

Examining the Effectiveness of a Program to Increase the Subjective Well-being of Divorced Parent Adolescents*

Anne Babası Boşanmış Ergenlerin Öznel İyi Oluşunu Artırma Programının Etkililiğinin İncelenmesi

Asiye DURSUN**, Ali ERYILMAZ***

Abstract: This study aimed to investigate the effectiveness of a program to increase the level of subjective well-being of adolescents whose parents were divorced. This study was carried out among students at a vocational high school in Turkey. It was conducted with 18 adolescents attending a vocational high school, nine in the experimental group and nine in the control group. The study implemented its experimental design with both a control and an experimental group. The Positive-Negative Affect and Satisfaction with Life Scales were used. Other measures were also used to evaluate the short-term effects of the program. To examine the effectiveness of the program, the Wilcoxon sign-rank test, the Mann-Whitney U test and repeated-measure analysis of variance (ANOVA) were used. The program was effective for increasing adolescents' subjective well-being and adjustment in both the short and the long terms. The program could be used for adolescents whose parents will divorce in the future.

Keywords: Adolescent, divorce, subjective well-being

Öz: Bu araştırma, anne babası boşanmış ergenlerin öznel iyi oluş düzeyini artırma programının etkililiği belirlemek amacıyla gerçekleştirilmiştir. Araştırma Türkiye’de bir meslek lisesinde öğrenim gören öğrencilerle gerçekleştirilmiştir. Araştırma grubunda 9’u deney grubunda bulunan 9’u ise kontrol grubunda bulunan toplam 18 ergen oluşturmaktadır. Araştırmada, Yaşam Doyumu Ölçeği ile Olumlu ve Olumsuz Duygu Ölçekleri kullanılmıştır. Programın kısa süreli etkilerini ölçmek için diğer ölçme araçları kullanılmıştır. Araştırmada, programın etkililiğini belirlemek amacıyla Mann Whithney U ve Wilcoxon İşaretli Sıralar Testi kullanılmıştır. Görüşme analizine dayalı toplanan verilerin analizlerinde cümle bazında içerik analizi yöntemine başvurulmuştur. Araştırma bulgularına bakıldığında; program ergenlerin öznel iyi oluşunu artırmada ve kısa ve uzun vadeli etkiler üzerinde etkili olduğu görülmektedir. Program anne babası boşanmış ergenler ile kullanılabilir.

Anahtar Kelimeler: Ergen, boşanma, öznel iyi oluş

Introduction

Adolescents are faced with many physical and psychosocial changes. When changes in their family structure are added to these developmental changes, they must cope with many challenges. In particular, adolescents from disorganized and divorced family structures influenced by the aforementioned changes have many psychological problems and do not feel good about themselves. The development of a program to increase the level of subjective well-being of individuals in the risk group of adolescents with divorced parents might contribute to the literature.

Adolescents develop by changing. One of the biggest changes that adolescents experience is puberty. In addition to adolescents' physical changes, they have to manage identity development (Erikson, 1968), becoming autonomous individuals (Grotevant & Cooper, 1985), sexual maturation (Steinberg, 2007), increasing their cognitive development (Piaget & Inheld, 1973), and becoming socially engaged with their peers (Collins & Laursen, 2004). In addition, adolescents are faced with negative experiences, such as risky behaviour, problems with school and friends, and (internalized or externalized) psychological problems such as

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** Uzman Psikolojik Danışman, Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Eskişehir-Türkiye, ORCID: 0000-0002-4033-0034, e-posta: asiyedursun26@hotmail.com

*** Prof. Dr., Yıldız Teknik Üniversitesi, Eğitim Fakültesi, İstanbul-Türkiye, ORCID: 0000-0001-9301-5946 ,e-posta:erali76@hotmail.com

depression, anxiety, vandalism, and violence (La Greca & Lopez, 1998). Consequently, developmental changes and negative experiences affect adolescents' subjective well-being. Parents provide support during this process, helping adolescents manage their lives by providing social support, guiding them and showing them warmth (Steinberg, 2007). Furthermore, family is considered as a protective factor for children and adolescents' mental health (DeVore & Ginsburg, 2005). Because of the family's positive characteristics, children and adolescents feel subjectively good about their development (Rask, Kurki & Paavliani, 2003).

In the psychology literature, the concept of happiness is expressed in subjective well-being. Subjective well-being has three important concepts: positive affection, negative affection, and life satisfaction (Diener, 1984; Eryılmaz, 2010, 2012a). The literatures indicate that parents have an important effect on adolescents' subjective well-being. Family positively affects adolescents' subjective well-being by offering opportunities such as communication; satisfaction of psychological and physical needs such as accommodation, nutrition, relatedness, autonomy, safety and competence; and providing a sense of personal significance. However, in the event that family unity deteriorates, adolescents' subjective well-being of adolescents may occupy a negative position (Cherlin, 1999; Joronen & Kurki, 2005; Park, 2004; Rask, Kurki & Paavliani, 2003).

Subjective well-being of adolescents whose family integrity is disrupted might be considered. Although every marriage begins with a persistent belief that it will be permanent, problems and disputes may arise between spouses that can cause a marriage to end in divorce. The divorce process can be stressful event for both children and parents (Amato, 2010; Funsberg & Kiermen, 2001). In particular, the divorce process may have negative, damaging effects on children and adolescents (Walczak & Burns, 1999). For instance, in the process of divorce; children's needs are not fulfilled, children might be deprived of their parents' support and control, children may experience the loss of the relationship with a parent who does not have custody, and conflicts between parents may negatively affect children (Amato, 2000). In addition, during this process children and adolescents experience externalized problems such as aggression and delinquency; internalized problems such as depression, anxiety, and also low self-esteem; academic failure, the establishment of unhealthy relationships (Amato, 2010; Emery, 2012; Huurre, Junkkari & Aro, 2006). Consequently, the divorce process may cause a low level of subjective well-being for some adolescents and children (Amato, 2010; Amato & Afifi, 2006; Morrison & Cherlin, 1995).

The subjective well-being literature indicates that having high levels of subjective well-being makes individuals more productive and healthy, helping them both to become good citizens and to realize themselves by expanding their capacity (Diener & Seligman, 2002; Myers & Diener, 1995). In addition, high levels of subjective well-being tailor the negativity of the past (Hefferon & Boinwell, 2010). When divorce is considered, it might be seen that the divorce process has a negative impact on some adolescents' subjective well-being (Amato & Cheadle, 2005; Amato & Keith, 1991; Booth & Amato, 2001), especially the increasing of subjective well-being (Mechanic & Hansell, 1989). In poor, disorganized, socio-economically disadvantaged families with adolescents (Goldenberg & Goldenberg, 2008; Guli, 2005), increasing subjective well-being might provide its aforementioned benefits. To do so, it is necessary to have programs that will increase the subjective well-being of adolescents who are affected by the divorce process. However, the literature discusses divorce in the context of the adjustment process instead of addressing the issue of increasing subjective well-being (Blaisure & Geasler, 2006; Kelly, 2000; Kelly & Emery, 2003; Velez, Wolchik, Tein & Sandler, 2011). Combining the two processes (adjustment might have a problem-solving function that is reflection of pathological perspective, and also increasing subjective well-being that is reflection of positive perspective) might improve adolescents' mental health. Unfortunately, little research in the literature has adopted this perspective. Additionally, Turkish adjustment-based intervention studies on this subject have been performed among children, not adolescents. Moreover, very few studies have directly addressed the subjective well-being of adolescents whose mother and father are divorced. As a result, this study aims to investigate the

effectiveness of the program in increasing the level of subjective well-being among adolescents with divorced parents.

