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EDITORIAL / EDİTÖRDEN

Ayhan Çakıcı

Avrupa Sosyal Bilimler Arşivleri Dergisi

Değerli Okuyucular,

2025 yılının üçüncü ve son sayısını sizlerle paylaşmanın mutluluğunu yaşıyoruz. Avrupa Sosyal Bilimler Arşivleri Dergisi, psikoloji, sosyoloji, ekonomi ve sosyal bilimlerin diğer alanlarında yürütülen akademik çalışmalara ev sahipliği yapmayı sürdürmektedir. Hakemli ve düzenli yayımlanan dergimiz, sosyal bilimlerde nitelikli ve etik ilkelere dayalı bilgi üretimini destekleyen güvenilir bir akademik platform olma misyonunu kararlılıkla devam ettirmektedir.

Bu sayımızda, Türkiye ve Kıbrıs'tan değerli araştırmacıların katkılarıyla hazırlanmış, güncel ve özgün çalışmalara yer verilmektedir. Bu sayıda yayımlanan makalelerin tamamı İngilizce olarak sunulmuştur. Bu tercih, yayımlanan çalışmaların uluslararası görünürüğünü artırmayı, daha geniş bir akademik okuyucu kitleşine ulaşmayı ve küresel düzeyde bilimsel etkileşimi güçlendirmeyi amaçlamaktadır.

Sunulan çalışmalar, yalnızca akademik literatüre katkı sağlamakla kalmamakta; aynı zamanda disiplinlerarası etkileşimi destekleyerek sosyal bilimler alanındaki güncel tartışmalara yeni büküş açıları kazandırmaktadır.

Bu vesileyle, dergimizin hazırlanma sürecinde emeği geçen yayın danışma kurulu üyelerimize, titiz değerlendirmeleriyle sürece katkı sunan hakemlerimize ve çalışmalarını bizlerle paylaşan tüm akademisyenlere içten teşekkürlerimi sunarım. Avrupa Sosyal Bilimler Arşivleri Dergisi'nin bu sayısının sosyal bilimler alanına değerli katkıları sağlamasını temenni ederim.

Editör.

Dear Readers,

We are pleased to present the third and final issue of 2025. The European Archives of Social Sciences continues to serve as a scholarly platform for academic research in psychology, sociology, economics, and other fields of the social sciences. As a peer-reviewed and regularly published journal, it remains committed to supporting the production of high-quality and ethically grounded academic knowledge.

This issue features original and up-to-date articles contributed by researchers from Turkey and Cyprus. All articles published in this issue are presented exclusively in English. This editorial decision aims to enhance the international visibility of the research, reach a broader academic audience, and strengthen global scholarly exchange.

The studies included in this volume not only contribute to the academic literature but also foster interdisciplinary dialogue and offer new perspectives on contemporary issues within the social sciences.

I would like to extend my sincere gratitude to our editorial advisory board members, our reviewers for their careful and rigorous evaluations, and all the academics who entrusted us with their valuable work. We hope that this issue of the European Archives of Social Sciences will make meaningful contributions to the field of social sciences and stimulate further scholarly discussion.

Editor.

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RESEARCH ARTICLE / ARAŞTIRMA YAZISI

The Relationship between Secondary School Teachers' Job Satisfaction and Their Workplace Incivility Perceptions and Organisational Silences

Ortaöğretim Öğretmenlerinin İş Tatminleri ile İşyeri Nezaketsizliği Algıları ve Örgütsel Sessizlikleri Arasındaki İlişki

Bilal Hatipoğlu¹, Said Demirel², Mehmet Çakıcı³

Abstract:

The purpose of this study is to examine the relationship between secondary school teachers' job satisfaction and their perceptions of workplace incivility and organisational silence. The study employed the correlational survey design, a quantitative research method. The study group consisted of 118 teachers from three secondary education institutions in a province in southern Turkey, selected using an appropriate sampling method. Research data were collected using the Minnesota Job Satisfaction Scale, Workplace Incivility Scale, and Organisational Silence Scale. Data were analysed using Pearson Correlation Analysis, Multiple Regression Analysis, Independent Samples T-Test, and One-Way ANOVA. In the study, a significant and negative relationship was found between secondary school teachers' overall, intrinsic, and extrinsic job satisfaction and their perceptions of workplace incivility, as well as between overall and extrinsic job satisfaction and overall organizational silence and acquiescent-passive silence. In addition, a significant positive relationship was observed between perceptions of workplace incivility and overall organizational silence, as well as between perceptions of workplace incivility and acquiescent-passive and opportunistic silence. Furthermore, it was determined that teachers' perceptions of workplace incivility significantly and negatively predicted their job satisfaction. These findings indicate that as secondary school teachers' perceptions of workplace incivility and organizational silence increase, their job satisfaction decreases. The research findings may contribute to the literature and provide insights into the relationship among secondary school teachers' job satisfaction, perceptions of workplace incivility, and organizational silence.

Keywords: Job satisfaction, Workplace incivility, Organisational silence.

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Öz:

Bu araştırmanın amacı, ortaöğretim öğretmenlerinin iş tatminleri ile işyeri nezaketsizliği algıları ve örgütsel sessizlikleri arasındaki ilişkinin incelenmesidir. Araştırmada, nicel araştırma yöntemlerinden biri olan ilişkisel tarama modeli kullanılmıştır. Araştırmanın çalışma grubunu, Türkiye'nin güneyinde yer alan bir ildeki üç farklı ortaöğretim kurumunda görev yapan ve uygun/elverişli örnekleme yöntemi ile belirlenmiş olan toplam 118 öğretmen oluşturmuştur. Araştırma verileri; Minnesota İş Tatmini Ölçeği, İşyeri Nezaketsizliği Ölçeği ve Örgütsel Sessizlik Ölçeği kullanılarak toplanmıştır. Veriler; Pearson Korelasyon Analizi, Çoklu Regresyon Analizi, Bağımsız Örneklemeler T-Test ve Tek Yönlü ANOVA ile analiz edilmiştir. Araştırmada, ortaöğretim öğretmenlerinin genel, içsel ve dışsal iş tatminleri ile işyeri nezaketsizliği algıları arasında ve genel ve dışsal iş tatminleri ile örgütsel sessizlikleri genel ve kabullenici-pasif sessizlikleri arasında anlamlı ve negatif yönlü bir ilişki bulunmuştur. Ayrıca işyeri nezaketsizliği algıları ile örgütsel sessizlikleri genel, kabullenici-pasif sessizlik ve fırsatçı sessizlikleri arasında ise anlamlı ve pozitif yönlü bir ilişki olduğu görülmüştür. Bunun yanı sıra ortaöğretim öğretmenlerinin işyeri nezaketsizliği algılarının iş tatminlerini negatif yönde ve anlamlı olarak yordadığı belirlenmiştir. Araştırmadan elde edilen bu sonuçlar; ortaöğretim öğretmenlerinin işyeri nezaketsizliği algıları ve örgütsel sessizlikleri arttığında, iş tatminlerinin azaldığını göstermektedir. Araştırma sonuçları, alan yazma katkı sağlayabilir ve ortaöğretim öğretmenlerinin iş tatminleri ile işyeri nezaketsizliği algıları ve örgütsel sessizlikleri arasındaki ilişkiye anlamsız fikir verici olabilir.

Anahtar Kelimeler: İş tatmini, İşyeri nezaketsizliği, Örgütsel sessizlik.

Introduction

Employee satisfaction with their jobs, the kindness they observe in the workplace, and their participation in organizational processes significantly influence their well-being and workplace productivity. These factors, especially in educational institutions, directly affect teachers' commitment to the profession, their work performance, and the school's overall functioning. Job satisfaction is a positive emotional state that reflects how content employees are with their jobs (Spector, 1997) and results from the evaluation of their job or work experiences (Locke, 1976). The alignment between expectations about the job and the benefits gained is considered a fundamental indicator of job satisfaction (Dere, 2022). Multidimensional job satisfaction includes an individual's cognitive evaluations of their work, the emotional responses elicited by the job, and the effects of these responses on behavioral outcomes (Moorman, 1993). It is also influenced by external factors such as salary, promotion opportunities, management style, organizational justice, working conditions, and organizational support (Bektaş and Acar, 2024; Dere, 2022).

One significant factor negatively affecting employees' job satisfaction is workplace rudeness. Workplace rudeness is defined as negative behavior involving indifference, interrupting, belittling, using inappropriate language, or exclusion, with unclear intent to harm, at low intensity, and that violates workplace norms (Andersson and Pearson, 1999). Behaviors such as ignoring, interrupting, belittling, using inappropriate language, or excluding others reduce employees' motivation, commitment, and job satisfaction (Rašić-Jelavić, 2022). In educational institutions, such behaviors can decrease teachers' professional commitment and participation, increasing burnout and intentions to leave (Mannix-McNamara et al., 2021).

Rudeness not only negatively impacts victims but also witnesses among employees, leading to outcomes such as absenteeism, low life satisfaction, and decreased organizational performance (Meier and Semmer, 2013).

One significant consequence of such negative behaviors in the workplace is organizational silence. Organizational silence refers to employees deliberately avoiding expressing their knowledge, opinions, and suggestions related to the organization (Çakıcı, 2010). In contemporary educational understanding, teachers' participation in decision-making processes and their having a say in organizational matters are important (Demirtaş and Alanoglu, 2015); however, the tendency toward silence hinders this participation and negatively affects the functioning of the school (Yolcu, 2021). Low job satisfaction is one of the factors that increase organizational silence. Employees who are dissatisfied with their jobs tend to be reluctant to participate in organizational processes and use silence as a coping strategy (Vakola and Bouradas, 2005). Job satisfaction, workplace rudeness, and organizational silence are interrelated variables within the organizational structure. Rudeness reduces motivation and job satisfaction, thereby triggering silence; in turn, silence makes problems within the organization invisible and damages organizational functioning (Alhas, 2021). Especially in educational institutions, teachers' tendency to remain silent in the face of rude behavior prevents problem resolution, weakens the school climate, and negatively impacts the quality of education (Anuk-İşlek and Bakıoğlu, 2023; Yakupoğlu, 2020; Kumaş and Deniz, 2013). Within this framework, examining the relationship between job satisfaction, workplace rudeness, and organizational silence is expected to contribute significantly to a better understanding of teachers' professional satisfaction and psychological well-being, as well as to the academic literature.

Purpose of the Research

The purpose of this research is to examine the relationships among secondary school teachers' job satisfaction, perceptions of workplace rudeness, and organizational silence. In line with this purpose, the following questions have been addressed:

1. Is there a significant relationship between secondary school teachers' job satisfaction, their perceptions of workplace rudeness, and organizational silence?
2. Do teachers' perceptions of workplace rudeness and organizational silence significantly predict their job satisfaction?
3. Do teachers' job satisfaction, perceptions of workplace rudeness, and organizational silence show significant differences based on variables such as gender, age groups, marital status, educational background, subject groups, school type, and professional seniority?

Table 1. Descriptive Information of the Participants

Variables	Groups	n	%
Gender	Female	48	40,7
	Male	70	59,3
Age Groups	26-45 years	66	55,9
	46-65 years	52	44,1
Marital Status	Single	25	21,2
	Married	93	78,8
Education Level	Bachelor's Degree	77	65,3
	Master's Degree	41	34,7
Field of Study	Verbal	63	53,4
	Quantitative	42	35,6
	Foreign Language	13	11,0
Type of School	Anatolian High School	40	33,9
	Science High School	43	36,4
	Vocational High School	35	29,7
Professional Seniority	1-10 years	28	23,7
	11-20 years	32	27,1
	21-30 years	47	39,8
	31-40 years	11	9,3

Most participants are male (59.3%), aged 26-45 years (55.9%), married (78.8%), hold a bachelor's degree (65.3%), and work in the verbal branch (53.4%). Among the participants, 36.4% work at science high schools, 33.9% at Anatolian high schools, and 29.7% at vocational high schools. Regarding years of experience, 39.8% have 21-30 years, 27.1% have 11-20 years, 23.7% have 1-10 years, and 9.3% have 31-40 years.

Data Collection Tools

Research data were collected using the scales specified below.

Minnesota Job Satisfaction Scale (MJSS)

The short form, developed by Weiss and colleagues (1967) to assess job satisfaction, consists of 20 items.

Method

Research Model

In this study, a relational survey model, a quantitative research method, was used. The relational survey model enables the researcher to analyze correlations among variables and potential cause-and-effect relationships (Karasar, 2020).

Working Group

The research's working group consisted of teachers from three secondary education institutions in a province in southern Turkey. A total of 118 teachers volunteered to participate in the study, selected through purposive sampling. In purposive sampling, participants are chosen based on accessibility, suitability for the research, and voluntary participation (Karasar, 2020). Descriptive information about the participants is provided in Table 1.

The scale uses a 5-point Likert-type scale, with no reverse-scored items. From the scale, scores are obtained for Overall Satisfaction, Intrinsic Satisfaction, and Extrinsic Satisfaction, with possible scores ranging from 20 to 100. The Turkish adaptation was made by Baycan (1985), and the reliability analysis found a Cronbach's Alpha of .77. As scores on the scale increase, job satisfaction also increases.

Workplace Rudeness Scale (WRS)

Developed by Cortina and colleagues (2001) to measure perceptions of workplace rudeness, this scale consists of 7 items on a 5-point Likert scale. There are no reverse-scored items, and scores can range from 0 to 28. The Turkish adaptation was conducted by Gök, Karatuna, and Başol (2019), and the reliability analysis found a

Cronbach's Alpha of .92. Higher scores on the scale indicate a higher level of workplace rudeness.

Organizational Silence Scale (OSS)

Developed by Knoll and Dick (2012) to assess organizational silence, this scale is also in a 5-point Likert format. It consists of 15 items, none of which are reverse-scored. Scores can range from 15 to 75. The scale includes three dimensions: Acceptive and Passive Silence, Opportunistic Silence, and Silence for Organizational Benefit. The Turkish adaptation was conducted by Çavuşoğlu and Köse (2019), and the reliability analysis yielded a Cronbach's Alpha of .91. Higher scores on the scale indicate greater organizational silence.

Data Collection

Data collection tools have been transferred to the <https://docs.google.com/forms> application. The links to the research data collection tools have been sent to the teachers' email or WhatsApp accounts who volunteered to participate in the study. The Voluntary Participation Form was included on the first page of the online research data collection tools, and the participants' consent was obtained.

Data Analysis

Research data were analyzed using SPSS, and the normality test indicated that the data were normally

distributed. The relationship between high school teachers' job satisfaction, workplace rudeness, and organizational silence was examined using Pearson Correlation analysis. The predictive power of workplace rudeness and organizational silence on job satisfaction was analyzed using multiple regression. For differences in variables such as gender, age groups, marital status, and educational background, the Independent Samples T-Test was used; for differences in subject groups, school types, and professional seniority, the One-Way ANOVA was employed.

The study was submitted to the ethics committee and written consent was obtained from the advisor under project number KSTU//2025/128. After a detailed review by the ethics committee, it was decided that there were no objections, and the Cyprus Health and Social Sciences University Ethics Committee approved it.

Findings

The results of the T-Test, showing the differences in the average scores of secondary school teachers on the Minnesota Job Satisfaction Scale (MJSS), Workplace Rudeness Scale (WRS), and Organizational Silence Scale (OSS) according to variables, are presented in Table 2.

Table 1. *T-Test Results Regarding Differences in Job Satisfaction, Workplace Incivility, and Organizational Silence by Variables*

Variables	Scale–Subdimension	t	sd	p	Difference
Gender	MJSS OS	-,587	116	,56	Female > Male
	MJSS IS	-,373	116	,71	
	MJSS ES	-,774	116	,44	
	WRS Total	2,198	72	,031*	
	OSS Total	1,466	116	,15	
	OSS APS	1,653	116	,10	
	OSS OS	,858	116	,39	
	OSS PS	,499	116	,62	
	MJSS OS	-1,608	116	,11	
	MJSS IS	-2,335	116	,02*	
Age Groups	MJSS ES	-,433	116	,67	26-45 years < 46-65 years
	WRS Total	,167	116	,868	
	OSS Total	,814	116	,42	
	OSS APS	,618	116	,54	
	OSS OS	1,454	116	,15	
	OSS PS	,416	116	,68	
Marital Status	MJSS OS	,144	116	,89	Single > Married
	MJSS IS	,642	116	,52	
	MJSS ES	-,531	116	,60	
	WRS Total	,400	116	,690	
	OSS Total	1,845	116	,04*	
	OSS APS	1,747	116	,04*	
	OSS OS	1,334	32	,19	
	OSS PS	1,474	116	,14	
Education Level	MJSS OS	-,688	116	,49	Bachelor's > Master's
	MJSS IS	-,429	116	,67	
	MJSS ES	-,919	116	,36	
	WRS Total	1,928	110	,046*	
	OSS Total	-,349	116	,73	
	OSS APS	-,129	116	,90	
	OSS OS	-1,292	116	,20	
	OSS PS	,036	116	,97	

Table 2 shows that the average scores of secondary school teachers on the General and External Job Satisfaction scales do not show a significant difference based on gender, age groups, marital status, and educational background; the average scores on the Internal Job Satisfaction scale do not differ significantly based on gender, marital status, and educational background; the overall average scores on the Workplace Rudeness Scale differ significantly based on age groups and marital status; the overall scores on the Organizational Silence Scale and the Acceptive-Passive Silence scale do not show significant differences based on gender, age groups, and educational background. The average scores on Opportunistic Silence and Organizational Benefit Silence do not differ significantly by gender, age group, marital status, or educational background ($p>.05$).

Furthermore, secondary school teachers' average scores on the Internal Job Satisfaction scale differ significantly based on age groups ($t= -2.335$; $p<.05$); the overall scores

on the Workplace Rudeness Scale differ significantly based on gender ($t= 2.198$; $p<.05$) and educational background ($t= 1.928$; $p<.05$); the overall scores on the Organizational Silence Scale ($t= 1.845$; $p<.05$) and the Acceptive-Passive Silence scale ($t= 1.747$; $p<.05$) differ significantly based on marital status. These findings indicate that teachers in the 26-45 age group have lower Internal Job Satisfaction scores than those in the 46-65 age group; female teachers have higher average scores on the Workplace Rudeness Scale than male teachers; teachers with a bachelor's degree have higher scores than those with a master's degree; and single teachers have higher scores on the Organizational Silence Scale and the Acceptive-Passive Silence scale than married teachers.

The results of the ANOVA, showing the differences in the average scores of secondary education teachers on the Minnesota Job Satisfaction Scale (MJSS), Workplace Rudeness Scale (WRS), and Organizational Silence Scale (OSS) according to variables, are presented in Table 3.

Table 2. ANOVA Results for Differences in Job Satisfaction, Workplace Incivility, and Organizational Silence by Variables

Variables	Scale-Subdimension	F	sd	p
Field of Study	MJSS OS	,442	2	,64
	MJSS IS	,479	2	,62
	MJSS ES	,357	2	,70
	WRS Total	,132	2	,88
	OSS Total	,537	2	,59
	OSS APS	,326	2	,72
Type of School	OSS OS	,351	2	,71
	OSS PS	1,890	2	,16
	MJSS OS	,230	2	,80
	MJSS IS	,426	2	,65
	MJSS ES	1,478	2	,23
Professional Seniority	WRS Total	,075	2	,93
	OSS Total	,194	2	,82
	OSS APS	,235	2	,79
	OSS OS	,111	2	,90
	OSS PS	,677	2	,51
Professional Seniority	MJSS OS	1,016	3	,39
	MJSS IS	1,752	3	,16
	MJSS ES	,575	3	,63
	WRS Total	,683	3	,56
	OSS Total	1,030	3	,38
	OSS APS	1,322	3	,27
	OSS OS	,773	3	,51
	OSS PS	,298	3	,83

Table 3 shows that the mean scores of secondary school teachers on the General, External, and Internal Job Satisfaction, the overall Workplace Rudeness Scale, the overall Organizational Silence Scale, Acceptive-Passive Silence, Opportunistic Silence, and Silence for Organizational Benefit did not show significant differences based on subject groups, school types, and

professional seniority variables ($p>.05$). The results of the Pearson Correlation Analysis for the mean scores of secondary school teachers on the Minnesota Job Satisfaction Scale (MJSS), Workplace Rudeness Scale (WRS), and Organizational Silence Scale (OSS) are presented in Table 4.

Table 3. WRS, OSS, and MJSS Pearson Correlation Analysis Results

Scales	WRS Total	OSS Total	APS	OS	PS
Overall Satisfaction	r p	-,49** ,000	-,20* ,030	-,23* ,013	-,17 ,073
Intrinsic Satisfaction	r p	-,40** ,000	-,14 ,135	-,16 ,086	-,14 ,133
Extrinsic Satisfaction	r p	-,53** ,000	-,25** ,006	-,29** ,002	-,17 ,059
WRS Total	r p	1 .	,35** ,000	,37** ,000	,32** ,000

* $p<.05$ ** $p<.01$

Table 4 shows that there is no significant relationship between the average scores of secondary school teachers' General and External Job Satisfaction and Opportunistic Silence and Organizational Benefit Silence; between the overall Organizational Silence Scale, Accepting-Passive Silence, Opportunistic Silence, and Organizational Benefit Silence; and between the overall Workplace Rudeness Scale and Organizational Benefit Silence ($p>.05$). Secondary school teachers' General ($r= -.49$; $p<.01$), Internal ($r= -.40$; $p<.01$), and External ($r= -.53$; $p<.01$) Job Satisfaction have a significant, negative, and moderate relationship with the overall Workplace Rudeness Scale scores; there is a significant, negative, and low-level relationship between General Job Satisfaction and the overall Organizational Silence Scale ($r= -.20$; $p<.05$), as well as with Accepting-Passive Silence ($r= -.23$; $p<.05$);

Table 4. Multiple Regression Analysis Results for Predicting Job Satisfaction by Workplace Incivility and Organizational Silence

Model	B	SE	β	t	p	F	ΔR^2
1	Constant	75,30	3,30		22,829	,000	
	WRS Toplam	-1,26	,23	-,47	-5,431	,000*	17,767
	OSS Toplam	-,04	,09	-,04	-,405	,686	,223

* $p<.05$

In Table 5, the regression model established is significant ($F= 17.767$; $p<.05$); it is observed that the mean scores of secondary school teachers on the Organizational Silence Scale do not positively and significantly predict the mean scores of the Minnesota Job Satisfaction Scale ($p>.05$); however, the mean scores of teachers on the Workplace Rudeness Scale negatively, significantly, and strongly predict the mean scores of the Minnesota Job Satisfaction Scale ($t= -5.431$; $\beta= -.47$; $p<.05$). Alpar (2022) states that an effect size of ± 0.14 or higher indicates a high level of impact. In this case, the independent variable (workplace rudeness) explains 22.3% of the total variance in the dependent variable (job satisfaction) ($\Delta R^2= 0.223$). This result shows that a one-unit increase in the Workplace Rudeness Scale mean scores will decrease the Minnesota Job Satisfaction Scale mean scores by 1.26 units (B -1.26).

Discussion

The study found no significant differences in overall, intrinsic, and extrinsic job satisfaction among secondary school teachers across gender, marital status, educational background, subject group, school type, and professional seniority. However, a significant difference in intrinsic job satisfaction was observed across age groups. The findings indicate that teachers aged 26-45 have lower intrinsic job satisfaction compared to those aged 46-65. In the existing literature, some studies show that job satisfaction does not vary according to these variables (Dere, 2022; Demirtaş and Nacar, 2018; Aktaş and Şimşek, 2015; Demirtaş and Alanoğlu, 2015; Kumaş and Deniz, 2013). However, some research (Kumaş and Deniz, 2013) reports higher job satisfaction among female teachers, while other studies (Filiz, 2014) indicate that male teachers have higher job satisfaction.

Yakupoğlu (2020) reported that teachers aged 21-25; Aktaş and Şimşek (2015) noted that teachers aged 40 and over; Kumaş and Deniz (2013) found that teachers in the 20-25 age group generally have high job satisfaction; however, Yakupoğlu (2020) reported that the intrinsic satisfaction of the 21-25 age group, and Demirtaş and Alanoğlu (2015) found that the overall job satisfaction of

and between External Job Satisfaction and the overall Organizational Silence Scale ($r= -.25$; $p<.01$) and Accepting-Passive Silence ($r= -.29$; $p<.01$). A significant, positive, and moderate relationship exists between the overall Workplace Rudeness Scale and the overall Organizational Silence Scale ($r= .35$; $p<.01$), Accepting-Passive Silence ($r= .37$; $p<.01$), and Opportunistic Silence ($r= .32$; $p<.01$). Köklü and others (2024) described correlations in the range of $r= .01-.29$ as low and those in the range of $r= .30-.70$ as moderate.

The results of the Multiple Regression Analysis, showing the predictions of the average scores of the Workplace Rudeness Scale (WRS) and the Organizational Silence Scale (OSS) for the Minnesota Job Satisfaction Scale (MJSS), are presented in Table 5.

the 20-29 age group is low. Additionally, Yakupoğlu (2020) indicated that single teachers have higher overall and intrinsic job satisfaction than married teachers; Dere (2022) stated that bachelor's degree graduates have higher overall job satisfaction than master's degree graduates. Kumaş and Deniz (2013) found that intrinsic job satisfaction is low among science teachers but high in vocational high schools, while overall job satisfaction is lowest in Anatolian high schools. Yirci and Daso (2021) expressed that elementary school teachers have higher job satisfaction than branch teachers.

Kumaş and Deniz (2013) reported that teachers with 11–20 years of experience have lower job satisfaction; Yakupoğlu (2020) found that teachers with 1–5 years of experience have higher job satisfaction than those with 6–20 years of experience. Yirci and Daso (2021) reported that the lowest level of job satisfaction is observed among teachers with 1–5 years of experience.

In the study, middle school teachers' perceptions of workplace rudeness did not differ significantly by age group, marital status, subject group, school type, or professional seniority; however, they did differ significantly by gender and educational background. According to this result, female middle school teachers' perceptions of workplace rudeness were higher than those of male teachers; teachers with a bachelor's degree had higher perceptions than those with a master's degree. The existing literature indicates that perceptions of workplace rudeness do not vary across these variables (Çoban and Aribas, 2024; Kutlu and Utar, 2023; Yirci and Daso, 2021; Demirkasimoğlu and Arastaman, 2017). Additionally, in Demirkasimoğlu and Arastaman's (2017) study, both male and female teachers agreed that rude behavior is exhibited mainly by men. Cortina et al. (2001) and Memiş (2024) found that women are more often exposed to workplace rudeness than men. Memiş (2024) noted that individuals under 34 years old have higher scores on rudeness. Kutlu and Utar (2023) found that married individuals experience more rudeness than singles; Çoban and Aribas (2024) reported that as education level decreases, the tendency for rude behavior increases; Yirci

and Daso (2021) indicated that teachers with postgraduate education have higher perceptions of rudeness; Demirkasimoğlu and Arastaman (2017) reported that teachers with 6–10 years of experience are more likely to engage in rude behaviors.

In the study, it was found that secondary school teachers' organizational silence, based on variables such as gender, age groups, educational background, branch groups, school type, and professional seniority, did not significantly differ in total organizational silence, accepting and passive silence, opportunistic silence, and silence for organizational benefit, as well as in opportunistic silence and silence for organizational benefit based on marital status. However, total organizational silence, acceptance, and passive silence significantly differed by marital status. According to this result, single secondary school teachers exhibited higher levels of total organizational silence, accepting silence, and passive silence than married teachers. In the literature, studies indicate that organizational silence does not vary across these variables (Atmaca, 2021; Yolcu, 2021; Burulday, 2018; Demirtaş and Nacar, 2018; Önder, 2017; Aktaş and Şimşek, 2015). Conversely, Demirtaş and Nacar (2018) noted that overall organizational silence levels are higher among women teachers; Yolcu (2021) found higher silence levels in the isolation dimension; and Burulday (2018) reported higher silence levels in the school environment dimension among female teachers. Önder (2022) observed that organizational silence decreases as teachers' ages increase; Burulday (2018) found that teachers aged 30-39 have lower silence levels in the school dimension; Yolcu (2021) reported higher organizational silence levels among married teachers; Önder (2022) and Yolcu (2021) indicated that teachers with a bachelor's degree exhibit higher silence levels; and Burulday (2018) found that master's degree holders have higher silence levels in the source of silence dimension. Demirtaş and Nacar (2018) found that teachers in the quantitative field exhibit higher levels of silence in the isolation dimension. Atmaca (2017) reported that employees in private schools exhibit greater silence, while Önder (2017) found that vocational high school teachers exhibit greater silence. Atmaca (2021) reported that teachers with 6-10 years of seniority have higher organizational silence, and Yolcu (2021) found that teachers with 11-20 years of seniority also exhibit higher levels of organizational silence.

