Association of Life Satisfaction, Cognitive Distortions About Relationships and Psychological Vulnerability with the Fear of Happiness Among Teachers

Yaşam Doyumu, İlişkilerle İlgili Bilişsel Çarpıtmalar ve Psikolojik Kırılganlığın Öğretmenlerin Mutluluk Korkusu ile İlişkisi

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ABSTRACT

This study examined the relationship of teachers' interpersonal cognitive distortions, life satisfaction, and psychological vulnerability on fear of happiness. The study group consists of 738 teachers who work in the center and districts of Hakkari province in the 2020-2021 academic year and voluntarily participated in the research. Personal Information Form, Fear of Happiness Scale, Interpersonal Cognitive Distortions Scale, The Satisfaction with Life Scale, and Psychological Vulnerability Scale were used to collect data in this study. As a result of the analysis, it was determined that there was a moderately positive relationship between fear of happiness and interpersonal cognitive distortions, a low negative relationship between life satisfaction, and a low-level positive relationship between psychological vulnerability. It was determined that there was a low-level negative relationship between life satisfaction and relationship-related cognitive distortions and psychological vulnerability, and a positive significant relationship between relationship-related cognitive distortions and psychological vulnerability. Stepwise Regression analysis was used to determine whether interpersonal cognitive distortions, satisfaction with life, and psychological vulnerability were predicted on fear of happiness. As a result of the analysis, it was determined that cognitive distortions, life satisfaction, and psychological vulnerability variable had a statistically significant effect on fear of happiness.

Keywords: fear of happiness, life satisfaction, interpersonal cognitive distortions, psychological vulnerability.

ÖZ

Bu araştırmada öğretmenlerin ilişkilerle ilgili bilişsel çarpıtmalarının, yaşam doyumlarının ve psikolojik kırılganlıklarının mutluluk korkusu ile ilişkisi incelenmiştir. Çalışma grubu; 2020-2021 eğitim-öğretim yılında Hakkari ili merkez ve ilçelerinde görev yapan ve araştırmaya gönüllü katılan 738 öğretmenden oluşmaktadır. Bu araştırmada verilerinin toplanmasında Kişisel Bilgi Formu, Mutluluk Korkusu Ölçeği, İlişkilerle İlgili Bilişsel Çarpıtmalar Ölçeği, Yaşam Doyumu Ölçeği ve Psikolojik Kırılganlık Ölçeği kullanılmıştır. Yapılan analiz sonucunda mutluluk korkusu ile ilişkilerle ilgili bilişsel çarpıtmalar arasında orta seviyede olumlu yönde, yaşam doyumu arasında olumsuz yönde düşük seviyede ve psikolojik kırılganlık arasında düşük seviyede olumlu yönde anlamlı bir ilişki olduğu tespit edilmiştir. Yaşam doyumu ile ilişkilerle ilgili bilişsel çarpıtmalar ve psikolojik kırılganlık arasında düşük seviyede olumsuz yönde, ilişkilerle ilgili bilişsel çarpıtmalar ile psikolojik kırılganlık arasında olumlu yönde anlamlı bir ilişki olduğu belirlenmiştir. Mutluluk korkusu üzerinde ilişkilerle ilgili bilişsel çarpıtmaların, yaşama ilişkin doyumun ve psikolojik kırılganlığın yordanıp yordanmadığını tespit etmek için Aşamalı Regresyon analizi kullanılmıştır. Analiz sonucunda mutluluk korkusu üzerinde ilişkilerde bilişsel çarpıtmalar, yaşam doyumu ve psikolojik kırılganlık değişkeninin istatistiksel olarak anlamlı bir etkisi olduğu belirlenmiştir.

Anahtar sözcükler: mutluluk korkusu, yaşam doyumu, ilişkilerle ilgili bilişsel çarpıtmalar, psikolojik kırılganlık.

