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ARAŞTIRMA

Açık Erişim

Investigation of the Effect of a Psychoeducation Program on High School Students' Emotion Regulation Skills and Mindfulness Levels

Hazırlanan Psikoeğitim Programının Lise Öğrencilerinin Duygu Düzenleme Becerilerine ve Bilinçli Farkındalık Düzeylerine Etkisinin İncelenmesi

Meryem Atalay , Mücahit Kağan 

Authors Information

Meryem Atalay

Research Assistant, Erzincan Binali Yıldırım University, Erzincan, Turkey

meryem.atalay@erzincan.edu.tr

Mücahit Kağan

Professor, Erzincan Binali Yıldırım University, Erzincan, Turkey

mkagan@erzincan.edu.tr

ABSTRACT

This study aims to investigate the effect of a psychoeducation program on the high school students' emotion regulation skills and their mindfulness levels. This experimental research study adopted a pre-test post-test research design with experimental and control groups. The study group of the research was composed of 30 students (15 in experimental group, 15 in the control group) studying in a high school in Erzincan in the second semester of the 2018-2019 academic year. While a 12-session psychoeducation program designed for the experimental group was applied in the study, any intervention was not conducted for the control group. The data were collected with the Difficulties in Emotion Regulation Scale (Grazt & Roemer, 2004), Mindful Attention Awareness Scale (Brown & Ryan, 2003), and the Psychoeducation Program Evaluation Form (Deniz, 2017). The data were analyzed with two-way analysis of variance. The findings showed that when examined the effects of the prepared psychoeducation program on the experimental groups, it was found that emotion regulation skills and mindfulness levels increased significantly, and these differences were also observed in the follow-up measurements.

Article Information

Keywords

Emotion regulation, mindfulness, psychoeducation program

Anahtar Kelimeler

Duygu düzenleme, bilinçli farkındalık, psiko-eğitim programı

Article History

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ÖZET

Bu araştırmanın amacı, hazırlanan psiko-eğitim programının lise öğrencilerinin duygu düzenleme becerilerine ve bilinçli farkındalık düzeylerine etkisini incelemektir. Araştırma, deney ve kontrol gruplu ön - test, son - test ve izleme testi modeline dayalı deneysel bir araştırmadır. Araştırmanın çalışma grubunu, 2018-2019 eğitim-öğretim yılı ikinci yarıyılında Erzincan'da bir lisede öğrenim gören 15'i deney 15'i kontrol grubunda olmak üzere toplam 30 öğrenci oluşturmaktadır. Araştırma kapsamında deney grubuna hazırlanan 12 oturumluk psiko-eğitim programı uygulanmış, kontrol grubuna ise herhangi bir müdahalede bulunulmamıştır. Araştırmanın verileri, Duygu Düzenleme Güçlüğü Ölçeği (Grazt ve Roemer, 2004), Bilinçli Farkındalık Ölçeği (Brown ve Ryan, 2003) ve Psiko-eğitim Programı Değerlendirme Formu (Deniz, 2017) kullanılarak elde edilmiştir. Elde edilen verilerin analizinde tekrarlı ölçümler için iki yönlü varyans analizi kullanılmıştır. Araştırma sonucunda, hazırlanan psiko-eğitim programının deney grubundaki katılımcıların duygu düzenleme becerilerini ve bilinçli farkındalık düzeylerini önemli ölçüde arttırdığı ve bu farkların izleme ölçümünde de korunduğu görülmüştür.

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Ethical Statement: The study was approved by the "Survey-Research-Thesis Studies Evaluation Commission" affiliated to the Ministry of National Education on January 16, 2019 (No: 45468433-604.01.01-E.1069909/2019-1-16).

INTRODUCTION

People are faced with many events that affect them directly or indirectly in daily life. Subsequently, these events evoke various emotions in them. These feelings usually create mental content with the effect of many different events. These are individual structures that cause changes in both the brain and the body (Lazarus, 1982). They aim to make individuals enjoy their lives as much as possible in their most primitive form (Izard, 1991). According to Gross & Thompson (2007), emotions lay the groundwork for behavioral, physiological, and psychological reactions. When emotions are experienced flexibly and consciously, in other words, when they are regulated, individuals can reach the goals they set for themselves in life. It provides functionality in many different ways, such as being able to act, establish, and develop interpersonal communication and support the concept of self-esteem (Roqueve & Verissimo, 2011). On the contrary, emotions that have lost their functionality, that is, cannot be used under appropriate conditions, cannot be adjusted in terms of time and intensity, and cannot be normalized, can become factors that make human life difficult (Gross & Thompson, 2007). An emotion is a sincere friend that enables us to embrace every moment that makes us feel that we are a part of life. At the same time, it is our worst and cruelest enemy that prevents us from thinking consciously and exhibiting appropriate behavior (Parrott, 2001). Therefore, emotion regulation is needed in excessive physiological and psychological reactions (Gazzaniga, 1985).