In the study, a significant, negative, and moderate relationship was found between secondary school teachers' overall, intrinsic, and extrinsic satisfaction and their perceptions of workplace rudeness. According to this result, as teachers' perceptions of workplace rudeness increase, their job satisfaction decreases. Studies by Kutlu and Utar (2023), Yirci and Daso (2021), Demircel and Erat (2019), Bektaş and Acar (2024), Kumral and Çetin (2016), and Miner and colleagues (2012) reveal a moderate, negative relationship between workplace rudeness and job satisfaction. These studies show that exposure to rude behaviors reduces employees' motivation and job satisfaction, and behaviors such as belittling, disrespect, or being ignored in the workplace form the basis of this negative relationship.

In the study, no significant relationship was observed between secondary school teachers' overall satisfaction, intrinsic satisfaction, and extrinsic satisfaction and their opportunistic silence and organizational benefit silence;

however, a significant, negative, and low-level relationship was found between their intrinsic satisfaction and organizational silences, as well as between total organizational silences and accepting and passive silences. According to this result, as total organizational silences, as well as accepting and passive silences, among secondary school teachers increase, their overall job satisfaction and extrinsic satisfaction decrease. In Demirtaş and Nacar's (2018) study, no significant relationship was found between teachers' job satisfaction and organizational silences. Conversely, Aktaş and Şimşek (2015) identified a low-level, negative relationship between job satisfaction and organizational silence; they also observed a significant relationship between job satisfaction and protective silence. However, they did not find a significant relationship between job satisfaction and accepting silence or organizational benefit silence. Özüpek's (2019) research revealed that increases in employees' intrinsic, extrinsic, and overall job satisfaction decrease organizational silence. Similarly, in the study by Anuk-İşlek and Bakioğlu (2023), moderate and low levels of negative, significant relationships were identified between teachers' organizational silence levels and job satisfaction.

In the study, it was found that there is no significant relationship between secondary school teachers' perceptions of workplace rudeness and their organizational silence for the benefit of the organization; however, the total of their perceptions of workplace rudeness and organizational silences shows a significant, positive, and moderate relationship with accommodative, passive, and opportunistic silences. According to this result, as teachers' perceptions of workplace rudeness increase, their total organizational silence and their accommodative, passive, and opportunistic silences also tend to increase. Alhas (2021) found significant relationships between workplace rudeness and the overall level and sub-dimensions of organizational silence; he also identified a weak, negative relationship between workplace rudeness and the dimension of organizational silence related to fear of experience. In the study, it was observed that teachers' organizational silence did not significantly predict their job satisfaction; however, perceptions of workplace rudeness negatively, significantly, and strongly predicted their job satisfaction. In this case, the independent variable (workplace rudeness) explains about 22.3% of the variation in the dependent variable (job satisfaction). Therefore, it can be said that as teachers' perceptions of workplace rudeness increase, their job satisfaction decreases. Similarly, Demircel and Erat (2019) and Bektaş and Acar (2024) found that workplace rudeness significantly and strongly negatively affects job satisfaction; Kumral and Çetin (2016) noted that the negative effects of rude behaviors are quite evident; Miner and colleagues (2012) also found that rudeness has a buffering effect on job satisfaction. Research indicates that organizational silence negatively affects job satisfaction. Anuk-İşlek and Bakioğlu (2023) reported that teachers' levels of organizational silence are an influential factor in determining job satisfaction; Tayfun and others (2016) found that organizational silence has a negative impact on job satisfaction; and Yılmaz and colleagues (2016) reported that teachers' levels of organizational silence slightly decrease job satisfaction. Vakola and Bouradas (2005) suggested that low job satisfaction leads employees to silence; Morrison and Milliken (2000) emphasized that organizational silence

weakens employees' perception of meaning and control regarding their work and reduces job satisfaction.

Conclusion and Recommendations

Research findings indicate that disrespectful behavior in the workplace decreases teachers' job satisfaction and increases silent behaviors. Therefore, creating a more respectful, supportive, and inclusive school climate is important for enhancing teachers' job satisfaction and reducing silent behaviors.

The findings suggest that current educational policies need to be reviewed. Improving teachers' employment rights and strengthening ethical standards to prevent disrespectful behavior in the workplace are essential for increasing job satisfaction. Additionally, expanding participatory mechanisms to reduce organizational silence and developing policies that support female teachers and promote gender equality are necessary.

Furthermore, this research is based on quantitative data. Conducting studies that also incorporate qualitative findings can lead to a better understanding of the issue. Moreover, comparative studies across primary, secondary,

and higher education can reveal differences across educational levels.

Declarations

Ethical Approval and Consent to Participate

Ethics Approval and Consent to Participate Approval was received from the Cyprus Healt and Social Sciences University Ethical Committee, Morphou, North Cyprus (Decision No: KSTU//2025/128).

Publication Permission

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of Interest

The author declares no conflict of interest.

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Author Contributions

The study was conducted by BH and SD and carried out under the guidance of MC. All authors contributed to the study process.

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RESEARCH ARTICLE / ARAŞTIRMA YAZISI

Discursive Traces of Trauma: Identity, Memory, and Othering in Cyprus

Travmanın Söylemsel İzleri: Kıbrıs'ta Kimlik, Bellek ve Ötekileştirme

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Abstract:

This study aims to comprehensively examine the ideological structures, identity construction, and chosen trauma themes underlying the discourses present in videos published on the YouTube platform representing two different communities in Cyprus, using the critical discourse analysis method. Based on Van Dijk's approach to discourse and ideology, one video from each community was selected, and the discourses within these videos were systematically analyzed. The analyses reveal that chosen traumas serve as significant tools in the formation of social identities and demonstrate how these traumas are constructed through language aligned with ideological orientations. Furthermore, it is emphasized that language and discourse play a central role in maintaining social power relations, creating hegemony, and reinforcing social divisions. This study presents important findings on how social divisions and collective memory dynamics in the context of Cyprus are reproduced through language and highlights the theoretical and methodological contributions of critical discourse analysis to studies on social identity, ideology, and power relations. The results particularly demonstrate how discourses represented in media and digital platforms influence the construction and maintenance of social realities, offering an original contribution to the literature on the political and social functions of language within the social sciences.

Keywords: Greek-Turkish Relations, Cyprus, Chosen Trauma, Discourse, Otherness.

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Öz:

Bu çalışma, Kıbrıs'ta temsil edilen iki farklı toplumun YouTube platformunda yayınlanan videolarında yer alan söylemlerin ardından ideolojik yapıların, kimlik inşasının ve seçilmiş travma temalarının eleştirel söylem analizi yöntemiyle kapsamlı bir şekilde incelenmesini amaçlamaktadır. Çalışmada, Van Dijk'in söylem ve ideoloji yaklaşımı temel alınarak, her iki toplumdan birer video seçilmiş ve bu videolardaki söylemler sistematik biçimde analiz edilmiştir. Analizler, toplumsal kimliklerin oluşumunda seçilmiş travmaların önemli bir araç olarak kullanıldığını ve bu travmaların, ideolojik yönelimlerle dil aracılığıyla nasıl yapılandırıldığını ortaya koymaktadır. Ayrıca, dil ve söylemin toplumsal güç ilişkilerinin sürdürülmesinde, hegemonya yaratılmasında ve toplumsal ayışmaların pekiştirilmesinde merkezi bir rol oynadığı vurgulanmaktadır. Bu çalışmada, Kıbrıs özelinde toplumsal ayışmaların ve kolektif hafıza dinamiklerinin dil yoluyla nasıl yeniden üretildiğine dair önemli bulgular, eleştirel söylem analizinin toplumsal kimlik, ideoloji ve güç ilişkileri çalışmalarına sağladığı teorik ve metodolojik katkıları da ortaya koymaktadır. Sonuçlar, özellikle medya ve dijital platformlarda temsil edilen söylemlerin, toplumsal gerçekliklerin inşasında ve sürdürülmesinde ne denli etkili olduğunu göstermekte ve sosyal bilimler alanında dilin politik ve toplumsal işlevlerine dair literatüre özgün bir katkı sağlamaktadır.

Anahtar Kelimeler: Rum-Türk, Kıbrıs, Seçilmiş Travma, Söylem, Öteki.

Introduction

In the historical process, Turks have been coded in Europe as people from Asia but not considered to belong (Aktaş, 2014). Western Christianity defined its identity by othering the different, establishing a discursive basis for the distinction of 'us and them' (Inceoglu, 17; Üvez, 2014). The long-standing conflict between Christians and Turks was experienced with the Ottomans. In Europe, when 'Muslim' is mentioned, the Ottoman Empire comes to mind, positioning the Ottomans as an irreconcilable other (Yanarışık, 2013).

The conquest of Constantinople in 1453 marked a major turning point for the Western Christian world; this event was seen not only as the end of a city but also as the closing of an era, causing deep fear. After the conquest, rhetoric against Muslims became even more aggressive, and negative images were reinforced (Tseligka, 2025). In 1571, the Ottoman Empire conquered the island of Cyprus (Önder, 2000). Thus, on June 4, 1878, an agreement was signed based on an alliance between the Ottoman Empire and Britain, and the administration of the island was handed over to the British, making Cyprus a British colony (Uçarol, 1978). However, due to different political conditions and policies pursued by the Ottoman Empire and Britain, Britain annexed Cyprus in 1914 (Gürel, 2020).

Before the annexation process, because they wanted to take over the island completely, Britain implemented administrative reforms favoring the Greeks with a 'divide and rule' policy, while also aiming to use the Turkish Cypriots and Greek Cypriots against each other (Keser, 2008). In 1955, EOKA, founded by Greek Cypriots, declared the Turkish Cypriots and the British as enemies and announced that they would eliminate these communities (Öztürk, 2020). The peaceful environment that came with the establishment of the Republic of Cyprus in 1960 did not last long on the island (Göktepe, 2012). Following conflicts from 1963 to 1974, Turkey's intervention in Cyprus in 1974 led to the island's division into two parts. As a symbol of this division, the 'Green Line' was drawn, and a large portion of the population left their homes and jobs behind to become refugees (Dolunay, Keçeci & Kasap, 2017). Thus, Cyprus became a divided country, divided into regions inhabited by two distinct ethnic communities (Acun, 2019). Consequently, the war during the 1963-1974 period and the subsequent forced

migrations of the two ethnic groups from north to south and south to north are psychologically traumatic for the Cypriot people (Karaoğulları and Eş, 2021).

Chosen Trauma

Psychological trauma is a set of events that can be caused by both humans and natural processes, studied within many scientific disciplines, which can lead to personal or societal consequences. These events or incidents hinder individuals' functional states in social life after they occur and can elicit psychological reactions (Öztürk, 2020).

The chosen trauma, in relation to the concepts of heroism and enemy, represents the collective trauma of the ancestors of the larger group. During the developmental process, symbols transmitted from the previous generation are integrated with shame and helplessness, differentiated, and the mourning period is ended; these are psychological responsibilities that need to be completed. The chosen trauma has persisted as a psychological phenomenon within society for years, but has deviated from its original meaning due to external influences. When it becomes active again within society, it can be integrated and intensely empowered. When incited by leadership, political rhetoric, and ideology, it can lead to mass violent activities against existing enemies, including genocide.

Thus, violent behaviors of this kind that result in terrorism are a precursor to mass trauma for the victimized party (Volkan, 2001). In chosen trauma, historical events have a significant impact (Volkan, 2015; Yıldız, 2014). As these historical traumas are passed down from generation to generation, the reflection transmitted leads to the formation of the concept of chosen trauma. These historical traumas, transmitted through collective reflections across generations, lay the groundwork for the development of the concept of chosen trauma. Especially in the Christian world, Turks have historically been positioned as occupiers and threats to the holy lands. In this context, the loss of Constantinople in 1453 can be seen as an unresolved, mass wound that revives previous traumas. This loss triggered feelings of humiliation, helplessness, and shame; over time, these feelings have been reproduced at the level of discourse (Volkan, 2015). On the other hand, the collective history that appears in societies' collective memory, related to the history stored

in societal memory, plays an important role (Doyuran, 2018).

Collective Memory

The concept that explains how the past is collectively remembered, forgotten, or interpreted is called Collective Memory (Halbwachs, 1992). The term collective memory was first used by Hugo Von Hoföammthal in 1902 (Olick & Robbins, 1998). While the concept of collective memory is often considered a reconstruction, it also plays an important role in politics. Accordingly, it can be said that societies develop both historical and political consciousness collectively (Halbwachs, 1992). Especially, collective memory is regarded as a type of memory formed by individuals who have specific intersection points, such as childhood, neighborhood relations, commercial life, or political life, and whose memories are structured by group dynamics (Werth, 2013). On the other hand, the concept of memory also emerges as a concept that connects phenomena such as history, ideology, belonging, and identity (Bilgin, 2007). It can also be said that collective memory plays an important role in the formation process of identity and group identity (Halbwachs, 1992).

Identity and the Other

The concept of identity, derived from the Latin term 'Idem,' which defines sameness and continuity, is a Turkish term that conveys a sense of mandatory belonging and being the same (Varol, 2014). Its most fundamental point concerns how people perceive one another or how the individual is viewed by society. Therefore, identity is a concept that enables individuals to adapt to society (Hall, 1996). On the other hand, the concept of national identity emphasizes the constructible aspect of identity (Bilgin, 2007). National identity, which has a highly variable structure, emerges from ongoing power struggles between individuals and 'others.' It can be said that identities are largely shaped by discourse (Wodak, 2009). However, since the power relations among discourses do not end, it is not mentioned that identities may cease to exist (Sütçüoğlu, 2009). The concept of 'the other' can be defined as the differentiation and separation of specific individuals, groups, or peoples based on relationships between different societies, cultures, or classes at various points in history. The differentiation of an individual or a group from the majority, in any way, is often considered sufficient grounds for othering. This process poses a serious obstacle to developing understanding towards those who are different, building empathy, and establishing social harmony (Kundakçı, 2013). Due to this barrier, social relations are shaped not by objective evaluations but by subjective value references; judgments about the 'other' are established through the cultural standards of the 'self' (Köse & Küçük, 109). In this context, in relationships based on the roles of self and other, the 'self' is the rational entity that determines rules and draws boundaries; the 'other' is the side that is foreign, ambiguous, expected to comply with regulations, and is included in the planned order (Kundakçı, 2013). This distinction, which makes 'we' privileged and normative, assigns negative qualities to the other, placing them in a disadvantaged position within the social hierarchy, thus laying the groundwork for discrimination. The widening gap between the self and the other makes social integration and coexistence practices even more difficult. The Other is often in the minority, considered weak or marginalized, and is therefore labeled strange, inappropriate, or immoral

(Durna, 2014). Consequently, while 'we' are seen as representatives of stability and order, the 'other' is positioned as an element that threatens the existing order, empties the content of laws and norms, and even has the potential to undermine the foundation of society (Kundakçı, 2013). Historically, the other has always existed. People, communities, and civilizations have coexisted throughout their lives. This is also clearly seen in ancient Greek civilization: here, the other was defined through an elitist understanding based on the distinction between 'Greeks' and 'barbarians' (Cartledge, 1993; Nahya, 2011). According to Bauman (2003), this group, often seen as an enemy, can embody a range of characteristics. In the context of Northern Cyprus, studies on identity reveal that Turkish Cypriots suppress differences between themselves and Greeks in favor of a common Cypriot identity, emphasizing concepts such as being Cypriot or being a resident of the island (Şah, 2020). However, in some cases, it can be said that Turkish Cypriots create a national 'we' identity by excluding Greek Cypriots and including Turkish citizens from Turkey, focusing on Turkishness and being part of the Turkish Republic of Northern Cyprus (Şahin, 2011). Additionally, a study on Turkish Cypriots states that clinging to their ethnic identity during war and migration processes plays an effective role in coping with traumatic experiences (Erbekir & Direktör, 2024). Therefore, this study aims to examine how selected practices of trauma, identity construction, and othering are reproduced and ideologically structured through digital media discourses among Turkish Cypriots and Greek Cypriots.

Method

Critical discourse analysis is a discourse analysis that developed in the late 1970s and became theoretically mature in the 1990s, focusing on the interaction between language and social power relations (Şah, 2020). This approach examines how social phenomena such as discrimination, inequality, and hegemony are produced and reproduced through linguistic structures. Theorists such as Van Dijk (2000), Wodak, and Fairclough (1995) have highlighted the interdisciplinary nature of critical discourse analysis and have connected the method to social theory. Critical discourse analysis is not limited to linguistic analysis alone; it aims to reveal how discourses relate to social and cultural contexts and construct ideological structures. The term 'critical' here refers to an attitude aimed at uncovering social power relations and how they are maintained through discourse (Mahboob & Paltridge, 2005). In this context, Van Dijk (2000) states that critical discourse analysis concerns not only texts but also mental representations. According to him, ideological discourses shape individuals' and groups' ways of perceiving the world. Therefore, critical discourse analysis considers the cognitive, social, and discursive layers of discourse together.

Fairclough (1995) suggests that critical discourse analysis should be evaluated not only at the textual level but also in conjunction with broader social structures and processes. Jorgensen and Phillips (2002) see this approach as a multidisciplinary analysis method for examining the relationship between cultural transformations and discourse. This study aims to reveal how the ideological structures behind the discourses in YouTube videos representing two different communities in Cyprus, as well as the construction of identities and the selected trauma

themes, are structured within the framework of critical discourse analysis. In this context, one video from each community was selected and analyzed. The main goal is to demonstrate, based on Van Dijk's approach, how identity structures, selected trauma, and ideological orientations are reflected in these videos. Critical discourse analysis is a critical research approach that examines how social inequalities and power relations are established, legitimized, and how they can be resisted through discourse. Van Dijk (2015) proposes four fundamental analytical principles:

Highlight the positive things about them.

Highlight the negative things about them.

Do not emphasize the negative things about them.

Do not emphasize the positive things about them.

These four actions play a vital role within the broader contextual strategy of positive self-presentation and negative other-presentation. The first two principles are referred to as self-presentation and clearly express various ideological concepts while discussing individuals' actions as members of a group. Positive self-representation emphasizes individuals' positive behaviors, such as speaking positively about 'us' and using negative expressions about 'them.' This positive stance is an abstract feature of group conflicts, and the interaction pattern contrasts with other groups. Negative other-presentation, on the other hand, describes the idea that no negative statements should be directed toward 'us.' nor should any positive statements be directed toward 'them.' Critical discourse analysis examines social and discursive processes to reveal assumptions made by the more powerful about the less powerful, integrating various linguistic theories and approaches. In contrast, Van Dijk's socio-cognitive approach aims to establish the relationship between cognitive theories and linguistics. Additionally, Van Dijk's critical discourse studies seek to shed light on implicit ideologies in social practice, offering a multidisciplinary critical perspective on these ideologies. Therefore, according to Van Dijk, discourse, cognitive phenomena, and society must form a tripartite relationship (Van Dijk, 2009). This situation highlights how cognitive phenomena related to discourse structures emphasize the emergence of social inequalities, domination, and ideologies.

To explore the social representations, attitudes, and ideologies of social actors, the relationship between the structure of discourse and that of society should be the focus. Van Dijk (2015), in critical discourse analysis, uses the top-down model to highlight how discourse reveals typical forms of injustice in society.

Ethics Approval and Participation Permission

This study does not involve any personal data, biological material, or direct experimental intervention from human participants. Only secondary data/statements obtained from publicly available sources were used in the research. Therefore, the study does not require ethics committee approval. Privacy and academic ethical principles have been followed in the study.

Scope, Sample, and Limitations of the Study

The universe of this study consists of videos related to Cyprus published on the YouTube platform. The sample selection focused on analyzing current and publicly

available content that represents the discourses of the Turkish Cypriot and Greek Cypriot communities, in line with the research's purpose. In selecting the sample, cost and time constraints were taken into account; however, the chosen videos were primarily evaluated based on their suitability and representativeness for the study's theoretical framework, which includes critical discourse analysis, and their relevance to themes such as trauma, identity construction, and othering.

Video Criteria

In the YouTube search engine, the following keywords were used to identify videos reflecting the discourses of the Turkish Cypriot and Greek Cypriot communities: 'Turkish Cypriots,' 'Greek Cypriots,' 'Cyprus peace,' and 'Cyprus interview.' These keywords were selected to encompass perspectives from both communities. To capture current discourse, videos published within the last six months (April 2025 - September 2025) were scanned as of April 2025. This time frame was chosen to reflect current social dynamics and to align with the rapid content turnover on digital platforms.

Sample Selection

In the sample selection, 7 videos were examined in the YouTube survey. Among these videos, two were selected that represent both communities and have the most suitable content for analysis: one is an interview featuring statements from individuals in the general Turkish Cypriot community, and the other is an interview featuring statements from individuals in the general Greek Cypriot community. The selected videos were preferred because they clearly reflect the discourses of both communities on the themes of identity, othering, and chosen trauma, and are suitable for comparative analysis. Videos excluded from the study were not included because they were outdated or featured only interviews with Turkish Cypriot and Greek Cypriot politicians.

Data Collection and Preparation

Selected videos were manually reviewed, and sections containing direct comments from Turkish Cypriots and Greek Cypriots were transcribed. The transcriptions were made in Turkish and categorized for analysis. Only the relevant sections of the videos, specifically responses to the questions 'What do you think about Cyprus?' and 'What do you think about Greek Cypriots/Turkish Cypriots?' were included in the analysis.

Research Data

Statements of Turkish Cypriots

1. I believe that if we earn our identity and live together, the future of Cyprus will be brighter. When we talk to our fathers and grandfathers, we know they had very good friendships with the Greeks, but between 1951 and 1974, there were some incidents, and they killed each other. We lived here for a while after these events happened.

2. We used to meet and live together with rum. Now, it's hard to reunite, and on their side, they are more fanatic than we are.

3. We live together in the pile, but there is a difference between their thoughts and our thoughts. If everything gets mixed up, it will still be a problem. They see themselves as superior to us. (politically)

4. In these kinds of matters, even politicians' work ends. I think people grow up the way they learn from their

mother, father, or teachers. I mean, when you meet young people, you already know how good they are.

Statements of Greek Cypriots

I also have a Turkish Cypriot friend, and we are good friends. There are also bad people among us. Problems already exist because of the past. I don't know if this is right or not.

I know that many Cypriots hate them, but it wouldn't be right to blame the people for it.

I don't believe there will be good things between Turks and Greeks because there is too much history. They literally came to this island, and most people took everything from them. Today, due to the Turks who are still alive, their homes are gone.

Nothing will change regarding peace in Cyprus, just like in Constantinople; if you lose your money in gambling, they won't give it back to you.

Analysis and Findings

The analysis process is based on Van Dijk's socio-cognitive discourse analysis. The discourse examples have been examined under themes such as 'othering,' 'collective victimhood,' 'peace-guilt,' and 'identity'; these themes have been coded according to recurring patterns in the data. Below, examples of the discourses of Turkish Cypriots and Greek Cypriots within these themes are analyzed.

Analysis of the Statements of Turkish Cypriots

The phrase 'If we gain our identity' in the opening sentence is thought to actually refer to the existence of an identity struggle and the search for a national identity. The statement that they have very good friendships with the Greeks but also experienced some events between 1951 and 1974, during which they killed each other, highlights the contrast between close friendships and mutual violence. This contrast indicates how perceptions of the other can change over time. On the other hand, the phrase 'between 1951 and 1974' suggests that the traumatic past cannot be fully articulated and contains a repressed pain. Therefore, this expression functions both as an indicator of a chosen trauma and as a protective shield.

It is believed that the phrase 'we used to meet and live together with the Rum' is based on the idealization of the past. In the continuation of the peaceful, nostalgic reference in this sentence, the statement 'it is now difficult to come together' is understood to include the fear, distrust, and emotional disconnection caused by traumatic experiences stemming from war. This can also be interpreted as a reference to a chosen trauma. In the phrase 'they are more fanatic on their side than us,' there is a clear distinction between 'us' and 'them.' It is thought that attributing a negative trait, such as fanaticism, to the other side reinforces their own identity and group belonging. The concept of fanaticism is used to emphasize that the Rum are more irreconcilable and potentially threatening, thereby reconstructing the process of othering.

We live together on the island, but in the statement that there is a difference between our thoughts and their thoughts, the distinction between 'we' and 'they' also leads to the othering of the Greeks. It is believed that differences in thought processes are considered a threat. They see themselves as superior to us (politically), and while othering is present in this statement, considering the Turkish minority situation on the island, it is thought that

we are already secondary, and therefore, establishing an equal relationship is impossible.

On the other hand, the phrase 'this kind of issue ends with politicians' reflects a belief that the resolution of social problems will not be achieved through individual efforts but through the will of political actors, while also attributing the source of the problem to political authority. This situation presents a critique: despite the potential for public-level consensus and mutual understanding, political structures hinder this process. At this point, the political institution is positioned as a producer of the 'other'. However, there is a potential ground for peace and rapprochement among peoples; it is thought that the stereotypes about who the 'other' is are constructed from the top down.

The statement 'People grow up the way they learn from their mother, father, and teachers' is thought to reveal the belief that their mental frameworks are shaped not by individual experiences, but by cultural and educational values acquired at an early age.

The phrase 'Young people already know what good people they are when you meet them' implies that positive impressions of individual young Greek people are being discussed, while also suggesting that social prejudices fuel intellectual differences. Therefore, while the belief that direct contact with the other can break prejudices is prominent, the phrase 'young people already' indirectly emphasizes that the elderly are bad. This emphasis is actually shaped by references to the conflict periods between 1950 and 1974. It is thought to be built on a chosen trauma landscape nourished by the pains embedded in collective memory.

Analysis of the Statements of Greek Cypriots

I also have a Turkish Cypriot friend; we are good friends. There are also bad people among us. Problems already exist because of the past. While the phrase 'I don't know if this is true or not' acknowledges the existence of positive individual relationships between Greek Cypriots and Turkish Cypriots, it also suggests that collective traumas stemming from past events continue to have an impact. On the one hand, the statement 'I have a Turkish Cypriot friend' emphasizes positive interpersonal relationships; on the other hand, the phrase 'problems already exist because of the past' implies that historical conflicts and societal memory still cast a shadow over current relations. Additionally, the phrase 'there are also bad people among us' can be seen as a defensive stance against othering. It highlights that their own group is not homogeneous and that blame is not solely on one side.

In the statement 'I know many Cypriots hate them,' when considering the concept of Cypriots as a collective identity, it is thought that Turkish Cypriots are not actually recognized as Cypriots. Therefore, the statement that they hate them is also seen as a clear distinction between 'us' and 'them.' Here, the fact that Turkish Cypriots are not accepted as Cypriots can be interpreted as a sign of chosen trauma.

I don't believe there will be good things between Turks and Greeks. Because there is too much history. They literally came to this island, and most people took everything from them. The statement 'because of Turks alive today, they have no homes' is not just a personal experience but is presented as a result of collective

memory regarding historical events. This expression suggests that not only the past but also the existence of Turks today is perceived as a problem. The phrase 'because of Turks alive today, they have no homes' reflects the idea that trauma is not only in the past but has been carried into the present and is perceived as an active threat. This statement suggests that the individual's group identity is built on a sense of victimization.

It can be said that there will be no change in peace in Cyprus, just as in Constantinople. If you lose your money in gambling, they won't give it back—that there will be no peace between Turks and Greeks in Cyprus, and that Cyprus actually belongs only to Christians and was taken from them just like Istanbul—this statement is rooted in a chosen trauma.

Conclusion

This study examines the discourses in videos published on the YouTube platform that represent two different societies in Cyprus, using a critical discourse analysis approach. It reveals the underlying ideological structures behind these discourses, how identity construction is shaped, and how selected trauma themes are constructed. The findings suggest that social identities are not solely the result of historical and cultural factors; instead, selected traumas—particular traumatic events highlighted within social memory—are constructed through language and become critical tools in identity formation. In this process, ideological orientations emerge as fundamental elements of discourse, actively reproducing and reinforcing power relations. The study reaffirms the central role of language and discourse in shaping social realities; particularly, it shows that discourses spread through digital media environments are increasingly influential in shaping social identities and ideologies. In the context of Cyprus, this situation is thought to serve to maintain social divisions and separations by creating a shared memory dynamic through constructed past traumas. In this regard, language can be seen not only as a communication tool but also as a mechanism that reproduces and legitimizes social power structures. The research also concretely demonstrates the theoretical and methodological contributions of critical discourse analysis to studies of social identity, ideology, and power relations.

As a result, this study fills an important gap in the literature by examining the current and spontaneous

discourses of individuals representing two communities in Cyprus in the digital media environment (YouTube) using Van Dijk's socio-cognitive critical discourse analysis approach. The study offers a methodological innovation by analyzing the relationship between trauma, collective memory, and identity construction not only through historical documents and official discourses but also through the everyday expressions of people. In this regard, it reveals how traumatic pasts are reconstructed through language in post-conflict societies and how the 'us-other' distinction is reinforced through discursive strategies. Additionally, by highlighting the impact of social media platforms on collective memory, identity negotiation, and ideological positioning, it makes an interdisciplinary contribution to political psychology, media studies, and peace research. The findings are considered valuable both for academic literature and for practical applications in peace and reconciliation policies.