Introduction

The concept of happiness, which has been discussed and researched since the early ages, is a concept with a wide range that many philosophers and thinkers have discussed in different dimensions (Diener 2009, Şahin et al. 2019). As a matter of fact, although philosophers have been discussing the concept of happiness and the source of happiness for thousands of years, the scientific world has recently begun to explore different aspects of happiness (Allen 2020). In this context, although the concept of unhappiness has been investigated in depth by psychologists in the world of psychology, the concept of happiness in the field of positive psychology has not been ignored and examined for years (Diener 2009). Therefore, scientific research on happiness, which is a phenomenon that the whole world is interested in, has started to increase in general since the 1980s, and these studies are also attracting great interest in determining or measuring happiness in general today (Kozan et al. 2019). As a result of these studies on happiness, the basis for important research in the field of positive psychology has been prepared.

According to Joshanloo and Weijers (2013), western culture and psychology; consider happiness as a personal concept and accepts that the happiness of the individual is not directly related to (but can be affected by) the success, health, or psychological well-being of others. In addition, contrary to western opinion, in many cultures, individuals may have negative thoughts about happiness, and sometimes they may be against it. In addition to this difference in perceptions of happiness, it is thought that the fear of losing one's joy also affects happiness. Therefore, the state of joy experienced in the individual can be replaced by fear.

Fear of happiness can be considered a belief system that can lead to lowering positive emotions (Yıldırım 2019). In this context, it can be said that fear accompanies happiness is the fear of happiness. This fear can be thought of as a belief about experiencing a situation that will cause sadness immediately after excessive joy. As a matter of fact, when different definitions are examined, the fear of happiness is basically the belief that the state of happiness may be a harbinger of bad situations that will follow (Gilbert et al. 2012, Joshanloo 2013, Sarı and Çakır 2016, Togo and Caz 2019). People who are afraid of happiness can get less satisfaction in their lives (Joshanloo 2013, Yıldırım and Aziz 2017, Esin Gulel and Çağlar 2019, Tekke and Özer 2019). In addition, it negatively affects the subjective and psychological well-being levels of individuals (Demirci et al. 2016, Tekke and Özer 2019, Payat 2021). In light of this information, it is possible to say that the fear of happiness negatively affects the satisfaction of individuals in their lives.

When the literature is examined, it has been determined that the fear of happiness is related to life satisfaction, and it is one of the essential elements that individuals should have in order to have positive emotions in their lives and to have a meaningful life (Dağlı and Baysal 2017). As a matter of fact, the concept of life satisfaction, which was first mentioned by Neugarten et al. in 1961, is expressed as a situation or result that occurs by comparing one's expectations from life (what he wants) and what is realized (what he has) (Özer and Özsoy Karabulut 2003, Altıntaş 2020). From this point of view, life satisfaction; it can be said that the value that the individual has is related to the situation that the values and needs that he wants to have are similar or close. Therefore, if a general definition is made, life satisfaction is a positive evaluation of one's life according to subjectively determined standards (Diener et al. 1985, Schimmack et al. 2002). In other words, it is the cognitive interpretation of an individual's life as a whole (Pavot et al. 1991). Based on these explanations, it can be said that the level of life satisfaction is affected by both personal factors and society and social conditions (Diener et al. 2012). In this direction, it is necessary to carry out some important studies in order for teachers who take responsibility for raising the human power of society to be effective and productive (Filiz 2014). Within the scope of these studies, it is important to increase the life satisfaction of teachers and to improve their interpersonal relationships as a prerequisite for increasing the qualifications of teachers. Therefore, among the personal factors stated regarding life satisfaction, it is thought that the cognitive perceptions of teachers in their relationships with other people are determinative.

Interpersonal relations are based on the reality that it is not possible to isolate oneself from society. Because the individual needs to live with society in order to maintain his life in society. This need for a relationship with society has an important place between the psychological and sociological needs of the individual and is shaped by the individual's cognitions (Yılmaz 2019). Indeed, cognition; is related to how people behave and feel emotional, how they interpret an event, and how they think about that event (Beck 2018). From this point of view, if the individual does not have a realistic cognitive pattern regarding the event or situation he encounters, this situation may disturb him psychologically. As a matter of fact, it is stated that there are some rational and unrealistic negative thoughts on the basis of mental disorders (Dökmen 2009). Therefore, individuals with a psychologically vulnerable structure; It is thought that they are more affected by unrealistic cognitive beliefs and as a result of this situation, they have more fear of happiness and less satisfaction in their lives.