Method

Research design

The aim of this study is to examine the effectiveness of a group-counseling program in increasing the subjective well-being of adolescents with divorced parents. The study was carried out with the experimental pattern pre-test and post-test, along with a follow-up study among the experimental and control groups. The study's independent variable is the group-counseling program and the dependent variable is the positive and negative emotions and life satisfaction levels of adolescents with divorced parents. Experimental praxis—one session per week (90 minutes)—were conducted for eleven weeks. Follow-up studies were carried out 3 months after the praxis.

In this study, group counseling is selected as the helping tool. The reason for selecting this tool is that the group is focused on the important benefits of the study. First, schools lack resources for working with a large number of individuals in the form of individual counseling. Group work ensures that individuals benefit from programs carried out by more than one person at a time. Second, a group process helps adolescents whose parents are divorced to see the process more normally, with individuals helping support each other. Third, children and adolescents may feel more confident when sharing sensitive issues with peers who have had similar experiences (Grych & Fincham, 1993).

To examine the effectiveness of the program, the Wilcoxon sign-rank test, the Mann-Whitney U test and a repeated measure of analysis of variance (ANOVA) was used. In addition, individuals in the experimental group were asked about the effectiveness of the program with an open-ended questionnaire and the sentence-content analysis technique was applied to their responses.

Study groups

This study was carried out among students of a vocational high school in Bursa/Turkey. In the study, the purposive sampling method was used. This method gives importance to the specific objectives of the research. Moreover, features such as usability and practicality are also important in this method (Frankel & Wallen, 2006). In the context of the school that was chosen for the study, there are two important reasons for the choice of these particular study participants. The first is the literature, which has established that children from disorganized and poor families are the most affected by the divorce process (Guli, 2005; Goldenberg & Goldenberg, 2008). Children studying in vocational high schools in Turkey are of middle and lower socioeconomic status. The second reason is that one of this study's researchers is a counselor at the chosen school.

In the study, numerous criteria have been identified to determine which students to place in the experimental and control groups. These criteria are as follows: At least 1 year has passed since the divorce; the student is enrolled at a related vocational high school. These criteria were met by 30 of the vocational school's students whose parents are divorced. In addition, the students had to want to volunteer to participate in the research, and their parents were required to approve. The thirty identified students were informed of the study's goal, time, frame and process. Twenty-two students agreed to participate. Eleven students were randomly assigned to the experimental group and the other 11 were assigned to the control group. Next, the parents were asked for informed consent and then, the parents indicated that their children had permission to participate. However, for personal and familial reasons, the parents of two of the participants in the experimental group did not want their children to participate. Therefore, these two participants were removed from the experimental groups. To synchronize the groups, the names of the adolescents in the control group were written down and two of them were randomly excluded from the control group (girls and boys were chosen among themselves).

Ultimately, the study was conducted among 18 participants; nine in the experimental group (seven girls and two boys) and nine in the control group (seven girls and two boys). Two of the adolescents in the experimental group were in the 9th grade, and seven were in the 11th grade. The distribution of adolescents according to grade level in the control group was as follows: one adolescent was in the 10th grade, five adolescents were in the 11th grade, and three adolescents were in the 12th grade. The average age of the students in the experimental group is 16.87. The average age of the students in the control group is 17.61. Five of the adolescents in the experimental group live with their mother, three live with their father and one lives with her/his grandparents. Four of the adolescents in the control group live with their mother, three live with their father and two live with their grandparents. Three of the mothers of the students in the experimental group are unemployed, three are workers, two are housewives and one is an officer. Three of the fathers of the students in the experimental group are unemployed, three are workers, two are officers and one is retired. Three of the mothers of the students in the control group are unemployed, four are housewives, and two are workers. Two of the fathers of the students in the control group are unemployed, four are workers, two are officers, and one is retired.

Instruments

In this study, the effectiveness of the program was assessed in two ways. The first of these involved evaluating the program's long-term effects using the Positive-Negative Affect Scale (PANAS) and the Life Satisfaction Scale. The short-term effects were assessed using scales appropriate to each session's theme during that session. To measure the short-term effects, the Setting Life Goals Scale for Adolescents, the Motivation to Study Lesson Scale for Adolescents, the Rosenberg Self-Esteem Scale, the State Anxiety Scale and the Positive-Negative Affect Scale (PANAS) were used. In addition, qualitative interviews were conducted. Three open-ended questions were asked and the content analysis technique was applied to the answers. Furthermore, demographic data were collected through a personal information form.

Life Satisfaction Scale: The Life Satisfaction Scale has been developed by Diener et al. (1983) and adapted to Turkish culture by Koker (1991). The scale is based on a seven-point Likert-type scale applied to five items. In the Life Satisfaction Scale, the total score is calculated by adding the values of the options marked on these five items, thus obtaining the total score. The scale's Cronbach's alpha reliability coefficient was found to be .76.

Positive-Negative Affect Scale: This scale has been developed by Watson et al. (1988) and adapted to Turkish culture by Gencoz (2000). It is a 5-point Likert-type scale consisting of 20 items representing ten positive and ten negative emotions. The scale's Cronbach's alpha internal-consistency coefficient for negative emotions, was .83; for positive feelings .86. Factorial validity, internal consistencies were found as .83 and .86. (Gencoz, 2000).

Rosenberg Self-Esteem Scale: The scale was developed by Rosenberg; the reliability and validity of the scale, along with a Turkish-culture adaptation study, have been carried out by Cuhadaroglu (1986). The instrument is a 10-item, 4-point Likert-type scale with a Cronbach's alpha internal-consistency coefficient of .85.

The Setting Life Goal Scale for Adolescents: This scale has been developed by Eryılmaz (2012b). It evaluates whether adolescents have determined their goals in the following three areas: career goals, relationship goals and body-sense goals. Prepared in accordance with a 4-point Likert-type scale, between 1 and 4 points are scored. Accordingly, given the scale of nine questions, a minimum of 9 points and a maximum of 36 points can be scored. The scale's Cronbach's alpha reliability values were calculated: for career success, the alpha value is .73, whereas for body-sense success, the alpha value is .68.

Motivation to Study Lesson Scale for Adolescents: Developed based on the principles of self-determination theory, the Motivation to Study Lesson Scale consists of 15 items. An exploratory factor analysis of the scale indicated that the scale consists of three sub-dimensions: intrinsic motivation, extrinsic motivation and amotivation. The Cronbach's alpha coefficients of the subscales ranged from .75 to .82 (Eryilmaz & Ercan, 2014).

State Anxiety Inventory: The instrument has been developed by Spielberger et al. and adapted to Turkish culture by Oner and Le Compte. State anxiety means that an individual experiences internal restlessness along with anxiety and pessimism. The scale attempts to measure the level of these symptoms (Oner, 1977). Developed in accordance with a 4-point Likert-type scale, the instrument takes values between 1 and 4 points. Its Cronbach's alpha coefficient was found to be .87.

