNI scores of the control group, it was found that the differences between the mean scores of the pre-test and post-test ($q=.41, p>.05$); post-test and follow-up test ($q=-1.12, p>.05$); and the pre-test and follow-up test ($q=.71, p>.05$) were not significant. Based on these results, it can be stated that the psychological need satisfaction scores of the experimental group was increased after the experimental procedure, and the increase in the scores was maintained in the follow-up measurement, whereas the psychological need satisfaction scores of the control group remained constant throughout the pre-test, post-test and the follow-up test measurements.

Satisfaction with Life Scale

When the descriptive statistics of SWLS scores of the experimental and the control groups were examined, a difference of 2.5 points between pre-test scores of the two groups was observed. The difference between the scores diminished in the post-test measurement, while it increased again in the follow-up test (Table 4).

Table 4. The Descriptive Statistics and the ANOVA Results of the SWLS Scores of the Experimental and the Control Groups

Satisfaction with Life	Group	N	\bar{X}	SD
Pre-test	Experimental	17	21.29	1.19
	Control	17	23.76	1.59
Post-test	Experimental	17	26.76	.84
	Control	17	25.65	1.39
Follow-up test	Experimental	17	28.76	.62
	Control	17	24.12	1.22

Sources of Variance	Sum of Squares	Degrees of Freedom	Mean of Squares	F	p
Measurement	327.24	2	163.62	14.16	.000
Group	30.74	1	30.74	.63	.043
Measurement*Group	215.31	2	107.66	9.32	.000
Error	739.45	64	11.54		

SD= Standard Deviation

As seen on the Table 4, the results of the ANOVA demonstrated that the main effect of the measurement ($F_{(2,64)}= 14.16, p<.05$) and the main effect of the group ($F_{(1,64)}= .63, p<.05$) were both significant. The interaction effect between the measurement and the group was also significant ($F_{(2,64)}=9.32, p<.05$). Eta Squared (η^2) was calculated to determine the size of the measurement*group effect, and it was found as .17. According to Cohen (1988), the obtained value indicated a large effect size.

A Bonferroni test was run to see the source of the difference between the SWLS scores. Test results are shown in Table 5.

Table 5. The Bonferroni Test Results of SWLS Scores

Groups	Measure	Mean Difference	Standard Error	p
Experimental	Pre-test*Post-test	-5.71	1.27	.002
	Post-test*Follow-up test	-2.00	1.10	.267
	Pre-test*Follow-up test	-7.47	1.41	.000
Control	Pre-test*Post-test	-1.88	1.00	.237
	Post-test*Follow-up test	1.53	1.05	.51
	Pre-test*Follow-up test	-.35	1.09	1.000

As seen on the Table 5, the results of the Bonferroni test demonstrated that the differences between the mean scores of life satisfaction levels of the pre-test and post-test measurements ($q=-5.71, p<.05$), and the pre-test and follow-up test measurements ($q=-7.47, p<.05$) of the teachers in the experimental group were significant, while the difference between the mean scores of the post-test and follow-up test measurements ($q=-2.00, p>.05$) was not significant. When the differences between the pre-test, post-test and the follow-up test scores of the control group was examined, it was seen that the differences of mean scores between the pre-test and the post-test ($q=-1.88; p>.05$), the post-test and the follow-up test ($q=1.53; p>.05$), and the pre-test and the follow-up test ($q=-.35; p>.05$) were not significant. Based on these results, it can be stated that the life satisfaction scores of the experimental group increased after the experimental procedure, and the increase was preserved in the follow-up test, whereas the satisfaction with life scores of the control group remained the same.

Positive Affect Subscale

The descriptive statistics of PA scores of the experimental and the control groups demonstrated that there was an average of 2.5 points difference between the pre-test scores of the two groups in favor of the control group. However, the difference between the post-test scores of the experimental and the control groups increased in favor of the experimental group, and the difference increased again in favor of the experimental group in the follow-up measurement (Table 4).