Another variable associated with the fear of happiness is psychological vulnerability. Psychological vulnerability is a cognitive belief model that reflects an individual's sense of self-worth and approval dependence on success or external factors (Sinclair and Wallston 1999). Since psychological vulnerability is the cognitions developed based on external approval, the individual may be overly sensitive to external feedback. This, in turn, leads to an increase in the level of psychological vulnerability of the individual (Sarıçalı and Vendor 2017). The need for constant external approval of an individual can cause a number of psychological disorders in himself. Individuals with psychological vulnerability may have a high level of cognitive anxiety, guilt, and aggressive orientations than other individuals (Sophia Lloyd et al. 2015). In fact, suicidal thoughts may develop

in the individual due to these guilt tendencies and this may cause suicide attempts to occur (Conner et al. 2001). As a matter of fact, in a study conducted with some individuals between the ages of 22 and 58 who attempted suicide, it was stated that the reasons for suicide attempts stemmed from high expectations and fear of rejection (Kiamanesh et al. 2015). Therefore, in light of the explanations made, it is thought that individuals with high psychological vulnerability have more cognitive distortions, higher fears of happiness, and less life satisfaction. Especially in our culture, which is integrated with the values of faith, the belief that it is not reasonable to laugh a lot and that negative and bad things can happen takes a wide place. There is a belief that even dreams shape the lives of individuals in our culture, and that they can have a bad day with the effect of their dreams (Türk et al. 2017). Due to the existence of such discourses and beliefs in our culture, it is thought that teachers who shape and direct society do not want happiness and avoid happiness.

Teachers, one of the basic building blocks of society, have a great influence on the development and progress of civilization (Recepoğlu 2013). Therefore, the teaching profession, which is still considered sacred and valuable, gains importance through the qualifications of teachers, who are thought to be effective in shaping individuals in society (Demir and Murat 2017). For this reason, it can be said that it is important to reveal the obstacles in front of teachers to be qualified and competent, to determine the factors that affect their fear of happiness, and to determine the levels of life satisfaction, interpersonal cognitive distortions and psychological vulnerability levels for this purpose. When evaluated from this point of view, teachers need to have conscious awareness, have a positive outlook on life, communicate effectively with those around them, and have a positive perspective on their relationships. Because when conscious awareness occurs in teachers, they can have a good attitude. Therefore, a teacher with a good attitude will also tend to do his job better, and the teacher's positive attitude towards the profession will also be reflected in his classroom behaviors (Recepoğlu 2013). Thus, it will have a positive impact on both the teacher and the school. From this point of view, it is thought that determining to what extent the fear of happiness, which is present in our culture, has an important place in society and prevents happiness at the desired level, is predicted in terms of interpersonal cognitive distortions, life satisfaction, and psychological vulnerability, will contribute to the literature. It is thought that the results obtained in the research will benefit field experts, researchers, and practitioners, as well as preventive and protective studies for teachers.

The study aims to determine at what level teachers' cognitive distortions about relationships, life satisfaction, and psychological vulnerability predict teachers' fear of happiness. In addition, it was aimed to investigate whether fear of happiness, interpersonal cognitive distortions, life satisfaction, and psychological vulnerability differ according to various socio-demographic variables. The sub-problems created within the scope of the research are given below.

Is there a significant relationship between teachers' fears of happiness, life satisfaction, interpersonal cognitive distortions, and levels of psychological vulnerability?

Do teachers' fears of happiness, life satisfaction, interpersonal cognitive distortions, and psychological vulnerability differ significantly by gender?

Do teachers' fears of happiness, life satisfaction and psychological vulnerability differ significantly according to their employment status?

Do teachers' fears of happiness, life satisfaction, cognitive distortions about relationships and psychological vulnerability differ significantly according to their desired social relationships?

Method

In the study, it was aimed to examine the relationship between teachers' fear of happiness and interpersonal cognitive distortions, life satisfaction, and psychological vulnerability. This research is screening research based on quantitative methods, and descriptive and relational models. The relational screening model is a research that aims to address the existence and level of change of two or more variables together (Karasar 2009).