Emotion regulation is a concept that deals with all aspects of the emotional state experienced by individuals (Thompson, 1990). It includes all kinds of conscious and unconscious behaviors, skills, and strategies used to decrease, increase, or suppress the reactions that occur due to these processes (Calkins, 2010). The primary purpose of emotion regulation is not to remove negative or unwanted emotions; To create emotional awareness in the individual against all positive and negative emotions, to gain some skills such as acceptance of feelings and understanding emotions (Safer et al., 2013; Gratz & Tull, 2010).

Emotion regulation has become a trendy research topic in psychology literature in two decades. To better understand the concept of emotion regulation, it is important to associate it with many variables such as psychological well-being, education, and working life as well as physical health. While an effective way to increase a person's skills and improve mental health with the right strategies in emotion regulation comes true. On the contrary, inadequacies in these skills may adversely affect the mental health of individuals and their current conditions (Berking & Whitley, 2014). Having effective emotion regulation skills can be an effective way of preventing or overcoming both psychological and physiological problems (Garnefski et al., 2001).

When the literature is examined, it is seen that there are various emotion regulation skills. These skills can be diversified, such as recognizing emotions, increasing positive emotions, reducing negative emotions, calming, and self-compassion (Greenberg, 2010). Perhaps the most intriguing of these skills is "Mindfulness." In brief, mindfulness is the state of giving themselves time for the general post-acceptance reaction phase that individuals create for the moment by momentarily pausing or breathing in internal and external situations they encounter without sudden reactions. This step helps the individual control their behavior while reducing the involuntary rush of emotion (Thompson, 2000). With mindfulness, a person gains the ability to pay attention to the present moment, without judgment and openly, and to accept whatever is happening at the present moment (Bishop, 2004). In addition, focusing on the mysterious power of destructive and healing emotions and improving emotional balance with this ability is an effective way to reduce the habitual pressures that hinder the perception of the outer world or

disrupt the judgment (Kabat-Zinn, 1990). Therefore, mindfulness is considered as an important technique used in the development of emotion regulation, which is seen as the basic component of mental health. Thanks to this technique, the person focuses on the whole picture rather than his emotions and acts more intelligently in the decisions he makes while regulating the emotions he experiences in daily life (Wall, 2005). The use of mindfulness as an emotion regulation strategy is generally effective (Arch & Craske, 2006).

When the related literature is examined, it can be noticed that conscious awareness-based programs are included to increase individuals' emotion regulation skills. Interventions for emotion regulation can be effective both in clinical and non-clinical samples. Thanks to these training, it is possible to contribute to the treatment in clinical samples and improve the emotion regulation skills of individuals in non-clinical samples (Balci, 2018; Can, 2017; Kocaoğlu, 2017; Öz, 2017; Tekin, 2016; David & Dobrea, 2014; Demir, 2014; Schwarz et al., 2013; Horn et al., 2011; Izard et al., 2008; Stark et al., 2008; Clyne & Blampied, 2004). Similarly, it is also suggested that conscious awareness is a psychological process that can be developed with practice. Its effect can be increased by meditation-based techniques (Bishop et al., 2004).

From a developmental point of view, it is observed that individuals' emotion regulation skills begin to take shape from birth and increase from middle childhood to adolescence (Zeman & Garber, 1996). Especially, adolescence is a process in which many emotional, cognitive, and behavioral systems surrounding attachment relationships change, and emotions become quite complex and variable due to hormones. Therefore, the tension caused by rapid change and development in this period in adolescents; this situation, combined with the lack of knowledge and experience, makes it very difficult for them to adapt to the social order and regulate their emotions (Arslantaş & Adana, 2011). The deficiencies in emotion regulation skills in adolescence; anxiety disorders (McLaughlin et al., 2011), problematic internet use (Karaer, 2018), internet addiction (Akin, 2014), depression, and anxiety symptoms (Garnefski et al., 2001), procrastination (Aktan, 2016), aggression in schools (Kaya, 2015) and other behavioral problems (Schwarz et al., 2013) are cited in the relevant literature.

On the other hand, it is also observed during adolescence as a period in which suitable opportunities arise for the effective regulation of emotions. Because emotional revival can be achieved by achieving correct progress with new experiences, physical, psychological, and social developments in adolescence (Silk et al., 2003). Therefore, avoiding emotions or excessive experiencing emotions during adolescence, in other words, inability to regulate emotions, lead to psychological problems and health problems (Segerstrom et al., 2003; Gross, 2002; Salovey et al., 2002). On the contrary, it enables healthy, harmonious psychological, and emotional functionality (Bridges et al., 2004).

Similarly, this situation exists in mindful awareness. It can increase adolescents' mental health, well-being, and attention when properly taught and practiced. It can improve self-regulation and social competence (Gilbert & Thompson, 2008). This concept is also related to variables such as self-esteem, emotional intelligence, psychological resilience (Balci, 2018), self-controlled behavior, self-acceptance, self-love, being caring, and helpful towards others (Çollak 2018).

It is thought that a psychoeducational program to improve the emotion regulation skills and mindful awareness levels of adolescents may be beneficial for them, due to their situations related to many variables mentioned above. Since adolescents must maintain a balancing attitude by strengthening the executive function of mindful awareness and reducing emotions on the other (Zelazo & Lyons, 2012).