Declarations

Ethics Approval and Participation Permission

This study does not involve any personal data, biological material, or direct experimental intervention from human participants. Only secondary data/statements obtained from publicly available sources were used in the research. Therefore, the study does not require ethics committee approval. Privacy and academic ethical principles have been followed in the study.

Publication Permission

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of Interest

The authors declare that there is no conflict of interest.

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Author Contributions

The study's concept and design were carried out by B.E. The data collection and analysis were conducted by B.E. The draft version of the article was created by B.E., and the critical revision was also carried out by C.D. The final approval and all responsibility for the work were undertaken by B.E.

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RESEARCH ARTICLE / ARAŞTIRMA YAZISI

Examining the Effects of School Managers on Organizational Climate in Northern Cyprus Secondary Education in Different Dimensions

KKTC Ortaöğretiminde Okul Yöneticilerinin Örgüt İklimi Üzerindeki Etkilerinin Farklı Boyutlar Açısından İncelenmesi

Bağcan Batunlu¹, Sonay Dericioğlu²

Abstract:

The purpose of this study is to examine the effects of school administrators on organizational climate in secondary schools affiliated with the Ministry of National Education of the Turkish Republic of Northern Cyprus (TRNC) across different dimensions. This evaluation aims to understand the perspectives of school administrators and teachers toward the organizational climate. The study holds particular significance for school reforms and accountability in education ministries and institutions. The research covers 10 school administrators and 40 teachers working in the districts of Nicosia, Famagusta, Kyrenia, Güzelyurt, and İskale, under the TRNC Ministry of National Education. A qualitative research approach was adopted with a case study design. The researcher used a semi-structured interview method, developing two interview forms comprising eleven semi-structured questions, refined with feedback from five experts in the field. This interview form served as the data collection tool. Descriptive and content analysis techniques were applied for qualitative data analysis. Findings indicate that teachers highlighted transformational leadership's role in fostering a positive school atmosphere through school administrators maintaining a disciplined and supportive environment. The importance of nondiscriminatory techniques and equitable task distribution emphasized by teachers is evident. School administrators need to apply techniques such as task rotation and personnel feedback collection as tactical tools within sensitive management dimensions of education to achieve fair task allocation. Administrators should also foster effective communication and motivation within the organization to positively influence school climate. While presenting perspectives on school climate from both administrators and teachers, future studies might conduct experimental research with quantitative data to explore the long-term effects of changing leadership styles on school atmosphere.

Keywords: Northern Cyprus, Organizational Climate, School Administrator and Teacher.

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Öz:

Bu araştırmanın amacı, Kuzey Kıbrıs Türk Cumhuriyeti Milli Eğitim Bakanlığı'na bağlı ortaöğretim okullarında okul yöneticilerine örgütsel iklimi etkilerinin farklı boyutlarda incelemesini sağlamaktadır. Bu değerlendirme okul yöneticilerinin ve öğretmenlerin örgütsel iklimi karşı bakış açılarını anlamayı amaçlamaktadır. Bu araştırma, okul reformları, hesap verebilirliğinden sorumlu eğitim bakanlıklarını ve kurumları için farklı bir önemine sahiptir. Araştırma, KKTC Milli Eğitim Bakanlığı'na bağlı orta öğretim kademesinde Lefkoşa, Gazimağusa, Girne, Güzelyurt ve İskele ilçelerinde görev alan 10 okul yöneticisi ve 40 öğretmenini kapsamaktadır. Araştırmada, nitel araştırma yaklaşımı kullanılmış ve bu yaklaşım içerisinde durum çalışması desenine başvurulmuştur. Araştırmacı, yarı yapılandırılmış sorulardan oluşan görüşme yöntemini kullanmış ve bu amaçla on bir adet yarı yapılandırılmış sorudan oluşan iki görüşme formu alanda çalışan beş uzmanında görüşü alınarak geliştirilmiştir. Veri toplama aracı olarak bu görüşme formu kullanılmıştır. Nitel veri analizi yöntemlerinden betimsel analiz ve içerik analizi teknikleri kullanılmıştır. Elde edilen bulgular öğretmenler; dönüşümsel liderliğin, okul yöneticilerinin disiplinli ve destekleyici bir ortamı sürdürmedeki rolünü vurgulayarak olumlu bir okul atmosferini teşvik ettiği yönünde görüş belirtmiştir. Öğretmenlerin, sıklıkla ayrımcılık yapmayan tekniklerin ve eşit görev dağılımının önemini vurguladıkları ortaya çıkmaktadır. Okul yöneticilerinin, eşit görev dağılımı elde etmek için görev rotasyonu ve personel geri bildirimi toplama gibi tekniklerin ve taktiklerin eğitimini bir hassa yönetim boyutunda kullanılması gerekliliği ortaya çıkmaktadır. Okul yöneticileri bir örgüt olarak okulun ikliminin etkili iletişimle ve örgüt içerisinde motivasyonun artmasına yönelik çalışmalar gerçekleştirilmesi gerekliliği sonuçlarına ulaşmıştır. Bu araştırma okul iklimine yönelik görüşleri okul yöneticisi ve öğretmen perspektifleriyle sunarken, gelecekteki çalışmalar değişen liderlik stillerinin okul atmosferi üzerindeki uzun vadeli etkilerini yönelik nicel yaklaşımları içeren sayısal verilere dayanan deneysel araştırma gerçekleştirilebilir.

Anahtar Kelimeler: Kuzey Kıbrıs, Örgütsel İklim, Okul Yöneticisi ve Öğretmen.

Introduction

The organizational climate of schools plays a vital role in influencing teaching effectiveness, staff morale, student engagement, and the overall learning environment. Characterized by collective perceptions, attitudes, and behaviors within a school, organizational climate is influenced by several factors, with leadership—particularly that of school administrators—being the most significant (Wang & Degol, 2016; Thapa et al., 2013). In secondary education, as administrative complexity and instructional demands increase, the role of school leaders becomes crucial in shaping the institution's environment. School administrators play a key role at the intersection of policy implementation and pedagogical leadership, making their position essential in shaping the school climate. Current research often views climate as a singular construct, offering limited insight into how various dimensions of administrative leadership affect it (Kutsuruba, Godden & Bosica, 2019).

Lahtero and Risku (2021) suggest that leaders who emphasize instructional leadership can enhance the academic environment, while those who support teacher autonomy and collaboration are more likely to improve the relational and collegial aspects of the climate. Post-pandemic, the role of leaders has become even more prominent. The COVID-19 crisis underscored the necessity of adaptive, empathetic, and technologically skilled leadership to maintain institutional stability and morale (Netolicky, 2020). School administrators have faced challenges such as remote learning, mental health concerns, and digital inequalities, all of which deeply affected educational environments across various dimensions.

Relevant studies show that school leaders, including principals and vice principals, have a significant impact on organizational climate through their leadership styles, communication techniques, conflict-resolution approaches, and support systems for staff and students

(Leithwood, Harris, & Hopkins, 2020). Administrators demonstrating transformational leadership characterized by vision sharing, collaboration, and empowerment create positive school environments that foster teacher motivation, student achievement, and innovation (Çakır & Şahin, 2020; Lahtero & Risku, 2021). Conversely, authoritarian or unsupportive leadership styles are associated with negative school climates marked by stress, low morale, and high teacher turnover (Turan & Bektaş, 2020).

Moreover, the school environment is not a monolithic concept; it encompasses diverse qualities such as collaborative leadership, professional interactions, resource availability, and academic focus (Hoy, Tarter & Kottkamp, 1991).

This study aims to examine the effects of school administrators on organizational climate within secondary schools affiliated with the Ministry of National Education of the Turkish Republic of Northern Cyprus (TRNC) across different dimensions. This evaluation seeks to understand the perspectives of school administrators and teachers toward organizational climate. The general research question guiding the study is, "What are the perspectives of school administrators and teachers working in secondary education schools in the TRNC regarding organizational climate?" This research holds significant theoretical and practical importance in educational leadership, organizational behavior, and school improvement. As secondary schools face increasing demands for academic performance, inclusivity, and adaptation in the post-pandemic era, the quality of organizational climate and the role of school administrators become critical for sustainable educational progress (Campbell, 2021).

Based on the general research question, the specific objectives of this study can be listed as follows:

1. What are your thoughts on the essential leadership characteristics that a school administrator should possess in the current century?
2. What are your views regarding the task distribution, behaviors, and communication of school administrators toward teachers and other colleagues in your current educational institution?
3. How do you perceive the impact of school administrators' behaviors and attitudes on the morale and motivation of teachers and other colleagues?
4. As a school administrator, what are your thoughts on the current school climate within the educational institution where you work?
5. As a school administrator, what process do you follow in identifying and managing problems that negatively affect the school climate in your current institution?
6. What process do you follow to improve the school climate in your current institution as a school administrator?

Methodology

Research Model

This study employed qualitative research methods. The qualitative research approach aims to obtain a broad perspective while investigating a specific topic, focusing on events and behaviors occurring in natural settings to provide in-depth information (Büyüköztürk et al., 2024). The research used a qualitative case study design. Case studies help analyze and understand real-life situations and processes in detail, offering researchers the opportunity to thoroughly examine circumstances beyond their control (Yıldırım & Şimşek, 2011). In case studies, researchers collect qualitative data framed by the investigation of these situations. These studies stand out for their focus on rich, vivid descriptions of events, their combination of analysis and explanation, and their highlighting of the most critical points related to the case (Baş & Gök, 2024).

Study Group and Sampling

In qualitative research methods, a prominent characteristic of the study group participants is that they are carefully selected in parallel with the research's purpose and questions. The study group consists of individuals whom the researcher observes and interviews to collect data. Establishing a trust relationship between the researcher and participants is an important and decisive factor in obtaining high-quality, accurate data (Yıldırım & Şimşek, 2021). The study group of this research consists of school administrators and teachers working in secondary education institutions affiliated with the Ministry of National Education of the Turkish Republic of Northern Cyprus (TRNC) in the districts of Nicosia, Famagusta, İskelle, Güzelyurt, and Kyrenia during the spring term of the 2024-2025 academic year.

Purposive sampling was used to select the sample. Purposive sampling is a nonprobability sampling technique in which the researcher deliberately selects individuals or situations that possess specific characteristics relevant to the research purpose (Etikan, Musa, & Alkassim, 2016). Among the types of purposive sampling, criterion sampling was preferred for this study. Criterion sampling involves selecting individuals,

situations, or units that meet predetermined criteria, aiming to obtain in-depth information by focusing on samples with features relevant to the research objectives. Criterion sampling is mostly used in qualitative research, and the sample comprises individuals who meet the specified criteria (Yıldırım & Şimşek, 2016).

Data Collection Tool

In this study, a semi-structured interview form was used as the qualitative data collection instrument, employing an open-ended interview technique. The semi-structured interview technique, characterized by its flexibility, involves the researcher preparing questions aligned with the study's purpose before the interview and following the rules of the method. However, depending on the course of the interview, the researcher can also ask different questions, enabling the interview framework to be shaped in a new dimension (Dilci, 2019). Five experts in the field reviewed the researcher-developed interview form for content validity. A pilot application was conducted with one participant each from the school principals, vice principals, and teachers. It was confirmed that the interview form met usability criteria and was effective.

Data Collection Process

Necessary permissions were obtained from the Primary Education Department of the Ministry of National Education of the TRNC (Appendix 1), and all required documents were submitted to the Ethics Committee of the Graduate School of Social Sciences at the University of Mediterranean Karpasia. The study group consists of school principals, vice principals, and teachers working in primary education institutions in the districts of Nicosia, Famagusta, Güzelyurt, Kyrenia, and İskelle affiliated with the Ministry of National Education of the TRNC. The schools included in the study were visited, and interviews were conducted. During the interviews, the semi-structured interview form prepared by the researcher for school administrators and primary school teachers was presented. The study commenced after receiving ethics committee approval from the Graduate School of Social Sciences at the University of Mediterranean Karpasia. Interviews were conducted in April during the Spring term of 2024-2025 with permission from the Ministry of National Education and at locations and times convenient for the participants.

Data Analysis

In this study, data were collected through an interview form, and qualitative data analysis was used to analyze the data. Descriptive and content analysis methods, among qualitative data analysis techniques, were used. Descriptive analysis systematically presents data collected under pre-determined categories, such as participants' demographic information. In this method, data are summarized within specific themes and sub-themes, supported by direct quotations. For example, analysis of participants' roles (teacher, vice principal, supervisor, etc.), graduation levels (bachelor's, master's), or years of service—data that can be statistically analyzed—was conducted within the scope of descriptive analysis (Karahan et al., 2022).

Content analysis is a technique that involves collecting, analyzing, and interpreting participants' views on the research. Data collection consists of gathering participants' responses; analysis involves coding the data into themes; and interpretation is the process of making meaning from the collected data. During the initial

thematic classification of data, descriptive analysis was conceptually employed, and content analysis ensured coherence in theme formation (Yıldırım & Şimşek, 2021).

Validity and Reliability

An important aspect that enhances the value of scientific research and clearly expresses its purpose is the researcher's ability to demonstrate the validity and reliability of the research findings. Regardless of the type of scientific study, validity and reliability are crucial for achieving the research objectives.

In qualitative research, validity refers to the suitability of the measurement tool used in the study for objectively and effectively measuring the intended concept. Validity is not only about the appropriateness of the measurement instrument but also about accurately measuring the concept without error. It is an important validity criterion to thoroughly examine all the detailed characteristics that present the research problem as a whole. Ensuring the validity and reliability of the data collection methods, research design, and data analysis employed in a study significantly influences the study's acceptance (Arslan, 2022). Additionally, confirming the data by asking participants questions such as "Is this what you meant?" enhances validity (Aziz, 2021).

Findings

Table 1. Demographic Characteristics of Participants

THEMES	F(n)	%
Gender		
Female	30	60
Male	20	40
Position		
Principle	10	20
Teacher	40	80
Age Distribution		
Under - 30	16	32
31-35	10	20
36-40	7	14
41-45	8	16
46 –over	9	18
Total work experience in teaching		
0-5 Years	13	26
6-10 Years	7	14
11-15 Years	8	16
16-20 Years	3	6
20-25 Years	6	12
25 and older	3	6
Total work experience in management		
5-10 Years	4	8
10-20 Years	3	6
20-25 Years	3	6
School of affiliation of participants		
Öğuz Veli Secondary School	4	8
Şehit Hüseyin Ruso Secondary School	4	8
Lefke Gazi High School	3	6
19 Mayıs TMC	3	6
Turkish Maarif College	3	6
Hala Sultan College of Theology	3	6
Atleks Sanverler Secondary School	4	8
Esin-Leman High School	3	6
Osman Örek Vocational High School	1	2
Atatürk Technical High School	2	4
Haydarpaşa Commercial Vocational School	2	4
Canbulat Secondary School	1	2
Namık Kemal High School	2	4
Famagusta TMC	1	2

Ethical Aspect and Procedure

The rapid expansion of scientific research alongside technological advancements has led researchers to operate within a framework where ethical principles hold significant value. Ethics plays a crucial role in the research process and the application of its outcomes, serving as a key determinant of the validity, reliability, and societal acceptability of scientific studies (Gürlek & Onbaşılı, 2024).

In the 2024-2025 Spring Semester, following the acquisition of the necessary report on the research's suitability from the Ethics Committee of the University of Mediterranean Karpasia, the researcher submitted a petition to the Ministry of National Education of the TRNC requesting permission, which was granted upon approval, thereby initiating data collection. Data collection was conducted during the Spring Semester of the 2024-2025 academic year. The Akdeniz Karpaz University ethical committee provided the ethical approval for this research. The date for approval is 14/01/2025, and the approval number is AKUN-ETK-2/25.

Polatpaşa High School	3	6
Lapta Yavuzlar High School	4	8
Dr. Fazıl Küçük Technical High School	1	2
20 Temmuz High School	1	2
Bülent Ecevit High School	1	2
Değirmenlik High School	3	6
Anadolu Güzel Sanatlar High School	1	2

According to Table 1, the majority of teachers contributing to the study were female (60%), while the remaining 40% were male. Among the school

administrators contributing to the research, 20% were school principals, and the remaining 80% were teachers working in secondary education

Table 2. Evaluation of the Core Leadership Characteristics of School Administrators

THEMES	N	%
Transformational Leadership	18	45
Deficiencies in the Leadership Skills of School Administrators	12	30
Collaborative Leadership	10	25
Total	40	100

According to Table 2, the vast majority of participants emphasized the need for school administrators to be transformational leaders. Additionally, they expressed the view that school administrators in state-affiliated educational institutions should take on greater

responsibilities as collaborative leaders. Finally, participants shared their opinion that deficiencies in school administrators' leadership skills negatively affect the school's climate, working environment, teachers, and other staff when viewed as an organization.

Table 3. Evaluation of School Administrators' Task Distribution, Behavior, and Communication Processes from the Perspectives of Equality and Justice

THEMES	N	%
Fair and Equitable Attitude	37	92.5
Existence of Favoritism	3	7.5
Existence of Imbalance in Task Distribution	1	2.5
Total	40	100.0

As seen in Table 3, some participants expressed the view that school administrators do not treat teachers equally and questioned whether tasks are distributed fairly. On the other hand, some participants stated that school administrators communicate with fairness and distribute

tasks equally among teachers. Additionally, participants shared the opinion that school administrators exhibit bias and favoritism, indicating that not everyone receives equal treatment.

Table 4. Evaluation of the Effects of School Administrators' Communication and Collaboration with Students, Parents, and the School Parent Association on School Climate

THEMES	N	%
Strong Communication with Families	17	42.5
Existence of Communication Problems	13	32.5
Moderate Level of Participation	10	25
Total	40	100

According to Table 4, participant teachers stated that school administrators communicate effectively with students' families, which positively affects both student success and the organizational climate. However, some participants shared views that school administrators face communication challenges, specifically with a certain

group of students, parents, and the school-parent association, and they need to improve in these areas. Lastly, participants reported that student families' participation in parent meetings and school-parent association events is moderate.

Table 5. Evaluation of School Administrators' Attitudes and Behaviours Towards Improving School Climate

THEMES	N	%
Recognizing and Motivating Teachers	4	40
Assigning Responsibility and Delegating Authority to Teachers	3	30
Promoting Transparency and Communication	3	30
Total	10	100

According to the views expressed in Table 5, school administrators take steps to develop and improve the current school climate by emphasizing the importance of recognizing each teacher as an individual with a unique personality, character, and perspective. They hold individual and group meetings to motivate teachers. Students participating in the research noted that

administrators try to assign responsibilities to teachers and share workload fairly. Additionally, school leaders make efforts to delegate authority to teachers. Finally, the administrators promote transparency and encourage communication with teachers to enhance the school climate.

Table 6. Evaluation of the Role of School Administrators in Student and Teacher Feedback on Improving School Climate in Educational Institutions

THEMES	N	%
Receiving Feedback from Teachers and Students	4	40
Projects Aimed at Improving the School and School Climate	4	40
Monitoring and Evaluation of School Climate	2	20
Total	10	100

According to Table 6, educational administrators reported being open to receiving feedback and new ideas from teachers and students on the development and improvement of the school climate in the schools where they serve. They also shared that they develop short-, medium-, and long-term plans and programs to improve their educational institutions and the organizational climate within them, and that they work to implement new projects. Finally, they indicated that they continually monitor the school climate to conduct current situation analyses and make necessary evaluations to improve it.

Discussion

The study highlights that transformational leadership qualities such as vision, empathy, and justice are vital for fostering a healthy school climate. The theoretical foundations of the study, rooted in transformational leadership theories (Leithwood & Sun, 2012; Bass & Avolio, 1994) and Vygotsky's sociocultural theory, provide an important framework for analyzing the social and relational dimensions evident in participants' responses.

Many findings in this study confirm those of prior research. The recognition of empathy, support, and participatory decision-making as core leadership attributes aligns with Leithwood, Harris, and Hopkins' (2020) emphasis on the emotional and intellectual dimensions of effective school leadership. The significance of morale and motivation, directly linked to administrators' relational behaviors, corresponds with Çakır and Şahin's (2020) research, which underscores leadership behavior as a key factor influencing staff engagement and satisfaction.

Similarly, consensus on the need for leadership training aligns with the OECD's (2020) assertion that continuous

professional development is essential for contemporary school leaders to address complex challenges. Moreover, the study confirms that equitable task distribution and fair treatment are fundamental elements of a positive organizational atmosphere, corroborating the findings of Wang and Degol (2016) and Kutsyuruba et al. (2021), who highlight the influence of justice perceptions on trust and collaboration within educational communities.

While most findings align with existing literature, some notable discrepancies emerged. For instance, although principals generally perceived their communication with staff and stakeholders as open and effective, a significant proportion of teachers expressed dissatisfaction with these practices.

Conclusion

Here is a comprehensive academic English translation of your detailed research findings on the transformational leadership qualities of school administrators and their effects: The teachers participating in the study concluded that, in the current century, school administrators must embody transformational leadership. However, when leadership skills are lacking within the school, it negatively impacts the school climate, work environment, teachers, and other staff members. According to the teachers' perspectives, school administrators do not treat teachers equally, there is an unfair distribution of duties, and favoritism is present within the institution. The teachers also expressed that in-service training programs organized by the Ministry of National Education (MEB) for school administrators should be updated to meet contemporary needs, and that the number of such training sessions should be increased. Regarding communication, teachers noted that while school administrators maintain strong communication with students' families, there are

persistent issues at sensitive levels involving students, parents, and school parent associations.

From the administrators' viewpoints, the school climate in their current schools is positive. They hold both individual and group meetings with students, teachers, and staff to improve the school environment and maintain a positive atmosphere. Administrators reported efforts to recognize teachers individually, delegate responsibilities to encourage ownership of the school, and implement actions to enhance motivation. They emphasized accessibility and openness in communication with teachers and students as factors that increase trust within the organization.

Administrators actively listen to teachers' concerns, conduct individual or group meetings, and implement conflict resolution strategies to eliminate hostile environments. They receive feedback from teachers and students regarding the improvement and transformation of the school climate. Furthermore, administrators develop short-, medium-, and long-term plans and programs to enhance the school climate and initiate new projects accordingly.

Recommendations

Recommendations for Future Research

Future studies can expand on this research by employing qualitative or mixed method approaches with broader participant samples. The results and findings from such studies can be compared with those identified in the present research to provide a comprehensive understanding.

Recommendations for Researchers

In-service training programs organized by the Ministry of National Education (MEB) for school administrators can be developed to align with contemporary leadership approaches and practices relevant to the current century.

The MEB could also monitor and regulate the distribution of tasks and workloads among teachers to ensure equitable and fair treatment by school administrators. Efforts can be made to address communication challenges faced by school administrators in interactions with students' families and school parent associations. Educational administrators can be better equipped with knowledge, efficiency, and practical examples regarding organizational and organizational climate management through targeted in-service training programs developed by MEB.

Declarations

Ethics Approval and Participation Permission

The Akdeniz Karpaz University ethical committee provided the ethical approval for this research. The date for approval is 14/01/2025, and the approval number is AKUN-ETK-2/25.

Publication Permission

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of Interest

The authors declare that there is no conflict of interest.

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Author Contributions

BB and SD proposed the main idea of the research. BB and SD were involved in reviewing and discussing the literature. BB and SD contributed to drafting the article and revising its content. All authors reviewed and approved the final version of the article.

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The Relationship Between Earthquake-Related Secondary Traumatic Stress, Earthquake Anxiety, and Depression: Traditional Review

Deprem Kaynaklı İkincil Travmatik Stres ile Deprem Kaygısı ve Depresyon Arasındaki İlişki: Geleneksel Derleme

Cem Keleş¹, Mehmet Çakıcı²

Abstract:

Earthquakes are complex disasters that cause not only physical destruction but also significant psychological effects. While individuals directly affected often experience post-traumatic stress disorder, anxiety, and depression, those indirectly exposed to earthquake-related news or narratives may develop secondary traumatic stress. This study employed a traditional literature review to examine the relationship between earthquake-related secondary traumatic stress, earthquake anxiety, and depression. The review, conducted through Google Scholar, DergiPark Academic, PubMed, and the National Thesis Center using the keywords “earthquake,” “secondary traumatic stress,” “earthquake anxiety,” and “depression,” is based on seven studies conducted in Turkey. Findings indicate significant positive relationships among secondary traumatic stress, earthquake anxiety, and depression. Secondary traumatic stress was found to exacerbate both anxiety and depression, with all three variables mutually influencing each other. Post-disaster factors such as uncertainty, loss of control, expectation of future earthquakes, and witnessing the experiences of affected individuals can contribute to psychological distress even in those not directly affected. These findings highlight the need for post-disaster psychosocial interventions to address both directly and indirectly affected populations.

Keywords: Earthquake, Secondary traumatic stress, Earthquake anxiety, Depression.

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Öz:

Depremler, yalnızca fiziksel yıkıma yol açan jeolojik olaylar değil; aynı zamanda bireyler ve toplum üzerinde önemli psikolojik etkiler oluşturan çok boyutlu afetlerdir. Depremin doğrudan etkilediği kişilerde travma sonrası stres bozukluğu (TSSB), kaygı ve depresyon gibi ruhsal sorunlar yaygın olarak görülürken; afet bölgesinde bulunmayan ancak depremle ilgili haberler, görüntüler veya travmatik anlatımlara maruz kalan bireylerde ikincil travmatik stres gelişebilmektedir. Bu çalışmada, geleneksel derleme yöntemi kullanılarak deprem kaynaklı ikincil travmatik stres ile deprem kaygısı ve depresyon arasındaki ilişki literatür doğrultusunda incelemiştir. Literatür taraması, Google Scholar, DergiPark Akademik, PubMed ve Ulusal Tez Merkezi veri tabanları üzerinden yapılmış ve çalışmada “deprem”, “ikincil travmatik stres”, “deprem kaygısı” ve “depresyon” anahtar kelimeleri kullanılmıştır. Çalışmadan elde edilen bulgular, Türkiye’de gerçekleştirilen yedi araştırmaya dayanmaktadır. Araştırmalar, deprem kaynaklı ikincil travmatik stres ile deprem kaygısı ve depresyon arasında anlamlı ve pozitif yönlü ilişkiler olduğunu göstermektedir. Ayrıca, ikincil travmatik stresin hem deprem kaygısını hem de depresyonu güçlendirdiği ve bu üç değişkenin birbirini karşılıklı olarak etkilediği saptanmıştır. Özellikle afet sonrası dönemde yaşanan belirsizlik, kontrol kaybı, tekrar deprem olacağı beklenisi, depremi yaşamış bireylerin yaşantılarına tanıklık etme gibi durumlar; depremi doğrudan yaşamamış bireylerde de deprem kaynaklı travmatik stres, deprem kaygısı ve depresyonun oluşmasına katkıda bulunabilmektedir. Dolayısıyla, ikincil travmaya maruz kalan bireylerde kaygı ve depresyon düzeylerinin artması olasıdır. Bu nedenle, afet sonrası psikososyal müdahalelerde yalnızca doğrudan etkilenen bireyler değil; travmaya dolaylı olarak maruz kalan toplum kesimleri de psikolojik destek programlarına dahil edilmelidir.

Anahtar Kelimeler: Deprem, İkincil travmatik stres, Deprem kaygısı, Depresyon.

Introduction

Natural disasters are sudden, destructive events that occur without human intervention and negatively impact human life, the environment, and economic systems (UNDRR, 2025). These disasters are observed in various categories, including geological (earthquakes, volcanoes), meteorological (hurricanes, floods), climatological (droughts), biological (epidemic diseases), and hydrological (floods). Each type of disaster occurs at different frequencies and intensities depending on the region's geographical and climatic characteristics (CRED, 2025).

Earthquakes, which hold an important place among natural disasters, are defined as the release of energy resulting from fractures in the Earth's crust caused by tectonic movements or volcanic activities, which then spread through seismic waves, shaking the surrounding environment and the Earth's surface violently (AFAD, 2025). Earthquakes mostly occur along fault lines and cause significant tremors in the Earth's crust (Stein and Wysession, 2003). The most common types of earthquakes are tectonic earthquakes observed at plate boundaries (Bozkurt, 2001).

In regions like Turkey, where active fault lines are densely located, earthquakes occur both frequently and with considerable destructive power. Fault lines across Anatolia have caused major earthquakes for centuries (Bozkurt, 2001). Turkey's geological structure, topography, and climate conditions pose a high risk for various disasters, especially earthquakes; additionally, rapid migration since the 1950s, unregulated construction, uncontrolled urbanization, and industrialization processes have made cities more vulnerable and less resilient to both natural and human-made disasters (TBMM, 2021; AFAD, 2022).

In this context, the earthquakes centered in Gölçük district of Kocaeli province and Düzce in 1999 caused significant loss of life and property; the earthquakes centered in Pazarcık and Elbistan districts of Kahramanmaraş

province in 2023 resulted in the rupture of a segment spanning hundreds of kilometers and were described as the 'disaster of the century.' These earthquakes led not only to physical destruction but also to severe damage and economic, social, and environmental losses (AFAD, 2022, 2023, 2025); they left millions of people homeless and triggered intense internal migration (Olguner-Eker et al., 2025).