The Universe and Sample of the Research

The universe of the research consists of 3874 teachers working in the public schools of the Ministry of National Education in Hakkari province and its districts in the fall semester of the 2020-2021 academic year. Within the scope of the research, 761 teachers were reached. It was excluded from the dataset of 23 participants with outlier observations. In this context, the sample of the research consists of 738 teachers who work as teachers at pre-school, primary, and secondary education levels in Hakkari province, which is affiliated with the Ministry of National Education, and volunteered to participate in the research. In addition, to conduct the research, Van Yüzüncü Yıl University Ethics Commission was applied with the date and approval number of 16/09/2020-61194, and permissions were obtained from the commission. After obtaining permission to conduct the research, teachers who first checked the "I agree with the research" box stating that they participated in the research voluntarily were included in the research.

53.39% (n=394) of the teachers were female and 46.61% (n=344) of were male. 41.19% (n=304) of the teachers were permanent staff and 58.81% (n=434) were contracted. 55.83% (n=412) of the teachers stated that they had the social relations they wanted, 30.89% (n=228) partially had them and 13.28% (n=98) did not.

Data Collection Tools

Fear of Happiness Scale, The Satisfaction with Life Scale, the Cognitive Distortion Scale for Relationships, and the Psychological Vulnerability Scale were used as data collection tools for the research. In addition, the "Personal Information Form" created by the researcher was used to collect demographic information from the participants.

Personal Information Form

In the Personal Information Form, information about the gender of the participants, employment status, and the level of having the desired social relationships was included.

Fear of Happiness Scale (FHS)

In the study, the Fear of Happiness Scale was applied to investigate the level of teachers' fear of happiness. The Fear of Happiness Scale developed by Joshanloo in 2013 was adapted to our culture by (Demirci et al. 2016). The scale consists of 5 items. Items are scored using a 7-point Likert-type rating. There is no reverse item on the scale. The scores obtained on the scale range from 5 to 35 points, and it is assumed that the higher the score on the scale, the higher the level of fear of happiness (Demirci et al. 2016). The internal consistency reliability coefficient of the scale was calculated as 0.88 (Joshanloo 2013). Within the scope of this research, the consistency coefficient was calculated as 0.88.

The Satisfaction with Life Scale-SWLS

In the study, "The Satisfaction with Life Scale-SWLS" was used to measure teachers' levels of life satisfaction. The scale, which measures the subjective judgments of the person about his own life, consists of 5 items and measures the general life satisfaction of the individual. The scale developed by Diener et al. (1985), the version adapted to Turkish by Dağlı and Baysal (2016) was used.

The reliability of the scale developed by Diener et al. (1985) was calculated as Alpha=0.87. In the scale adaptation study conducted by Dağlı and Baysal (2016), the Cronbach Alpha internal consistency coefficient of the scale was calculated as 0.88 and the test-retest reliability was calculated as 0.97. Within the scope of this research, the internal consistency coefficient of the life satisfaction scale was calculated as 0.85.

Interpersonal Cognitive Distortions Scale

The Interpersonal Cognitive Distortions Scale was developed by Hamamcı (2002), to evaluate the cognitive distortions in the interpersonal relationships of individuals. The scale consists of 19 items and is a 5-point Likert scale. The highest score that can be obtained from The Interpersonal Cognitive Distortions Scale is 95 and the lowest score is 19 (Hamamcı & Büyüköztürk, 2003The scale consists of three independent sub-dimensions: "Avoiding Intimacy", "Unrealistic Relationship Expectation" and "Mind Reading" (Hamamcı and Büyüköztürk 2004). The Cronbach alpha reliability coefficient was calculated as 0.67 for the entire scale whose internal consistency and test-retest method reliability was investigated. In the sub-dimensions of the interpersonal cognitive distortions scale; the internal consistency coefficient of the "Avoiding Intimacy" sub-dimension was calculated as 0.73, the internal consistency coefficient for the "Unrealistic Relationship Expectation" was 0.66, and the internal consistency coefficient for the "Mind Reading" was calculated as 0.49 (Hamamcı and Büyüköztürk 2003). In this study, the internal consistency coefficient was calculated as 0.82 for the whole scale. In addition, in the sub-dimensions of the interpersonal cognitive distortions scale; the internal consistency coefficient of the "Avoiding Intimacy" sub-dimension was calculated as 0.78, the internal consistency coefficient for "Unrealistic Relationship Expectation" was calculated as 0.78, and the internal consistency coefficient for "Mind Reading" was calculated as 0.68 in this study.