Program Evaluation Form: The effectiveness of the program was also evaluated qualitatively after the post-test and the follow-up work. An interview form was created for this task. In addition to demographic information, open-ended questions were included for each application. The questions asked after the final test session were the following:

- What are the beneficial aspects of the program?
- What are the negative aspects of the program?

The question asked after the follow-up study was as follows:

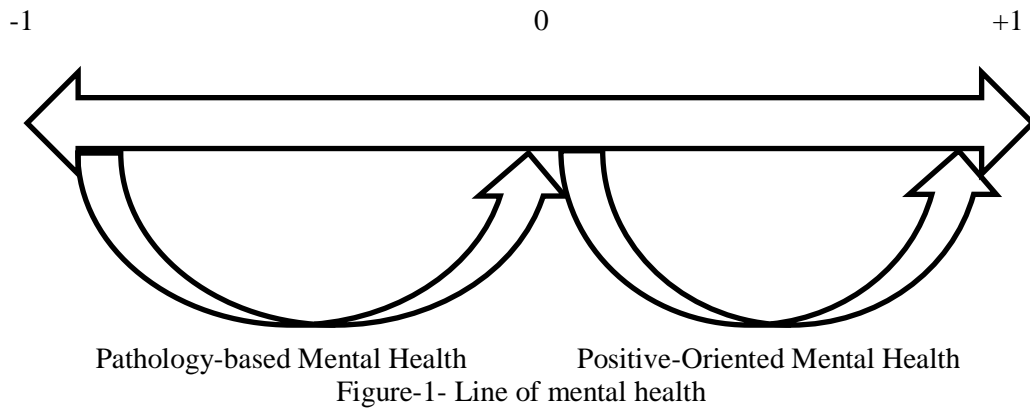
- Which of the experiences that you learned from the program are you transferring into your life at the end of a period of three months after the program?

Procedure

The program's sessions and activities are based on results of research into the literature on divorce and positive psychology based on both practical and empirical work. In this section, the program and its content are evaluated from the perspectives of two approaches.

The program's divorce-based aspects: First, the empirical and theoretical literature related to divorce was examined to establish the program's substructure. As a result of this investigation, adolescents' problems during and after the divorce process are listed as the following: a lack of anger control (Amato, 2010; Emery, 1999), anxiety (Huurre, Junkkari & Aro, 2006), low self-esteem (Amato, 2010; Kelly, 2000), and academic failure (Kelly 2000). To address these issues, it was developed activities for adolescents to feel subjectively better about themselves. The implementation of these activities involved a cognitive-behavioral approach (non-functional behaviors and thoughts to be replaced with functional ones), a positive psychotherapy approach (glimpsing the effects of divorce according to the balance model and creating hope), and a narrative therapy approach (writing both old and new divorce stories).

The program's positive psychology-based aspects: Second, studies conducted in the field of positive psychology have been examined. As a result of this research, the work session included subjective activities to help adolescents in the study groups feel good about themselves, focusing on the following issues; gratitude, forgiveness, thankfulness, future goals-hope, three events that make the adolescent happy, past pleasure, listening to problems, and compliments (Eryilmaz, 2015; Fordyce, 1983, 1987; Lyubomirsky, 2001). In summary, this study was carried out on a special group in which negative feelings and risk behaviors are created in many ways. It might be said that study has been carried out in the context of both positive and pathological approaches to mental health. This topic is described in more detail in the following figure:



As seen in Figure 1's mental-health line, pathology-focused mental health services have the goal of reducing or eliminating symptoms. Positive-oriented mental health services have the goals of uncovering human potential, eliminating problem situations, enabling people to maintain their positive features, and engaging in self-actualization. This line shows what is considered as mankind's mental development; pathology-focused mental health services can bring people from a negative to a neutral state. However, symptoms of illness and situations that make individuals feel bad cause their mental health to decline (Hefferon & Boniwell, 2010). Positive psychology indicates that psychology is not a branch of medicine that exclusively addresses a disease or health. Instead, it should be concerned with factors such as hope, optimism, responsibility, and virtue, and it should be oriented to the future (Seligman & Csikszentmihalyi, 2000). Positive and pathology-oriented mental health studies do not rival each other, but instead complement each other to bring people to a more positive point. This study was prepared in a style that blends studies that focus on positive psychology and those that focus on pathology. As a result, the studies in the program and activities are listed in the form of negative to zero and zero to positive, as set forth in Table 1.

The praxis of the program and its content: Necessary permits and approvals from the relevant institutions have been obtained before starting work. The program applied to the experimental group was carried out during a weekly 90-minute session. In each school, a group-counseling room was selected that had the necessary technical equipment and necessary arrangements were made for group-counseling practice. The activities of each session and content of the program are detailed as follows:

Pre-test application: Experimental and control groups were collected prior to the first session. Information about the program was recorded. In this session, the PANAS and the Life Satisfaction Scale were administered to experimental and control groups as a pre-test.

First session

In this session, the adolescents played games to warm up. Next, the group rules were determined and the adolescents signed a contract. The adolescents gained awareness about divorce that would come together throughout the group process. The session terminated with a general assessment.

Second session

This session started with a warm-up game. Then, the adolescents were asked what they thought about divorce to reveal their definitions of divorce, and they were asked to share. To realize the cognitive distortions that may occur in different places and with different people after divorce, the adolescents were asked how they behave with different people and in different places. They were asked to debate positive thoughts that would replace their cognitive distortions. The process was terminated with a general summary.

Third session

The adolescents were asked questions about the domains of body-sense, careers, spirituality and relationships to reveal how different areas of the lives of adolescents in the divorce process were affected. The adolescents' thoughts and feelings were discussed. Next, two groups of four were created and were asked to identify negative thoughts and feelings generated by divorce. Then, the adolescents were asked what might be appropriate emotions and thoughts instead of negative thoughts and feelings, and they were asked to share. After sharing, the process terminated with an overall assessment.

Fourth session

After applying a pre-test about related concerns, adolescents were asked how they behave when they want support upon encountering a problem in the divorce process. After the adolescents' thoughts and emotions were discussed, they were asked to think about how to cope with negative conditions during the divorce process (using their own strengths and support resources). During the process, the adolescents shared which coping methods would be more useful. A post-test was applied, a "three events that make me happy activity" was given as homework, and the process terminated.

Fifth session

An anxiety, positive and negative emotions pre-test was applied and the adolescents were asked to share the results of the homework. Next, the adolescents were asked to identify anxieties that occur in the divorce process, and they were asked to write an anxiety story. After sharing their stories and discussing the similarities and differences that exist among those stories, breathing exercises, muscle training and exercises to turn the negative into the positive were conducted. Following these exercises, the adolescents were asked to write a story about struggling with anxiety. After sharing the stories and their emphasis on positive coping skills, a "greeting activity" was given as homework, a post-test was applied and the process terminated.

Sixth session

In this session, self-esteem, and positive and negative emotions pre-test was applied. The adolescents were also asked to evaluate the effectiveness of the "greeting activity". Next, they were asked to think about the concept of the "gold fell into the mud, but its value was not lost" according to their feelings in the divorce process. After discussing the metaphor as two pairs, they shared. The adolescents were asked how this metaphor might affect our thoughts about ourselves and others' thoughts about how we see ourselves. The adolescents' thoughts and feelings of adolescents were discussed. Similarities and differences are emphasized. Considering the divorce process, they were asked about strengths, successes and their experiences with pride, followed by the "my positive perception of myself" activity. After the emphasis on social support resources, the "problem listening activity" was given as homework, a post-test was applied and the process terminated.