Although emotion regulation and mindfulness have been frequently used in the relevant literature, experimental studies on adolescents about these concepts are very limited in the Turkish context. In line with the investigations, there is not any program for adolescents that aimed both at providing emotion regulation skills and increasing their mindful awareness. This situation is evaluated as a serious deficiency in terms of psychological counseling and guidance services. With the idea of eliminating this deficiency and supporting the personal development of adolescents, a psychoeducation program was, and then the effect of this program on school students' emotion regulation skills and mindfulness levels were examined in this research.

Therefore, the following hypotheses are tested in this research.

1. There is a statistically significant difference between the experimental and control groups' scores of the Emotional Regulation Difficulty Scale (DERS) in the pre-test and post-test measurements.
2. There is a statistically significant difference between the experimental and control groups the Mindful Attention Awareness Scale (MAAS) scores in the pre-test and post-test measurements.

In addition to these hypotheses, the following question "What are the evaluations of the participants in the experimental group about the developed psychoeducation program?" was aimed to be answered in the study.

METHOD

Research Design

In this study, an experimental method with a random pattern with a pre-test - post-test control group is used to test the hypotheses. Experimental studies consist of studies conducted to test the effect of the differences revealed by the researcher on the dependent variable (Büyüköztürk, 2007). These are generally a practice form in which at least two groups (experimental group, control group) are formed. In addition, the application or intervention whose effect is investigated is performed in the experimental group. The control group in the study, on the other hand, is the group that does not make any other intervention and is used only for data collection (Metin, 2014).

Participants

To determine the study group, the Difficulties in Emotion Regulation Scale (DERS; Gratz & Roemer, 2004) and the Mindful Attention Awareness Scale (MAAS; Brown & Ryan, 2003) were applied to 145 volunteer students studying in the 9th and 10th grades of a high school in Erzincan in the 2018-2019 academic year. The participants consisted of students who got higher than the DERS and lower than the MAAS, based on purposeful sampling method. 30 students in the study group are assigned randomly, 15 to the experimental group, and 15 to the control group by lot method. All of the members in the experimental and control groups are girls. The pre-test averages of the experimental and control groups regarding the total scores of the DERS and MAAS are compared using the independent groups t-test. As a result of the analysis, it is found that the pre-test averages of the experimental and control groups for the total scores of DERS ($t(28) = 0.528$ $p = 0.603$) and MAAS ($t(28) = 0.513$ $p = 0.612$) do not show a statistically significant difference. Hence, the groups are equivalent to each other.

Data Collection Instruments

The Difficulties in Emotion Regulation Scale, the Mindful Attention Awareness Scale, and Psychoeducation Evaluation Form were used as the data collection instruments.

The Difficulties in Emotion Regulation Scale (DERS). It is developed by Gratz and Roemer (2004) to determine emotion regulation difficulties. This scale consists of 36 items in a 5-point Likert type. The scale has six sub-dimensions (awareness, openness, non-acceptance, strategies, impulse, goals). In addition to determining the difficulties experienced in six sub-dimensions with the scale, the general difficulty experienced in emotion regulation can be determined according to the total score obtained from the scale. In the original of the scale, some items should be scored in reverse (1, 2, 4, 6, 7, 8, 10, 17, 20, 22, 24, and 34). The Cronbach alpha internal consistency coefficient of the scale was found to be .94, and the internal consistency coefficients of the sub-dimensions were found to vary between .75 and .90. Test-retest reliability is .83 for general and values vary between .60 and .85 for sub-dimensions. The scale was first adapted to Turkish by Rugancı and Gençöz (2010). This scale, originally developed for adults, was found to be valid and reliable for use in adolescents as a result of studies conducted in Turkey. When the use of the scale in adolescents was examined, the internal consistency coefficient of the Turkish form was .93, the test-retest reliability was .83, and the split half-test reliability was .95 (Sarıtış & Gençöz, 2011).

Mindful Attention Awareness Scale (MAAS). It is a 15-item scale developed by Brown and Ryan (2003), and measures general tendencies to be aware of immediate experiences in daily life and to be mindful of these experiences. The MAAS is a 6-degree Likert-type scale. With this scale, a single total score (between 15-90) is obtained. Higher scores on the scale indicate high conscious awareness. For the construct validity of MAAS, both exploratory and confirmatory factor analyzes were performed. In the exploratory factor analysis, MAAS showed a single-factor structure. The internal consistency coefficient of the scale was .82. Test-retest reliability was found .86 between the two applications. Item loadings obtain from the scale ranged between .48 and .81. Adaptation studies of MAAS into Turkish are carried out by Özyeşil, Arslan, Bıçak, and Deniz (2011) on a group of university students.

Psychoeducation Program Evaluation Form. This form is used by the experimental group members participating in the psychoeducation program whose effect is examined, created by Deniz (2017), to determine their evaluations about the program applied to them. The form includes three sections: Program structure and leadership, information and usefulness of information, opinions, and thoughts about the program information and usefulness of information part of the form was used by adapting it according to the concepts examined in this study, with the permission of the author who developed the form.

Ethical Statement

This study was approved by the "Survey-Research-Thesis Studies Evaluation Commission" affiliated to the Ministry of National Education, which includes the institution where the research will be conducted (No: 45468433-604.01.01-E.1069909/2019-1-16). In addition, all participants and their parents filled in informed consent forms and voluntarily participated in the research.