Psychological Vulnerability Scale

The Psychological Vulnerability Scale was applied to measure the psychological vulnerability levels of teachers. The Psychological Vulnerability Scale was developed by Sinclair and Wallston (1999) and the version adapted to Turkish by Akin and Eker (2011) was used. The scale is one-dimensional, consists of 6 items, and was developed as a 5-point Likert type. The highest score for the scale is calculated as 30 and the lowest score is 6. The scale gives a total psychological vulnerability score, high scores indicate high psychological vulnerability. The internal consistency reliability coefficient was calculated as .75 (Akın and Eker 2011). In this study, the internal consistency coefficient of the Psychological Vulnerability Scale was calculated as .74.

Statistical Analysis

Data analyzes were performed using (SPSS) 22. It was tested with descriptive methods with criteria for normality, skewness, and kurtosis. When the statistics of the skewness and kurtosis indexes of the obtained data were examined, it was determined that the values of all the variables were in the range of -1 and +1, and they showed a normal distribution (Büyüköztürk 2019). For this reason, it was decided to use parametric analysis techniques in the analysis of the data. In the study, data were analyzed using Independent Sample T-Test, ANOVA, Pearson Correlation Analysis, and Hierarchical Regression Analysis.

Correlation values were examined to examine the relationships between the total scores to be obtained from the fear of happiness scale, the Interpersonal Cognitive Distortions Scale, the Satisfaction with Life Scale, and the Psychological Vulnerability Scale. In addition, Hierarchical Regression analysis was used to determine whether interpersonal cognitive distortions, satisfaction with life, and psychological vulnerability were predicted on fear of happiness.

Table 1. Distribution of Demographic Characteristics			
		n	%
Gender	Female	394	53.39
	Male	344	46.61
Employment Status	Permanent Staffed	304	41.19
	Contractual	434	58.81
The State of Having the Desired Social Relationships	Yes	412	55.83
	Partially	228	30.89
	No	98	13.28
Total		738	100.00

Results

When Table 2 was examined, the psychological vulnerability averages did not show significant differences in terms of gender (t(736) = -.732, p >.05), but the fear of happiness (t(736) = -4.513, p < .001), life satisfaction (t(736) = 4.466, p < .001) averages showed significant differences at the statistical level in terms of gender. When the averages were evaluated, it was observed that the fear of happiness level of male teachers was higher than that of female teachers, but their level of life satisfaction was lower. It was determined that the mind reading averages did not differ significantly by gender (t(736) = 1.903, p > .05). However, cognitive distortions about relationships (t(736) = -2.018, p < .05), avoiding intimacy (t(736) = - 2.137, p < .05), unrealistic relationship expectation (t(736) = -2.299, p< .05) averages were found to differ significantly by gender. When the averages were evaluated, it was observed that the cognitive distortions, unrealistic relationship expectations, and intimacy avoidance levels of female teachers were higher than male teachers.

When Table 3 was examined, the psychological vulnerability averages did not show significant differences according to employment status (t(736) = - 1.279, p > .05). However, it was determined that the averages of fear of happiness (t(736) = -2.458, p < .05), life satisfaction (t(736) = 3.548, p < .001) showed statistically significant differences in terms of employment status. When the averages were evaluated, it was observed that the fear of happiness level of contracted teachers was higher than that of permanent staffed teachers, but their level of life satisfaction was lower.

When Table 4 was examined, fear of happiness (F(2-735) = 14.478, p < .001), life satisfaction (F(2-735) = 50,236, p < .001) and psychological vulnerability (F(2-735) = 24,490, p < .001) averages were found to differ significantly according to the status