Seventh session

In this session, a positive and negative emotion pre-test was conducted, beginning with the warm-up game named "If I'm swelling up, I'll explode", and an evaluation of the "problem listening activity" was made. Adolescents were asked about the situations in which they are angry with themselves and their parents after divorce and how they behave in such situations. Similarities and differences in the adolescents' thoughts and feelings were compared. Next, they were asked how they can control their thoughts and behaviors and how this control will affect their emotions and physiological states. After sharing a problem-solving skill for coping with anger and making an effort to activate positive emotions, a study was conducted. In addition, the adolescents were asked to write about keeping their distance from anger. After sharing, a "compliment activity" was given as homework, a post-test was applied and the process terminated.

Eighth session

In the eighth session, the “motivated to study” pre-test was applied, the "compliment activity" was evaluated and the process began with a warm-up game. Adolescents were asked about their successes and failures in divorce process and what they do in those situations. After sharing, they were asked what they knew about the study lesson process and shared about incorrect studying situations. Next, they were asked how to control the failure process and how to provide awareness. In addition, they were asked to share. Finally, the adolescents were asked to write a text about putting distance between themselves and the negativity that affects them. After reading articles, a post-test was applied, “thankfulness” was given as homework, and the process terminated.

Ninth session

In this session, a positive and negative emotion pre-test was applied and the adolescents were asked about what they did the previous week with the “thanks reasons activity.” After sharing, they were asked “what came to mind when forgiveness is mentioned”. After obtaining thoughts and feelings, according to their process-of-forgiveness stage, adolescents were asked to have their parents, whom they cannot forgive, sit across from them using an empty-chair technique. Toward the end of the process—and considering the skills and awareness gained—a forgiveness study was carried out and a post-test was applied.

Tenth session

In this session, positive-negative emotions and life goals pre-tests were applied, and the session started with the game "I am happy because..." The adolescents were asked how the divorce process might affect their future goals. The adolescents' feelings and thoughts of adolescents were discussed, focusing on similarities and differences. According to the size of balance model, to identify multiple purposes, an objective determination is made. Afterwards, to animate the process in their eyes and improve their motivation, the adolescents were asked to write a letter describing their futures. The adolescents shared their letters with the others. An overall assessment was made, a post-test was applied, and the session terminated.

Eleventh session

In this session, the adolescents were asked to evaluate and share the process in terms of achieving their learning objectives and expectations. In addition, they were asked to evaluate the program's contributions. The adolescents shared the metaphors that they used to evaluate the process. The process was terminated after a post-test application.

Table 1.
Evaluation of Studies in The Program Along The Mental Health Line

Session	- From Negative to Zero	0	+ From Zero to Positive
1. Session: Meeting	Reducing fear and anxiety.		Meeting the needs of trust and belonging.
2. Session: Divorce definition	Discovering and understanding the effects of divorce on adolescents and problems that form the conditions of the divorce process.		Providing awareness for replacing negative thoughts with positive ones.
3. Session: Symptoms of divorce	Providing awareness about the effects of divorce according to the balance model.		Understanding positive sides of the negative experiences.
4. Session: Coping with the effects of divorce	Understanding and exploring negative thoughts and feelings that occur in different places		Changing negative feelings, thoughts and experiences with positive ones. “Three events that make me happy”

	and with different people.	activity (homework).
5. Session: Anxiety	Activities to eliminate anxiety. Discovering anxiety, finding sensible ideas that can address shyness, writing a current-non-functional anxiety story.	Evaluating the “Three events that make me happy” activity, positive coping statements, writing a story about coping with anxiety, providing mental control, greeting activity (homework).
6. Session: Self-esteem	Self-care: Adequate nutrition, self-care skills, balanced sleeping, hygiene, etc., as a means of exploration. Obtaining an in-depth understanding and discovery of negative internal criticism.	Evaluation of the greeting activity. Use of metaphor. “Positive perception of myself” activity. Emphasizing social support resources. “Problems listening” activity (homework).
7. Session: Anger	Exploring and understanding the anger experienced in the divorce process. Breathing exercises. Gaining problem-solving skills.	Evaluation of the “problems listening” activity. ”Positive feelings in anger” activity. Gaining distance from anger. Compliment activity (homework).
8. Session Academic achievement	Discovering and understanding academic failure. Learning efficient learning processes.	Evaluation of the compliment activity. Positive interpretation of the divorce process. Putting away failure. Thankfulness activity (homework).
9. Session: Forgiveness	Exploring and understanding the negative feelings and thoughts against the parents in the divorce process.	Evaluation of the thankfulness activity. Forgiveness study. Forgiving mother and father. Helping activity (homework).
10. Session: Creating hope	Coping with the obstacles that form a barrier to achieving goals.	Evaluation of the helping activity. Creating hope: goal-setting study. “Letter of gratitude” activity.
11. Session: Farewell	Evaluating the program in terms of the divorce process.	Evaluating the program in terms of subjective well-being.

Findings

Descriptive statistics

The features of individuals’ subjective well-being levels were examined to understand individuals’ changes in the experimental group. Median, mean and standard deviation were investigated according to test (pre-test, post-test and follow-up test) conditions for individuals in the experimental and control groups. Thus, descriptive statistics of variables are shown in Table 2.

Table 2.
Descriptive Statistics

Scales	Group	Pre-Mdn	Post-Mdn	Fol. Mdn	Pre \bar{x}	Post \bar{x}	Fol. \bar{x}	Pre-sd	Post sd	Fol. sd
SWL	Ex.	10	25	23	12.26	23.66	22.33	4.38	6.50	3.04
	Con.	17	17	15	13.88	14.33	14.55	4.85	5.61	4.41
PA	Ex.	25	39	37	23.66	38.55	34.66	5.07	5.43	7.05
	Con.	31	26	28	29.55	24.88	24.33	8.24	8.06	8.13
NA	Ex.	32	11	15	30.55	13.66	14.44	3.64	4.55	3.77
	Con.	27	27	28	26.22	30.67	30.78	5.36	7.40	8.87

Findings related to comparing the groups in the pre-test phase

The Mann-Whitney U test was used to compare the pre-test scores of the experimental and control groups. According to the Mann-Whitney U test results, there was no significant difference between the groups in terms of life satisfaction ($U=30.00$, $p= 0.35$; $p>0.05$), positive affection ($U=21.00$, $p= 0.08$; $p>0.05$) or negative affection ($U=20.50$, $p=0.07$; $p>0.05$).