Earthquakes have widespread impacts beyond physical destruction, affecting social, economic, and psychological areas. In the aftermath of major earthquakes, crises such as infrastructure system failures, housing problems, and difficulties accessing healthcare services emerge (Tierney, 2007). Post-disaster uncertainty, losses, and housing issues reduce individual resilience (Bonanno et al., 2010) and create a foundation for various psychological problems in individuals, such as acute stress responses, post-traumatic stress disorder (PTSD), and feelings of loss (Norris et al., 2002; Kesgin and Karaaziz, 2025).

Research shows that individuals living in disaster-affected areas commonly experience PTSD, depression, and anxiety disorders. Especially vulnerable groups such as children, women, and the elderly have an increased need for psychological support and intervention (Bulut, 2023; Olguner-Eker et al., 2025). After large-scale destructive disasters like earthquakes, the likelihood of psychiatric conditions such as PTSD, anxiety disorders, and major depressive disorder significantly increases. While the psychological effects of disasters vary depending on individual characteristics, some individuals recover more quickly and resiliently, whereas others may experience longer-lasting and more profound impacts (Emanuel and Ursano, 2020).

The psychological reactions observed after a disaster may spontaneously decrease within a few weeks in some individuals; however, in some individuals, these symptoms can become permanent (Kidson et al., 1993). Especially, the disruption of the fundamental belief that

the world is a safe place can lead to feelings of sensitivity, helplessness, and hopelessness in individuals (Schwerdtfeger and Goff, 2007). The presence of traumatic symptoms for less than a month is defined as acute stress disorder; exceeding one month is called Post-Traumatic Stress Disorder (PTSD) (Erol and Öner, 1999). The most common psychological problems after an earthquake include PTSD, earthquake anxiety, and depression (Alipour and Ahmadi, 2020).

Post-Traumatic Stress Disorder is a serious psychiatric disorder characterized by recurring memories, avoidance behaviors, and hyperarousal symptoms that develop after events threatening an individual's physical integrity and exceeding their coping capacity (APA, 2014). These symptoms significantly impair an individual's daily functioning and quality of life (Schwerdtfeger and Goff, 2007; Emanuel and Ursano, 2020). Trauma is not limited to individuals directly exposed; it can also occur in individuals indirectly exposed to traumatic events (Kaitz et al., 2009). Traumatic stress is addressed under two categories: primary and secondary traumatic stress. Primary traumatic stress refers to the stress responses observed in individuals directly exposed to the event. In contrast, secondary traumatic stress refers to the stress responses seen in individuals who are not directly exposed to the trauma but are indirectly affected by others' traumatic experiences (Demirel and Çakıcı, 2025; Saylam and Sapancı, 2025).

Secondary traumatic stress is defined as the set of emotions and behaviors that arise as a result of knowing about someone else's trauma, listening to the details of the event, or interacting with individuals who have experienced trauma (Figueley, 1995). Professionals who witness traumatic events or assist individuals affected by trauma, such as search and rescue personnel, healthcare providers, and those providing psychosocial support, as well as relatives of trauma survivors, are at high risk for secondary traumatic stress. Research in this context shows that stress responses related to secondary trauma can be observed in these groups (Akman, 2023; Onat et al., 2025). This situation is particularly common after large-scale earthquake disasters (Kaitz et al., 2009).

The sudden and unpredictable nature of earthquakes can lead to lasting trauma in affected communities (Çınaroglu et al., 2025). While the effects on individuals who directly experience the earthquake have been more extensively studied, the psychological burdens of those living outside earthquake zones and only indirectly affected by the disaster have not been adequately addressed. However, understanding the broad societal impacts after an earthquake is extremely important for planning disaster response and mental health services (Morganstein and Ursano, 2020).

Anxiety about earthquakes is a psychological condition characterized by a person's constant worry, concern, and unease about the likelihood of an earthquake, its severity, and possible consequences. This anxiety can manifest through cognitive symptoms such as being constantly on edge, experiencing a loss of control, and perceiving minor tremors as earthquakes; physical reactions like palpitations, shortness of breath, sweating, and dizziness;

and behavioral signs such as avoiding high-rise buildings or not wanting to be alone (Çapar and Yelboğa, 2025). Factors that increase earthquake anxiety include previous earthquake experiences, experiences of loss and trauma, exposure to intense earthquake news, low tolerance for uncertainty, and a high overall level of anxiety (Uçar-Çabuk, 2023).

Earthquakes can damage individuals' daily routines, sense of security, and sources of social support, leading to long-term depressive symptoms. In this context, depression caused by earthquakes manifests with symptoms such as hopelessness, apathy, loss of energy, insomnia, changes in appetite, difficulty concentrating, and withdrawal from social relationships; it can also occur alongside PTSD (Gökkaya et al., 2025; Cansel et al., 2025).

Therefore, it is necessary to carefully evaluate the secondary psychological effects on individuals who are not directly affected by the earthquake. Research shows that individuals experiencing secondary traumatic stress related to earthquakes commonly suffer from earthquake anxiety and depression, but it also indicates that secondary traumatic stress is one of the least studied areas in earthquake trauma research (Akman, 2023; Gökcen et al., 2024; Kara-Narici, 2024; Verimli, 2024; Çınaroglu et al., 2025; Onat et al., 2025; Yavuzcan, 2025). The need for multidisciplinary research to comprehensively assess the sudden and destructive physical damages, economic and social losses, and psychological effects caused by earthquakes is increasing (TBMM, 2021). This study aims to examine the relationship between secondary traumatic stress caused by earthquakes, earthquake anxiety, and depression based on research conducted in Turkey.

Method

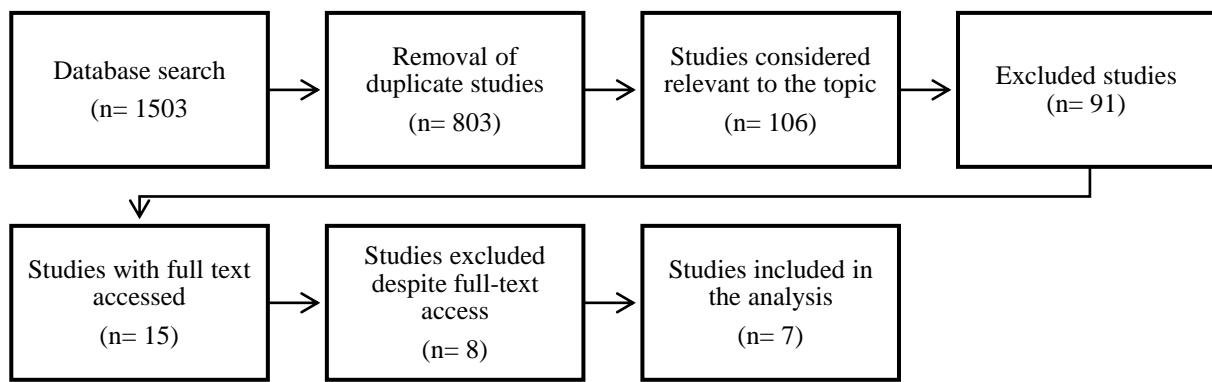
In this study, the traditional review method, which involves compiling and evaluating previous academic studies on a specific topic without a systematic approach, was used. The traditional review is an important method for comprehensively collecting, examining, and interpreting the existing knowledge in a particular field (Sutton et al., 2019).

For the research, a literature review was conducted using Google Scholar, DergiPark Academic, PubMed, and the YÖK National Thesis Center databases. During the search process, the keywords 'earthquake,' 'secondary traumatic stress,' 'earthquake anxiety,' and 'depression' were used.

The criteria for inclusion in the study are specified below:

- 1) The research must be a published research article in a national or international peer-reviewed journal or have the quality of a master's, doctoral, or specialization thesis.
- 2) The fact that the study addresses the topics of earthquake-related secondary traumatic stress, earthquake anxiety, and depression together,
- 3) The fact that the sample of the research was selected from Turkey.

There is no date restriction on the inclusion criteria, and studies that do not meet them have been excluded. The study's flowchart is shown in Figure 1.

**Figure 1. Workflow Diagram**

According to the established criteria, 1,503 studies were identified in the databases, 106 were deemed relevant to the subject, and 7 were ultimately included in the compilation.

Findings

There are numerous studies in the literature that investigate natural disasters such as earthquakes.

However, the literature generally targets individuals who directly experience earthquakes. Specifically, studies conducted in Turkey that examine the relationship between secondary traumatic stress caused by earthquakes, earthquake-related anxiety, and depression are limited. Therefore, in the literature review, seven (7) studies conducted in Turkey were identified as appropriate for the research purpose. The studies included in the research are summarized in Table 1.

Table 1. Studies Included in the Research

Author, Year	Type	Model	Sample	Scales	Result
Akman, 2023	Medical Specialization Thesis	Cross-sectional study	632 healthcare workers are providing services to earthquake victims	Secondary Traumatic Stress Scale (STSS), Depression Anxiety Stress Scale (DASS-21)	A strong relationship was found between secondary traumatic stress, depression, and anxiety.
Gökçen et al., 2024	Research Article	Online survey model	436 social media users who had not experienced an earthquake	Secondary Traumatic Stress Scale for Social Media Users (STSS-SM)	Secondary traumatic stress, depression, and anxiety
Kara-Narıç, 2024	Medical Specialization Thesis	Cross-sectional study	133 earthquake survivors and 127 rescue-aid personnel who served during the earthquake	Clinician-Administered PTSD Scale (CAPS-5), Depression Anxiety Stress Scale (DASS-21)	Primary traumatic stress, anxiety, and depression were high; however, the results are essential for both groups.
Verimli, 2024	Master's Thesis	Cross-sectional study	115 psychologists are working with earthquake survivors	Secondary Traumatic Stress Scale (STSS), Brief Symptom Inventory (BSI)	A positive and significant relationship was observed between secondary traumatic stress and psychological symptoms (anxiety, depression, etc.).
Çınaroğlu vd., 2025	Research Article	Cross-sectional study	Deprem yaşamamış, farklı illerde yaşayan 721 gönüllü birey	Beck Depresyon ve Anksiyete Envanterleri (BDI-II, BAI), DSM-5 için PTSD Kontrol Listesi (PCL-5)	A significant relationship was found between STSS symptoms, anxiety, and depression.
Onat et al., 2025	Research Article	Relational screening model	243 healthcare workers aged 18–65 working with earthquake survivors	Brief Symptom Inventory (BSI), Secondary Traumatic Stress Scale (STSS)	Anxiety, depression, and the presence of secondary traumatic stress negatively affected coping skills.
Yavuzcan, 2025	Master's Thesis	Survey model	139 healthcare workers aged 18–60 working with earthquake survivors	Secondary Traumatic Stress Scale (STSS), Depression Anxiety Stress Scale (DASS-21)	Depression and anxiety were associated with secondary traumatic stress.

Of the studies listed in Table 1, 7 (Akman, 2023; Gökçen et al., 2024; KaraNarıç, 2024; Verimli, 2024; Çınaroglu et al., 2025; Onat et al., 2025; Yavuzcan, 2025) were included in the review. Three of these are research articles, two are medical specialty theses, and two are master's theses. Four were conducted with a cross-sectional design, two used a survey model, and one employed an online questionnaire model. The samples consist of individuals who are professionally in contact with earthquake victims (healthcare workers or rescue aid personnel) or individuals who have not experienced the earthquake. The studies used valid and reliable scales to assess secondary traumatic stress (STS, STSS-SM), depression and anxiety (BDI, BAI, DASS-21, and subscales of KSE), and PTSD symptoms (CAPS-5, PCL-5). The results of the studies indicate that there is a significant and positive relationship between earthquake-related secondary trauma, earthquake anxiety, and depression, and that exposure to earthquake-related secondary trauma increases symptoms of PTSD, depression, and anxiety in individuals. The findings obtained from the studies are summarized below.

In Akman's (2023) study, 632 healthcare workers serving earthquake victims at a university hospital were assessed for secondary traumatic stress, depression, and anxiety levels. According to the research findings, the level of secondary traumatic stress was higher among those who had previously been exposed to a disaster and those who had a relative in the earthquake zone. Depression scores were higher in individuals with a relative in the earthquake zone, those who lost a close one due to the earthquake, and those who felt the need for psychosocial support after the earthquake. Anxiety scores increased among those who had previously been exposed to a disaster and those with a relative in the earthquake zone. Additionally, among female participants, those who lost a close one due to the earthquake and those who felt the need for psychosocial support after the earthquake showed a significant and strong relationship between levels of secondary traumatic stress, depression, and anxiety.

Gökçen and colleagues (2024) conducted a study on 436 university students to examine the relationship between secondary traumatic stress symptoms observed in social media users after an earthquake and social media addiction, depression, anxiety, and stress levels. The study shows that secondary traumatic stress is related to social media addiction, depression, anxiety, and stress levels. Additionally, multiple linear regression analysis reveals that female gender, social media addiction, and anxiety levels predict secondary traumatic stress, explaining 43.3% of the total variance. Symptoms of secondary traumatic stress were found to be higher in individuals who follow earthquake-related news on social media and those who use Twitter to access information about the earthquake.

In the study by Kara Narıç (2024), individuals who experienced primary trauma (133 earthquake survivors) and secondary trauma (127 rescue aid personnel) after the earthquake were compared in terms of post-traumatic stress disorder (PTSD) symptoms, suicide risk, depression, and anxiety symptoms. As a result, it was found that participants directly exposed to trauma had higher levels of PTSD symptoms, depression, and anxiety compared to the secondary trauma group. However, those exposed to secondary traumatic stress showed higher levels of the 'negative self' dimension. Additionally,

across the entire sample, it was observed that women and low-income individuals experienced more intense PTSD symptoms, the rate of having suicidal thoughts after the earthquake was 18.1%, and being young, single, or alone was associated with a higher likelihood of suicide.

In Verimli's (2024) study, the secondary traumatic stress levels and psychological symptoms of 115 psychologists working with individuals who experienced an earthquake were examined. The study found that psychologists with over 10 years of professional experience who worked with individuals affected by the earthquake exhibited lower levels of psychological symptoms, anxiety, and negative self-perception; psychologists who did not go to the disaster zone showed higher levels of hostility compared to their colleagues who did go to the area; there was a negative and significant relationship between avoidance behavior and the duration of work related to the earthquake; among psychologists working in the disaster zone, a positive and significant relationship was observed between the time spent in the field and secondary traumatic stress levels; psychologists whose specialty is clinical psychology developed lower levels of psychological symptoms, anxiety, and depression compared to colleagues in other fields. Additionally, providing psychotherapy support was found to have a preventive effect on secondary traumatic stress and psychological symptoms, and a positive and significant relationship was observed between psychologists' secondary traumatic stress levels and their psychological symptom levels.

Çınaroglu and colleagues (2025) conducted a study with 721 volunteer individuals, most of whom live in Istanbul but also include participants from across Turkey, who had not directly experienced the earthquake. The research findings reveal that even those not directly affected by the earthquake experienced significant psychological distress. 51.9% of participants reported high levels of psychological distress, 24% met criteria for PTSD, 30% showed moderate to severe depression symptoms, and 28% experienced noticeable anxiety. Additionally, higher income and education levels were associated with better mental health outcomes. Individuals with higher education levels had a lower risk of PTSD and exhibited fewer depression symptoms. Similarly, those with higher income levels had lower depression scores and fewer PTSD symptoms. As age increased, well-being levels improved, and PTSD symptoms decreased.

Onat and colleagues (2025) examined the relationship between secondary traumatic stress, anxiety, depression, and coping styles among healthcare workers after an earthquake, involving 243 healthcare workers working in a children's hospital. The study found that anxiety, depression, and secondary traumatic stress had a positive correlation with ineffective coping styles and a negative correlation with effective coping styles. It was observed that younger age and female gender were associated with higher levels of anxiety and depression; meanwhile, secondary traumatic stress was more common among those involved in the treatment of earthquake-affected patients. Regression analysis revealed that ineffective coping styles were related to anxiety, depression, and secondary traumatic stress. Additionally, the time spent caring for earthquake-affected patients was associated with secondary traumatic stress, and the loss of a loved one was linked to anxiety.

Yavuzcan (2025) examined the psychological resilience, insomnia, depression, and anxiety levels of 139 mental health workers responsible for disasters in the context of neuroscience. According to the research findings, a positive and significant relationship was found between secondary traumatic stress and anxiety, stress, and insomnia. On the other hand, there is a negative and significant relationship between secondary traumatic stress and psychological resilience. In the regression analyses, depression, anxiety, and insomnia significantly predicted secondary traumatic stress; however, stress and psychological resilience did not significantly predict secondary traumatic stress. Additionally, no significant difference was found in secondary traumatic stress levels based on gender.

Discussion

In this study, the relationship between secondary traumatic stress caused by earthquakes and earthquake anxiety and depression was examined. The findings of the research indicate that there is a significant and positive relationship between earthquake-related secondary traumatic stress and earthquake anxiety and depression (Akman, 2023; Gökçen et al., 2024; KaraNarıç, 2024; Verimli, 2024; Çınaroglu et al., 2025; Onat et al., 2025; Yavuzcan, 2025).

Research findings indicate that earthquakes have significant psychological effects on indirect victims. This highlights the broader societal impacts of natural disasters. Verimli (2024) observed a positive and significant relationship between secondary traumatic stress levels caused by earthquakes and psychological symptom levels among psychologists. Çınaroglu and colleagues (2025) revealed that individuals not directly affected by the earthquake also experienced considerable psychological distress, with more than half of the participants experiencing high levels of psychological distress, and about one-third experiencing PTSD, anxiety, and moderate to severe depression. KaraNarıç (2024) found that those directly exposed to the earthquake exhibited higher levels of PTSD symptoms, depression, and earthquake-related anxiety compared to the secondary trauma group; however, those exposed to secondary traumatic stress from the earthquake had higher negative self-perception. Additionally, in both groups, young age, being single, and being alone increased the likelihood of post-earthquake suicide. Yavuzcan (2025) identified a positive and significant relationship between secondary traumatic stress caused by the earthquake and daily stress and insomnia. Furthermore, insomnia significantly predicted secondary traumatic stress related to the earthquake, while daily stress did not.

Family members living far from the earthquake epicenter can be exposed to the effects of the disaster through various connections they establish with victims. This indirect exposure can lead to a range of psychological reactions, including anxiety, stress, depression, and PTSD symptoms (Oishi et al., 2015). In fact, earthquakes can create a sense of vulnerability and fear, affecting the mental well-being of individuals who are not physically present at the scene (Perloff, 1983). Additionally, PTSD that develops in family members of earthquake victims can play a decisive role in the development of mental disorders (Cerdá et al., 2013; Olguner-Eker et al., 2025). The research findings highlight the importance of community preparedness for disasters and post-disaster

psychosocial interventions. Akman (2023) found a significant and high-level relationship between secondary traumatic stress, earthquake-related anxiety, and depression levels among those who lost loved ones due to the earthquake. Furthermore, individuals in the earthquake zone with relatives were found to have higher levels of secondary traumatic stress, earthquake-related anxiety, and depression. In comparison, those who lost a loved one due to the earthquake had higher depression levels. In the studies by Onat and colleagues (2025), the loss of a relative was associated with earthquake-related anxiety.

Research findings indicate that individuals who are not directly affected by earthquakes—despite their exposure being indirect—experience significant earthquake-related anxiety and stress due to perceived threats on social media. Gökçen and colleagues (2024) reported that secondary traumatic stress caused by earthquakes is related to social media addiction and stress levels; they also found that social media addiction predicts secondary traumatic stress related to earthquakes. Additionally, they discovered that symptoms of secondary traumatic stress from earthquakes are higher in those who follow earthquake-related news on social media and use Twitter to access information about earthquakes.

In natural disasters such as earthquakes, many professional groups are simultaneously active in the field. Search and rescue teams, technical experts such as firefighters and miners, security units like police and gendarmerie, healthcare workers including doctors, nurses, and paramedics, psychosocial and educational support professionals such as mental health specialists and teachers, as well as specialists in their fields like lawyers and engineers, and volunteers can all play active roles in the post-disaster aid processes. Research findings indicate that professionals or volunteer support workers involved in aid processes are indirectly affected by the earthquake in their interactions during these efforts. Onat and colleagues (2025) found that secondary traumatic stress symptoms related to the earthquake are common among those involved in treating earthquake-affected patients. Akman (2023) found that nurses have high levels of secondary traumatic stress caused by the earthquake; additionally, it was determined that there is a significant and strong relationship between secondary traumatic stress, depression, and earthquake-related anxiety levels among healthcare workers whose workload has increased due to the earthquake.

Among the risk factors for secondary traumatic stress caused by earthquakes are female gender, young age, low education level, insufficient income, previous exposure to a disaster, prolonged treatment of earthquake victims, low professional seniority, and experience. Research highlights these variables. Gökçen and colleagues (2024) and KaraNarıç (2024) found that women experience more earthquake-related secondary traumatic stress; Onat and colleagues (2025) revealed that women have higher levels of earthquake anxiety and depression. Akman (2023) determined that there is a significant and high-level relationship between women's secondary traumatic stress caused by earthquakes, depression, and anxiety levels. Contrary to these findings, Yavuzcan (2025) found that secondary traumatic stress related to earthquakes does not significantly differ according to gender. Onat and colleagues (2025) found that younger individuals experience higher earthquake anxiety and depression.

Çınaroğlu and colleagues (2025) reported that as age increases, well-being levels rise and symptoms of secondary traumatic stress caused by earthquakes decrease; individuals with higher education levels have a lower risk of earthquake-related secondary traumatic stress and fewer depression symptoms; similarly, individuals with higher income levels have lower depression levels and fewer symptoms of secondary traumatic stress caused by earthquakes. Thus, higher income and education levels are associated with better mental health outcomes. KaraNarıçi (2024) also found that individuals with low income experience more intense symptoms of earthquake-related secondary traumatic stress compared to high-income individuals. Akman (2023) observed that those who had previously been exposed to a disaster have higher levels of earthquake-related secondary traumatic stress and earthquake anxiety. In Onat and colleagues' (2025) studies, the prolonged treatment duration for patients affected by the earthquake was associated with earthquake anxiety. Verimli (2024) identified a negative and significant relationship between avoidance behavior and the duration of work related to earthquakes; additionally, a positive and significant relationship was found between time spent in the field and symptoms of secondary traumatic stress caused by earthquakes; individuals who experienced the earthquake and worked in the field, especially those with over 10 years of professional experience, showed lower levels of psychological symptoms, anxiety, and negative self-perception; those who did not go to the earthquake zone exhibited higher levels of hostility compared to colleagues working in the area; psychologists specializing in clinical psychology developed lower levels of psychological symptoms, anxiety, and depression compared to colleagues in other fields.

Effective coping strategies, psychological resilience, receiving psychosocial support, and providing psychotherapy support are effective in preventing the transformation of secondary traumatic stress caused by earthquakes into anxiety and depression. Research findings confirm the importance of these regulatory effects. Akman (2023) identified a significant and high-level relationship between the need for psychosocial support after an earthquake and levels of secondary traumatic stress, earthquake-related anxiety, and depression. Additionally, it was found that those who felt the need for psychosocial support after the earthquake had higher levels of depression. Yavuzcan (2025) determined a negative and significant relationship between earthquake-related secondary traumatic stress and psychological resilience; however, psychological resilience did not significantly predict earthquake-related secondary traumatic stress. In the study by Onat and colleagues (2025), earthquake-related secondary traumatic stress, earthquake anxiety, and depression showed a positive correlation with ineffective coping styles and a negative correlation with effective coping styles. It was also observed that ineffective coping styles predicted earthquake-related secondary traumatic stress, earthquake anxiety, and depression. Verimli (2024) found that providing psychotherapy support has a preventive effect on earthquake-related secondary traumatic stress and psychological symptoms.

Conclusion

In this study, the relationship between secondary traumatic stress caused by earthquakes, earthquake anxiety, and depression was examined using a traditional review method; the findings are based on the results of seven studies conducted in Turkey. The findings indicate that there is a significant and positive relationship between earthquake-related secondary traumatic stress, earthquake anxiety, and depression, and that the psychological effects of earthquakes impact a broad population. Additionally, the results reveal that earthquake-related secondary traumatic stress is a significant predictor of depression and anxiety. These findings highlight the contagious nature of traumas and their widespread societal impact; they also point to the psychological burden on groups professionally exposed to trauma. Furthermore, they emphasize that post-disaster intervention programs should include not only those directly exposed to trauma but also those indirectly affected.

Recommendations

In earthquake psychology research, although numerous studies focus on clinical symptoms such as PTSD, anxiety, and depression in individuals who directly experience earthquakes, the literature examining the interactions between secondary traumatic stress, earthquake anxiety, and depression is limited. Specifically, in Turkey, no literature review has been found that addresses a study on the relationship between secondary trauma caused by earthquakes and earthquake-related anxiety and depression in groups exposed to indirect trauma, such as family members affected by the earthquake. Therefore, earthquake-related psychopathology can be examined with a holistic approach that considers both directly and indirectly affected individuals together.

Research emphasizes the importance of implementing comprehensive mental health interventions that target both direct and indirect victims of earthquakes. Community support programs can be effective in alleviating the long-term psychological effects of trauma and can serve a protective role for both victims and professionals working in crises. Additionally, increasing awareness about media exposure and media literacy can reduce secondary traumatic stress for individuals who are not directly affected and for professionals working with victims.

Declarations

Ethics Approval and Participation Permit

It cannot be applied because it is a compilation study.

Publication Permission

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of Interest

The authors declare that there is no conflict of interest.

Funding

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Author Contributions

CK conducted the study under the guidance of advisor MÇ. Both authors contributed to the research process.

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A Perspective on the Mindfulness Applied Balance Model in Positive Psychotherapy

Pozitif Psikoterapi'de Mindfulness Uygulamalı Denge Modeli'ne Bakış

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Abstract:

Positive Psychotherapy is currently emerging as a transcultural approach, possessing psychodynamic, humanistic, and resource-oriented characteristics. This approach incorporates a variety of unique inventories, metaphors, wise sayings, stories, and proverbs. At the heart of Positive Psychotherapy is the "Balance Model," which aims to help individuals achieve a balanced lifestyle (Peseshkian, 2000). However, even if individuals today aim to live a balanced life, a "disconnect from the moment" can become inevitable at each stage of the Balance Model (Martos-Martinez et al., 2022; Ciarrochi, Purser, & Milillo, 2015). Especially during stressful life events, while an individual's body may be "here," their mind can wander to the past or the future. In such situations, mindfulness practices, which mean "staying in the moment," help individuals refocus their minds on the present and lead a more balanced life. However, few studies systematically integrate mindfulness practices into the Balance Model of Positive Psychotherapy. Therefore, the present study aims to address this gap in the literature by examining the Balance Model from a mindfulness-oriented perspective. This study aims to examine the concept of Mindfulness, which plays an important role in individuals achieving balance, from a conceptual and content perspective, and to examine its connections and areas of use from the perspective of the Balance Model of Positive Psychotherapy. The study offers an original conceptual framework that explains how mindfulness can be positioned within each domain of the Balance Model, thereby contributing theoretically to the existing literature. In this context, it seeks to provide a theoretical discussion on the underexplored relationship between mindfulness and the Balance Model. This study is designed as a narrative review.

Keywords: Positive Psychotherapy, Mindfulness, Mindfulness based Psychotherapy, Balance Model.

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Öz:

Pozitif Psikoterapi, günümüzde transkültürel bir yaklaşım olarak öne çıkmaktadır; aynı zamanda psikodinamik, insancıl ve kaynak yönelik özelikler taşımaktadır. Bu yaklaşım, kendine özgü çeşitli envanterler, metaforlar, bilge sözler, hikâyeler ve atasözleri içermektedir. Pozitif Psikoterapi'nin merkezinde ise bireyin dengeli bir yaşam tarzına ulaşmasını hedefleyen "Denge Modeli" yer almaktadır (Peseschkian, 2000). Ancak günümüzde bireyler dengeli bir yaşam sürdürmeyi amaçlasalar da, Denge Modeli'nin her aşamasında "andan kopma" durumu kaçınılmaz hâle gelebilmektedir (Martos-Martinez ve ark., 2022; Ciarrochi, Purser & Milillo, 2015). Özellikle stresli yaşam olaylarında bireyin bedeni "burada" olsa da zihni geçmişe ya da geleceğe gidebilmektedir. Bu gibi durumlarda, en basit tanımıyla "anda kalma" anlamına gelen Mindfulness (Bilinçli Farkındalık) uygulamaları bireyin zihni yeniden şimdiye odaklamasına ve daha dengeli bir yaşam sürdürmesine yardımcı olmaktadır. Alanyazında Mindfulness uygulamalarının Pozitif Psikoterapi'nin Denge Modeli ile bütünlendirilmesine yönelik doğrudan ve sistematik bir incelemenin sınırlı olduğu görülmektedir. Bu nedenle, mevcut çalışma Denge Modeli'ni Mindfulness perspektifinden ele alarak alanyazındaki bu boşluğu kuramsal düzeyde karşılamayı amaçlamaktadır. Bu doğrultuda çalışmanın amacı, bireylerin dengeye ulaşmasında önemli bir rol oynayan Mindfulness kavramını kavramsal ve içerik yönüyle ele almak; ayrıca Pozitif Psikoterapi'nin Denge Modeli perspektifinden bağlantılarını ve kullanım alanlarını incelemektedir. Çalışma kapsamında Mindfulness Denge Modeli'nin her bir alanında nasıl konumlanabileceğini açıklayan özgün bir bütüncül çerçeve sunarak alanyazına kuramsal katkı sağlaması ve literatürde sınırlı incelenmiş olan Mindfulness-Denge Modeli ilişkisinin kuramsal tartışmasının yürütülmESİ hedeflenmiştir. Bu çalışma anlatı temelli derleme (narrative review) niteliğindedir.

