ABSTRACT

How do teachers experience the process of implementing psycho-education?: Using the modified grounded theory approach

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The purpose of this study was to examine how junior high school teachers experience the process of implementing psycho-education. Ten teachers who collaborated with postgraduate students to draw up and implement psycho-educational program were interviewed. The verbatim records were analyzed using the modified grounded theory approach. As a result, 39 concepts, 7 sub categories, 9 categories and 3 major categories emerged, and a model diagram was prepared to illustrate the relationships among them. This study revealed the following: (a) Teachers have three thoughts on psycho-education; ⟨give to students⟩, ⟨guide students⟩ and ⟨wait for students⟩. (b) Teachers have both positive and negative thoughts on psycho-education. (c) Teachers experience their own psychological development, changes of relationships among teachers and changes of relationships between themselves and school system that arose in the process of psycho-education. Finally, the importance of support for teachers who have ambivalent thoughts on psycho-education was pointed out.

Key Words: psycho-education, teachers' experiences, the modified grounded theory approach