Findings related to the effects of sessions

Table 3.
Pre-Post Test Results for The Effectiveness of The Sessions

Scales	Test Condition	n	Mdn	z	Effect Size (r)
3. Session: Anxiety	Pre-test	9	41	-2.24*	0.53
	Post-test	9	33		
4. Session: Anxiety	Pre-test	9	42	-2.36*	0.56
	Post-test	9	32		
5. Session: Positive affection	Pre-test	9	26	-1.99*	0.47
	Post-test	9	31		
5. Session: Negative affection	Pre-test	9	19	-1.57	0.37
	Post-test	9	15		
6. Session: Positive affection	Pre-test	9	16	-2.20*	0.52
	Post-test	9	29		
6. Session: Negative affection	Pre-test	9	17	-1.53	0.36
	Post-test	9	14		
6. Session: Self-esteem	Pre-test	9	20	-2.20*	0.52
	Post-test	9	32		
7. Session: Positive affection	Pre-test	9	28	-1.43	0.34
	Post-test	9	35		
7. Session: Negative affection	Pre-test	9	13	-2.21*	0.52
	Post-test	9	13		
8. Session: Intrinsic motivation	Pre-test	9	15	-0.85	0.20
	Post-test	9	17		
8. Session: Extrinsic motivation	Pre-test	9	14	-1.54	0.36
	Post-test	9	17		
8. Session: Amotivation	Pre-test	9	6	-2.21*	0.52
	Post-test	9	3		
9. Session: Positive affection	Pre-test	9	18	-2.20*	0.52
	Post-test	9	34		
9. Session: Negative affection	Pre-test	9	14	-2.00*	0.47
	Post-test	9	10		
10. Session: Positive affection	Pre-test	9	21	-1.86	0.44
	Post-test	9	28		
10. Session: Negative affection	Pre-test	9	18	-2.22*	0.52
	Post-test	9	13		
10. Session: Setting life goals	Pre-test	9	21	-2.20*	0.52
	Post-test	9	33		

* $p < 0.05$, ** $p < 0.01$

Table 3 shows that generally, the sessions made a positive contribution to the adolescents' subjective well-being. However, despite the rise of positive affects in the seventh and the ninth sessions, this increase was not significant. Similarly, despite the decline of negative effects, this decrease is not statistically significant.

Quantitative and qualitative findings related to the effects of the experiment

Quantitative findings: To determine the efficiency of program, a repeated measures ANOVA method is used. When the results are analysed for individuals in the experimental group, it is seen that the program has a significant impact on adolescents' life satisfaction [$F(1,63, 13.05) = 20.60$; $p=0.00$, $p<.00$; effect size: 0.72]. For individuals in the experimental group, life satisfaction scale pre-test, post-test and follow-up test scores were found to significantly differ from each other. According to post hoc comparison (Bonferroni), the post-test ($M=23.66$, $p=0.00$, $p<.00$) and follow-up test scores ($M= 22.33$, $p=0.26$ $p<.05$) of the participants in the experimental group were significantly higher than their pre-test scores ($M= 12.26$). There was not a significant difference between post-test and follow-up test life-satisfaction scores.

When the results were analysed, it was seen that the program has a significant impact on adolescents' positive emotions [$F(1,77, 14.15) = 15.21$; $p= 0.00$, $p<.00$; effect size: 0.65]. Adolescents' positive-emotion scale pre-test, post-test and follow-up test scores were found to significantly differ from each other. According to a post hoc comparison (Bonferroni), the post-test ($M=38.55$, $p=0.00$, $p<.00$) and follow-up test scores ($M= 34.66$, $p= 0.00$, $p<.00$) of the participants in the experimental group were significantly higher than their pre-test scores ($M= 23.66$). There was not a significant difference between post-test and follow-up test scores for positive emotions.

When the results were analysed, it is seen that the program has a significant impact on adolescents' negative emotions [$F(1,97, 15.79) = 46.01$; $p= 0.00$, $p<.00$; effect size: 0.85]. The negative emotions scale in the experimental group's pre-test, post-test and follow-up test scores were found to significantly differ from each other. According to post hoc comparison (Bonferroni), the post-test ($M=13.66$, $p=0.00$, $p<.00$) and follow-up test scores ($M= 14.44$, $p= 0.00$, $p<.00$) of the participants in the experimental group were significantly lower than their pre-test scores ($M= 30.55$). There was not a significant difference between the post-test and follow-up test scores on negative effects.

When the results were analysed for the individuals in the control group, it was concluded that for adolescents in the control group, pre-test, post-test and follow-up test scores of life satisfaction did not differ from each other in a meaningful way [$F(1.05, 8.41) = 0.48$; $p=0.953$, $p>.05$; effect size: 0.006]. Similarly, it was concluded that for adolescents in the control group, the pre-test, post-test and follow-up test positive emotion scores did not differ from each other in a meaningful way [$F(1.69, 13.55) = 1.68$; $p=0.217$, $p>.05$; effect size: 0.174]. Finally, it was concluded that for adolescents in the control group, the pre-test, post-test and follow-up test negative emotion scores did not differ from each other in a meaningful way [$F(1.60, 12.79) = 0.98$; $p=0.395$, $p>.05$; effect size: 0.110].

Qualitative findings: A meeting was held with the students in the experimental group after this study's post-test session. Questions were asked to obtain the students' evaluations of the program. First, the students in the experimental group were asked "What are the beneficial aspects of the program?" and "What are the negative aspects of the program?" None of the participants gave a negative answer to the second question. An analysis of the responses to the first question is provided in Table 4.

Table 4.
The Program's Contribution to The Members of The Experimental Group

Category	Sample Sentence
Increasing subjective well-being	Happiness came into my life again. It put a smile on my face.
Meeting the need to belong	To get together every week makes me happy. I felt that I was always successful in the group.
The positive effects of group counseling	I am glad that I joined this group. The group helped me.
Emotional discharge	I am touched and from time to time, I was relieved.
Life universality	I realized that I am not on my own, and I beat this situation.
Repairing the past	I started to deal with my introversion.
Resiliency	I started to feel stronger.
Gaining perspective	My perspective on life has changed.
Reduced anxiety	At first I had excitement and thoughts; then, I got rid of all of my anxieties.

Findings related to the follow-up study

Quantitative Findings: The Mann-Whitney U test was used to compare the follow-up scores of both groups. According to the results of the analysis, the life-satisfaction scores of the individuals in the experimental group (Mdn=23) and the scores of the individuals in the control group (Mdn=15) were at high levels ($U=5.00$, $Z= -3.14$; $p= 0.000$; $p<0.01$; effect size = 0.74). According to the results of the analysis, the positive emotion scores of the individuals in the experimental group (Mdn=37) and the scores of the individuals in the control group (Mdn=28) were found to have high levels ($U=14.50$, $Z= -2.30$; $p= 0.021$; $p<0.05$; effect size = 0.54). Similarly, according to the results of the analysis, the negative emotion scores of the individuals in the experimental group (Mdn=15) and the scores of the individuals in the control group (Mdn=28) were found to have high levels ($U=0.500$, $Z= -3.55$; $p= 0.000$; $p<0.01$; effect size = 0.83).

Qualitative Findings: In the follow-up phase, an open-ended question was asked of the individuals in the experimental group. This question was "In the three-month period at the end of the program, which experiences did you transfer to your life from the program?" The sentence-content analysis technique was applied to the responses. The analysis results are provided in Table 5.

Table 5.
Transfer of Experiences

Category	Sample Sentence
Improving subjective well-being skills	When I am unhappy, I become happy remembering what we shared in the group.
Using the skills to cope with negative emotions	I have learned to deal with my anxiety. I manage to struggle with my anger. I started to get over my fear of losing.
Exercising mental control	I was able to calm down and think rationally.
Using executive relationship skills	I am building healthier relationships with my mom and dad.
Using academic skills	I applied efficient study skills and became more successful.
The creation of hope	I have positive dreams about my future.