Table 6. The Descriptive Statistics and the ANOVA Results of the PA Scores of the Experimental and the Control Groups

Positive Affect	Group	N	\bar{X}	SD
Pre-test	Experimental	17	30.29	1.39
	Control	17	32.94	1.88
Post-test	Experimental	17	42.11	1.26
	Control	17	37.41	1.38
Follow-up test	Experimental	17	42.35	1.49
	Control	17	32.29	1.61

Sources of Variance	Sum of Squares	Degrees of Freedom	Mean of Squares	F	p
Measurement	1188.76	1.78	666.06	22.50	.000
Group	416.04	1	416.04	6.48	.006
Measurement*Group	691.78	1.78	387.60	13.09	.000
Error	1690.78	57.11	29.60		

SD= Standard Deviation

As seen on the Table 6, the results of the ANOVA demonstrated that the main effect of the measurement ($F_{(1.78,57.11)}=22.50, p<.05$) and the main effect of the group ($F_{(1,57.11)}= 6.48, p<.05$) were both significant. The interaction effect of the measurement and the group was also significant ($F_{(1.78,57.11)}=6.48, p<.05$). Eta squared was calculated to see the effect size of the measurement*group interaction effect and the value was found as .19. According to Cohen (1988), the obtained value indicated a large effect size.

A Bonferroni test was run to see the source of the difference between PA scores. Test results are shown in Table 7.

Table 7. The Bonferroni Test Results of PA Scores

Groups	Measure	Mean Difference	Standard Error	<i>p</i>
Experimental	Pre-test*Post-test	-11.82	1.92	.000
	Post-test*Follow-up test	-.23	1.32	1.000
	Pre-test*Follow-up test	-12.06	2.19	.000
Control	Pre-test*Post-test	-4.47	1.33	.012
	Post-test*Follow-up test	5.12	1.57	.015
	Pre-test*Follow-up test	.65	2.05	1.000

As seen on the Table 7, the test results of the Bonferroni test indicated that the difference between the mean scores of positive affect of the pre-test and post-test measurements ($q = -11.82$, $p < .05$) and the pre-test and the follow-up measurements ($q = -12.06$, $p < .05$) of the teachers in the experimental group were significant, whereas the difference between the mean scores of post-test and the follow-up test ($q = -.23$, $p > .05$) was not significant. When the differences between the pre-test, post-test and the follow-up test scores of the control group was examined, it was seen that the differences of mean scores between the pre-test and the post-test ($q = -4.47$; $p < .05$) were significant, the post-test and the follow-up test ($q = 5.12$; $p < .05$) were significant while the pre-test and the follow-up test ($q = .65$; $p > .05$) were not significant.

The Bonferroni test of PA scores showed an increase in the post-test scores of both the experimental group and the control group compared to the pre-test scores of the groups, and a decrease in the follow-up score of the control group, while the follow-up score of the experimental group remained similar. As the post-test scores of the experimental and the control groups were both increased, an independent samples t-test was conducted to compare the difference between the scores of simultaneous measurements of the experimental and the control groups in order to make a better evaluation of the effects of the experimental procedure on the experimental group. The results of the independent samples t-test demonstrated that while there was not a significant difference between the pre-test scores of the experimental and the control groups ($t_{(32)} = -1.13$, $p > .05$, $r = .19$), there was a significant difference in favor of the experimental group between the

post-test scores ($t_{(32)}=2.51$, $p<.05$, $r=.41$), and the follow-up test scores ($t_{(32)}=4.59$, $p<.05$, $r=.63$) of the experimental and the control groups. According to the results, the greater increase in the post-test score of the experimental group compared to the increase in the post-test score of the control group, as opposed to the pre-test scores of the groups, was interpreted as the effect of the experimental procedure.

Negative Affect Subscale

When the descriptive statistics of NA scores of the experimental and the control groups were examined, it was seen that there was an average of one-point difference between the pre-test scores of the groups. The difference between NA scores increased in the post-test measurement, which was followed by an increased amount of difference in NA scores in favor of the experimental group in the follow-up test (Table 8).