Anahtar Kelimeler: Pozitif Psikoterapi, Mindfulness, Farkındalık Temelli Psikoterapi, Denge Modeli.

Introduction

In the field of psychotherapy, there has been a recent shift from pathology-focused approaches to positive-oriented models (Bohlmeijer & Westerhof, 2021). One of the pioneers of these approaches, Positive Psychotherapy, is frequently applied in today's clinical practice. The Balance Model in Positive Psychotherapy is an approach aimed at achieving holistic well-being by establishing harmony and balance among the physical, success, relationship, and meaning dimensions of an individual's life (Peseschkian, 2000). The model aims for individuals to attain a balanced lifestyle, but being balanced does not necessarily mean being aware of every moment. In the hustle and bustle of daily life, individuals can mentally detach from the present even while eating, chatting with friends, or during enjoyable activities. In other words, while the body is right here, the mind can go to the future or the past. In such situations, mindfulness practices help individuals who are disconnected from the present return to the moment with an accepting, non-judgmental attitude, leaving the future and past aside and focusing solely on what is happening now (Brown & Ryan, 2003). At this point, mindfulness practices become an important tool supporting the Balance Model.

This situation demonstrates that, to sustain the well-being targeted by the Balance Model, it is not only necessary for the individual to establish balance among their living spaces but also to develop the skill of 'being present' in the process. In this context, the study's problem statement concerns the uncertainty and limitations in the literature regarding the theoretical relationship between the Balance Model and Mindfulness practices. Existing studies have mostly treated Mindfulness and Positive Psychotherapy separately; they have not provided an integrative framework explaining the mechanisms by which Mindfulness supports the Balance Model's areas, because the literature has primarily focused on technical applications and theoretical integration has remained limited.

The importance of this study lies in its aim to clarify the literature by theoretically discussing how Mindfulness can integrate with each component of the Balance Model. Accordingly, the research question is as follows: 'How can Mindfulness practices theoretically relate to the Balance Model in Positive Psychotherapy, and how can this relationship support an individual's well-being?' In this study, the concept of Mindfulness, which currently plays a significant role in helping individuals achieve balance, will be examined both conceptually and in terms of content; additionally, the connections and applications of the Balance Model perspective of Positive Psychotherapy will be explored.

Positive Psychotherapy

Dr. Nossrat Peseschkian and his colleagues began developing Positive Psychotherapy through their work in Germany in the late 1960s (Peseschkian, 1970, cited in Sari, 2015). Born and raised in Iran, Peseschkian published his first book titled 'Positive Psychotherapy' in 1967. This book also holds the distinction of being the first book to introduce Positive Psychotherapy (Peseschkian, 2015).

Positive Psychotherapy derives its name from the word 'positive,' which originates from the Latin word 'positum,' meaning 'real' or 'given.' In this context, Positive Psychotherapy is not aimed at correcting existing disorders but, rather, seeks to activate the individual's current capacities and self-help potential (Peseschkian, 2015). Positive Psychotherapy inherently carries the 'Principle of Non-Diagnosis.' Unlike traditional psychotherapy, according to Positive Psychotherapy, the focus of examination is not on illness but, rather, on the individual as the subject of the process (Peseschkian, 2015). It emphasizes that centering on disease and symptoms creates a 'patient identity' for both the client and the therapist, and this perspective can hinder seeing other areas of life. This situation creates a kind of 'blinder' effect in therapy. In this context, the goal of Positive Psychotherapy is based on various universal principles,

aiming to treat and understand the patient as a whole. Due to its content, Positive Psychotherapy includes proverbs, stories, wise sayings, and metaphors. The therapist uses all of these as tools throughout the process (Peseschkian, 2015).

Positive Psychotherapy, which is a trans-cultural and unique approach, also incorporates psychodynamic, humanistic, and resource-oriented features (Peseschkian, 1986, cited in Sari, 2015). According to Positive Psychotherapy, there are two types of conflicts within an individual: 'Actual/Real Conflict' and 'Basic Conflict.' The theory suggests that the Actual/Real Conflict serves the Basic Conflict, and beneath the Real Conflict lies a Basic Conflict rooted in past experiences. In this context, the psychotherapy process focuses on the Basic Conflict, aiming to resolve the conflict and establish a conscious connection between the present and the past. 'Consultation,' 'Hope,' and 'Balance' constitute the three fundamental principles of Positive Psychotherapy (Peseschkian, 2005).

Consultation

In Positive Psychotherapy, the Consultation principle states that the process consists of five steps and that, even after therapy ends, individuals can benefit from these steps in their personal experiences, based on the principle of self-help (Peseschkian, 2007). These steps serve as the building blocks of the therapeutic process, guiding the client's progress in both therapy and daily life. The five stages are listed as "Observation/Distance, Inventory/Information Gathering, Situational Encouragement, Personalization, and Broadening of Goals" (Peseschkian, 2007). This systematic approach of the Consultation principle also lays the groundwork for understanding the Hope Principle, another fundamental principle of Positive Psychotherapy.

Hope

In Positive Psychotherapy, the Hope Principle states that despite the challenges individuals face throughout their lives, they have hope for the future; active effort lays a foundation for a beautiful future for themselves and their families, and individuals' strengths can be sustained through positive interpretation (Peseschkian, 2007).

The Hope Principle involves not immediately intervening in the conflicts and problems presented by the individual, but rather examining those conflicts or problems from a broader perspective and uncovering them. Here, positive interpretation is about viewing symptoms not as indicators of negative disorder, but as meaningful signs pointing to the individual's internal needs, areas for development, and search for balance (Peseschkian, 1987, cited in Eryilmaz, 2011).

According to Positive Psychotherapy, the fundamental reality does not consist solely of conflicts and illnesses (Peseschkian, 2013). The approach emphasizes that individuals possess genuine talents, which are accompanied by conflicts and symptoms (Peseschkian, 2013). In Positive Psychotherapy, conflicts and symptoms present are interpreted by highlighting these genuine talents (Peseschkian, 2013). For example, when considering an individual who experiences a fear of loneliness, this situation is not seen merely as a sign of anxiety. Still, it can also be understood as an expression of the person's actual need to establish more relationships and connections with others. In other words, the symptom

is interpreted positively, not as a negative condition, but as a sign drawing attention to the individual's need in the realm of relationships (Peseschkian, 2013).

Positive Psychotherapy adopts an optimistic approach regarding human nature and has a humanistic perspective (Peseschkian, 2002). In this context, the theory suggests that individuals are born with the abilities to 'love' and 'know,' and that the human mind is not an inherently blank slate (Peseschkian, 2002). The ability to love is shaped and changes through emotional bonds established by primary caregivers from the moment of birth (Peseschkian, 2000). The ability to know involves understanding what a person is and where they come from, and it can develop through experience, eventually becoming a fundamental skill; learning and teaching abilities are emphasized (Peseschkian, 2000). The ability to love is referred to as 'Primary Skills,' while the ability to know is called 'Secondary Skills' (Peseschkian, 2000).

Self-Help

The word 'positive' in Positive Psychotherapy actually guides the process, allowing clients to focus on their strengths and abilities rather than their conflicts, discomforts, and illnesses. It encourages individuals to activate their self-help potential (Demirbağ and Sari, 2023).

Positive Psychotherapy adopts an integrative approach, and clients gain a kind of awareness through therapy and their own story (Demirbağ and Sari, 2023). Through self-help, clients are encouraged throughout the psychotherapy process and are trained to apply the awareness they gain during the process to their own lives even after the therapy ends (Demirbağ and Sari, 2023).

Kendi kendine yardım, bir öylem ve psikolojik sağlık yöntemidir. Pozitif Psikoterapi ekolü de bireyin sahip olduğu güçleri fark edip kullanmasını hedeflemektedir. Tüm bunlar birey için kendi kendine yardım öğesi olmaktadır. Bireyin kendi kendisinin terapisti haline gelmesi amaçlanmaktadır (Eryilmaz, 2011). Bu yönüyle kendi kendine yardım ilkesi, Pozitif Psikoterapi'nin Denge Prensibi ile doğrudan ilişkilidir ve bireyin yaşam alanları arasında uyum geliştirmesine zemin hazırlamaktadır.

Balance

Another goal of Positive Psychotherapy is to create balance within the individual. The theory suggests that this balance is expressed through the domains of health, success, relationships, and the future (Peseschkian, 2000). Beyond the cultural, individual, and social differences in these four areas, each person assigns different levels of importance to each dimension and has varying conflict contents. The content of the conflict, in turn, leads individuals to focus on different dimensions. For example, some individuals seek refuge in certain fantasies during conflict, while others exhibit physical symptoms. Some dedicate themselves to work and performance, while others withdraw from social contact (Peseschkian, 2000). It is very important to evaluate the method presented here. Because the area a person focuses on largely depends on their childhood or past life experiences and learned behaviors. The holistic approach of Positive Psychotherapy emphasizes the importance of all these areas. The theory focuses on individuals' emotions, thoughts, relationships, and spirituality. By highlighting that balance can serve as a resource for healthy and

productive functioning. Positive Psychotherapy underscores the importance of achieving this balance (Peseschkian, 2000, cited in Sari, 2015).

The Balance Model in Positive Psychotherapy is considered one of the fundamental principles of the approach and is at the core of the theory. According to Positive Psychotherapy, each individual may encounter various conflicts in different areas of life and try to cope with them through different ways: the senses are used in the body domain, the mind in the success domain, traditions in the relationship domain, and intuition in the meaning domain (Peseschkian, 1980, cited in Eryilmaz, 2011). Positive Psychotherapy aims to enhance the client's ability to cope with conflicts and to develop this capacity by using their resources more effectively (Peseschkian, 2002). In this context, the Balance Model makes significant contributions to Positive Psychotherapy. Mindfulness, as a supportive approach to this process, enables individuals to both maintain balance and increase awareness of their living spaces by staying present.

Mindfulness (Conscious Awareness)

Mindfulness is defined as bringing a non-judgmental and accepting attention to what is happening right now (Brown and Ryan, 2003). The concept of mindfulness was first used in 1979 by Prof. Dr. Jon Kabat-Zinn with the aim of reducing stress levels in individuals experiencing chronic pain (Kabat-Zinn, 1990). Mindfulness practices include meditation techniques practiced in the East; it involves directing one's non-judgmental attention to feelings, thoughts, and bodily sensations (Baer, 2003). The word "Sati," which in Pali means "being aware of the present moment," is associated with conscious awareness in Buddhist philosophy (Kabat-Zinn, 2003). Mindfulness is not related to being Buddhist and does not involve any religion or philosophy. When translating the concept of mindfulness into Turkish, it has been variously translated as awareness (Çatak and Ögel, 2010), conscious awareness (Özyeşil, 2011), and wise awareness (Karacaoğlan and Şahin, 2016).

Individuals tend to go to the past and future, and distance themselves from the present moment due to the nature of their minds. In mindfulness practices, breathing helps focus the individual's attention on the present; during this process, mental clutter decreases, and awareness of emotions and bodily sensations increases. The first step is to follow the breath, and then to look at the body and mind as a whole. Conscious awareness has three steps: attention, intention, and attitude. In the first step, the individual focuses their attention on something like a camera; in the second step, they notice events that are pleasant or unpleasant; and in the third step, they let events flow without judgment, with patience and compassion (Atalay, 2018).

Critiques of Mindfulness

Although mindfulness has found a wide range of applications due to its therapeutic effects, it has also been criticized by some researchers. Firstly, it is argued that mindfulness emphasizes merely observing and accepting emotions; in some cases, this may push aside an individual's ability to actively cope with problems (Van Dam et al., 2018). Additionally, it is suggested that when mindfulness practices are adapted into Western psychotherapy, they are often detached from Buddhist philosophy and reduced to a 'mechanical relaxation technique,' thereby neglecting the ethical and value-based

dimensions at their core (Purser & Loy, 2013). Furthermore, not all individuals have the same capacity to maintain their attention focus; therefore, in some cases, mindfulness exercises may lead to the resurfacing of traumatic memories and emotional distress due to intense internal focus (Lomas et al., 2015). These criticisms indicate that, despite its effectiveness, mindfulness cannot be applied in the same way to every individual and every clinical situation.

Mindfulness and Balance Model

Positive Psychotherapy aims to reinterpret individuals' discomforts from a positive perspective and help them achieve balance in their lives (Peseschkian, 2005). The principle of balance involves individuals reaching equilibrium in all areas and using the Balance Model as a tool to resolve their problems (Peseschkian, 2002). In the Balance Model, individuals who allocate their energy in a balanced and conscious manner across four different areas (body, success, relationships, future) are both healthy and productive. Briefly examining these areas within the Balance Model;

The body domain indicates that an individual's psychological states are closely related to bodily sensations and physical health. Conflicts within this domain can manifest not only on a psychological level but also through psychosomatic symptoms (such as headaches, stomach complaints, fatigue). Therefore, conflicts in the body domain should be addressed from both psychological and psychosomatic perspectives (Peseschkian, 2002). In this context, it is important to examine individuals' perceptions of their own bodies and body organs. The body domain seeks answers to questions like, 'What is the individual's eating pattern? Do they exercise regularly? What is their sleep routine? What do they do for their physical well-being?'

The body scan and emotion labeling practices in mindfulness exercises play a significant role in helping individuals develop body awareness. During body scan practices, individuals focus their awareness on each part of their body, directing their attention to the sensations in those areas (Ameli, 2016, cited in Aktepe and Tolan, 2020). Additionally, creating non-judgmental labels for emotions during these practices and recognizing the arising emotion with an accepting attitude are important techniques within mindful awareness practices (Pollak, Pedulla, and Siegel, 2019). It is believed that body scan and emotion labeling practices positively contribute to establishing a connection with the body within the Balance Model (Scholz and Schwarzer, 2005). Furthermore, having self-awareness in this area is crucial for maintaining balance. Individuals with high levels of self-awareness can more clearly recognize their needs and desires. These individuals can also easily identify which area of their life is weakened when their needs are unmet. As a result, individuals can strengthen and develop the areas or aspects they perceive as weak. Therefore, it is stated that self-awareness contributes to increasing people's life satisfaction (Scholz and Schwarzer, 2005).

The 'success' domain involves defining the norms that guide individuals' behaviors and internalizing these norms (Peseschkian, 1987). The success domain seeks answers to questions such as: 'What does the individual want to achieve on their life path?', 'Where does the person want to invest their energy within this journey?', 'Are they satisfied with their work?', 'Do they see themselves as a

successful individual?' The fundamental components of conscious awareness, acceptance, and not being overly ambitious, play a significant role in achieving balance within the success domain (Kabat-Zinn, 1990). Individuals are often preoccupied with the next step in their daily routines, especially regarding success. For example, a person striving for success at work might be working on reports for the day while also contemplating a promotion they might receive. A mind that is always thinking about the next step can eventually develop a sense of ambition. Mindfulness emphasizes that individuals need to let go of some habitual behaviors aimed at reaching goals instead of succumbing to ambition (Kabat-Zinn, 1990). This situation invites the individual to accept unconditionally the challenging feelings and experiences that arise at that moment (Kabat-Zinn, 1990). Additionally, when examining personality traits that can form the basis of conscious awareness, it is primarily listed that individuals possess self-efficacy, self-regulation, and self-control. Individuals with self-efficacy tend to have high confidence in their ability to achieve their planned goals and possess the ability to organize the necessary activities to demonstrate success (Akıllılar, 2013). In individuals with self-regulation, conscious awareness is high, and they can easily recognize their deficiencies and areas where they need to learn through awareness. Finally, individuals with high self-control also have high awareness. They can plan, monitor, and evaluate their own learning processes by using the most appropriate strategies. The 'relationship' domain encompasses an individual's relationships with themselves, their partner, family, other individuals, communities, social environments, and objects, as well as the sustainability of these relationships (Peseschkian, 1987). The relationship domain seeks answers to questions such as what accompanies the individual on their life path, whether they are satisfied with their relationships, and whether they consider or pay attention to what other individuals say or think about them. In mindfulness practices, the 'loving-kindness approach' facilitates a deeper connection both with oneself and with loved ones. Loving-kindness involves the desire for the well-being of others and the aspiration and effort to alleviate suffering for oneself and other living beings (Gilbert, 2009, cited in Pollak, Pedulla, and Siegel, 2019). One of the mindfulness techniques, called 'loving-kindness meditation,' involves wishing well for oneself and loved ones and determining a calming phrase they find appropriate. For oneself, phrases like 'may I be safe, happy, healthy, peaceful, free from pain, and at ease' can be used, or for loved ones, 'may they be safe, happy, healthy, peaceful, free from pain, and at ease.' These words or sentences are silently repeated until the individual creates an image in their mind that promotes good feelings (Pollak, Pedulla, and Siegel, 2019).

Sometimes individuals use their dreams, intuitions, or fantasies to cope with psychological issues they are experiencing. The 'Future/Meaning' domain here provides important resources to help individuals deal with the conflicts they face, with the individual's imagination playing an active role (Peseschkian, 2002). The future domain seeks answers to questions such as: What are the individual's dreams? How does the individual prefer to spend their free time? According to which religion or philosophy are they living?

Mindfulness involves patience in the spiritual realm. The core of wisdom includes being patient (Kabat-Zinn, 1990).

Being patient means accepting life without judgment as it is, knowing that everything has its own time and that the time will come. The fundamental idea behind patience is that the future actually contains the present moment (Kabat-Zinn, 1990). Additionally, the patience skill present in individuals also plays an important role in maintaining a balanced life. Individuals with patience can put effort and patience into living a balanced life, and they can also demonstrate the ability to delay rapid progress in some areas and endure slow advancement (Doğan, 2016, cited in Aypay and Kara, 2018). In conscious awareness, having patience, strength, letting go, and possessing a sense of trust are some abilities that positively influence the success in the learning process (Kabat-Zinn, 2001, cited in Akçakanat and Köse, 2022).

Additionally, mindfulness also encompasses compassion within the spiritual realm. It is desired that individuals can internalize a compassionate state of being, and cope with challenging moments through wisdom and compassion (Pollak, Pedulla, and Siegel, 2019). Expectations from individuals include valuing life, being willing to gain experiences from different areas, and creating various pleasures, all of which foster a love for life and a desire to achieve balance.

The originality of this study stems from the fact that the topic addressed has not been directly examined under the same title or scope in the literature. It has been observed that a holistic approach, which brings together Mindfulness practices in Positive Psychotherapy within the framework of the Balance Model, is limitedly discussed in existing sources. Therefore, this review aims to offer a new perspective to the relevant literature and propose a theoretical framework. The reason why direct empirical findings are not cited when explaining the relationship between the Balance Model and Mindfulness is that the literature on the comprehensive integration of these two approaches is still developing. The version presented in this study is not a verified result; it is a theoretical suggestion that will guide future clinical and experimental research. Consequently, explanations regarding each component of the model have been created through the analytical connection of existing theoretical arguments.

Materials and Methods

This study was designed as a review-type research. No experimental procedures were conducted, and no data collection tools were used. The foundation of the research is based on the conceptual description of existing scientific literature. Therefore, the study was carried out using a narrative review approach structured according to specific criteria, without systematic data analysis. The literature review was limited to studies published between 2000 and 2023. Since this is a review-type study, it does not require ethics committee approval.

In this context, Turkish and English sources available in reliable academic databases such as Google Scholar, the Higher Education Council (YÖK) National Thesis Center, and similar platforms were scanned. During the scanning process, keywords relevant to the purpose of the study were used; only publications with accessible abstracts and full texts were included in the review. The inclusion criteria for the study were: (1) addressing the concepts of Mindfulness or conscious awareness, (2) having conceptual content that can be associated with Positive

Psychotherapy and/or the Balance Model, and (3) being published in peer-reviewed journals or being academic studies in Turkish/English. The exclusion criteria were popular publications lacking scientific quality, studies focusing solely on clinical results without conceptual explanation, and publications for which the full text could not be accessed.

To determine the appropriateness of the obtained sources, a systematic screening process based on the key concepts found in the titles and abstracts was conducted. This process ensured a comprehensive, consistent, and purpose-oriented evaluation of the literature. The screening was carried out without a specific year limitation; while prioritizing recent research, previous studies that contributed theoretically to the field were also included in the assessment. The examined publications were thematically classified and grouped under similar conceptual frameworks to facilitate content analysis. To enhance the scientific reliability of the study, only sources with recognized academic validity were included; all steps were carried out transparently and traceably. In this regard, the study adopts a structured approach inspired by the PRISMA systematic review principles, but due to its method, it is positioned within the scope of a narrative review. Thus, the validity, accuracy, and integrity of the literature review process have been strengthened.

Discussion and Conclusion

Positive Psychotherapy approaches human nature with a positive perspective and, although it contains techniques and theoretical explanations within itself, it also encompasses other therapeutic approaches (Peseschkian, 2002). Briefly, 'being present' is what Mindfulness means, and it is one of these approaches. In the field of psychological health, Mindfulness-Based Therapies are applied, and certain techniques are used to enhance clients' Mindfulness skills (Pollak, Pedulla, and Siegel, 2019). Thanks to Mindfulness-Based Therapies, individuals can experience positive changes in some skills, and negative conditions can also be eliminated. Success levels in areas such as attention or learning can be increased, health levels in areas like mind, body, and brain can be improved, and individuals' quality of life or skills can be enhanced. Additionally, these therapies can be used to eliminate or reduce negative conditions such as stress, anxiety, and depression experienced by individuals (Öztaşkin, 2013).

It is believed that Mindfulness practices can assist in the foundation of Self-help and balance, which are the core of Positive Psychotherapy. Both contain principles that primarily enable the individual to help themselves. In the Balance Model, the development of each leg also emphasizes the importance of Mindfulness skills, which form part of the intervention content. Practices such as body scanning and emotion labeling are thought to support individuals' bodily awareness within the Balance Model, while acceptance, self-awareness, and non-judgmental attitudes support success in the domain of acceptance. A loving and gentle approach is believed to support relationships, and patience and compassion in existence are thought to support the meaning/future domain. It is believed that Mindfulness practices or exercises conducted during the process of Positive Psychotherapy will contribute to the individual's attainment of balance. The contribution of this study to the Mindfulness literature is positioning conscious awareness not as a general regulation skill but as a domain-specific regulatory

mechanism within the context of the Balance Model of Positive Psychotherapy.

At this point, the current study makes a unique contribution to the literature by proposing a theoretical integration regarding how Mindfulness can be used as a functional tool in each area of the Balance Model. This contribution positions Mindfulness not only as a technique but also as a component of a holistic approach that aligns with the fundamental assumptions of Positive Psychotherapy.

Mindfulness is a relatively new area that has recently begun to develop and gain popularity. It is believed that its use by positive psychotherapists and its integration into the psychotherapy process will contribute to achieving successful results in both individual and group treatments. However, the limitation of this work is that it only provides a theoretical framework and does not offer experimental evidence for clinical applications. Therefore, the impact of the proposed Mindfulness-Balance Model integration needs to be empirically tested. The literature has identified a lack of studies on Mindfulness-Based Positive Psychotherapy, and it is recommended to conduct experimental and quasi-experimental studies that will contribute to and develop this field. Future research should test Mindfulness-based Positive Psychotherapy interventions in clinical samples (e.g., anxiety, depression, relationship problems) using experimental and quasi-experimental designs; additionally, applying these interventions across different cultures to evaluate their trans-cultural effectiveness is suggested. Furthermore, by investigating mediating variables that influence the therapy process (such as self-compassion, acceptance, psychological resilience, etc.), the mechanisms of the model can be more thoroughly elucidated. In this context, clinical practitioners are advised that: (1) Mindfulness practices can be used as supportive intervention tools in each area of the Balance Model, (2) Mindfulness can facilitate individuals' awareness of their balance areas during the Positive Psychotherapy process, and (3) in clinical practice, difficulties in the balance areas can be addressed with brief Mindfulness-based interventions.

In conclusion, integrating Mindfulness practices with the Balance Model offers a potential contribution that can expand the Positive Psychotherapy approach both theoretically and clinically, creating new research opportunities in the field. During the Positive Psychotherapy process, Mindfulness practices can be used as a complementary intervention tool that enhances the client's awareness in each area of the Balance Model. Clinical practitioners can support balance by incorporating short, structured Mindfulness exercises targeted at the client's challenging areas of balance into the therapy process.

Declarations

Ethics Approval and Participation Permission

This study does not involve any personal data, biological material, or direct experimental intervention from human participants. Only secondary data/statements obtained from publicly available sources were used in the research. Therefore, the study does not require ethics committee approval. Privacy and academic ethical principles have been followed in the study.

Publication Permission

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of Interest

The authors declare that there is no conflict of interest.

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Author Contributions

The study's concept and design were carried out by MÇ. The data collection and analysis were conducted by MÖA. The draft version of the article was created by MÖA, and the critical revision was also carried out by MÇ. The final approval and all responsibility for the work were undertaken by both authors.

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REVIEW ARTICLE / DERLEME YAZISI

The Relationship Between Social Media Addiction and Depression: A Systematic Review

Sosyal Medya Bağımlılığı ve Depresyon Arasındaki İlişki: Bir Derleme Çalışması

Levent Kayıkçı¹, Atakan Taşkıran², Deniz Ergün³

Abstract:

This compilation study aims to examine the relationship between social media addiction and depression in line with the existing literature. Nowadays, the widespread use of social media influences individuals' behaviors in many areas, from communication to identity construction. However, excessive and uncontrolled use of social media leads to deterioration in individuals' psychological well-being. Social media addiction is characterized by features such as inability to control usage time, disruption of daily life activities, using social media as a coping tool to escape negative emotions, and experiencing restlessness when usage is reduced. The literature indicates that social media addiction increases low self-esteem, loneliness, social comparison, and feelings of inadequacy; these factors, in turn, can intensify depressive moods. Within the scope of this study, 27 scientific research articles published between 2015 and 2024 were reviewed, and it was concluded that there is a positive, significant relationship between social media addiction and depression. However, some studies also show that social media can increase perceived social support and reduce depression. The findings suggest that managing social media use in a balanced, conscious, and limited manner is essential for psychological health.

Keywords: Addiction, Social Media Addiction, Depression.

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Öz:

Bu derleme çalışmasının amacı, sosyal medya bağımlılığı ile depresyon arasındaki ilişkiyi mevcut literatür doğrultusunda incelemektir. Günümüzde sosyal medya kullanımının yaygınlaşması, bireylerin iletişimden kimlik inşasına kadar pek çok alanda davranışlarını etkilemektedir. Ancak sosyal medyanın aşırı ve kontrollsüz kullanımı, bireylerin psikolojik iyilik hallerinde bozulmaya yol açmaktadır. Sosyal medya bağımlılığı, kullanım süresinin kontrol edilememesi, günlük yaşam aktivitelerinin aksaması, olumsuz duygulardan kaçmak için sosyal medyanın bir başa çıkma aracı olarak kullanılması ve kullanım azaltıldığında huzursuzluk yaşanması gibi özelliklerle tanımlanmaktadır. Literatürde, sosyal medya bağımlılığının düşük benlik saygısı, yalnızlık, sosyal karşılaşma ve yetersizlik duygularını artırdığı; bu faktörlerin ise depresif duygudurumu güçlendirebildiği belirtilmektedir. Bu çalışma kapsamında 2015–2024 yılları arasında yayımlanan 27 bilimsel araştırma incelenmiş ve sosyal medya bağımlılığı ile depresyon arasında pozitif yönlü anlamlı bir ilişki olduğu sonucuna ulaşılmıştır. Bununla birlikte bazı araştırmalar, sosyal medyanın sosyal destek algısını artırarak depresyonu azaltabileceğini de göstermektedir. Elde edilen bulgular, sosyal medya kullanımının dengeli, bilinçli ve sınırlı şekilde yönetilmesinin psikolojik sağlık açısından önemli olduğunu ortaya koymaktadır.

Anahtar Kelimeler: Bağımlılık, Sosyal Medya Bağımlılığı, Depresyon.