Result and Discussion

This study was conducted to examine the effectiveness of a group-counseling program to increase the subjective well-being of adolescents whose mother and father divorced. When the research findings are considered, it may be concluded that the program is effective. There is a great deal of information and there are many findings about the negative effects of divorce on children and adolescents. For example, divorce causes many stressful life events such as deterioration in the parent-child relationship, loss of emotional support, and economic challenges (Amato, 1986, 1993, 2000; Emery, 1999; Huurre, Junkkari & Aro, 2006). When this negative situation increases, it may have a negative effect on adolescents' level of subjective well-being. Experimental programs seem to be needed to increase the subjective well-being of adolescents whose mother and father divorce. Examining the findings of the study, it might be considered to fulfil the aforementioned need.

When the findings of this study are evaluated in terms of the experimental process, both pathology-focused mental health and positive-focused mental health principles were taken into consideration. In other words, the goal of pathology-focused mental health is to reduce or eliminate the symptoms of disease. The goal of positive-oriented mental health is to reveal existing human potential, to eliminate situations in which people have problems and to enable people to maintain their positive features (Hefferon & Boniwell, 2011). In this context, the sessions to eliminate the negative effects of divorce on adolescents in this study can be evaluated according to the scope of pathology-focused mental health services. Potential development, problem solving and sessions to uncover positive features can be used to evaluate the scope of positive-oriented mental health services. In other words, eliminating the negative effects of divorce, conducting sessions to reduce anxiety and control anger and carrying out the activities included in these sessions represent a pathology-oriented approach. Conversely, to achieve forgiveness, to increase academic achievement, and to improve self-esteem, sessions to create hope and the activities carried out at those sessions represent a positive-oriented approach. This study may be an example of efforts to integrate positive and pathology-oriented mental health services.

When evaluated in terms of process, this study seems to support the bottom-up theory of subjective well-being. According to that theory, subjective well-being is a collection of individuals' experiences of small types of well-being (Diener, 1984). During the sessions in this study, adolescents have experienced a small increase in their level of subjective well-being. For example, it might be said that the adolescents have increased their subjective well-being through activities to cope with anxiety, increase self-esteem and their prospects, acquire the skills to cope with anger, forgive their parents, engage in solidarity, solve problems, listen to compliments, and appreciate by implementing activities such as mental control. Because these small aspects of well-being affect total well-being, it might be said that levels of the adolescents' subjective well-being changed both before and after application.

The study's findings were examined according to the theory of stress adaptation and the theory of divorce; it is indicated in theory that reduced parental support and control, loss of the relationship with a parent, economic challenges and other adverse events caused by the divorce process will create stress for children (Amato, 1993). It might be said that the confrontation with the divorce process by adolescents who participated in the study process, understanding the meaning and the definition of divorce, and learning how to benefit from personal, social and structural resources have acted as a protective factor for adolescents. The reduced anxiety levels contained in this study's quantitative findings supports this notion. With respect to the theory of stress adaptation, the program examined the effectiveness of what can be considered as protective factors.

When the findings are evaluated for their effectiveness in increasing subjective well-being, two important findings emerge. The mentioned literature of divorce shows that the divorce process is directly related to subjective well-being. An inability to control anger, anxiety; low self-esteem, academic failure and emotions after divorce occur. In terms of subjective well-being, these feelings are negative. In other words, divorce affects adolescents'

positive emotions by increasing their negative feelings. It is necessary to maintain rather than to increase individuals' subjective well-being of the sampled individuals. In this study, activities such as mental control, providing safe distance, and writing an anxiety story protected the adolescents' subjective well-being. As a result, based on both the findings of this study and the results of the research in the literature, a hypothetical and research-based model for adolescents of divorced families that emphasizes subjective well-being can be demonstrated (Amato, 1986; Blaisure & Geasler, 2006; Emery, 1999; Eryılmaz, 2010, 2015; Goldenberg & Goldenberg, 2008; Guli, 2005). The related model is shown in Figure 2.

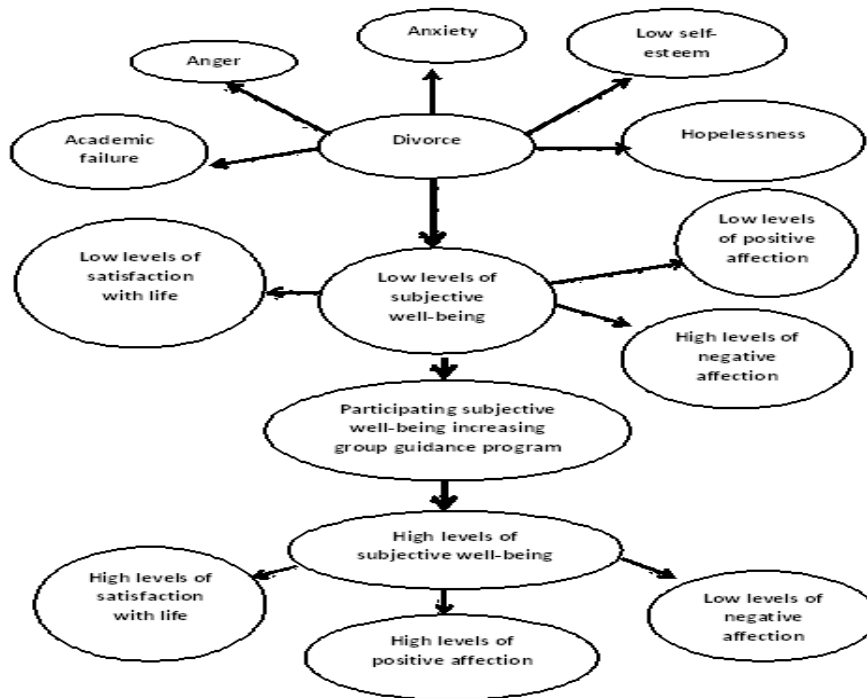


Figure-2- Hypothetical and research-based subjective increase model

When Figure 2 is examined, the model is observed to be generated from the program and the related literature. The negative effects of divorce constitute the first element of this model. When the literature is examined, it is seen that adolescents whose parents divorced have the least ability to control their anger, anxiety, along with low self-esteem and academic failure. In these cases, the results will be experienced by adolescents. A decrease is seen in the positive feelings of the adolescents, and an increase in negative feelings is seen. Therefore, the second element of the model is named low subjective well-being. Adolescents adversely affected by the divorce process need to cope with the process. Therefore, the model's third element is named subjective well-being, and involves increasing participation in the group-counseling program. It was observed that the adolescents who participated in the group-counseling process understand non-functional ideas, explore, increase their positive feelings with the acquisition of coping skills in the group-counseling process and reduce their negative feelings. Therefore, the fourth element of the model is named increasing subjective well-being (high positive emotions, high life satisfaction, and low levels of negative emotions).