Table 8. The Descriptive Statistics and the ANOVA Results of the NA Scores of the Experimental and the Control Groups

Negative Affect	Group	N	\bar{X}	SD	
Pre-test	Experimental	17	21.35	1.50	
	Control	17	20.24	1.49	
Post-test	Experimental	17	12.59	.54	
	Control	17	15.35	1.18	
Follow-up test	Experimental	17	14.71	.97	
	Control	17	21.29	1.88	
Sources of Variance	Sum of Squares	Degrees of Freedom	Mean of Squares	F	p
Measurement	800.18	2	400.09	17.99	.000
Group	64.05	1	64.05	4.17	.049
Measurement* Group	252.37	2	126.18	5.68	.005
Error	1422.78	64	22.23		

SD= Standard Deviation

As seen on the Table 8, the results of the ANOVA demonstrated that the main effect of the measurement ($F_{(2,64)}=17.99$, $p<.05$), the main effect of the group ($F_{(1,64)}=4.17$, $p<.05$), and the

interaction effect of the measurement and the group ($F_{(2,64)}=5.68, p<.05$) were significant. In order to see the size of the interaction effect of the measurement*group, the Eta squared (η^2) was calculated and the value was found as .11. According to Cohen (1998), the calculated effect size corresponded to a medium size of effect.

A Bonferroni test was conducted to see the source of the difference in NA scores. Test results are shown in the Table 9.

Table 9. The Bonferroni Test Results of NA Scores

Groups	Measure	Mean Difference	Standard Error	<i>p</i>
Experimental	Pre-test*Post-test	8.76	1.72	.000
	Post-test*Follow-up test	-2.12	1.20	.162
	Pre-test*Follow-up test	6.65	1.82	.007
Control	Pre-test*Post-test	4.88	1.30	.005
	Post-test*Follow-up test	-5.94	1.77	.012
	Pre-test*Follow-up test	-1.06	1.88	1.000

As seen on the Table 9, the results of the Bonferroni test indicated that the differences of the NA levels of the teachers between the pre-test and post-test ($q=8.76, p<.05$), and the pre-test and the follow-up test ($q=6.65, p<.05$) measurements were significant. However, the difference between the post-test and the follow-up test ($q=-.2.12, p>.05$) measurements was not significant. When the differences between the pre-test, post-test and the follow-up test scores of the control groups were examined, it was seen that the differences between the mean scores of the pre-test and post-test ($q=4.88; p>.05$), and the post-test and the follow-up test ($q=-5.94; p<.05$) of the control group were significant, while the difference between the mean scores of the pre-test and the follow-up test ($q=-1.06; p>.05$) was not significant.

The Bonferroni test regarding NA scores demonstrated a decrease in the post-test scores of both the experimental and the control groups compared to the pre-test scores. The results also indicated that NA scores of the control group increased in the follow-up test, whereas the scores of the experimental group remained similar. As the post-test scores of the experimental and the control groups were both decreased compared to the pre-test scores, an independent samples t-test was



conducted to compare the difference between the scores of simultaneous measurements of the experimental and the control groups in order to make a better evaluation of the effects of the experimental procedure on the experimental group. The results demonstrated that there was a significant difference between the experimental and the control groups in favor of the experimental group in post-test scores ($t_{(32)}=2.13, p<.05, r=.35$) and follow-up test scores ($t_{(32)}=-3.11, p<.05, r=.48$), while the difference between the pre-test scores ($t_{(32)}=.53, p>.05, r=.09$) was not significant. According to the results, the greater decrease in the post-test score of the experimental group compared to the decrease in the post-test score of the control group, compared to the pre-test scores of the groups, was interpreted as the effect of the experimental procedure.

DISCUSSION

This research was carried out to find out the effects of the RT based psychoeducation program developed for teachers on teachers' psychological need satisfaction and subjective well-being levels. The results of the study indicated that while the teachers' who participated in the psychoeducation program psychological need satisfaction, the life satisfaction, and the positive affect levels increased, their negative affect levels decreased. The results of the research also demonstrated that the increase observed in the scores of the experimental group was preserved in the follow-up test that is conducted after five months.

In the literature, both in Turkey and in other countries, it is seen that there is only one study that directly examines the effects of the intervention based on RT on psychological need satisfaction. In this study, Loyd (2005) reported that the RT based psychoeducation program had a positive effect on increasing the need satisfaction of high school students, and that those who participated in the psychoeducation program began to meet their psychological needs more satisfactorily at the end of the program. In this context, it can be said that the finding that the psychoeducation program developed for this research increases teachers' psychological needs satisfaction is consistent with the results of Loyd's (2005) research. In addition, it is seen that there are various researches in the literature examining the effects of an interventions based on RT on other variables related to mental health. For example, Cullinane (1994) reported that RT education has positive effects on developing interpersonal relationship styles and self-confidence dimensions of teachers, principals and counselors; Kim (2002) reported that RT education had positive effects on primary school students' levels of internal control and responsibility, and Lawrence (2003)

reported that RT education had positive effects on the self-regulation and self-awareness levels of adults with developmental disabilities. It can be said that, the findings of this study are also consistent with the stated research results.