Introduction

Today, social media has become an integral part of daily life and has established an important place. Platforms such as Facebook, Instagram, Twitter, and TikTok are used for information exchange, maintaining social relationships, and entertainment. However, excessive and uncontrolled use of social media can negatively affect individuals' psychological health (Taşkiran, 2025). These adverse effects particularly manifest as negative emotions, unhappiness, and depressive symptoms (Balci and Baloglu, 2018).

Social media addiction is characterized by symptoms such as excessive use, inability to control the desire to use, neglect of daily activities due to excessive use, harm to social relationships, using it as a means of escape from negative emotions and life stress, and difficulty reducing the duration and amount of use (Balci et al., 2019). This situation causes individuals to constantly compare themselves to others, triggering feelings of inadequacy and low self-esteem (Özmen and Çelik, 2024). According to DSM-5, depressive feelings such as persistent low mood, pessimism, and loss of interest and desire contribute to the development of depressive emotions, which are among the core symptoms of depression (APA, 2013). Additionally, insufficient or negative feedback from likes and comments on social media can reinforce feelings of worthlessness and may lead to depressive symptoms (Nesi and Prinstein, 2015). Research has shown a positive correlation between excessive social media use and depression symptoms among young adults (Kross et al., 2013; Lin et al., 2016). However, social media also has positive aspects for older individuals, such as maintaining intergenerational communication and strengthening social bonds (Taşkiran, 2025). Therefore, the effects of social media can vary depending on factors like age group and purpose of use. This review aims to examine the relationship between social media addiction and depression.

Social Media Addiction

With the development of internet technologies and mobile devices, the use of internet services has increased, and second-generation internet services, called Web 2.0, have facilitated user interaction, communication, access to

information, and content creation and sharing (Balakrishnan and Griffiths, 2017). This situation has led to the emergence and widespread adoption of social media, which is built on Web 2.0 technology that enables users to produce and share content (Kaplan and Haenlein, 2010). Social media allows users to create and share uncensored content, collaborate freely, and express their ideas without time and space limitations. Additionally, by fostering a culture of communication and sharing, social media enables individuals to reach large audiences quickly and easily (Çalışkan and Mencik, 2015).

The constant evolution of social media and the ease of communication continue to attract society's interest (Bat, Vural, and Bat, 2010). The ability for users to comfortably express themselves and for others to view their profiles increases the importance of social media tools (Boyd and Ellison, 2007). Large audiences prefer social media because it offers rapid communication and socialization opportunities, thereby strongly supporting interpersonal interaction. The increase in social media use on mobile devices has led society toward these platforms and changed people's habits (Longstreet and Brooks, 2017). However, the uncontrolled growth of the internet and social media use has raised concerns about addiction, and research in this area has focused on the negative effects of social media addiction (Byun et al., 2009).

Addiction is the loss of control over a behavior, object, or substance, which leads to emotional, mental, and physical reactions, making impulse control difficult (Byun et al., 2009). Social media addiction is characterized by excessive use and uncontrollable engagement with social media, resulting in neglect of daily activities, damage to social relationships, and use as a means of escaping negative emotions (Balci et al., 2019). Although it is not included in the DSM-5, signs of social media addiction resemble those of Gambling Disorder (Andreassen et al., 2016). These signs include a constant desire to spend time on social media, an uncontrollable urge to use, damage to social relationships, using as an escape from negative emotions, experiencing negative feelings when not

spending enough time on social media, overreacting, negative impacts on family and work life, and difficulties fulfilling responsibilities. The easy accessibility of social media and the constant opportunity for interaction can lead to increased usage, especially among young people, thereby raising the risk of addiction (Van den Eijnden et al., 2016). In Turkey, internet and social media usage rates are high: 92% of internet users and 90.3% of social media users spend an average of 2 to 3 hours daily on social media (Akpinar and Karakoç, 2022).

Depression

Depression is a common mood disorder characterized by negative effects on an individual's emotions, thoughts, and behaviors, with symptoms such as sadness, despair, and loss of interest and desire (Patel et al., 2018). According to DSM-5, depression is defined by persistent low mood, loss of interest or pleasure, feelings of worthlessness or excessive guilt, low energy, problems with attention and focus, irregularities in appetite and sleep, psychomotor slowing or agitation, and recurrent thoughts of death (Kafes, 2021). These symptoms can significantly impair an individual's functioning, leading to decreased life satisfaction and happiness, social and occupational losses, and mental suffering (Segal et al., 2013). Depression, which can also accompany various medical and mental health conditions, is classified into three levels: mild, moderate, and severe. In mild depression, patients can continue their daily tasks; in moderate depression, social relationships diminish, and work ability is limited; and in severe depression, work, social, and home life are seriously affected (Tlach and Hampel, 2011).

Theoretical explanations regarding depression address the origin and maintenance of the disorder from different conceptual perspectives. Ellis (1994) states that feeling worthless and inferior is one of the main factors of depression, while Beck (1995) emphasizes that depressive tendencies can be hereditary as well as resulting from challenging life events. According to Beck's (1995) cognitive model, depression arises from a triad of negative beliefs about oneself, the world, and the future, along with cognitive distortions and negative schemas developed during childhood (Çelik and Karaağız, 2024). The behavioral approach associates depression with reinforced passivity and learned helplessness mechanisms (Shofu-Akanji et al., 2025), while the psychoanalytic approach suggests that deficiencies in early caregiver relationships create ongoing emotional voids in adulthood, laying the groundwork for depression (Kafes, 2021). These theories demonstrate that depression has a multidimensional structure, emerging from the interaction of cognitive, behavioral, and psychodynamic processes.

Epidemiological data indicate that depression is a significant public health issue worldwide. According to the World Health Organization, depression affects approximately 5% of adults globally and is among the leading causes of disability-related health problems (WHO, 2021). The lifetime prevalence of depression is

around 17%, making it one of the most frequently diagnosed psychiatric disorders (Townsend and Morgan, 2018). Additionally, it is reported that the prevalence of depression in adolescents ranges from 5.5% to 7.7% and ranks second among disorders that cause impairment in functioning (Global Burden of Disease, 2015).

Social Media Addiction and Depression

The increasing popularity of social media has brought the concept of social media addiction to the forefront. Studies focus on the negative effects of this addiction. Social media has become an important communication tool worldwide. Continuous use of social media by individuals leads to unconscious usage habits, creating a significant public health issue (Kelly et al., 2018).

The widespread use of social media applications has resulted in communication occurring more in virtual environments rather than face-to-face, which has led to individuals becoming more isolated and experiencing increased stress and depression (Balci and Baloğlu, 2018). The level of addiction to social media also raises depression levels. Additionally, the perceived lack of social support is seen as a significant factor in depression. Individuals with depression tend to seek more social support on social media, but this situation further damages real-life relationships and increases loneliness.

Method

Research Model

In this study, the 'review' method was used. Review studies are works that systematically collect, evaluate, and synthesize existing literature related to a specific topic. These types of research are conducted to create a broad knowledge base, summarize existing information, identify research gaps, and suggest directions for future research (Palmatier et al., 2018).

Data Collection

To determine the studies to be included in the compilation, searches were conducted in Turkey and in the academic peer-reviewed journal hosting and editorial process management service, DergiPark, as well as in the Google Scholar database. During the search, the initial keywords used were 'social media, addiction, depression, social media addiction, and depression.' Subsequently, the quantitative and qualitative structures of the studies accessed were examined, yielding a total of 42 studies. Then, the studies to be included in the review were evaluated against inclusion and exclusion criteria, and 27 studies were included in the review.

Within the scope of the research, the findings were analyzed, synthesized, and evaluated across the stages of the review method.

Inclusion and Exclusion Criteria for the Study

The inclusion and exclusion criteria for the study are shown in Table 1.

Table 1. Inclusion and Exclusion Criteria for the Study

Inclusion Criteria for the Study	The coexistence of social media addiction and depression concepts
	Having the characteristics of a scientific study
	Having quantitative and qualitative research features
	Covering the years 2015-2024
	Having permission for the full text of the research
Exclusion Criteria for the Study	Being a book or compilation
	The absence of either the concepts of social media addiction or depression
	Not having the characteristics of a scientific study
	Being published before 2015
Lack of full-text access to the research	

Data Analysis

In compilation studies, the six-step analysis of data does not refer to a specific prevalence or a general methodology. However, it is generally observed that such analyses typically consist of certain stages (Noblit and Hare, 1988). In this research, the analysis was conducted by considering the steps outlined below:

- Stage 1 Data Collection and Compilation: The studies in the relevant literature are collected and compiled. At this stage, appropriate studies are identified and selected in line with the research question or objectives.
- Stage 2 Data Summarization and Coding: This step involves summarizing and coding the selected studies. Important information obtained from each study is systematically summarized and coded. This prepares the data for subsequent analysis stages.
- Stage 3 Thematic Analysis: The content of the collected data is analyzed. Thematic analysis involves classifying and grouping the data according to specific themes or patterns. At this stage, similarities and differences between the studies are identified.
- Stage 4 Findings Synthesis: The results of the thematic analysis are synthesized in relation to the research questions or objectives. At this stage, the meaning and significance of the collected data are revealed. The findings are interpreted by comparing them with existing knowledge in the literature.
- Stage 5 Reporting the Results: The analysis results are systematically presented in the compilation report. The findings are organized to answer the research questions or objectives. Additionally, the clinical or theoretical significance of the findings is discussed and related to relevant literature.

Findings

Prolonged use of social media can negatively affect healthy sleep and lead to depressive symptoms (Kelly et al., 2018). Fear of missing out on updates on social media increases anxiety and stress levels by disrupting users' sleep patterns. Even just five minutes of use on platforms like Facebook and Instagram can make it difficult to transition into deep sleep and may cause fatigue the next day (Miller, 2018). The increase in social media use reduces face-to-face communication, leading to emotional dissatisfaction, and is associated with depression. According to research, the prevalence of depression among those who spend excessive time on social media sites ranges from 13% to 66%. Sixty percent of young people check their phones before sleeping, and this

behavior, influenced by blue light, makes falling asleep more difficult (Kovan and Ormancı, 2021).

Individuals experiencing depressive symptoms prefer social media, which offers a more accessible communication platform compared to face-to-face interaction (Sidani et al., 2016). Research shows that depressed individuals use social networks more frequently to express their feelings and that there is a positive relationship between social media addiction and depression (Toraman, 2019; Kelly et al., 2018). It has been found that social media addiction is a significant predictor of depression (Yaşar Can, & Kavak Budak 2021). Additionally, women with social media accounts tend to have lower self-esteem and higher depressive moods, and social media deprivation may be related to stress and depression (Elhai et al., 2017).

The increase in social media usage raises the likelihood of experiencing experiences that can negatively affect people's mental and emotional health. The ease of sharing content and its visibility can lead individuals to become victims or perpetrators, resulting in negative effects on their mental and emotional well-being (Fahy et al., 2016). A study emphasizes that increasing self-esteem and life satisfaction levels are important in reducing depressive symptoms associated with social media use (Seabrook et al., 2016). In a study conducted by Çayırlı (2017), it was determined that there is a positive relationship between social media use and depression. As depression levels increase, social media usage also increases. Additionally, users who share depressive content and clearly display depressive symptoms were found to be more likely to be diagnosed with depression. In a study conducted by Lin and colleagues (2016), a significant relationship was found between social media use and depression, and individuals who used social media more frequently were found to have higher levels of depression.

It has been observed that individuals with depression use social media more frequently to seek approval and social support (Dikmen, 2021). However, it has also been found that social media use can increase life satisfaction and perceived social support levels, thereby reducing depression symptoms (Balci and Kaya, 2011). A study also supports the idea that negative emotions experienced by individuals with depression are reflected in their social media posts (Akkın Gürbüz et al., 2017).

Discussion

Studies in the literature indicate that the relationship between social media addiction and depression is multidimensional and that these two variables can influence each other reciprocally (Haand and Shuwang, 2020; Toraman, 2019; Kelly et al., 2018). Most of the examined research shows that social media use, especially

when uncontrolled or excessive, increases factors such as sleep disorders (Kovan and Ormancı, 2021), social isolation, loneliness (Balçı and Baloglu, 2018; Sidani et al., 2016), as well as low self-esteem and negative social comparisons, which in turn elevate depressive mood (Elhai et al., 2017; Toraman, 2019). Fear of missing out emerges as a significant determinant of social media addiction and contributes to the intensification of depressive symptoms by disrupting individuals' sleep patterns (Elhai et al., 2017).

Some studies suggest that depression can increase social media use; others indicate that excessive social media use can trigger depression (Toraman, 2019; Kelly et al., 2018). This finding suggests that the relationship is not one-sided and may involve bidirectional causality. Social comparison theory and cognitive models explain that individuals exposed to idealized content on social media may feel inadequate, which can intensify depressive symptoms. Additionally, the constant need for approval and acceptance is considered a mechanism that increases psychological vulnerability, especially among young users (Nesi and Prinstein, 2015; Elhai et al., 2017).

Some of the studies examined in the review indicate that social media can sometimes have a protective effect. Factors such as social connectedness, emotional sharing, and peer support can help reduce feelings of loneliness and increase life satisfaction, as well as alleviate depressive symptoms in some individuals (Bessière et al., 2010; Valenzuela et al., 2009; Seabrook et al., 2016). These conflicting findings suggest that the effects of social media use can vary significantly depending on the purpose of use, usage patterns, individual psychological characteristics, and social environment conditions.

The fact that most studies in the literature are based on cross-sectional designs makes it difficult to reach definitive conclusions about the direction and causal relationship between social media addiction and depression. Future research should include longitudinal designs, experimental setups, and cross-cultural comparisons to contribute to a deeper understanding of the relationship. Additionally, variables such as personality traits, levels of loneliness, self-esteem, and social support should be examined more comprehensively for their mediating or moderating roles.

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Conclusion

This study reveals that there is a significant relationship between social media addiction and depression, and that excessive, uncontrolled, and purposeless social media use particularly negatively impacts individuals' mental health. The findings indicate that social media use can trigger depression through mechanisms such as disrupting sleep patterns, increasing feelings of loneliness, weakening real-life relationships, decreasing self-esteem, and intensifying the need for approval. However, there are also studies showing that social media can reduce depressive symptoms by providing social support, facilitating connections, or enabling emotional sharing. These findings demonstrate that the effects of social media use vary depending on context and individual differences.

In conclusion, social media use cannot be said to be entirely negative or entirely positive. The main determining factors are the purpose of use, the manner of use, and the individual's psychosocial needs. Conscious, controlled, and balanced social media use is believed to lead to more positive outcomes for psychological health. Therefore, increasing digital awareness education among young people, monitoring social media usage habits, and strengthening psychological support mechanisms are particularly important.

Declarations

Ethics Approval and Participation Approval

Not applicable.

Publication Permission

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of Interest

The authors declare that there is no conflict of interest.

Authors' Contributions

LK prepared the discussion, conclusion, and recommendations sections of the article, while AT prepared the introduction, and DE contributed to the identification of studies to be included in the research.

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REVIEW ARTICLE / DERLEME YAZISI

The Effect of Social Media Use on Neuropsychological Functions: An Examination in Terms of Attention, Memory, and Reward Systems

Sosyal Medya Kullanımının Nöropsikolojik İşlevler Üzerindeki Etkisi: Dikkat, Bellek ve Ödül Sistemleri Açısından İncelenmesi

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Abstract:

This study aims to examine the effects of social media use on neuropsychological functions, including attention, memory, and the reward system, in the context of increasing digitalization in modern society. Social media platforms are defined as digital environments that enable individuals to communicate, create, and share content online, thereby influencing cognitive and emotional processes in multifaceted ways. A qualitative research method was employed, and relevant Turkish and English studies published between 2010 and 2024 were reviewed using Google Scholar, PubMed, ResearchGate, and Dergipark. Studies were selected using the keywords "social media," "attention," "memory," "reward system," and "neuropsychological functions," and the data were analyzed using a content analysis approach. The findings indicate that social media use has both positive and negative effects on neuropsychological processes. Structured and purpose-oriented use enhances cognitive flexibility, learning ability, and recall performance, whereas excessive and uncontrolled use reduces attention span, shallow information processing, and concentration difficulties. Additionally, social media interactions "particularly likes and comments" trigger dopamine release, creating short-term pleasure and motivation but also increasing the risk of long-term addiction. Overall, the results suggest that the neuropsychological effects of social media are closely related to content type, use intensity, and individual differences. Consequently, it is recommended that the cognitive and neurological impacts of social media be managed through balanced, mindful, and controlled usage strategies.

Keywords: Social Media, Attention, Memory, Reward System, Neuropsychological Functions.

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Öz:

Bu çalışma, dijitalleşmenin hızla arttığı günümüz toplumlarında sosyal medya kullanımının nöropsikolojik işlevler üzerindeki etkilerini dikkat, bellek ve ödül sistemi boyutları açısından incelemeyi amaçlamaktadır. Sosyal medya, bireylerin çevrimiçi ortamda iletişim kurmalarına, içerik üretmelerine ve paylaşmalarına imkân tanıyan dijital platformlar olarak tanımlanmaktadır; bu yönyle bilişsel ve duygusal süreçleri çok boyutlu birimde etkilemektedir. Çalışmada nitel araştırma yöntemi benimsememiş ve 2010–2024 yılları arasında yayımlanan Türkçe ve İngilizce bilimsel makaleler Google Scholar, PubMed, ResearchGate ve Dergipark veri tabanları üzerinden taramıştır. İncelemeye dâhil edilen çalışmalar, "sosyal medya", "dikkat", "bellek", "ödül sistemi" ve "nöropsikolojik işlevler" anahtar kelimeleri kullanılarak seçilmiş; elde edilen veriler içerik analizi yöntemiyle değerlendirilmiştir. Bulgarlar, sosyal medya kullanımının nöropsikolojik süreçlerde çift yönlü etkiler yarattığını göstermektedir. Yapılandırılmış ve amaç odaklı kullanım bilişsel esnekliği, öğrenme becerilerini ve hatırlama performansını artırırken; yoğun, kontrollsüz ve sürekli maruz kalınan kullanım dikkat sürekliliğinde azalma, kısa süreli bellekte yüzeysel bilgi işleme ve konsantrasyon güçlüğü gibi olumsuzluklara yol açmaktadır. Ayrıca, sosyal medya etkileşimleri sırasında alınan beğeni ve yorumların dopamin salınımını tetikleyerek ödül sistemi üzerinde kısa süreli hız ve motivasyon artışı sağladığı, ancak uzun vadede bağımlılık riskini yükselttiği saptanmıştır. Elde edilen sonuçlar, sosyal medyanın nöropsikolojik etkilerinin içerik türü, kullanım yoğunluğu ve bireysel farklılıklarla yakından ilişkili olduğunu ortaya koymaktadır. Sonuç olarak, sosyal medyanın bilişsel ve nörolojik süreçler üzerindeki etkilerinin dengeli, bilinçli ve kontrollü kullanım stratejileriyle yönetilmesi gereği önerilmektedir.

Anahtar Kelimeler: Sosyal Medya, Dikkat, Bellek, Ödül Sistemi, Nöropsikolojik İşlevler.

Introduction

In recent years, as digitalization has accelerated, social media has become an integral part of individuals' daily lives (Ashar, 2024). Social media is defined as digital platforms that enable users to produce, share, and comment on content, and to create virtual communities online (Safko and Brake, 2009; Teamfluencer, 2024). Platforms such as Facebook, Instagram, Twitter (X), and TikTok allow individuals to both acquire information and engage in social interactions. These platforms are not only used for communication and entertainment but have also become important tools for education, promotion, and identity construction. While social media use supports individuals in expressing themselves, developing their creativity, and strengthening social connections, it can also contribute to learning processes and cognitive development (Gülçay, 2017). However, the effects of social media use on neuropsychological functions are twofold. Psychologically, these platforms have become powerful forces reshaping individuals' perceptions of identity, belonging, and self-esteem (Valkenburg & Peter, 2011). Especially among adolescents and young adults, social comparison behaviors—comparing one's life to others' shared posts—can trigger feelings of inadequacy, stress, and anxiety (Yıldırım & Eryılmaz, 2019; Festinger, 1954). This situation can directly affect individuals' self-perception, self-evaluation styles, and emotional stability, potentially leading to negative long-term effects on psychological well-being. From a neurobiological perspective, social media use activates dopamine-mediated reward mechanisms, triggering the brain's 'reward expectation' and 'pleasure cycle' (Meshi, Tamir & Heekeren, 2013). This process increases the time individuals spend on platforms and the attention, memory, and motivation systems they engage. Physiologically, prolonged screen exposure has been associated with symptoms such as disrupted sleep patterns, visual fatigue, and mental exhaustion (Cain & Mitroff, 2011; Meshi et al., 2013). Cognitively, social media provides rapid access to information but also creates a condition known as 'information overload' (Rosen et al., 2013). Continuous notifications, multitasking tendencies, and fast content

flow divide attention capacity and hinder the efficient use of cognitive resources. Therefore, understanding the neuropsychological effects of social media requires a detailed examination of fundamental cognitive processes such as attention, memory, and reward systems (Tüfekçi & Demir, 2025).

Attention

Attention is a fundamental cognitive process that enables individuals to select and process specific information from the numerous stimuli in the environment (Posner & Petersen, 1990). Attention processes include subcomponents such as stimulus selection, focusing, maintaining, and, when necessary, shifting. The social media environment is characterized by a fast-paced, competitive structure in which users are constantly exposed to new content. This situation makes it difficult for individuals to sustain attention, especially leading to significant decreases in "sustained attention" and "selective attention" processes (Yıldırım & Odacı, 2019; Aktaş & Yılmaz, 2020). Research indicates that social media use can temporarily enhance cognitive flexibility, but in the long term, it may lead to distractibility and difficulty concentrating (Ophir et al., 2009). Switching between multiple tasks on social media ("task-switching") continuously activates attention networks. It imposes a high cognitive load on the brain's anterior cingulate cortex and prefrontal areas (Loh & Kanai, 2016). While this may initially seem to improve multitasking skills, over time it can deplete attention-control mechanisms and reduce the ability to focus deeply. Additionally, the algorithms used on social media platforms stimulate the dopaminergic reward system, unconsciously directing individuals' attention processes and making attention dependent on external stimuli (Montag et al., 2019). In this context, the attention system is not only a cognitive mechanism but also becomes part of a neurobiological addiction cycle.

Memory

Memory is a fundamental cognitive mechanism that encompasses the processes of encoding, storing, and retrieving information when needed (Baddeley, 2012).

The effects of social media use on memory are evaluated both positively and negatively. On the positive side, social media facilitates access to learning materials and supports more durable retention of information through visual and auditory content (Gülçay, 2017). Sharing educational and awareness-raising content can help retain information in short-term memory (working memory) and transfer it to long-term memory through repetition. However, rapid content consumption and continuous flow of information reduce the depth of processing in memory and limit long-term learning (Foerde, Knowlton & Poldrack, 2006). Sparrow, Liu, and Wegner (2011) referred to this phenomenon as the "Google effect," noting that external sources of information decrease individuals' reliance on their own memory. Therefore, social media users tend to turn to platforms for recall rather than memorization, increasing their dependence on external memory. Since working memory capacity is limited (Cowan, 2010), processing numerous visual and textual stimuli simultaneously through social media increases cognitive load and weakens recall performance. In this context, the cognitive relief provided by easy access to information ultimately gives way to superficial information processing processes, replacing deep learning strategies in the long run.

Reward System

The reward system is a fundamental neurological mechanism that regulates pleasure, motivation, and addictive behaviors, primarily functioning through dopamine release (Meshi, Tamir & Heekeren, 2013). Social media interactions directly activate this system, especially through social feedback such as 'likes,' 'comments,' and 'shares.' Each positive piece of feedback a user receives rewards the brain with increased dopamine, reinforcing the behavior for repetition (Andreassen et al., 2017). fMRI studies show that liking on social media activates regions such as the ventral striatum, nucleus accumbens, and orbitofrontal cortex (Sherman et al., 2018). These regions are also critical parts of the dopaminergic circuits involved in addictive behaviors. While social media provides users with short-term 'social pleasure,' it also creates a constant need for approval and visibility. This mechanism raises the individual's dopamine tolerance threshold, leading them to seek more interactions to achieve the same level of satisfaction (Brand et al., 2019). This process is especially pronounced in adolescents because their prefrontal cortex is not yet fully developed, resulting in weak impulse control and making addictive behaviors toward the reward system more easily established (Yıldırım & Eryılmaz, 2019). This situation is not only related to addiction but also to sleep disorders, decreased academic performance, and conflicts in interpersonal relationships. Therefore, social media can be considered a mechanism that affects an individual's neuropsychological balance, providing short-term pleasure while posing long-term risks.

Method

In the conducted study, a qualitative research method was used. During data collection, databases such as Google Scholar, PubMed, ResearchGate, and Dergipark were searched. The keywords used included 'social media,' 'attention,' 'memory,' 'reward system,' and 'neuropsychological functions.' As a result of this search, a total of 47 studies were reached. In the initial review phase, studies with repetitive titles and abstracts or off-topic

content were identified, and 12 studies were excluded for this reason. Thus, the number of studies subjected to full-text review was finalized at 35. During the full-text phase, a few studies that were not directly related to the theoretical framework, addressed only sociological outcomes of social media use, or did not provide data on neuropsychological processes, were excluded from evaluation. As a result, the final list of studies included in the analysis was maintained, and content analysis was conducted on 35 studies. In the analysis phase, all studies were coded by theme and then reorganized into three main categories: attention, memory, and the reward system. The codes were reviewed for consistency with the themes, and in the final step, a comprehensive framework explaining the impact of social media use on neuropsychological functions was created. Articles published between 2010 and 2024 in Turkish and English were included. Inclusion criteria were studies that examined the relationship between social media use and cognitive processes, published in peer-reviewed journals, and accessible in full text. The obtained articles were evaluated using content analysis and synthesized under similar themes.

Findings

Based on the literature review, it has been observed that social media use affects neuropsychological functions in three main areas: attention, memory, and the reward system. Cain and Mitroff (2011) conducted a study with 150 university students aged 18 to 30, of whom 78 were women, and 72 were men. In the study, students were subjected to media multitasking experiments in which they were asked to watch information from multiple media types simultaneously while following specific targets. Reaction times, attention span, error count, and filtering capacity of stimuli were measured. The findings revealed that individuals heavily exposed to social media experienced an average 23% reduction in attention span, and 65% of participants reported difficulty concentrating. Similarly, Kuss and Griffiths (2017), in a study of 1,200 social media users aged 16-45, found that the group comprised 642 women and 558 men. The study examined the relationship between social media usage duration, distraction, and mental fatigue. It was determined that an average daily social media use of 3.5 hours was associated with a 28% increase in distraction scores, and 54% of participants reported experiencing mental fatigue after intensive use. Uncapher, Thieu, and Wagner (2017) conducted a study with 200 young adults (102 women and 98 men) to assess their long-term attention performance during media multitasking using computer-based continuous performance tests. Participants were shown targets and distractors that appeared quickly and randomly on the screen, and they were asked to respond only to target stimuli. The results showed that 42% of participants experienced a decline in long-term attention performance and superficial processing of information in short-term memory. Similar results have been obtained in studies on memory functions. Sparrow, Liu, and Wegner (2011) conducted a study with 120 participants (60 women and 60 men) that assigned tasks related to online information access and recall. Some participants stored information in their own memory, while others used external information sources. According to the recall test results, external memory use reduced the transfer to long-term memory by 30%. Gülçay (2017) examined the effects of educational content shared on social media platforms on learning and recall in a study with 250 university students (138 women

and 112 men). Participants watched short videos and read text content, and their recall was measured through subsequent exams. The results showed that 68% of participants benefited more from structured, meaningful content, while information retention decreased significantly with distracting, fast-paced content. Foerde, Knowlton, and Poldrack (2006) conducted an experimental study with 90 participants (45 women and 45 men) and reported that, after rapid content presentation, the level of superficial processing of information increased during recall tasks, while the capacity for deep learning decreased by 30%. Similar notable results have also been found in studies addressing reward systems and motivation processes. Meshi, Morawetz, and Heekeren (2013) examined brain responses to likes and comments received on social media using fMRI in a study with 31 participants (17 women and 14 men) with an average age of 25. They observed a 25% increase in dopamine release in 82% of participants, accompanied by a short-term pleasure experience. Andreassen and colleagues (2017) reported that, in a survey of 2,000 adults aged 18 to 55, 1,050 participants were women and 950 were men. This research found that the dopamine-based reward mechanism increased the risk of social media addiction by 34%. Yıldırım and Eryılmaz (2019), in a study with 600 adolescents (312 girls and 288 boys), found that online social comparison and self-evaluation processes led to feelings of inadequacy, anxiety, and low self-esteem in 41% of participants. In a study conducted by Brand and colleagues (2019), analyzing 400 active social media users (230 women and 170 men), it was revealed that 38% of users with high levels of social media addiction experienced attention and motivation deficits.