Planning and Implementation Process of the Psychoeducation Program

Planning the Program. The first stage of the psychoeducation program was to create the infrastructure of the program for its planning. In this context, the aim of the program was determined first. The main goal in the preparation of the program was to improve high school students' emotion regulation skills and mindfulness levels. For this purpose, the literature on emotion regulation and mindfulness is scanned, and resources related to these concepts were examined. The theoretical foundations of the program are based on the approaches of third-generation cognitive-behavioral therapies (Emotion Focused Therapy,

Dialectical Behavior Therapy, Acceptance and Commitment Therapy) to the concepts of emotion regulation and mindful awareness, which constitute the research subject. Furthermore, psychoeducation programs on this subject are also examined. Then, a literature review is done on the characteristics of the developmental period of adolescents in the study group. As a result of these stages, the general framework of the program prepared is determined.

Henceforth showing that an intervention is programmatic; The four main elements are outcome, content, process, and evaluation. To Nazlı (2016), the first thing that needs to be done within these items is to determine the goals. It is determined what knowledge, skill, and attitude will be gained to the participants, which will be implemented by determining the goals. In the program, each session is created to include the outcomes covering its own title. Finally, emotion regulation skills and mindfulness activities are grouped in 12 sessions.

Some of the elements that are aimed to be gained in the sessions in the program prepared within the scope of the research are as follows:

Table 1. Summary of the Psychoeducation Program

1. Session Introduction to the Program	<i>Objective:</i> To give information about the group process. <i>Outcomes:</i> 1. Have psychoeducation process (general objectives, number and duration of sessions, place of residence). 2. Recognize the group members. 3. Understand the importance of eye contact in communication.
3. Session Understanding Emotions	<i>Target:</i> To gain the ability to understand emotions. <i>Learning Outcomes:</i> 1. Realize the reasons for emotions. 2. Be aware of the things that are effective in sustaining emotions. 3. Explain the effects of certain emotions on the body. 4. Explain the feelings.
5. Session As a Social Skill: Empathy	<i>Goal:</i> To gain empathic skills. <i>Learning Outcomes:</i> 1. Define the concept of empathy. 2. Understand what should be considered in the process of empathy. 3. Understand someone else's feelings. 4. Share someone else's feelings.
8. Session Emotion Regulation Strategies	<i>Goal:</i> Using emotion regulation strategies appropriately. <i>Learning Outcomes:</i> 1. Realizes what s/he feels when s/he is present. 2. Understands what emotion regulation is. 3. Explain emotion regulation skills. 4. Explain Gross's emotion regulation strategies.
11th. Session Stress	<i>Goal:</i> To raise awareness about coping with stress. <i>Learning Outcomes:</i> 1. Realize the symptoms of stress. 2. Understand what the symptoms of stress mean. 3. Realize the situations that cause stress. 4. Understand the difference between healthy stress control methods and unhealthy stress control methods.
12. Session Evaluation & Termination	<i>Goal:</i> To evaluate the psychoeducation process. <i>Outcomes:</i> 1. Evaluate the psychoeducation process s/he participated in. 2. Express whether s/he has achieved his/her goals in the group process. 3. Express the feelings about the psychoeducation program he participated in.

After determining the goals and outcomes in the psychoeducation program, the second stage of the program was planned. While determining the activities in the content of the program, many sources in the relevant literature were used (Berking & Whitley, 2018; Altınay, 2015; Canel, 2014; Southam-Gerow, 2014; Işık-Terzi & Ergüner-Tekinalp, 2013; Geldard & Geldard, 2013; Voltan- Acar, 2013; Erkan & Kaya, 2009; Vernon, 2008; Boeckel, 1996). Then, the instruments, the techniques to be used during the sessions, exercises, exercises, and homework to be given to the participants at the end of the session were determined, and the final stage of the program, which was the evaluation. The evaluation part of the psychoeducation program provides information about the evaluation process of both the program and the participants. In this context, reflective evaluation, descriptive evaluation, formative evaluation, and total evaluation were used. Before applying the psychoeducation program of reflective assessment, expert opinion was obtained for the draft program. As a result of the feedback received, arrangements were made regarding the draft program. The program was made ready for implementation. In the diagnostic evaluation, while the DERS and the MAAS are applied to the students as a pre-test, the formative evaluation process continues with the interviews with the students and the school counselor. Finally, the total evaluation process was completed by applying the DERS, the MAAS and the Psycho-education Program Evaluation Form as a final test.

Program Implementation Process. The preventive and skill-enhancing psychoeducation program in this study is implemented with 15 students studying in a high school in Erzincan in the 2018-2019 academic year. Before the implementation, the parents of the students who will participate in the program were given the necessary permissions with the “Parent Approval Form” for the participation of the students in the application process. The sessions of the program were held in the project development hall of the school, where the students were educated. The implementation process of the program was completed in twelve sessions, one session per week. These sessions lasted approximately 60-90 minutes.