In the literature in Turkey, there is no study examining the effect of an intervention based on RT on psychological need satisfaction, on the other hand, it is seen that there are various studies examining the effects of RT interventions on various variables related to mental health. According to these studies, RT based programs have positive effects on reducing the social anxiety levels of university students (Palancı, 2004), reducing the anger levels of university students (Özmen, 2004), and improving the success identity and increasing the level of responsibility in primary school students (Yalçın, 2007). In addition to these researches directly related to mental health, there are also research results reporting RT based programs' positive effects on issues such as reducing the problems related to the vocational plans (Gül, 1996), on increasing school attachment and school attendance (Bellici, 2012) and on reducing the level of students' exposure to cyberbullying (Tanrıkulu, 2013). It can be said that the finding of this study is consistent with the results of these studies.

Glasser (1999a/1998) states that in order to improve the psychological need satisfaction, individuals should acquire information regarding the nature of their own needs; gain awareness regarding their needs that they can and cannot meet; and learn new and responsible behaviors in order to satisfy their unmet needs in a more efficient manner. In this psychoeducation program, various activities were carried out to increase the psychological need satisfaction of the teachers. For example, in the second session, after giving information about the psychological need satisfaction, an activity was carried out to reveal the topics such as the activities that the teachers enjoyed doing and that made them happy, the frequency they performed these activities, and whether they performed the activities alone or with others. At the end of this event, one of the members stated that they realized that they had not been to the cinema for a very long time, despite the fact that her favorite thing was to go to the movies. Another group member stated that they always attended cheaper activities due to the financial difficulties they experienced after buying a house. Another member said that they always conducted solitary activities, yet realized that such activities did not make them happy. In the third session, the group members were asked if they had anything to share regarding their experiences of the previous session. One of the members



responded to this question that they often went out for a week and felt much better because they noticed spending lots of time at home in the previous session. Another member replied that they went to the cinema as that was the thing that they wanted to do for a long time, and doing so made them feel good. In this context, it was concluded that one of the reasons that increased the psychological need satisfaction levels of the experimental group was the group members' realization of their unmet psychological needs; and embracing more effective behaviors to meet those psychological needs.

Another factor that increased the psychological need satisfaction of the experimental group was considered as the revealing of the discrepancy between the quality world and the perceived world of the group members. Glasser (1965) stated that the difference between the quality world and the perceived world was the main motivators of the individuals, and a significant difference between the two worlds would make individuals unhappy. According to him, in case people feel a gap between their quality world and perceived world, they would take action to close this gap. In compliance with this information, an activity was carried out in the third session to reveal whether there was a discrepancy between the quality worlds and the perceived world of the participants. Following this activity, in regards to the need of power, one of the group members stated that they wanted to be a teacher that effectively manages their students and makes them listen to their words; however, they mentioned feeling as an inept teacher in managing their students. Another member, regarding the need of love and belonging, stated that they had picture of a warm and a close mother-child relationship in their quality world with their adolescent child, yet in reality they would often argue with their child. In addition to this, in the fourth session, when the participants were asked whether they wanted to share their experiences about the previous session, most of them stated that they did not spare enough time to meet their specific needs, and they stated that this made them unhappy when they realized it in the previous session. For example, one of the members reported that they devoted a lot of time to have fun during the college years, and was very happy; however, as they noticed focusing almost entirely on their responsibilities and procrastinating having fun in the last years, they spent more time to have fun in the week following this realization. Another member stated that they enrolled in a hobby course as they noticed that their need for freedom was not met as due to constantly living according to their spouse's wishes. In this context, it can be stated that the group life is effective in demonstrating the difference between the quality worlds and the perceived worlds of the group members. As a result, it can be said that choosing more

effective behaviors to meet the needs would help group members to increase their psychological need satisfaction.