Discussion

Literature reviews indicate that social media use has bidirectional effects on neuropsychological functions. The positive impacts of social media on cognitive processes and learning are primarily observed in contexts where its use is limited to structured and educational content. Studies by Gülcay (2017) have shown significant increases in users' information acquisition and recall, suggesting that social media can support cognitive flexibility. Similarly, Sparrow, Liu, and Wegner (2011) found that social media platforms serve as an 'external memory,' facilitating users' organization and recall of complex information. These findings demonstrate that social media can have positive effects not only on attention and memory but also on the effectiveness of learning strategies.

However, the intensity of social media use and the rapid flow of content can negatively impact sustained attention and the transfer of information to long-term memory. Studies by Cain and Mitroff (2011) and Uncapher, Thieu, and Wagner (2017) found decreases in attention span among individuals engaged in media multitasking, with information processed superficially in short-term memory. Notably, Cain and Mitroff (2011) reported that 65% of participants experienced concentration difficulties, and 23% showed a loss of attention span. These findings suggest that social media use, especially when intense and uncontrolled, can disrupt cognitive processes.

Experiments focusing on memory functions reveal that rapid and continuous content flow results in superficial processing of information and limits deep learning (Foerde, Knowlton, and Poldrack, 2006). Conversely, studies involving structured content have shown

significant improvements in learning and recall among 68% of users (Gülcay, 2017). This clearly indicates that the effects of social media use depend not only on the duration but also on the quality and manner of content consumption.

Regarding reward and motivation mechanisms, social media balances short-term positive experiences with long-term risks. Meshi, Morawetz, and Heekeren (2013) observed that likes and comments on social media trigger dopamine release, producing short-term pleasure. However, Andreassen and colleagues (2017) reported that this reward mechanism increases the risk of social media addiction by 34% in the long term. Similarly, Yıldırım and Eryılmaz (2019) found that social media, especially among adolescent users, triggers self-evaluation processes that can lead to anxiety, feelings of inadequacy, and low self-esteem.

These findings indicate that the neuropsychological effects of social media are significant not only in cognitive but also in emotional and motivational dimensions. At this point, it can be said that the impact of social media use is closely related to content type, usage intensity, and individual differences. Structured, goal-oriented, and limited use enhances cognitive gains, while intensive and uncontrolled use is associated with attention loss, superficial information processing, and negative emotional outcomes. Existing literature highlights the need to consider sample heterogeneity, diverse diagnostic and measurement tools, and methodological diversity when understanding the neuropsychological impacts of social media use (Jakobsson Store et al., 2024). When evaluated by gender, certain differences are observed in the neuropsychological effects of social media use. In studies included in the findings (Cain and Mitroff, 2011; Kuss and Griffiths, 2017; Gülcay, 2017; Yıldırım and Eryılmaz, 2019), female participants showed greater sensitivity to emotional content and social comparison processes in social media interactions, whereas male participants experienced more fluctuations in attention and cognitive performance tests. In a neuroimaging study by Meshi, Morawetz, and Heekeren (2013), dopaminergic responses to social media interactions were reported to be more prominent in emotional reward centers in women and in cognitive control regions in men. These findings suggest that social media use may be more closely related to emotional regulation and self-assessment processes in women, and to attention and impulse control in men. Indeed, in Yıldırım and Eryılmaz's (2019) study, higher rates of anxiety and feelings of inadequacy related to social comparison were found in adolescent girls, while motivation loss and inattentiveness were more prominent in boys. This situation reveals that the neuropsychological effects of social media interactions are shaped not only by general usage levels but also by gender-based cognitive and emotional differences. Therefore, it is recommended that future interventions and awareness programs related to social media use be designed to consider gender-specific neuropsychological sensitivities.

Conclusion

The literature review conducted in this study reveals that social media use has complex, multidimensional effects on neuropsychological functions. The findings indicate that social media is closely related to cognitive, emotional, and motivational processes, and therefore its effects cannot be evaluated unilaterally. Social media interactions create

both enhancing and disruptive dynamics in individuals' attention levels, memory performance, self-assessment, and reward system functioning. This situation varies depending on numerous variables such as the frequency of use, the nature of the content, individual differences, and social context. Research in the literature shows that when social media is used in a structured, educational, and goal-oriented manner, it supports cognitive flexibility and learning capacity; conversely, intensive and uncontrolled use increases distractibility, mental fatigue, and tendencies toward superficial information processing. The continuous flow of stimuli reduces the effectiveness of selective attention mechanisms, making it difficult to transfer information into long-term memory. However, interaction with meaningful content has been observed to enhance information retention and strengthen recall performance.

These results reveal that the effects of social media use are not directly negative; instead, they vary depending on context, content, and user characteristics. From a neuropsychological perspective, social media platforms stimulate the dopaminergic system by creating short-term feelings of reward and pleasure in individuals. Still, this situation may weaken intrinsic motivation in the long term. These digital environments, where social interactions are rewarded with instant feedback, generate a temporary sense of satisfaction in users; however, over time, they can increase tendencies toward addiction and impair cognitive control. Particularly among adolescents and young adults, intensified social comparison processes lead to negative psychological outcomes such as anxiety, feelings of inadequacy, and low self-esteem. This situation demonstrates that social media is an influential tool not only on a cognitive level but also on emotional and motivational levels. When considering gender differences, significant variations are observed in the neuropsychological effects of social media use. Female users are more sensitive to emotional content, social approval, and comparison processes; in contrast, male users tend to experience more fluctuations in attention, impulse control, and cognitive performance tests. These findings suggest that social media interactions may be more closely related to emotional regulation processes in women. At the same time, in men, they are more connected to attention management and cognitive balance. Therefore, it is crucial to consider gender-based neuropsychological differences in the assessment and intervention processes related to social media use. Future research should

examine social media use through neuroimaging techniques to better understand the relationships between attention, memory, and the reward system. Additionally, studies with larger samples that consider age, gender, and cultural factors will help address the methodological limitations present in current literature. At the applied level, it is recommended that educational institutions and psychological counseling centers develop programs to improve individuals' digital self-regulation skills and strengthen attention management strategies.

Limitations

This study has some limitations. First, because the data were collected using self-report scales, participants' social desirability tendencies may have influenced the results. Additionally, since the study has a cross-sectional design, the relationships between variables cannot be interpreted as causal. Limiting the sample to a single region or institution reduces the generalizability of the findings. The omission of environmental and socio-cultural factors is another limitation that narrows the model's scope. Finally, the absence of qualitative data in the study restricted a deeper understanding of participant experiences.

Declarations

Ethics Approval and Participation Permit

Since it is a review article, ethical committee approval was not obtained.

Publication License

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of Interest

The authors declare that there is no conflict of interest.

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Author Contributions

MT and GK jointly prepared the revised article in accordance with the concept design and APA writing guidelines. MT wrote the main body of the study, including the methods, findings, discussion, and references sections. GK drafted the article and completed the critical revision. The authors read and approved the final version of the article.

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REVIEW ARTICLE / DERLEME YAZISI

An Analysis of the TV Series Bahar in the Context of Gottman Couple Therapy

Bahar Dizisinin Gottman Çift Terapisi Bağlamında İncelenmesi

Sümeyra Yakar¹, Meryem Karaaziz²

Abstract:

The series Bahar centers on the main character, Bahar, who begins to re-evaluate her life, relationships, and especially her marriage after being suddenly diagnosed with a serious illness. Bahar's illness is portrayed not merely as a health problem but as a symbolic turning point that prompts her to question her self-perception, life priorities, and relational needs. At the heart of the series lies the theme of infidelity, which serves as a dramatic element revealing how trust, commitment, and communication dynamics in Bahar's relationship shift following this emotional violation. In this context, the series explores themes of loyalty, rebuilding trust, and repairing emotional intimacy in intimate relationships. Gottman Couple Therapy is based on Dr. John Gottman's scientific research, initiated in the 1970s and grounded in laboratory observations of couples. It has become one of the most frequently used approaches in contemporary couple therapy. This approach aims to systematically evaluate couples' communication patterns, conflict-resolution capacities, emotional interaction styles, and the strengths and weaknesses present in their relationships. This study aims to analyze the series Bahar using the Gottman Couple Therapy "Sound Relationship House" model. The Sound Relationship House, developed by John and Julie Gottman, consists of seven fundamental levels that support a healthy romantic relationship. These levels include building love maps, fostering admiration and appreciation, turning toward each other rather than away, managing conflict, sharing life dreams, creating shared meaning, and structuring the relationship on a foundation of trust and commitment. Thus, the present study seeks to interpret the relationship dynamics depicted in Bahar through the theoretical lens of Gottman Couple Therapy, offering therapists a new perspective for understanding patterns of communication, attachment, and emotional closeness in couples. By integrating the dramatic structure of the series with Gottman's evidence-based relational model, this study provides a comprehensive evaluation relevant to both theoretical and clinical practice.

Keywords: Gottman couples therapy, Strong relationship house, Series analysis, Spring series.

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Öz:

Bahar dizisi, baş karakter Bahar'ın ani ve ciddi bir hastalığa yakalanmasıyla birlikte yaşamını, ilişkilerini ve özellikle evliliğini yeniden gözden geçirmesini konu edinmektedir. Bahar'ın hastalık deneyimi yalnızca bir sağlık sorunu olarak değil, aynı zamanda karakterin benlik algısını, yaşam önceliklerini ve ilişkisel ihtiyaçlarını sorgulamasına zemin hazırlayan sembolik bir kırılma anı olarak ele alınmaktadır. Dizinin merkezinde yer alan aldatma olgusu ise, Bahar'ın yaşadığı duygusal ihlalin ardından ilişkisindeki güven, bağlılık ve iletişim dinamiklerinin nasıl değiştigini ortaya koyan dramatik unsur görevi görmektedir. Bu bağlamda dizi, çift ilişkilerinde sadakat, güvenin yeniden oluşturmak ve duygusal yakınlığın onarılması gibi temaları işlemektedir. Gottman Çift Terapisi, Dr. John Gottman'ın 1970'li yıllarda başlattığı ve laboratuvar ortamında çiftlerin gözlemlerine dayanan bilimsel araştırmalarının bir ürünü olup günümüzde çift terapisi alanında en çok başvurulan yöntemlerden biridir. Bu yaklaşım, çiftlerin iletişim biçimlerini, çalışma çözme kapasitelerini, duygusal etkileşim örüntülerini ve ilişkilerindeki güçlü/ zayıf yönleri sistematik olarak değerlendirmeyi amaçlar. Bu çalışma, Bahar dizisini Gottman Çift Terapisi'nin "Güçlü İlişki Evi" modeli temelinde ele almayı amaçlamaktadır. Güçlü İlişki Evi, John ve Julie Gottman tarafından geliştirilmiş, sağlıklı bir romantik ilişkiyi destekleyen yedi temel katmandan oluşmaktadır. Bu katmanlar; sevgi haritaları oluşturma, hayranlık ve takdir sistemi geliştirme, birbirine yönelik yerine birbirinden uzaklaşmama, çalışma yönetimi, yaşam hedeflerinde ortaklık, anlam yaratma ve ilişkinin güven ile bağlılık çerçevesinde yapılandırılması gibi boyutları içerir. Dolayısıyla bu çalışma, Bahar dizisindeki ilişki dinamiklerinin Gottman Çift Terapisi'nin kuramsal yapısıyla ilişkilendirilerek çözümlenmesini hedeflemekte ve özellikle terapistlere, çiftlerin iletişim, bağlılık ve duygusal yakınlık örüntülerini anlamada yeni bir bakış açısı sunmayı amaçlamaktadır. Bu bağlamda dizinin dramatik yapısı ile Gottman'ın bilimsel temelli ilişki modeli bir araya getirilerek hem kuramsal hem de klinik uygulamaya yönelik bütüncül bir değerlendirme sunulmaktadır.

Anahtar Kelimeler: Gottman Çift Terapisi, Güçlü İlişki Evi, Dizi analizi, Bahar dizisi.

Introduction

Gottman Couple Therapy is a holistic therapeutic model developed by American psychologist Dr. John Gottman in collaboration with his wife, Dr. Julie Schwartz Gottman, based on scientific findings. In the early 1970s, John Gottman established a research laboratory with his colleague Robert Levenson to study the processes related to marriage and divorce. The studies conducted in this laboratory aimed to answer the question, 'Which couples are more prone to divorce, and which couples can sustain their marriage?' (Barnacle and Abbott, 2009). Unlike traditional couple's therapy practices, this approach involves observing couples in a laboratory setting engaging in interactions similar to their daily lives through video recordings; additionally, physiological data such as heart rate and blood pressure are monitored to evaluate the biological foundations of relational processes. These data have enabled the identification of the fundamental

principles that distinguish happy couples from unhappy ones (Gottman, 2015).

The principles that underpin Gottman Couples Therapy are organized under the Strong Relationship House model. The Strong Relationship House, consisting of nine components, includes elements such as building trust, commitment, love maps, sharing fondness and appreciation, turning toward each other, developing a positive perspective, managing conflicts constructively, achieving life goals, and building shared meaning (Navarra and Gottman, 2018). Seven of these nine components are based on trust and commitment and form the building blocks of a healthy relationship. The Strong Relationship House is a systematic model that shows couples how to strengthen their relationship gradually and provides guidance on building a solid, well-founded relationship (Gottman and Gottman, 2017).



Figure 1. Strong Relationship House

The first three components of the house are Creating Love Maps, Sharing Fondness and Appreciation, and Turning Toward Each Other. These components define the elements of couples' friendship. The first three stages lead to the fourth stage, which is Building a Positive Perspective. The subsequent stages of the house are Managing Conflict, Realizing Dreams and Desires About Life, and Creating a Shared Meaning (Gottman and Gottman, 2015). As a result of the literature review, while studies examine the effectiveness and application of Gottman Couples Therapy, no research has been found that analyzes this therapeutic approach within the context of a film or TV series. In this regard, it is anticipated that this study, which examines the Bahar series in the context of Gottman Couples Therapy, will contribute to the literature. When reviewing film and series analyses conducted with family and couples therapies, studies in the context of Structural Family Therapy (Öztürk and Pak, 2019), Experiential and Solution-Focused Family Therapy (Alkan, Taşdelen, and Toprak, 2023), and Structural and Psychodynamic Family Counseling (Katmer, Demir Kul, and Özkanalı, 2021) have been encountered. The series combines individuals' perception of reality with imagination. Series create a process of identification between viewers and characters; viewers share the characters' emotions and focus on developing possible solutions to their own problems by drawing parallels between the issues presented in the series and their own life experiences (Bostancıoğlu and Kahraman, 2017). This study aims to examine the Bahar series in relation to the components of the Strong Relationship House in Gottman Couples Therapy. To this end, the Theory of the Strong Relationship House is exemplified through relevant scenes from the Bahar series.

Method

In this study, which analyzes the Bahar series within the context of Gottman couples therapy, a content analysis method was used. Content analysis involves organizing written, spoken, or visual materials so that the reader can understand them (Ültay, Akyurt, and Ültay, 2021). During

the analysis process, the Bahar series was watched twice by the researchers, and an analysis within the context of Gottman couples therapy was conducted. In the first viewing, general relationship dynamics, interactions between characters, and conflict patterns in the series were observed to create an overall framework. In the second viewing, scenes from the series were systematically coded according to the components of the Gottman Couple Therapy's Strong Relationship House, and each scene was matched with the relevant theoretical category.

Summary and Demographic Information of the TV Series Bahar

The series is an adaptation of the South Korean production 'Doctor Cha,' and it explores processes of personal transformation, relational rupture, and reconstruction through the life story of the main character, Bahar. Bahar, who married at a young age, left her medical studies after graduation and dedicated her life largely to her husband and children, faces a critical illness requiring a liver transplant due to a sudden emerging health problem. Although her husband, Timur, is a suitable donor, he refuses to donate, prompting Bahar to reevaluate the power dynamics in their marriage, his attitudes, and his long-standing neglectful behavior. During the post-illness period, the character Evren, who becomes part of Bahar's life, contributes to her psychological empowerment and supports her in returning to her medical profession and rebuilding her professional identity. A pivotal moment occurs when Bahar learns that her husband Timur, who works at the same hospital, is having an affair with Rengin, his girlfriend, leading to the breakdown of their marital bonds and Bahar's decision to divorce. Following the recurrence of her illness, it is determined that Bahar needs a second liver transplant. Timur, who initially refused to be a donor during the first surgery, agrees this time to donate his liver in an effort to make amends for his past behavior. The successful surgery not only facilitates Bahar's physical recovery but also leads her to maintain her decision to divorce and choose a new beginning in her life.

Table 1. Demographic Characteristics of the TV Series Bahar (Wikipedia, 2024).

Director: Neslihan Yeşilyurt
Screenwriters: Ayça Üzüm ve Atasay Koç
Cast:
Demet Evgar (Bahar)
Buğra Gülsoy (Evren)
Mehmet Yılmazak (Timur)
Ecem Özkaya (Rengin)
Release Year: 2024
Genre: Drama, Comedy, Medical

Research and Publication Ethics

This review has been prepared in accordance with all the rules that must be followed in the 'Guideline on Scientific Research and Publication Ethics in Higher Education Institutions.'

Ethics Committee Approval

This research does not require ethics committee approval.

Findings

In this section, the nine steps of the Gottman Couple Therapy's Strong Relationship House model will be explained with appropriate scenes from the Spring series.

Trust

Trust is one of the fundamental pillars of a relationship. An individual not only considers their partner's needs but also consistently supports and stands by them in every situation, demonstrating that the relationship is built on mutual commitment, sensitivity, and empathy. In this context, trust contributes to the formation of predictability and emotional security in the relationship, reinforcing positive expectations between partners (Navarra and Gottman, 2018). The concept of trust in a couple's relationship is complemented by love and commitment, but is negatively affected by prejudice and doubt. Therefore, fluctuations in trust levels can directly affect the emotional stability of the relationship and partners' perceptions of each other (Keleş and Çakır, 2023). From the very first episode of the series, it is clear that the bonds of trust are being shaken. In the first episode, Timur's refusal to donate his liver to Bahar, despite their compatibility, is a significant event that damages one of the fundamental building blocks of the relationship—trust. In these scenes, Timur prioritizes his own needs and interests in a critical situation affecting his wife's life, undermining Bahar's trust in him both emotionally and behaviorally.

Another factor that erodes trust is doubt. In the eighth chapter, with Rengin's accident, Bahar begins to notice the first signs that there might be a relationship between Bahar, Timur, and Rengin. This situation shows that the doubts arising in Bahar's mind further erode trust in the relationship and negatively affect her perception of her partner (59'-90).

Commitment

Attachment is defined as the development of a belief within an individual that the relationship they are in will be long-lasting, and acting in accordance with this belief. This concept is closely related to emotional elements such as love, loyalty, and similar feelings, serving as a fundamental building block that supports the sustainability of the relationship. Additionally, attachment is considered an important factor that enhances relational resilience by enabling partners to share a will to protect and maintain the relationship in the face of difficulties. (Owen, Rhoades, and Stanley, 2013). Attachment is associated with feelings such as love and loyalty. It refers to a situation in which one highlights their partner's positive qualities, feels happy when with them, and shows attachment to them when encountering others (Gottman and Gottman, 2015). Attachment acts like glue in a relationship. If it is strong glue, it binds individuals together in the face of positive and negative situations encountered throughout the relationship, helping individuals remain loyal to each other and ensuring the relationship proceeds healthily (Larson, 2003). In the fourteenth episode of the series, Evren is seen trying to express romantic feelings toward Bahar. Bahar's attempt to stop Evren by saying "be quiet, don't tell" despite knowing that her spouse is cheating on her can be interpreted as a sign that she is still emotionally attached to her partner. This situation is significant in showing that emotional investment in long-term relationships does not easily fade, even after negative experiences. Furthermore,

Bahar's reaction demonstrates that attachment is not only a behavioral process but also a cognitive and emotional one. Moreover, this scene shows that in some cases, attachment can lead individuals to suppress their own emotional needs and maintain internal motivations toward the relationship.

Building Love Maps

The Love Map, which forms the foundation of the home, serves as a guide to individuals' inner world. This concept refers to partners deeply understanding each other's internal experiences, life stories, values, and emotional needs. Additionally, the strength of love maps contributes to increasing relationship satisfaction by helping couples better understand each other in the face of challenges (Gottman and Gottman, 2015). Creating love maps helps couples learn about their emotional and physical needs and get to know each other better. Moreover, having detailed, up-to-date knowledge of each other's inner worlds strengthens empathetic understanding in the relationship and contributes to building emotional closeness more sustainably (Deylami et al., 2021). Couples can use open-ended questions to get to know each other. Through these questions, they create their love maps. For example, asking questions like 'What is your favorite food?', 'Who is your best friend?' or 'What are the moments when you feel the happiest?' helps them get to know each other better (Barnacle and Abbott, 2009). In the second episode of the series, the initial meeting process of Timur and Bahar is discussed. This period, unlike the problems observed in the later stages of their marriage, is characterized by positive emotions and mutual love bonds. In these scenes, the couple begins to gather information about each other's emotional and physical needs by asking various questions, taking the first steps toward building the love maps that form the foundation of their relationship. '(55'-65)'.

Sharing Fondness and Appreciation

This step, which is the second phase of the relationship, is the remedy for underestimation. At this stage, it is recommended that couples reevaluate their partner's positive qualities and try to ensure the ties progress positively by recalling experiences they are proud of with their partner. This process also contributes to strengthening the emotional resilience of the relationship by reducing negative interaction cycles (Gottman and Gottman, 2015). In the seventh episode, the character Bahar praises Timur, highlighting his positive qualities and expressing admiration for him to the children. However, overall, it is understood that scenes indicating the continuity of the interest and admiration phase, or its mutual expression, are limited in the series. This situation suggests that the couple's capacity to maintain positive emotional engagement in the relational context has weakened.

Turning Towards Each Other

The third stage of the relationship, called mutual orientation, focuses on strengthening emotional closeness between partners. In this stage, couples exhibit behaviors aimed at recognizing their partner's feelings and needs, offering support, and increasing emotional connection within the relationship, rather than focusing on negative interactions (Navarra and Gottman, 2018). Mutual orientation is also related to couples' capacity to notice small efforts, called 'offers of intimacy,' and respond positively to them. This process helps strengthen the

foundation of the relationship, increases mutual trust between partners, and lays the groundwork for a more constructive long-term handling of conflicts (Irvine et al., 2024). In the sixth episode of the series, Timur shares his problem with his son with Bahar, and Bahar listens attentively without criticism or an accusatory tone, exemplifying a meaningful instance of emotional alignment between partners. In this scene, Bahar develops an attitude of understanding and support for Timur by recognizing his emotional needs. Therefore, Bahar's empathetic approach both validates Timur's emotional experience and creates a trust-based space in their communication. In this regard, the interaction can be considered a concrete reflection of Gottman's 'turning toward each other' step in the series. '(2:13–2:17)'

Positive Outlook

A positive outlook focuses not only on resolving conflicts in a relationship but also on building it based on positive feelings, respect, compassion, shared meaning, and strong friendship. This gives the relationship a positive perspective and increases the couple's capacity to grow together, be resilient, and form a deep bond (Barnacle and Abbott, 2009). At this stage, the goal is to enhance couples' development of positive attitudes toward each other. It also aims to strengthen the partners' friendship to prevent positive messages from being misperceived (McNulty et al., 2021). When the first three stages of the Strong Relationship House are not functioning correctly, individuals begin to perceive even positive messages negatively. They see each other not as friends but as enemies. To improve this situation, the first three stages of the Strong Relationship House model are applied to help couples develop a solid foundation of friendship (Gottman and Gottman, 2015). Looking at the couple's memories in the series, it becomes clear that they formed a friendship. However, in the later years of their marriage, they are seen more as two people sharing the same house. Especially when they reach the divorce stage, it becomes clearer that hostility replaces friendship. In such cases, the goal is to rebuild positive feelings rather than negative ones by using the first three layers of the Strong Relationship House model within the framework of John and Julie Gottman's Couple Therapy (Irvine et al., 2024).

Conflict Management

The conflict management stage involves partners addressing disagreements constructively without making them destructive. The goal is not to eliminate conflicts; rather, it is to manage differences with understanding, respect, and empathy. This stage is a critical process that requires couples to manage their emotions healthily, thereby maintaining relational trust and mutual respect during disagreements (Gottman and Gottman, 2015). At this stage, couples can discuss issues by using skills such as making a soft start, active listening, taking responsibility, and showing flexibility (McNulty et al., 2021). In the conflict scene in the thirteenth episode of the series, tension rises when Timur, upon learning that Bahar has filed for divorce, objects. In this scene, both characters are seen reacting emotionally, using defensive and accusatory language rather than demonstrating a constructive attitude in their communication. Therefore, when examining the overall flow of the scene, it can be said that none of the Gottman-predicted conflict management strategies are implemented, and the conflict becomes even more damaging to the relationship. '(1:34:36)'.

Fulfilling Dreams and Desires About Life

At this stage of the Strong Relationship House, partners in successful relationships can easily express each other's dreams and desires. Partners are aware of each other's dreams and feel mutually supported. In this context, valuing individual goals and integrating these goals into the shared life significantly contributes to the long-term harmony of the relationship. (Gottman and Schwartz Gottman, 2017; 2020). When examining the series, it is evident that Bahar's desire to return to her medical career is clearly expressed. However, it is understood that Timur does not support this wish and even tries to prevent it. Indeed, in the second episode of the series, Timur's opinion that Bahar should not return to work at the hospital and his attempt to persuade her not to resume her profession indicate a lack of partner support. This situation contradicts the 'fulfilling dreams and desires about life' stage of the Strong Relationship House.

Creating a Shared Meaning

This stage refers to a level that encompasses the values individuals intentionally share in their lives, forming the roof of the house. It involves building a life together, one shaped by the couple's shared experiences, rituals, and memories. It is also where our thoughts about relationships, expectations, and visions for the future are shaped. In this context, the process of creating shared meaning significantly contributes to couples developing a sense of depth, purpose, and unity in their relationships (Gottman and Gottman, 2015). Healthy, progressing relationships are built on a shared life. To establish a shared life, couples need to share their expectations about life, what they expect from each other, set common goals, and discuss their responsibilities toward life. Building a shared life helps individuals strengthen their relationships and lead a happier life (Deylami et al., 2021). In the thirteenth episode, Bahar is anxious upon learning she is pregnant, fearing Timur will react negatively. However, Timur's response, marked by great joy, and his statement that he will take on the responsibilities of fatherhood mark an important turning point in the couple's relationship. This scene can be considered their first meaningful step toward building a shared life and demonstrates that they are developing a common vision for the future of their relationship.

Conclusion

This study examined the Bahar series within the context of the Gottman Couple Therapy (GCT) Strong Relationship House model, allowing for an evaluative analysis of the relationship dynamics portrayed in the series within a theoretical framework. As a result of the study, it was observed that the relationship patterns of the characters in the series exhibited notable differences and deficiencies in fundamental relationship components such as trust, commitment, love maps, interest and admiration, turning toward each other, positive outlook, conflict management, support of life goals, and creating shared meaning.

It was particularly identified that there were significant disruptions in the trust and commitment stages, which laid the groundwork for communication problems, lack of empathy, and the perpetuation of conflict cycles observed in later stages. The love maps, which are strong during the early stages of marriage, were not updated over time, leading to emotional distancing between the partners. Similarly, limited expression of interest and admiration,

along with missed opportunities to turn toward each other, weakened the positive outlook. In most conflict scenes, constructive strategies recommended by GCT, such as gentle start-up, active listening, and taking responsibility, were not used, leading to destructive discussions. Additionally, Timur's lack of support for Bahar's desire to return to her profession indicated that the phase of sharing and supporting life goals was not functioning healthily in the relationship. However, there were also limited positive examples related to the shared meaning-making phase, suggesting potential areas for improvement in the relationship.

Overall, it was concluded that the relationship dynamics in the series significantly contradict the indicators of healthy relationships according to GCT, with particular weaknesses observed in trust, commitment, friendship foundation, conflict management, and mutual support processes. In this context, the Bahar series serves as a meaningful example that sheds light on issues real couples may face and demonstrates how GCT's theoretical framework can reflect relationship patterns in everyday life. From this perspective, the series offers both academic

value and a relational, therapeutic reference point for couples seeking relationship awareness and support.

Declarations

Ethics Approval and Participation Approval

Not applicable.

Publication Permission

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of Interest

The authors declare that there is no conflict of interest.

Authors' Contributions

SY prepared the introduction, discussion, conclusion, and recommendations sections of the article, while MK contributed to the identification of studies to be included in the research.