Data Analysis

SPSS 22 package program was used for the analysis. The level of significance in statistical operations is accepted as .05. The analysis is started by testing the Shapiro-Wilk normal distribution test (less than 30 studies) and the total scores of the DERS and the MAAS. After determining that the scale scores show normal distribution, a two-way analysis of variance with 2x3 factorial patterns and repeated measures was used.

RESULTS

To test the first hypothesis of the study, two-way analysis of variance for repeated measures was used to test whether there was a statistically significant difference between the scores of the DERS of the experimental and control groups in the pre-test, post-test and follow-up test measurements. The analysis results, the arithmetic mean, and standard deviations of the emotional regulation difficulty scores of the experimental and control groups are presented in Table 2.

Table 2. Two-Way Analysis of Variance Results of the DERS and MAAS scores of the Experimental and Control Groups

Group	N	Time			Group x Time Interaction	P	η^2
		Pre Test (n = 30)	Post Test (n = 30)	Follow-up (n = 30)			
Experiment	15	125.87 ± 11.85	68.33 ± 14.52	74.80 ± 20.85	37.386	<.001	.572
Control	15	123.80 ± 9.55	117.60 ± 17.79	112.33 ± 16.53			

Note. Comparisons between groups were made using the Bonferroni multiple comparison test.

The results of the Mauchly's sphericity test, which was conducted to test whether the multivariate variances between the groups in emotion regulation difficulties scores were homogeneously distributed, showed that the multivariate variances of the emotion regulation difficulty scores showed a homogeneous distribution (Mauchly $W = 0.85$; $\chi^2(2) = 4.11$; $p = 0.12$) Evaluation was made using the statistical significance of x time interaction and the uncorrected F value.

In the data regarding the pre-test, post-test, and follow-up test mean scores of difficulty in emotion regulation and standard deviation scores of the experimental and control groups in Table 2; It is seen that the pre-test averages are 125.87 for the experimental group and 123.80 for the control group. Posttest averages were 68.33 for the experimental group and 117.60 for the control group. Follow-up test averages were 112.33 for the experimental group and 74.80 for the control group.

According to the results of the analysis of variance regarding the emotion regulation difficulty scores of the experimental and control groups in Table 2, it is seen that the interaction between the group and repeated measures is statistically significant ($F(2,56) = 37.38$; $p < 0.01$; $\eta^2 = .57$). Post-hoc comparisons between groups were made using the Bonferroni multiple comparison test. In the post-hoc analysis, it was observed that the total pre-test scores of difficulty in emotion regulation did not show a statistically significant difference between the experimental and control groups. In addition, in the control group, no statistically significant difference was found in the pre-test-post-test and follow-up measures mean scores of difficulty in emotion regulation ($p > 0.05$). On the other hand, when the pre-test and post-test emotion regulation difficulty average scores of the experimental group were compared, it was observed that there was a statistically significant decrease in the experimental group scores after the intervention and the decrease in emotion regulation difficulties was preserved in the follow-up measurement.

The changes in the scores of the DERS scores of the students in the experimental and control groups regarding the pre-test and post-test and follow-up test results are shown in Figure 1.

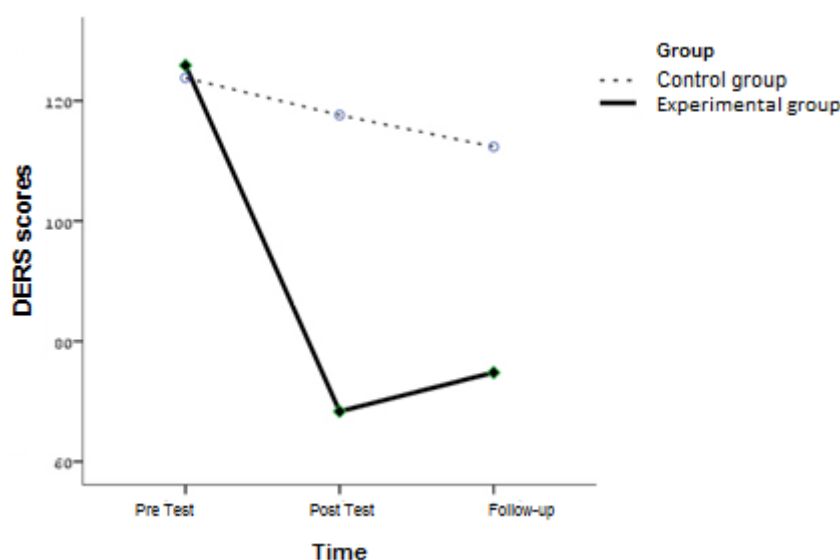


Figure 1. The Change over Time of the DERS according to Experimental and Control Groups

In Figure 1, there is a significant decrease in the post-test average scores of the experimental group for the DERS compared to the pre-test. In the follow-up test, it is seen that there is a significant decrease

compared to the pre-test, although it increases slightly compared to the post-test. There is some decrease in the emotion regulation difficulty scores of the control group, although there is no significant difference in the post-test and follow-up test average scores according to the pre-test results.

In order to test the second hypothesis of the study, it is examined by two-way analysis of variance for repeated measures (mixed designs) whether there is a statistically significant difference between the MAAS scores of the experimental and control groups in the pre-test-post-test and follow-up test measurements. The obtained analysis results, mindful attention awareness scores of the experimental and control groups are given in Table 3 together with their arithmetic averages and standard deviations.