When the program's qualitative findings are evaluated, it is seen that adolescents learned that they benefit from the group process with respect to living their universality, expanding their perspective, feeling that they are not alone, and experiencing the group process. The cause of these gains may be the method (group counseling) used in the study. In this

context, some healing elements are used to conceptualize the group process, including cognitive, affective and behavioral aspects, contributing to members' process of development and change (Yalom, 1995). There was also group cohesion, i.e., showing the unity and the nature of the relationships among the group members, which is a necessary factor for the group's effectiveness. Individuals generally think that the worst problems are those that they experience alone. This situation can be experienced more intensely because of the adolescent egocentrism of the puberty process. One of the most important properties of the group process is its universality, in which group members realize that they are not alone. Another feature is the group's ability to inform and guide. As leaders in the process, members can guide each other through sharing with and informing each other (Corey & Corey, 1997). One of the remedial effects of the process is instilling hope. In addition, groups can result in emotional relaxation when members share their past and current lives; consequently, members experience catharsis/emotional discharge (Trotzer, 1989). Thinking about others is another element of the group process (Yalom & Leszcz, 2005). As a result, it can be said that the advantages of group counseling and those gained from the group process overlap with the advantages stated in the literature.

This study has limitations. The first limitation is that it is designed for adolescents. This program (and similar programs) can be applied to elementary and secondary school students. The second limitation is that only adolescents participated in the process. Parents can also be involved.

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Uzun Öz

Giriş

Ergenlik döneminde ergenler, fiziksel ve psiko-sosyal açıdan pek çok değişimle karşı karşıyadırlar. Bu değişimlere, ergenlerin aile yapılarından meydana gelen değişiklikler de eklenince, ergenler pek çok sorunla başa çıkma durumundadırlar. Özellikle, dezorganize aile yapılarından gelen ergenler anılan değişimlerden etkilenerek pek çok psikolojik sorun yaşayarak öznel açıdan kendilerini iyi hissedememektedirler. Bu noktada risk grubunda yer alan anne ve babası boşanmış, ergenlerin öznel iyi oluş düzeylerini artırmaya yönelik programlar literatüre katkı sağlayabilir.

Madalyonun diğer yüzünden bakıldığında, bazı ergenler için aile bütünlüğünün bozulduğu durumlarda söz konusu olabilmektedir. Her evlilik devamlı olacağı inancıyla başlamasına rağmen eşler arasında yaşanabilecek problemler ve anlaşmazlıklar, evliliğin boşanma ile sonuçlanmasına neden olabilmektedir. Boşanma süreci hem çocuklar üzerinde hem de ebeveynler üzerinde stres verici bir olgu olabilmektedir (Amanto, 2010; Funsberg ve Kiermen, 2001; Woodward ve Fergusson, 2000). Özellikle boşanma sürecinden zarar görmüş çocuklar ve ergenler üzerinde boşanma sürecinin olumsuz etkileri olabilmektedir (Walczak ve Burns, 1999). Örneğin boşanma sürecinde; çocuğun ihtiyaçları karşılanamamakta, çocuklar ebeveynlerinin desteğinden ve kontrolünden mahrum kalabilmekte, çocuğun velayetinde olmadığı ebeveyniyle arasında ilişki kaybı olabilmekte ve ebeveynler arasındaki çatışmalar çocukları olumsuz olarak etkileyebilmektedir (Amanto, 2000). Ayrıca bu süreçte çocuklar ve ergenler; saldırganlık ve suç işleme gibi dışsallaştırma sorunları ile depresyon, kaygı ve düşük özsaygı gibi içe yönelim sorunları yaşamakta, akademik yetersizlik göstermekte ve sağlıksız ilişkiler kurmaktadır (Amanto, 2010; Emery, 2012; Furstenberg ve Kiernan, 2001; Huurre, Junkkari ve Aro, 2006; Kelly, 2000; Richardson ve McCabe, 2001; Wallerstein ve Lewis, 2004; Wolf, 2011). Sonuç olarak, bazı ergenler ve çocuklar için boşanma süreci düşük düzeyde öznel iyi oluş nedeni olabilmektedir (Amato, 2010; Amato ve Afifi, 2006; Hanna, 2007; Morrison ve Cherlin, 1995; Sun ve Li, 2002; Videon, 2002).

Öznel iyi oluş literatürü incelendiğinde, yüksek düzeyde öznel iyi oluşa sahip olmak bireyleri daha üretken ve sağlıklı kılmaktadır, iyi bir vatandaş olmalarına yardım etmektedir ve

kapasitelerini genişleterek kendilerini gerçekleştirmelerine yardımcı olmaktadır (Diener ve Seligman, 2002; Myers ve Diener, 1995; Sheldon ve King, 2001). Tüm bunların yanında, yüksek düzeyde öznel iyi oluş geçmişin olumsuzluklarını da tamir etmektedir (Hefferon ve Boinwell, 2010). Boşanma süreci açısından bakıldığında, bazı ergenlerin öznel iyi oluş düzeylerini boşanma sürecinin olumsuz etkilediği görülmektedir (Amato ve Cheadle, 2005; Amato ve Keith, 1991; Booth ve Amato, 2001; Emery, 2012). Özellikle düşük sosyo-ekonomik düzeye sahip yoksul ve dezorganize ailelerden gelen ergenlerin (Guli, 2005; Hanna, 2007; Goldenberg ve Goldenberg, 2008) öznel iyi oluşlarının yükseltilmesi (Mechanic ve Hansell, 1989), onlara anılan faydaları sağlayabilir. Bunun için boşanma sürecinden etkilenen ergenlerin öznel iyi oluşlarını yükseltecek programlara ihtiyaç vardır. Ancak boşanma ile ilgili literatür incelendiğinde, konunun daha çok boşanma sürecine uyum bağlamında ele alındığı görülmektedir (Alpert-Gillis, Pedro-Carroll ve Cowen, 1989; Amato, 1993; Blaisure ve Geasler, 2006; Grych ve Fincham, 1992; Kelly ve Emery, 2003; Pedro-Carroll, 2005; Velez, Wolchik, Tein ve Sandler, 2011). Aynı konuda Türkiye de gerçekleştirilen çalışmalarda da ergenler için değil de çocuklar için uyum temelli müdahale çalışmalarının yapıldığı görülmektedir (Arifoğlu, 2006; Meriç, 2007). Ulusal ve uluslararası doğrudan annesi ve babası boşanmış ergenlerin öznel iyi oluşlarını yükseltmeye yönelik çalışmaların sayısı çok azdır. Sonuç olarak, bu çalışmada annesi ve babası boşanmış ergenlerin öznel iyi oluş düzeylerini yükseltmeye yönelik geliştirilen programın etkililiğinin incelenmesi amaçlanmıştır.

Yöntem

Araştırma yöntemi

Bu çalışmanın amacı; anne ve babası boşanmış ergenler için geliştirilen öznel iyi oluşu artırma grupla psikolojik danışma programının etkililiğinin incelenmesidir. Çalışma, ön-test, son-test ve takip çalışması şeklinde deney ve kontrol gruplu (2x2x2) bir deneysel desenle gerçekleştirilmiştir.

Çalışma grubu

Bu çalışma, Bursa'da bir meslek lisesinde öğrenim gören öğrenciler üzerinde gerçekleştirilmiştir. Çalışmada amaçlı örnekleme yönteminden yararlanılmıştır. Çalışmada anne babası boşanmış toplam 30 öğrenci bulunmaktadır. Seçkisiz atama yoluyla; araştırmaya katılmayı kabul eden ergenlerin adı kâğıtlara yazılmış bir kutuya atılmıştır. Çekilen isimlerden biri deney grubuna biri kontrol grubuna olmak üzere; 11 ergen deney grubuna 11 ergen kontrol grubuna atanmıştır. Daha sonra velilerden çocuklarının programa katılmaları için "Programa Katılım İzin Formu"nu doldurmaları istenmiş ve velilerde formları doldurarak çocuklarına izin vermiştir.