Another result of the study was that the developed psychoeducation program was effective in increasing the subjective well-being level of the experimental group. These results were consistent with the results of the study conducted by the Nematzadeh and Sary (2014). Subjective well-being is the cognitive and affective self-evaluation of an individual regarding their life (Diener, 2000). Cognitive evaluation is about life satisfaction. The life satisfaction of an individual is high if the individual's evaluations about their life are positive, and the individual is satisfied with their life. An individual is said to have a higher subjective well-being if has more positive emotions and less negative emotions (Diener, 2000). One of the reasons that the developed psychoeducation program was successful in increasing the subjective well-being levels of the participants was considered as the positive effect of the program on the emotional awareness levels of the participants. Emotional awareness is the ability to recognize and be aware of the emotions of both the others and the self (Croyle & Waltz, 2002). Individuals with high emotional awareness have higher skills of identifying and understanding the emotions of themselves and the others, while such skills of the individuals with low emotional awareness are poorer (Kilian, 2011). This program was structured to make people able to become aware of their feelings, and the program often allowed group members to share their feelings with the rest of the group. For instance, one member stated that they almost never participated in activities that they liked due to sparing a lot of time for their responsibilities and family, and they noticed that this made them feel bad. After noticing that, the member stated that they spent more time doing the things they wanted. In the session where the ten axioms of CT were being studied, another member stated that the proposition of "The only person whose behavior we can control is our own." made them particularly feel good, and they realized that they constantly tried to control their students, which caused them stress. Another group member stated that they were not very successful in changing their negative feelings in their personal life; however, the participant reported that the metaphor of the total behavior car was good for them, and the participant was happy that they noticed they could change their emotions easily through focusing on their thoughts. In line with the feedback obtained from these sharing, it can be said that the experience of the psychoeducation program increased the positive emotions, and decreased the negative emotions that the participants experienced by increasing the

emotional awareness of the participants, which helped to increase the subjective well-being levels of the participants.

Another factor that was effective in increasing the subjective well-being levels of the experimental group was considered as the increase in the psychological need satisfaction of the experimental group members. As it was also mentioned in the section of the paper where the findings regarding the psychological need satisfaction were discussed, as a result of the increase in the awareness of the emotions, the quality world, and the choices of the participants, choosing new behaviors in order to meet their needs in a more fulfilling manner was considered to increase the psychological need satisfaction of the members. Psychological need satisfaction is one of the important components of the subjective well-being, and there are many studies in the literature that demonstrated that the individuals who could meet their needs in a healthy and satisfactory way had higher levels of subjective well-being. (Chen et. al., 2015; Church et. al., 2013; Cihangir-Çankaya, 2009). In this context, it can be stated that the psychoeducation program that the experimental group attended had an indirect effect in increasing the subjective well-being levels of the experimental group by increasing the psychological need satisfaction of the participants.

Lastly, it can be stated that the psychoeducation program itself was effective in increasing both the psychological need satisfaction and the subjective well-being of the experimental group. Yalom and Leszcz (2005) referred to the factors like instillation of hope, universality, imparting information, interpersonal learning, developing relationships between healthy individuals, and gaining insight as therapeutic factors. According to them, the presence of such elements in group psychotherapy had important effects on both the recovery of the individuals and the increase of their well-being. Similar to these considerations, the Reality Therapy also emphasizes the importance of a supportive environment that is based on respect. Both in the development, and the application of this psychoeducation program, creating a group environment that is supportive and is respectful to individual differences was the point of interest. In addition, it was also observed that the participants avoided words, attitudes and behaviors that could cause other members to feel bad, and they made an effort to positively contribute to the group process. All of these factors that are mentioned were thought to be helpful in increasing the psychological need satisfaction and the positive affectivity of the participants, while decreasing the negative affectivity of them.

Two more findings draw attention in the subjective well-being scores of the research group. The first of these is that although no procedure was applied to the control group, the positive emotion post-test score of this group increased significantly compared to the pre-test score, and the follow-up test score decreased significantly compared to the post-test score. The second finding is that the negative emotion post-test score of the control group decreased significantly compared to the pre-test score, while the follow-up test score increased significantly compared to the post-test score. These findings were evaluated as findings that should be explained.