Table 3. Two-Way Analysis of Variance Results of the MAAS scores of Experimental and Control Groups

Group	N	Time			Group x Time Interaction	F (1.66, 46.45)	P	η^2
		Pre Test (n = 30) Mean \pm SD	Post Test (n = 30) Mean \pm SD	Follow-up (n = 30) Mean \pm SD				
Experiment	15	44.80 \pm 13.20	68.60 \pm 13.68	66.00 \pm 13.75	10.696	<.001	.276	
Control	15	46.80 \pm 7.34	49.67 \pm 13.11	49.53 \pm 14.28				

Note. Comparisons between groups were made using the Bonferroni multiple comparison test.

First of all, Mauchly's sphericity test was conducted to test whether the multivariate variances between groups were distributed homogeneously in awareness scores, and the distribution was not homogeneous (Mauchly $W = 0.79$; $\chi^2(2) = 6.2$; $p = 0.04$). Therefore, the statistical significance of the group x time interaction was evaluated using the Greenhouse- Geisser corrected F value.

Considering the pre-test, post-test and follow-up test mean scores of difficulty in emotion regulation and standard deviation scores of the experimental and control groups in Table 3, when the pre-test average of the experimental group was 44.80, it was seen that the control group was 46.80. Posttest averages were 68.60 for the experimental group and 49.67 for the control group. Follow-up test averages are 66.00 for the experimental group and 49.53 for the control group.

As in Table 3 which shows the results of the analysis of variance regarding the conscious awareness scores of the experimental and control groups, the interaction between the groups and repeated measures is statistically significant ($F(1.66, 46.45) = 10.69$; $p < .01$; $\eta^2 = .27$). Post-hoc comparisons of experimental and control groups between groups are made with Bonferroni multiple comparison test. In the results obtained, there is no statistically significant difference between the experimental and control groups in the total pre-test scores of mindful awareness. Besides, it is observed that there is no statistically significant difference in the mean scores of conscious awareness in the pre-test, post-test, and follow-up measurements in the control group ($p > .05$). On the contrary, when the pre-test and post-test mean scores of mindful awareness of the experimental group are compared, it is observed that there is a statistically significant increase in the mindful awareness levels of the experimental group after the intervention ($p < .05$). This increase in the experimental group is also present in the monitoring measurement ($p < .05$).

The changes in the scores of the students in the experimental and control groups from the MAAS from the pre-test-post-test and follow-up test are shown in Figure 2.

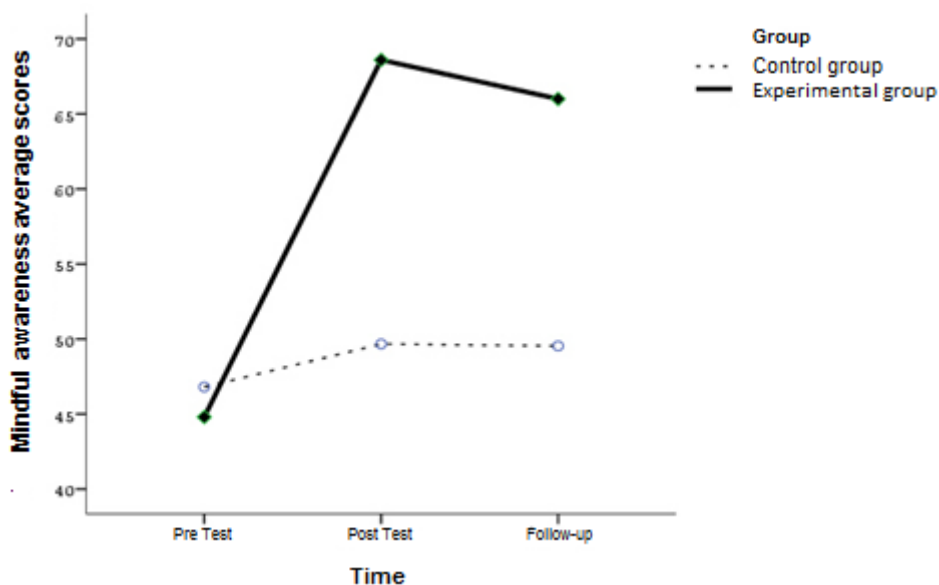


Figure 2. The Change Over Time of the MAAS according to Experimental and Control Groups

In Figure 2, it is seen that the post-test average scores of the experimental group regarding the mindful awareness levels have significantly increased when compared to the pre-test, but there is a significant increase in the follow-up test compared to the post-test. The mindful awareness scores of the control group increased slightly, although there is no significant difference in the post-test and follow-up test average scores according to the pre-test results.

Finally, in the study, “How do the experimental group participants evaluate the psychoeducational program?”. The answer is sought by examining the data obtained from the Psycho-education Evaluation Form. In line with the findings obtained from the responses of the members participating in the program process, the participants generally made positive evaluations in the Program Structure and Leadership and Use of Information and Informationsub-dimensions of the psychoeducation program form.