Table 2. Gender-independent groups T-test results							
	Gender	N	$\overline{X}$	SS	t	sd	p
Fear of Happiness	Female	394	12,77	7,40	-4,513	736	,000*
	Male	344	15,25	7,49			
Life Satisfaction	Female	394	16,65	4,09	4,466	736	,000*
	Male	344	15,32	4,01			
Psychological Vulnerability	Female	394	15,93	4,87	-,732	736	,465
	Male	344	16,18	4,52			
Interpersonal cognitive distortions	Female	394	50,20	9,68	-2,018	736	,044**
	Male	344	51,71	10,74			
Avoiding Intimacy	Female	394	19,88	5,46	-2,137	736	,033**
	Male	344	20,75	5,60			
Unrealistic Relationship Expectation	Female	394	20,59	5,81	-2,299	736	,022**
	Male	344	21,57	5,75			
Mind Reading	Female	394	9,73	2,39	1,903	736	,057
		344	9,39	2,39			
**p<,05, *p<,01							

Table 3. T-Test Results in terms of Employment Status							
Employment Status		N	$\overline{X}$	SS	t	sd	p
Fear of Happiness	Staffed	304	13,11	7,20	-2,458	736	,014**
	Contracted	434	14,49	7,72			
Life Satisfaction	Staffed	304	16,67	3,93	3,548	736	,000*
	Contracted	434	15,59	4,17			
Psychological Vulnerability	Staffed	304	15,78	4,50	-1,279	736	,201
	Contracted	434	16,23	4,84			
*p<.01, **p<.05							

of having desired social relationships. It was determined that unrealistic relationship expectation (F(2-735) = 2.751, p > .05) and mind reading (F(2-735) = .262, p .05) averages did not differ according to the state of having the desired social relationships. However, it was found that interpersonal cognitive distortions (F(2-735) = 15.218, p < .001), avoidance of intimacy (F(2-735) = 29.620, p < .001) averages differed according to the status of having the desired social relationships status. Dunnet T3 test was performed according to the homogeneity test performed as a result of the significant difference. As a result of the test, it was found that the fear of happiness and psychological vulnerability levels of the teachers who stated that they did not have and partially had the social relations they wanted was higher than the teachers who had the desired social relations. It was observed that the fear of happiness and psychological vulnerability levels of the teachers who stated that they did not have the social relations they wanted were higher than the teachers who partially had the social relations they wanted. It was determined that the level of life satisfaction of the teachers who stated that they did not have the social relations they wanted was higher than the teachers who had and partially had the social relations they wanted. It was observed that the level of life satisfaction of the teachers who stated that they partially had the social relations they wanted was higher than the teachers who had the social relations they

wanted. It was observed that the cognitive distortions and intimacy avoidance levels of the teachers who stated that they did not have and partially had social relations were higher than the teachers who had the desired social relations.

Investigation of Relationship between Fear of Happiness, Life Satisfaction, Psychological Vulnerability, Interpersonal Cognitive Distortions and Sub-Dimensional Levels

The findings of the Pearson Correlation analysis conducted to determine whether the teachers' levels of fear of happiness, life satisfaction, psychological vulnerability, and interpersonal cognitive distortions differed were given in Table 5.

When Table 5 is examined, it has been determined that there is a low level, negative and significant relationship between fear of happiness and life satisfaction (r(736) = -.24, p < .001). It was determined that there was a moderately significant positive correlation between fear of happiness and interpersonal cognitive distortions (r(736) = .41, p < .001) and avoidance of intimacy (r(736) = .43, p < .001). A low-level significant positive correlation was found between fear of happiness and unrealistic relationship expectation (r(736) = .27, p < .001), and between mind reading (r(736) = .11, p < .001), and psychological vulnerability (r(736) = .35, p < .001). A low-level negative significant correlation was found between interpersonal cognitive distortions and life

Table 4. ANOVA results in terms of having desired social relationships status									
Having Desired Social Relationships Status		**N**	**$\overline{X}$**	**SS**	**F**	**sd**	**p**	**Dunnet T3**	
Fear of Happiness	Yes	412	12.80	7.37	14.478	2-735	.000*	2>1 3>1 3>2	
	Partially	228	14.62	7.41					
	No	98	17.04	7.51					
Life Satisfaction	Yes	412	17.21	3.65	50.236	2-735	.000*	1>2 1>3 2>3	
	Partially	228	15.06	3.84					
	No	98	13.35	4.64					
Psychological Vulnerability	Yes	412	15.08	4.60	24.490	2-735	.000*	2>1 3>1 3>2	
	Partially	228	16.82	4.32					
		98	18.31	4.94					
Interpersonal cognitive distortions	Yes	412	49.18	10.04	15.218	2-735	.000*	2>1 3>1	
	Partially	228	52.44	9.32					
	No	98	54.54	11.38					
Avoiding Intimacy	Yes	412	19.01	5.34	29.620	2-735	.000*	2>1 3>1	
	Partially	228	21.42	4.99					
	No	98	23.00	6.05					
Unrealistic Relationship Expectation	Yes	412	20.64	5.86	2.751	2-735	.065		
	Partially	228	21.36	5.14					
	No	98	22.03	6.82					
Mind Reading	Yes	412	9.53	2.50	.262	2-735	.770		
	Partially	228	9.67	2.32					
	No	98	9.51	2.10					
*p<.01									