Teachers are people who are considered to experience intense stress while performing their profession (Cemaloğlu & Şahin, 2007; Demjaha et.al., 2015; Fisher, 2011; Özdemir et. al., 2011). Factors such as teaching in crowded classrooms, working with students with disciplinary problems or low motivation, time pressure, workload, uncertainty in professional roles, being evaluated by others, and conflicting personal and professional roles from time to time are considered to be important sources of work stress experienced by teachers (Günbayı et.al., 2014). This stress experienced by teachers puts pressure on teachers and often leads to various negative emotions such as anger, anxiety, frustration and helplessness (Kyriacou, 2001). May and the first two weeks of June, which coincide with the last period of the academic year, can be considered as a period when teachers experience more stress than usual. This period is a period in which many factors that increase the workload such as the final exams of the students, the end of the year shows, the graduation ceremonies, the preparation of the end-of-year course cut reports or the completion of the missing documents and procedures are added to the daily stress of the teacher. In this study, the pre-test application was carried out in the first week of May, when the stress of the teachers was relatively high, while the post-test application was carried out in the last week of June, when the responsibilities of the teachers were reduced. Therefore, it can be said that the increase in the positive emotion score and the decrease in the negative emotion score in the post-test measurement of the control group may be related to the decrease in the stress experienced by the teachers. In addition, it can be said that the decrease in the positive emotion score and the increase in the negative emotion score in the follow-up measurement of the control group may be related to the increase in the workload and stress of the teachers in the December when the follow-up test was applied. Thus, there are many research findings showing that increased stress decreases the positive emotions of individuals and increases their negative emotions (Coyle, 2010; Green et.al., 2012; Hamama et.al., 2013; Liao & Wei, 2014; Qian et. al., 2014).



LIMITATIONS

In addition to these research findings, it should be stated that the current research had several limitations. The most important limitation was the fact that the participants were not randomly assigned to the experimental and control groups. Another important limitation was the dominance of the female participants in both the experimental and the control groups. It is thought that the abundance of the female teachers in the research area, and the willingness of the female teachers to participate in the experimental procedure as opposed to the male colleagues, had an effect on the gender distribution of the study. In addition to all these, instead of selecting teachers with low psychological need satisfaction or subjective well-being by using various measurement tools in the study, all of the teachers who were willing to participate in the study were included in the experimental process, there was no assistant group leader during the experimental process, and the practice was not recorded in any way are also seen as other limitations of the study.

FUTURE IMPLICATIONS

In this section, suggestions are given to practitioners and researchers who will conduct research on similar subjects, based on the results and the limitations of the research.

1. The research findings confirm Glasser's suggestion that educating teachers on the principles and skills of RT will increase their psychological need satisfaction and subjective well-being. Another important suggestion of Glasser is that the ability of school principals to learn and apply RT principles will increase the functioning and efficiency of educational institutions. It is thought that it would be useful to test Glasser's this suggestion and to develop a psychoeducation program for school principals and evaluate the effectiveness of this program.

2. In this study, an evaluation was not made on whether the level of teachers' benefit from the psychoeducation program differs depending on the institutions they work in, branch, gender and tenure in the profession. Studies that will investigate which subgroups benefit more from this psychoeducation program will be useful.

3. In this study, it was not investigated how the psychoeducation program affected teachers' relationships with their students. It is thought that it would be useful to investigate the effects of this psychoeducation program on students.

4. The psychoeducation program prepared for this research was structured as six sessions. It is thought that it would be useful to evaluate the effectiveness of programs consisting of more sessions.

5. Teachers have seminar periods in June and September of each academic year. It is thought that it would be beneficial to apply the program developed for this research during the seminar periods of teachers and to investigate the effectiveness of this program.

6. In this psychoeducation program, the WDEP system could only be worked on in one session. On the other hand, it is thought that the WDEP system contains highly functional knowledge and skills for teachers. It is thought that it would be useful for researchers to develop psychoeducational programs to teach the WDEP system to teachers and to investigate the effectiveness of these programs.

7. In this program, it was not investigated whether the teachers who volunteered to participate in the program had low levels of subjective well-being or psychological need satisfaction. It is thought that it would be beneficial to implement this program and evaluate the effectiveness of the program for teachers with low levels of subjective well-being or psychological need satisfaction.

8. There was no co-leader in the sessions of the psychoeducation program. In addition, no recordings were made during the sessions. It is thought that it would be useful for practitioners who will implement this program to use co-leaders in the psychoeducation process and to record the sessions.



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