For “Program Structure and Leadership”, the most positive evaluations in the criterion for giving full points (5) are the leader’s mastery ($f= 14$), the leader’s listening skills ($f= 14$), the leader’s mastery ($f= 14$), the leader’s listening skills ($f= 14$), the leader’s mastery ($f= 14$), the leader’s listening skills ($f= 14$), the leader’s session management skills ($f= 13$) ($f= 12$). The most negative evaluation part is feeling comfortable while sharing about himself ($f= 8$).

For “Information and the Usefulness of Information” in the form, the first three answers to the question of which subjects you have obtained new information from the participants; they have given emotional awareness, empathy, and mindful awareness. They also state that negative emotions, awareness of emotions, empathy, and self-compassion are very useful for them in terms of understanding and awareness of their feelings.

When the participants are asked what information they learn during the program can be used to understand others and build better relationships with them; The most common answers are expressing emotions, positive emotions, empathy and conscious awareness. In addition, they say to the question to what extent the knowledge they learned would be useful in their education life, mostly positive and negative emotions, noticing emotions and expressing emotions. To the question about with whom the

participants can use the information they have learned through the program while communicating, they answer most with their friends ($f = 105$).

Finally, in the evaluation of the extent to which the participants can use the information obtained from the program in their daily life (in the criteria of scoring 1-5), six members give four points, and nine members give very high scores on the usefulness of the information they have acquired.

In addition, in the evaluation form of the psychoeducation program, "Please write your opinions about the program you attended. When the comments about the statement are examined; It is understood that the experimental group generally makes positive evaluations about the program process. Some of the opinions of the participants regarding this item are as follows:

"The program was very useful and effective. Now I can express and control my emotions better than before. So I thank my dear teacher and friends." "The program enabled me to know and express my feelings better. It was the first time I heard about conscious awareness and learned by having fun. I learned how to behave when I feel bad. In short, the program enabled me to control my emotions better." "This program was handy for me. For example, when I got excited during the exam, I calmed down when I thought of what the teacher said. It changed me in many aspects." "It was a nice and fun program. Seeing the contribution of what I learned in the program makes me very happy. For example, I realized that some emotions are not really bad. When I'm sad, I know that I'm not as bad as before and can be happy. I will miss the program, my program teacher, and my friends." "This program was very useful to me. It helped me a lot in controlling my emotions. It also helped me a lot in expressing my feelings. In short, this program supported and led me in terms of emotion in my life." "I really understood what I lived and how I felt myself through the program. I recognized myself. It was very useful, thank you." "I think this program has contributed to me, and it is a fun program. I think I am now more experienced in being a little more comfortable and compassionate in my own emotions."

CONCLUSION, DISCUSSION AND SUGGESTIONS

In terms of the first hypothesis of the study, it is found that the emotion regulation difficulties of the participants in the experimental group significantly decreased in the post-test measurements; It is observed that there is no significant difference in emotion regulation difficulties of the control group. In addition, in the follow-up test conduct one and a half months after the termination of the program, it is seen that this positive effect in the experimental group continues. Therefore, the first hypothesis of the research is confirmed. It can be concluded that the psychoeducation program prepared in this context is effective in increasing the emotion regulation skills of high school students. In other words, the program contributes to the decrease in the emotion regulation difficulties of the participants.

This result indicates that such psychoeducation programs increase emotion regulation skills, and it can be said that it is consistent with the results of previous research. For example, in the study prepared by Southam-Gerow (2014) on emotional functionality such as understanding and regulation of emotions in adolescence, it is understood that the emotion regulation skills of adolescents can be increased with various interventions using behavioral, cognitive, and emotional methods. Similarly, it is stated that with the program named "Emotion course" developed by Izard (2008) by using appropriate techniques and strategies, the emotion regulation skills of children can be increased similarly to the research findings.

It is concluded that the Structured Group Art Therapy Program developed by Karataş (2020) is effective in increasing adolescents' happiness levels and their tendency to express their emotions and decrease their emotion regulation difficulties and psychiatric symptoms. In the research conducted by Gülgez & Gündüz (2015), it is seen that the Dialectical Behavior Therapy Based Emotion Regulation Program is effective in reducing the emotion regulation difficulties of university students. Similarly, the game-based program developed by Aktürk (2016) provided a significant increase in preschool students' emotion regulation skills; The results of the family-participatory education program prepared by Ulusoy (2018) contributing to the emotion regulation skills of children and the Awareness-Based Skill Program developed by Can (2017) to reduce the emotion regulation difficulties of the participants are also included in the literature. The findings obtained from the research are consistent with all of these results.

In the foreign literature about emotion regulation, it is aimed to increase emotion regulation skills with the psychoeducation program prepared as in this study. Moreover, it is aimed to have a positive effect on various variables related to mental health by improving these skills. For example, in the studies conducted, such programs; depressive mood, constant unhappiness, and extreme irritability (Stark et al., 2008), diagnosing and minimizing behavioral problems in children (David & Dobrean, 2014), eating disorders (Clyne & Blampied, 2004), traumatic disorders (Thompson & Calkins, 1996) and anxiety disorders (Gross & John, 1998). As a matter of fact, on the basis of these studies, there are findings that emotion regulation skills can be increased with psychoeducation programs. It is seen that all these findings and the results obtained from the research are consistent.