satisfaction ($r(736) = -.14$, $p < .001$), and between avoidance of intimacy ($r(736) = -.24$, $p < .001$) and psychological vulnerability ($r(736) = -.22$, $p < .001$). It was determined that there was a positive and significant relationship between psychological vulnerability and interpersonal cognitive distortions.

The findings of the regression analysis performed to determine whether interpersonal cognitive distortions and life satisfaction had a significant effect on teachers' fear of happiness were given in Table 6.

When Table 6 was examined, according to the data obtained from the stepwise regression analysis performed to reveal which variable in order of importance predicted the fear of happiness better, interpersonal cognitive distortions predicted the fear of happiness the most ($F(1-736) = 148.523$, $p < .001$; $R^2 = 16.8\%$). According to the results of the analysis, interpersonal cognitive distortions alone explained 16% of the variance in fear of happiness. Then, respectively, life satisfaction and psychological vulnerability came. It explained 20% ($p < .001$) together with life satisfaction and psychological vulnerability. This result showed that the fear of happiness explained a significant part of the variance.

Discussion

According to the findings obtained as a result of the research, it was found that the fear of happiness levels of male teachers was higher than that of female teachers. In this context, it was determined that male teachers had more fear of happiness than female teachers. In our culture, it is known that men are less able

to express their emotions than women and tend to experience their emotions more secretly (Şibka 2020). For this reason, the reactions received by men who experience positive emotions can be much more judgmental than women due to their gender roles. It is thought that this condition may be the reason why men avoid happiness more. On the other hand, there are also results in which women's fear of happiness levels are higher than men's (Tekke and Özer 2019). There are also studies that do not find any relationship regarding gender (Togo and Caz 2019, Özen 2019, Eksi et al. 2020).

It was found that the level of life satisfaction was higher in female teachers than in male teachers. According to these findings, it was concluded that women were more satisfied with life. In parallel with this finding, it was found that women are mostly happier than men (Dağlı and Baysal 2017, Žganec et al. 2017). Women can use social support resources more easily than men because they are warmer, conscious, and share the problems they experience (Altınparmak 2009). Therefore, it is thought that female teachers are happier than males because they experience less fear of happiness with the support they receive from their environment. On the other hand, there are also studies that do not find any difference between gender and life satisfaction (Schimmack et al. 2002, Diener and Diener 2009, Telef 2011, Nie et al. 2019, Tunç 2020, Massey et al. 2021, Przepiorka and Sobol-Kwapinska 2021).

According to the findings, while there was no significant difference between the level of psychological vulnerability according to the employment status of the teachers, it was determined that the fear of happiness level of the contracted teachers was higher

Table 5. Correlation Values among Variables

	1	2	3	4	5	6	7
Fear of Happiness	-						
Life Satisfaction	-.24*	-					
Interpersonal cognitive distortions	.41**	-.14**	-				
Avoidance of Intimacy	.43**	-.24**	.79**	-			
Unrealistic Relationship Expectation	.27**	-0.03	.81**	.35**	-		
Mind Reading	.11**	0.02	.48**	.22**	.21**	-	
Psychological Vulnerability	.35**	-.22**	.64**	.52**	.56**	.17**	-

**p<.01

Table 6. Investigation of the Effects of Life Satisfaction, Psychological Vulnerability, and Interpersonal Cognitive Distortions on Fear of Happiness

MODEL	R	R²	S.ERROR	R²CHANGE	F	P
1	.410ᵃ	.168	.09	.168	148.523	.000
2	.448ᵇ	.201	.06	.033	30.149	.000
3	.457ᶜ	.209	.08	.008	7.542	.006