Ölçme araçları

Bu çalışmada, programın etkililiği iki şekilde değerlendirilmiştir. Uzun süreli etkiler, Olumlu-Olumsuz Duygu Ölçeği (PANAS) ve Yaşam Doyumu ölçeği ile değerlendirilmiştir. Kısa süreli etkiler ise, her oturumda oturumun temasına uygun ölçekler ile değerlendirilmiştir. Çalışmada kısa süreli etkileri ölçmek için; Psikoterapi Bağlamında Ergenler İçin Yaşam Amaçları Ölçeği, Derse Katılmaya Motive Olma Ölçeği, Rosenberg Benlik Saygısı Ölçeği, Durumluk Kaygı Ölçeği ve Olumlu-Olumsuz Duygu Ölçeği (PANAS) ölçekleri kullanılmıştır. Çalışmada programın etkililiğine yönelik, nitel görüşme yapılmış ve üç açık uçlu soru sorulmuştur. Tüm bunların yanında çalışmada demografik veriler, kişisel bilgi formu aracılığı ile toplanmıştır.

İşlem

Araştırmacı tarafından hazırlanan program 11 hafta boyunca haftada bir kez olmak üzere uygulanmıştır.

Verilerin Analizi

Programın etkililiğini incelemek amacıyla, The Wilcoxon signrank test, Mann-Whitney U test varyans analizi tekniği (ANOVA) kullanılmıştır. Ayrıca, deney grubundaki bireylere açık uçlu soru formu ile de programın etkililiği sorulmuştur. Alınan yanıtlara cümle bazında içerik analizi tekniği uygulanmıştır.

Bulgular

Genel olarak oturumların ergenlerin öznel iyi oluşlarına olumlu katkılar sundukları görülmektedir. Öte yandan ergenlerin yedinci ve dokuzuncu oturumlarında olumlu duyguları yükselmesine rağmen, bu yükseliş anlamlı bulunmamıştır. Benzer şekilde beşinci ve altıncı oturumlarda ergenlerin olumsuz duygularında azalma görülmesine rağmen, bu azalış anlamlı bulunmamıştır.

Deney grubundaki bireyler için sonuçlar incelendiğinde, programın ergenlerin yaşam doyumları üzerinde anlamlı bir etkisinin olduğu görülmektedir [$F(1,63, 13.05) = 20.60$; $p=0.00$, $p<.00$; etki büyüklüğü: 0.72]. Deney grubundaki katılımcıların, son-test ($M=23.66$, $p=0.00$, $p<.00$) ve takip testi puanları ($M= 22.33$, $p=0.26$, $p<.05$) ön test puanlarına göre ($M= 12.26$) önemli derecede yüksektir. Son test ve takip testi yaşam doyumu puanları arasında anlamlı bir fark bulunmamıştır. Ayrıca programın ergenlerin olumlu duyguları üzerinde anlamlı bir etkisinin olduğu görülmektedir [$F(1,77, 14.15) = 15.21$; $p= 0.00$, $p<.00$; etki büyüklüğü: 0.65]. deney grubundaki katılımcıların son test ($M=38.55$, $p=0.00$, $p<.00$), ve izleme testi puanları ($M= 34.66$, $p= 0.00$, $p<.00$) öntest puanlarına ($M= 23.66$) göre önemli derecede yüksek bulunmuştur. Son test ve takip testi olumlu duygu puanları arasında anlamlı bir fark bulunmamıştır. Benzer şekilde programın ergenlerin olumsuz duyguları üzerinde anlamlı bir etkisinin olduğu görülmektedir [$F(1,97, 15.79) = 46.01$; $p= 0.00$, $p<.00$; etki büyüklüğü: 0.85]. deney grubundaki katılımcıların son test ($M=13.66$, $p=0.00$, $p<.00$), ve takip testi puanları ($M= 14.44$, $p= 0.00$, $p<.00$) öntest puanlarına göre ($M= 30.55$) oldukça düşük bulunmuştur. Son test ve takip testi olumsuz duygu puanları arasında anlamlı bir fark bulunmamıştır.

Kontrol grubundaki bireyler için sonuçlar incelendiğinde, kontrol grubundaki ergenlerin ön-test, son-test ve takip testi yaşam doyumu puanlarının [$F(1.05, 8.41) = 0.48$; $p=0.953$, $p>.05$; etki büyüklüğü: 0.006], olumluduygupuanlarının [$F(1.69, 13.55) = 1.68$; $p=0.217$, $p>.05$, etki büyüklüğü: 0.174] ve olumsuz duygu puanlarının [$F(1.60, 12.79) = 0.98$; $p=0.395$, $p>.05$; etki büyüklüğü: 0.110] anlamlı bir şekilde birbirinden farklılaşmadığı sonucuna varılmıştır.

Tartışma ve Sonuç

Bu araştırma, anne babası boşanmış ergenlere uygulanan öznel iyi oluşu artırma grupla danışma programının etkililiğinin incelenmesi amacıyla gerçekleştirilmiştir. Araştırma bulguları incelendiğinde geliştirilen programın etkili olduğu sonucuna varılmıştır. Boşanmanın çocuklar ve ergenler üzerinde olumsuz etkilerine yönelik pek çok bilgi ve bulgu yer almaktadır. Örneğin boşanma; ebeveyn- çocuk ilişkisinde bozulma, duygusal desteğin kaybı, ekonomik zorluklar gibi birçok stresli yaşam olayına neden olmaktadır (Amanto, 1986; Emery, 2012; Stacey ve McCabe, 2001; Walczak ve Burns, 1999; Wolf, 2011). Ortaya çıkan bu olumsuz durumlar, bireylerin öznel iyi oluş düzeylerini olumsuz olarak etkilemektedir. Bu noktada anne babası boşanmış ergenlerin öznel iyi oluşlarını artırmaya yönelik deneysel programlara ihtiyaç olduğu görülmektedir. Çalışma bulgularına bakıldığında bu çalışmanın anılan ihtiyacı karşıladığı düşünülebilir.

Süreç açısından değerlendirildiğinde bu çalışmanın bulguları; aşağıdan yukarıya öznel iyi oluş kuramını destekler gözükmektedir. Şöyle ki; öznel iyi oluşu açıklayan aşağıdan yukarıya kuramına göre öznel iyi oluş bireylerin küçük küçük deneyimledikleri iyi oluşların toplamıdır (Diener, 1984). Bu çalışma sürecindeki oturumlarda ergenler küçük küçük öznel iyi oluş düzeylerini artırmışlardır. Örneğin; kaygıyla başa çıkarak, özsaygı düzeylerini yükselterek, umutlarını artırarak, öfke ile başa çıkma becerileri edinerek, ebeveynlerini affederek ve selamlaşma, yardımlaşma, sorun dinleme, iltifat etme, minnettarlık, mental kontrol gibi etkinlikleri uygulayarak küçük küçük öznel iyi oluşlarını artırmışlardır denilebilir. Bu küçük

küçük iyi oluşlarda toplam iyi oluşlarını etkilediği için uygulama öncesi ve sonrası ergenlerin öznel iyi oluş düzeyleri değişmiştir denilebilir.