As a result, it can be said that the findings obtained from the first hypothesis of the study are similar to the results of previous studies examining the possible effects of programs developed for emotion regulation on individuals (Karataş, 2020; Gem, 2018; Urcan, 2018; Aktürk, 2016; Ulusoy, 2016; Gülgez & Gündüz, 2015; David & Dobrean, 2014; Schwarz et al., 2013; Horn et al., 2011; Izard et al., 2008; Stark et al., 2008; Clyne & Blampied, 2004).

In terms of the second hypothesis in the study, its effect on the mindfulness levels of adolescents is examined. It is observed that the mindfulness scores of the participants in the experimental group increased statistically after the application, and this increase continued in the follow-up measurements. It can be said that the program prepared in line with this finding was effective in increasing the mindfulness of the participants. Thanks to this result, it is understood that mindfulness is a process that can be developed with exercise and practice, and that the mindfulness levels of individuals can be increased with various interventions. It is also consistent with similar research results in the literature (Bishop et al., 2004).

It is understood from the researches conducted both in the country and abroad that studies to increase conscious awareness are quite limited. In the reviews, it has been used as a method to increase mindful awareness in general and to have an effect on different variables. For example, Kabat-Zinn (1979) creates mindfulness-based stress reduction programs and claims that such programs are effective in reducing stress. An awareness-based program is developed by Schutte & Malouff (2011). It is understood that the program has positive effects on emotional intelligence; In addition, Wall (2005) applies mindfulness-based therapy and says that such a program is effective in reducing anxiety and supporting academic performance.

Verhulst (2007) believes that the mindfulness-based program he implemented is effective in increasing students' positive thoughts, providing support for exam performances, and reducing cognitive errors. In the mindful awareness-based programs developed in our country, these programs' children's focus, calmness, self-control, self-acceptance, and love, being caring and helpful towards others (Çollak, 2018), students' depression and stress levels (Demir, 2014), individuals' emotional intelligence and psychological resilience levels (Balci, 2018), there are studies showing that it is effective on the subjective well-being of individuals (Kocaoğlu, 2017). As a result, these programs prove that an increase can be achieved in the mindful awareness of individuals through psychoeducation. Research results are consistent with these results.

One of the two hypotheses of the study, the positive results obtained in the psychoeducation program for the development of emotion regulation skills of the participants and increasing their mindful awareness may have been effective. There are studies in the literature that examine this relationship. For instance, Hill and Updegraff (2012) state that mindful awareness enables individuals to create different perspectives towards their emotions and experiences and thus can prevent a rapid reaction. Therefore, individuals who strive to increase their mindful awareness; It is seen that they can reduce the involuntary, excessive frequency, and violent emotions (Balci, 2018). In addition, Can (2017) concludes that the mindfulness-based skills program developed by the researcher enables students to experience less difficulty in emotion regulation, experience less negative emotions, and have more positive emotions.

In terms of the participants' evaluation for the program, it is understood that the participants evaluate the program very positively, based on both the numerical assessments and the opinions at the end of the form. In these evaluations, it may be practical to prepare the structure of the program following the characteristics of high school students in their adolescence period (Geldard & Geldard, 2013). While planning the program, attention is paid to the fact that the process can attract the attention of high school students. For example, each session starts with a warm-up game. Afterward, all the goals target in the program are supported by activities-based, fun, and learning-by-doing-based content.

As a result, it is thought that the use of this program by psychological counselors working in educational institutions may be beneficial in counseling services for adolescents. In addition, this psychoeducation program can be used to support 'students' academic life. Generally, it is known that it can contribute to the academic success of students in schools by increasing their emotion regulation skills and mindful awareness levels, which are an effective way to increase their emotional functionality in their daily relationships (Wall, 2005; Verhulst, 2007). In addition, improving the emotion regulation skills of adolescents can be preventive against their depression or anxiety symptoms as a result of negative experiences that may happen to them (Garnefski et al., 2001). It is thought that the psychoeducation program prepared in this study may be useful for similar purposes for adolescents.

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About Authors

Meryem Atalay. She completed her undergraduate education Department of Psychological Counseling and Guidance at Erciyes University and received her Master's degree at Erzincan Binali Yıldırım University. She has been a PhD student at Trabzon University department of Guidance and Psychological Counseling since 2020. Currently, she is working as a research assistant at the Erzincan Binali Yıldırım University.

Mücahit Kağan. Mücahit Kağan received his bachelor's degree in Guidance and Psychological Counseling at Gazi University, master's degree from Ankara University Guidance and Psychological Counseling Department and he completed his doctoral education in the same university. He is currently a professor in the Department of Guidance and Psychological Counseling at Erzincan Binali Yıldırım University. Right now, he is carrying out an administrative duty as the dean of Erzincan Binali Yıldırım Faculty of Education.

Author Contribution

Both authors substantially contributed to this work in each step of the study.

Conflict of Interest

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

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Ethical Statement

This study was approved by the "Survey-Research-Thesis Studies Evaluation Commission" affiliated to the Ministry of National Education, which includes the institution where the research will be conducted. In addition, all participants and their parents filled in informed consent forms and voluntarily participated in the research.

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