*p<.01; a. Predictors: (stable), interpersonal cognitive distortions
b. Predictors: (stable), interpersonal cognitive distortions, life satisfaction
c. Predictors: (stable), interpersonal cognitive distortions, life satisfaction, psychological vulnerability

and the level of life satisfaction was lower than the permanent staffed teachers. According to these findings, it can be said that contracted teachers experience more fear of happiness and have less life satisfaction. It can be thought that the reason for this situation is that contracted teachers are more disadvantaged than permanent teachers in terms of job security, spouse status, and financial and personal rights.

According to this research, it was determined that the teachers who stated that they had the desired relationships and partially had the desired relationships had higher levels of fear of happiness and psychological vulnerability than the teachers who stated that they had the desired social relationships. Accordingly, it can be thought that teachers' having social relationships and interacting with others can increase their happiness levels and experience less psychological vulnerability in their relationships.

According to the research, teachers who have and partially have social relations they want have lower levels of life satisfaction than teachers who do not have the social relations they want. This result of the study is not an expected result. As a matter of fact, the social relations of the individual constitute an important area in the life of the individual (Dağlı and Baysal 2017). Therefore, it can be said that a prerequisite for teachers, who are in constant interaction with people due to their profession, to have life satisfaction is to have strong social relations. However, according to the result obtained, as the status of having social relations decreases, the individual's satisfaction with life also increases. The main reason for this result is thought to be related to maintaining social distance after the Coronavirus (COVID-19).

According to the research findings, it was determined that there was a negative and low-level significant relationship between the fear of happiness and life satisfaction. According to this result, it can be said that as teachers' fears about happiness increase, their life satisfaction levels decrease. According to the research conducted by Joshanloo (2013) supporting this study, it was determined that there was a low significant relationship between the level of fear of happiness and the level of life satisfaction in a negative way. Similarly, according to different studies, it was determined that as the individual's fear of happiness increased, the level of life satisfaction decreased (Joshanloo et al. 2014, Demirci et al. 2016, Muhtar 2016, Yıldırım and Aziz 2017, Tekke and Özer 2019, Tunç 2020). According to these results, it can be said that as the individual's fear of happiness increases, the satisfaction he will receive in his life and the happiness he will experience will decrease.

It was determined that there was a moderate positive correlation between fear of happiness and interpersonal cognitive distortions and avoidance of intimacy. In addition, it was determined that there was a low level of positive correlation between fear of happiness and unrealistic relationship expectation, mind reading, and psychological vulnerability. Likewise, according to the study conducted by Esin Gulel and Çağlar (2019), it was determined that individuals who are not in any relationship experience more fear of happiness. This determination supports the study carried out. In this direction, it can be said that as the teachers' fear of happiness increases, interpersonal cognitive distortions, avoidance of intimacy, unrealistic relationship expectation, mind reading, and psychological vulnerability levels will also increase.

Conclusion

As a result of the research, it was determined that interpersonal cognitive distortions, life satisfaction, and psychological vulnerability have an important relationship with teachers' fear of happiness levels. Therefore, in-service training and seminars can be provided that can increase the level of life satisfaction of teachers, minimize their fears of happiness, and raise awareness of their psychological vulnerability and interpersonal cognitive distortions.

According to the results of the research, it was determined that the level of interpersonal cognitive distortions was a strong predictor of teachers' fear of happiness. In this context, intervention programs can be implemented with individual or group studies for teachers who have fear of happiness. In the intervention programs to be prepared, teachers can be supported to gain awareness about their cognition, improve their life satisfaction levels, and learn to cope with cognitive distortions.

As a result of this study, teachers' levels of psychological vulnerability and interpersonal cognitive distortions were found to be high. Within the scope of these findings, awareness studies can be carried out to reduce the psychological vulnerability of teachers and faulty thoughts in their cognitive structures. In addition, experimental studies can be carried out by preparing psychoeducational programs that will prevent teachers from resorting to cognitive distortions and support their realistic thinking. The quantitative relational screening model was used in the research. Qualitative research can be done in future studies to understand the fear of happiness more deeply and to determine its effects on human life.

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