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CASE REPORT / OLGU SUNUMU

Substance Dependence in the Context of Positive Psychotherapy: A Case Presentation with Depressive Symptoms

Pozitif Psikoterapi Bağlamında Madde Bağımlılığı: Depresif Belirtilerle Giden Bir Olgu Sunumu

Deniz Erdoğan¹, Asra Babayigit²

Abstract:

This study examines the psychological impact of substance addiction on the family and evaluates the effect of Positive Psychotherapy in a case showing depressive symptoms. The addiction process affects not only the individual but also the family, completely altering the family balance. Coping with this difficult process can sometimes lead to the development of negative feelings such as guilt, shame, social pressure, hopelessness, and pessimism in family members, often resulting in depression. Positive Psychotherapy has a positive outlook on people, believing that they have the capacity to love and know, and that these capacities develop in the physical, mental, social, and spiritual realms. With Positive Psychotherapy, whose effectiveness in treating depression has been proven, individuals are made aware of their strengths, thereby developing coping skills. This study is a case presentation, and no experimental procedures were performed. The information obtained from the patient has been anonymized and presented for scientific purposes. In the study, an interim evaluation was conducted with the client, who was the mother of the dependent individual, after nine sessions, addressing the depressive symptoms observed in the client and evaluating the Positive Psychotherapy process. During therapy, the client was helped to recognize her strengths, become aware of the need for balance in her life, and develop coping skills. The interim evaluation showed a certain degree of reduction in the client's depressive symptoms, an increase in her psychological resilience, and, in particular, a strengthening of her family communication. In conclusion, this case study is considered important in terms of understanding the difficulties experienced by families struggling with substance addiction and the positive effects of Positive Psychotherapy in the therapy process.

Keywords: Substance Addiction, Family, Impact on Family, Positive Psychotherapy, Depression.

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Öz:

Bu çalışmada madde bağımlılığının aileye psikolojik etkisi incelenmiş olup, depresif belirtiler gösteren bir olguda Pozitif Psikoterapinin etkisi değerlendirilmiştir. Bağımlılık süreci sadece bireyin kendisini değil aileyi de etkileyen, aile dengesini tamamen değiştiren bir süreçtir. Bu zorlu süreç ile mücadele zaman zaman aile üyelerinde suçluluk, utanç duygusu, toplum baskısı, ümitsizlik ve karamsarlık gibi olumsuz duyguların gelişmesine ve çoğunlukla depresyon'a neden olabilmektedir. Pozitif Psikoterapinin insana bakış açısı pozitiftir, insanların sevme ve bilme kapasitesine sahip olduğunu ve bu kapasitelerin fiziksel, zihinsel, sosyal ve manevi alanda geliştiğine inanmaktadır. Depresyon tedavisindeki etkisi kanıtlanmış olan Pozitif Psikoterapi ile bireyin güclü yönlerinin farkına varması sağlanarak baş etme becerileri geliştirilmektedir. Bu çalışma bir olgu sunumudur ve çalışmada herhangi bir deneysel işlem yapılmamıştır. Hastadan alınan bilgiler anonimleştirilerek bilimsel amaçla sunulmuştur. Çalışmada bağımlı bireyin annesi olan danişan ile dokuz seans sonunda ara değerlendirme yapılarak, danişanda görülen depresif belirtiler ele alınmış ve Pozitif Psikoterapi süreci değerlendirilmiştir. Terapide danişanın güclü yönlerini fark etmesi sağlanmış yaşam alanlarının dengede olması gereği ile ilgili farkındalık kazanmış ve baş etme becerilerinin gelişmesi desteklenmiştir. Yapılan ara değerlendirme sonucunda danişanın depresif belirtilerinde belli düzeyde azalma, psikolojik dayanıklılığında artış ve özellikle aile içi iletişiminin kuvvetlendiği görülmüştür. Sonuç olarak çalışmada ele alınan bu olgu, madde bağımlılığı ile mücadele eden ailelerin yaşadığı zorluklar ve terapi süreçlerinde Pozitif Psikoterapinin olumlu etkisinin anlaşılması açısından önemli görülmektedir.

Anahtar Kelimeler: Madde Bağımlılığı, Aile, Aileye Etkisi, Pozitif Psikoterapi, Depresyon.

Introduction

Substance addiction has become a significant problem for individuals, their families, and society worldwide in recent years, with the onset age decreasing to earlier periods (Balci, 2021). Especially during adolescence, individuals undergo physiological changes, search for their identity, try to prove themselves, and strive to act independently of their families. Family communication, parental attitudes, and the social environment play a significant role in helping adolescents navigate this process healthily. Studies have shown that family communication and parental attitudes influence substance use during adolescence (Atar et al., 2016).

In this process, the adolescent's first encounter with substances usually begins with a sense of curiosity in a peer environment, accompanied by the thought, 'It won't happen to me just once.' When the curious young person tries the substance out of curiosity and fear and sees that nothing happens, they continue using it, thinking, 'This is the last time.' As they continue using, their thinking changes to 'I won't become addicted,' and addiction develops. The individual is aware that they are harming themselves and their surroundings, but continues to use (Ögel, 2018). Addiction, which is not a matter of willpower, is a disease that affects a person's entire life, is incurable but can be controlled with treatment, and can be reversed.

The addiction process not only affects the individual but also impacts the family, completely changing family dynamics (Ari and Eriki, 2017). When family members learn that their children are using substances, they may experience emotional devastation and disappointment, and the shame and guilt felt by the family can eventually turn into anger, leading to conflicts within the family. Addicts often blame their parents to avoid responsibility and shift blame onto them, and this attitude causes the parents to feel even more guilty (Tamar and Ögel, 1996).

The feelings of guilt, shame, social pressure, hopelessness, and pessimism experienced by the family often lead to depression (Şenormancı et al., 2019). Depression is a state

of not being able to enjoy life, characterized by a significant decrease in the quality of life and manifested through loss of interest and desire. The individual spends most of the day feeling sad, unhappy, unmotivated, pessimistic, hopeless, and guilty. This situation negatively affects the family's focus, functioning, and relationships, making an already complicated process even more challenging and unmanageable (Ekinci et al., 2016).

Family plays a vital role in the treatment of addicted individuals, and the support of the family has a facilitating effect on the recovery process of the addict. Hope is a coping method, and the family's despair can lead to depression. Professional help for the family can make this difficult process easier to overcome (Genç, 2018). Positive Psychotherapy, developed by Prof. Dr. Nossrat Peseschkian, is a conflict-centered, intercultural observation-based, resource-oriented psychotherapy method (Arvas, 2024). Its perspective on people is positive; it believes that humans have the capacity to love and know, and that these capacities develop in physical, mental, social, and spiritual areas. The main goal of Positive Psychotherapy is to enhance the individual's capacity and maintain balance across the four areas of life, representing three fundamental principles: hope, balance, and consultation (Demirbağ and Sarı, 2023).

In positive psychotherapy, symptoms serve a function and fulfill a purpose in a person's life. Therefore, the goal is not to eliminate the symptom but to address the conflict that causes it. There are many methods used in positive psychotherapy, and one—metaphors and stories—creates awareness through indirect expression. It encourages the individual while also preparing them for the future (Gelmez et al., 2024). Therapy sessions consist of five steps: observation, inventory, situational encouragement, verbalization, and expanding goals. During information collection, tools such as the Balance Model, Differentiation Analysis Inventory, and Quadrant Model are used. Positive psychotherapy suggests that over- or under-utilization of individuals' primary and secondary abilities can lead to psychological problems. It views

pathology as the area where the patient avoids conflict and considers this a positive aspect (Eryılmaz, 2016).

In the literature review conducted, it was determined that most studies focus on individuals with addiction, and limited studies emphasize the psychological impact of addiction on the family and the importance of family in the prevention and treatment process of addiction. It was also observed that the individual's internal resources, strengths, and values were neglected in the studies conducted. Positive Psychotherapy is a resource-oriented approach rather than a problem-focused one, aiming to help individuals recognize their own resources and strengths, develop coping skills, and become self-helpful. In the case examined in this study, the psychological impact of substance addiction on the family was investigated, and the effect of Positive Psychotherapy in strengthening family dynamics during the struggle with addiction was discussed. The goal was to offer a different perspective on the therapy process and to contribute to clinical practice. In line with this purpose, the study describes the therapy process and stages within the context of Positive Psychotherapy for a case showing depressive symptoms during the fight against substance addiction.

Method

This study is a case presentation, which is a type of qualitative research design. A case presentation is a qualitative research method that focuses on an individual's experiences, therapy process, and changes, aiming to relate them to a theoretical framework (Çaparlar and Dönmez, 2016). The information obtained from the patient has been anonymized and presented for scientific purposes (Çaparlar and Dönmez, 2016).

In our study, the case we addressed and the therapy process began on 11/15/2024. At the start of therapy, the client was administered the SCL-90-R (Symptom Checklist-90-Revised). The SCL-90-R is a psychological symptom screening test that indicates which area and level of psychological symptoms an individual has (Gomez et al., 2021). Based on the information provided by the client, the depression symptom level was found to be 2.2 (high), and the OCD symptom level was 2.3 (high). The sessions with the client continue weekly, with a total of 9 sessions conducted, and an interim assessment was conducted at the end of the 9th session.

In the therapy process, Positive Psychotherapy was used, and its effectiveness in treating depression has been proven. The nine sessions conducted included observation, inventory, situational encouragement, and metaphors, following the standard structure of Positive Psychotherapy. During the observation phase, the client was open to therapy and demonstrated strong communication skills. In this phase, the client understood the importance of seeing events as a whole through the metaphors used and became aware of unnecessary burdens in their life. In the inventory phase, the Balance Model and Differentiation Analysis Inventory were applied. The client became aware of conflicts and areas they avoided through the balance model and understood the importance of keeping these four areas in balance. Improvements were observed in the client's family communication, and hope for the future increased. Through the Differentiation Analysis Inventory, the client recognized their highly developed real talents and their effects on their lives, as well as the connection between these talents and their past

life. At the end of this phase, a significant decrease in the client's anxiety was observed. During the situational encouragement phase, the client's strengths were emphasized, helping them discover their internal resources, and their perspective on events shifted from solely negative to a more balanced view.

The study was submitted to the ethics committee and written consent was obtained from the advisor under project number KSTU//2025/066. After a detailed review by the ethics committee, it was decided that there were no objections, and the Cyprus Health and Social Sciences University Ethics Committee approved it.

Case Report

The therapy process with the client started on 11/15/2024, and a total of 9 sessions have been conducted, once a week.

The client is a 47-year-old married woman living in Mersin with her immediate family and working at a private institution. She has three children—two sons and a daughter—with her oldest son being 27, the middle son 24, and the daughter 14. Her husband is self-employed. The client presented with depressive symptoms, including over two weeks of restlessness, hopelessness, decreased interest and desire, inability to enjoy anything, constant fatigue, feelings of guilt, and feelings of worthlessness, meeting at least five of the DSM-5 depression criteria. Additionally, she experiences disruptions in her sleep, eating patterns, and relationships. Her 15-year-old eldest son started using drugs in social settings, and his drug use continued for nine years. The client found out by chance that her son was addicted when he turned 18. Since learning this, she has not felt well, blames herself, and her family relationships have deteriorated. She is in constant conflict with her son and husband, and has lost her feelings and love for them. She mentioned that her son was hospitalized for treatment, staying inpatient for six weeks, and that he is still receiving outpatient treatment. She expressed that she is not happy about her son quitting drugs or receiving treatment, does not believe in him, cannot feel sadness about anything anymore, cannot be happy, does not want to talk, and feels like doing nothing. The client has lost hope, faith, and trust in the future. Her arguments with her husband have increased and sometimes escalated into insults and physical violence. The household conflicts have weakened her communication with her other children, and normal family relationships have disappeared. During childhood, her mother was authoritarian and oppressive. When she was angry, her mother would not even allow her to cry or speak, which taught her to suppress her feelings and remain silent. Her mother's overly controlling attitude caused her to become withdrawn and unable to make friends during her childhood and youth. She continued this behavior into adulthood, isolating herself from her social environment.

Observation/ Distance Stage

The observation/distance phase lasted 3 sessions in total. It is a stage in which the therapeutic relationship is established, the story is taken, and the client primarily shares their experiences and engages in active listening. It was observed that the client was open to sharing during this process, communicated effectively, and was hopeful about therapy. During this stage, the client was told the Elephant and Traveler stories. The importance of

evaluating events as a whole, with the Elephant story, and seeing oneself as a whole was emphasized. In the Traveler story, the client discussed the burdens in their life and whether they truly had to carry them. The client identified the burdens in their life as being misunderstood, not valued, not cared for, and unable to express themselves, and mentioned that these had exhausted them.

Inventory Stage

The inventory phase was conducted across three sessions, and the client was administered the Balance Model and the Differentiation Analysis inventory.

Balance Model. According to the assessment within the scope of the Balance Model, the conflict area is the contact area, and the area where the person avoids conflict is the

fantasy area. The client was given information about the Balance Model, and it was explained that the four life areas should be equal for our psychological health. It was also identified that the client has problems in relationships with family members and social circles, and based on the information obtained from their past life story, it was found that there have been communication and relationship problems at almost every stage of their life. The client was then discussed regarding communication, and psycho-education about communication skills was provided. Specifically, to strengthen intra-family communication, a plan was made for the client to spend quality time with each of their children during the week and to gather with the family on one day.

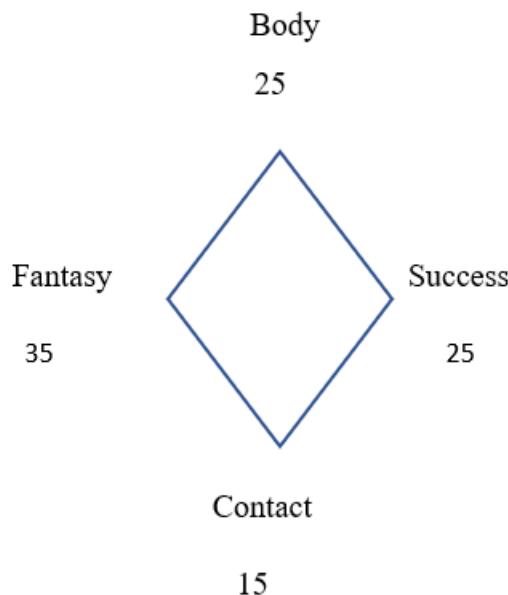


Figure 1. Balance Model

Body Area

The client mentioned that they love sleeping and eating, feel they are overweight, do not exercise except for walking, and occasionally go on diets and then stop. They prioritize self-care and do not see a doctor unless necessary. The client stated that they do not have any chronic illnesses and sometimes experience headaches.

Achievement Area

She does not consider herself successful in any field and does not believe she has any special talent. She mentioned that she receives praise from those around her for her cooking and cleaning skills. In her past life, she said her mother was very pleased when she cleaned the house and cooked while her mother was at work. The client stated that she places great importance on order and cleanliness, but recently feels she is not the same as before.

Contact Area

The client stated that family communication is poor; they can't get together, and whenever they do, a fight breaks out. They mentioned that they occasionally go out with

their spouse, and that their spouse always causes a fight after drinking alcohol, and they return home. They also said that they don't have many friends outside of work colleagues and that they only share everything with their sister.

Fantasy

The client stated that they have no plans, dreams, or hopes for the future. Instead of experiencing disappointment, they no longer make plans or dream. They mentioned that in the past, they used to dream about their children and family, but now they have given up on that. The client also said they have a religious belief and, although not regularly, pray and do not leave the house without praying. They used to love reading books and listening to music, but now they say they can't focus anymore and no longer listen to music. They enjoy social media and watching series, but since their spouse criticizes every series they watch, they no longer find it enjoyable.

Table1. Differentiation Analysis Inventory.

Actual Competencies	Client	Spouse	Explanation
Time	-+	+++	She thinks she does not use her time well and keeps postponing everything she wants to do. Time is very valuable to her spouse.
Patience	+++	--	She is very patient and constantly in a state of waiting. Her spouse is impatient and wants things to happen immediately.
Physical Affection	--	+++	She has disliked physical touch since childhood; her spouse is highly touch-oriented.
Love / Acceptance	--	++	Being thought of, being understood. She feels accepted when she does what her family wants. For her spouse, love is expressed through touch.
Sexuality	--	++	She sees it as a duty and believes her spouse does too. For her spouse, it is a way of showing love.
Trust	++	+++	She finds herself and her spouse trustworthy. It is important for her to know that someone has her back when needed.
Certainty	++	--	She can tolerate certain things. Her spouse has strict rules.
Doubt	++	---	She is not generally suspicious, but when she does doubt something, she ends up being right. Her spouse is very suspicious and distrustful, especially toward the client's family.
Hope	--	--	Waiting for things to get better on their own. She often feels helpless and loses hope.
Faith	++	++	She believes in God and prays. She prays for everything to get better.
Kindness	+++	+	She tries to meet others' expectations; otherwise, she feels hurt.
Punctuality	+	++	She is a bit more relaxed; her spouse wants everything to be on time.
Meticulousness	+++	+	She used to be more meticulous; recently, she does deep cleaning once a week.
Orderliness	++	+	She likes order and dislikes clutter.
Obedience / Compliance	/	+++	If there is compliance, there will be no arguments.
Openness / Candor	---	+++	She expects others to understand her.
Loyalty	+++	++	
Justice / Fairness	++	+	She feels upset when she sees injustice and generally thinks she has been mistreated.
Frugality	+	+++	She buys what she needs; her spouse does not like spending money and starts arguments during every shopping trip.
Diligence / Achievement	/	+	She works hard but feels she cannot achieve anything.

At this stage, the client was provided with information about the Differentiation Analysis Inventory. It was observed that in childhood, the client escaped from physical abuse by remaining silent, obeying, and doing whatever was asked, despite the authoritarian and oppressive attitude of the mother. In the current life, the client still shows obedience and compliance to gain love and acceptance, avoiding conflicts. The client does not express desires or resentments; remains silent; expects others to understand him; and tries to please everyone to avoid hurting anyone. These skills, which were functional in the past as tools for love and acceptance, are no longer functional in the present life and are burdensome for the client. The way the client learned to seek love and acceptance through past experiences creates conflicts in relationships with family, children, and a spouse, as well as at work. At this stage, work was especially focused on love/acceptance, obedience/compatibility, politeness, and frankness. The client was made aware through the story of 'Fifty Years of Politeness.'

Situational Encouragement

This phase lasted three sessions. The aim was to emphasize the client's strengths, help them see the positive aspects of their problems, and recognize their own resources. By highlighting the client's long-term marriage, it was emphasized that they have a compatible, strong family. Despite the difficulties faced, the client's efforts to maintain family unity and raise three children were praised, with motherhood highlighted. Although the client has been married for a long time, they were reminded that they tend to overprotect their spouse, and it was explained that their emotional bond with their partner is strong. The importance of their struggle to keep the family together was emphasized, especially considering their son's treatment. The story of 'Scenes' was shared to encourage the client not to lose hope and to keep fighting, emphasizing that patience, love, and talent are their strengths.

Discussion

In this study, the effect of substance addiction on the family was examined, and the impact of positive psychotherapy was illustrated through a case. The depressive symptoms experienced by a mother struggling with her son's addiction process were addressed using positive psychotherapy techniques. When the client first sought therapy, she presented with long-standing feelings of hopelessness, sadness, an inability to enjoy anything, restlessness, a lack of desire to do anything, energy loss, feelings of guilt, and worthlessness. Studies have shown that when families learn that their children are addicted, they experience emotional devastation, shame, loss of hope, guilt, and social withdrawal, which can lead to depression. The findings obtained from this study are consistent with these results (Genç, 2018; Koçanlı, 2020).

During the inventory phase with the client, the Balance Model was first applied, and it was observed that the client's conflict area is the contact area, while the area they tend to avoid conflict is the Fantasy area. According to Positive Psychotherapy, individuals cope with conflicts in their lives through the four areas of the Balance Model (Peseshkian, 2012). In the case studied, the client experienced problems in both family communication and social relationships across all stages of life. The client grew up with an authoritarian mother, and it is thought that the mother's oppressive attitude led the client to become

withdrawn and hindered the development of effective communication skills. A literature review revealed that a lack of communication skills pushes individuals into loneliness, and loneliness leads to emotional deprivation, isolation, and disconnection. The study's findings support this, aligning with the existing literature (Sarı, 2024).

In the second phase, the Differentiation Analysis Inventory was administered with the client, and it was observed that the client's genuine abilities, such as love/acceptance, obedience/accordance, and politeness, are excessively developed. It is learned from the client's childhood life story that they escaped maternal pressure and physical punishment by remaining silent and obedient, and were appreciated for doing everything they were told. The client continues this behavior in their current life to seek love and acceptance. It is thought that this behavior, which was functional in the past, now causes increased conflicts and communication breakdowns within the family. Additionally, for the client, who is a mother of three children, motherhood is the only aspect they are proud of and consider successful. Upon learning that their son is dependent, they feel that their proud motherhood has been damaged, leading to feelings of guilt, failure, and the loss of all hope for the future. A literature review indicates that studies have discussed four conflict areas in Positive Psychotherapy, with the primary conflict involving concepts acquired in childhood that are no longer functional. It is also noted that individuals develop secondary skills to compensate for their repressed and undeveloped primary abilities, supporting the findings of this study (Lytvynenko and Tereshchenko, 2024).

Conclusion

In this study, the interim assessment conducted after nine sessions with the case revealed that the client's four life areas were unbalanced, with issues in the contact area. The stories and psychoeducation were used to improve communication skills. A plan was made with the client to ensure that the four life areas are balanced.

Additionally, the client has identified their true talents, become aware of how these talents develop and their impact on current life, and recognized the need to balance among them. The client has learned to express their emotions appropriately instead of suppressing them.

During therapy, the client's strengths were highlighted to help them recognize their capacity, which increased their self-confidence and, especially, strengthened family communication. As sessions progressed, the client stopped blaming themselves and ceased viewing their son's substance use as a personal failure. Coping skills were developed to enhance the client's psychological resilience in the face of life's difficulties, and the client's sense of hope and purpose was strengthened.

In conclusion, the phenomenon addressed in this study is considered important for understanding the difficulties faced by families struggling with substance addiction and the positive effects of Positive Psychotherapy in their therapy processes. However, since this study is a case presentation, generalization cannot be made. This study is limited to the interim assessment conducted after nine sessions and the information obtained from the client. Additionally, the study's failure to comprehensively evaluate family members is a limitation. It is believed that future studies comprehensively involving all family

members will provide a better understanding of the impact of addiction on the family and yield stronger evidence from research conducted with larger samples).

Declarations

Ethics Approval and Consent to Participate

Ethics Approval and Consent to Participate Approval was received from the Cyprus Healt and Social Sciences University Ethical Committee, Morphou, North Cyprus (Decision No: KSTU//2025/066).

Consent for Publicaiton

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of interest

The author declares that no competing interests in this manuscript.

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Authors' Contributions

DE formulated the main idea of the article and collected the data. DE and AB analyzed and interpreted the data. AB performed the final checks on the article and contributed to its revision. All authors have read and approved the final article.

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information and images to be published was provided by the patient(s) or a legally authorized representative. Please do not submit the patient's actual written informed consent with your article, as this in itself breaches the patient's confidentiality. The Journal requests that you confirm to us, in writing, that you have obtained written informed consent, but the written consent itself should be held by the authors/investigators themselves, for example, in a patient's hospital record. The confirmatory letter may be uploaded with your submission as a separate file.

Please also refer to the ICMJE Recommendations for the Protection of Research Participants.

<http://www.icmje.org/recommendations/browse/roles-and-responsibilities/protection-of-research-participants.html>

All research involving animals submitted for publication must be approved by an ethics committee with oversight of the facility in which the studies were conducted. The journal has adopted the Consensus Author Guidelines on Animal Ethics and Welfare for Veterinary Journals published by the International Association of Veterinary Editors.

<http://www.veteditors.org/consensus-author-guidelines-on-animal-ethics-and-welfare-for-editors/>

Clinical Studies:

The European Archives of Social Sciences complies with the requirement of the ICMJE that clinical trials are recorded in a WHO approved public trials registry as an evaluation condition for publication at or before the initial patient registration. At the end of the abstract, the trial registration name and URL and registration number should be included.

Reporting Guidelines:

Relevant EQUATOR Network reporting guidelines should be followed depending on the type of study. For example, all randomized controlled trials submitted for publication must include a complete CONSORT flowchart as figure. Systematic reviews and meta-analyses should be arranged according to the completed PRISMA flowchart. The EQUATOR wizard can help you determine the appropriate grid.

Other resources can be found in NLM's Research Reporting Guidelines and Initiatives.

Research Data:

As the European Archives of Social Sciences, we believe that the clarity, transparency and reproducibility of the research should be facilitated. Regarding the subject, we encourage authors to share their research data in an appropriate public repository subject to ethical considerations and to include a data accessibility statement in their article files.

ARTICLE WRITING RULES AND FEATURES

General Information:

The language of the European Archives of Social Sciences is Turkish and English. Manuscripts should be written in a clear, fluent, simple language and long narratives should be avoided. Turkish equivalents of foreign words and abbreviations must be fully written in parenthesis where they crossed. Generic names of drugs should be used. Footnotes should not be used.

The names of the authors should be placed at the bottom right of one line of the article title and the title, institution, address, telephone, e-mail address should be given with the asterisk (*). Authors / text-specific terminology and / or abbreviations should be explained in footnotes. The author (s) must be the person (s) who makes the work and writes directly.

If the research has received financial support from an organization or has been presented in a congress, it should be placed on the last word of the title of the manuscript (*) and should be indicated as a bottom note.

Articles are on one side of A4 paper size, 2.5 cm on all sides. It should be written with "Times New Roman" font with 12 pt and one and a half line spacing. The Turkish title should not exceed 19 words. Subheadings must be preceded by line spacing, no space between paragraphs and no paragraph indented.

Footnotes should be used to provide additional information, not for source representation, should be numbered on the page, written in 10 pt and 1line spacing and justified. The page numbers must also be placed at the bottom with 11 pt.

Accepted articles are published in order.

Preparation of articles:

Title page:

The Turkish and English title of the article should not exceed 19 words. Abbreviations should not be used in the title. In the article, only the names and surnames of the authors who directly contributed to the study, their titles, and the institutions they work for should be written clearly. Funds and organizations supporting the study should be specified on the title page.

Contact information of the author to be contacted should be written at the bottom of the title page (Author's name, surname, full address, postal code, telephone number, fax number and e-mail address should be written).

Abstracts:

Abstracts should be written in Turkish and English and should contain a maximum of 250 words. The abstract should be organized according to purpose-method-results-discussion sections. Turkish and English key words (3-8) for the article should be given right after the abstracts. English keywords should be given in accordance with "Medical Subject Headings (MESH)" (<http://www.nlm.nih.gov/mesh/MBrowser.html>). Turkish keywords should be in accordance with Turkey Science Terms (TBT) (<http://www.bilimterimleri.com>). Using abbreviations in abstracts should be avoided as much as possible. When abbreviations must be used, they should be used after they are defined in parentheses at the first mention.

Article Text Body:

Research articles: After the abstract, the subtitles of introduction-method and materials-results-discussion-resources should be included, the latest information on the subject should be included, the method should be written clearly, the validity and reliability studies of the measurement tools used and the tests used for evaluation, standard deviation, test values must be specified. In the discussion, the clinical and theoretical benefits of the results, application areas, and innovations should be emphasized. Articles should not exceed 3500 words. The article should contain a maximum of 6 tables or figures. Care should be taken that the number of references does not exceed 50 resources.

Review articles: The purpose, the method used, the sources used, the results obtained should be stated. Articles should not exceed 3500 words. The article should contain a maximum of 6 tables or figures. Care should be taken that the number of references does not exceed 50 resources.

Case reports: Case reports should include introduction, description of the cases, discussion and references sections. The article should not exceed 3000 words. It should be noted that the number of references for typical or rare cases that are found useful in terms of clinical or theoretical education should not exceed 30 references. The number of tables or figures should not exceed 2. **Perspectives:** In these articles, experience-based opinions on controversial or controversial issues affecting the profession should be discussed with the introduction of the literature. The article should not exceed 2500 words. Number of Resources should not exceed 20. The number of tables or figures should not be more than 2.

Practical Psychotherapy: In these articles, the introduction and information about psychotherapy application should be discussed in the light of the literature. The article should not exceed 2500 words. Number of Resources should not exceed 20. The number of tables or figures should not be more than 2.

Comments: The features of the article discussed with the introduction should be discussed in the light of the literature. The article should not exceed 2500 words. Number of Resources should not exceed 20. The number of tables or figures should not be more than 2.

Letter: Opinions in which a discussion forum can be formed on various issues in the journal are included in the letter section. The article should not exceed 500 words.

Translation, book and thesis presentation: Translation, book and thesis introductions should be short, an original copy of the translation texts and thesis should be sent. The article should not exceed 500 words.

Thank letter: The letter of acknowledgment can be added to the individuals who contributed or to the funds and organizations supporting the study, if any.

Resources: In-article citations and bibliography in the journal should be shown according to the international APA format. For detailed information, see the Resources section on the website.

Reference in Text:

References should be written in parentheses in the text by including the surnames and publication date of the manuscripts. If more than one source is to be shown, the (,) sign must be used between the references. References should be sorted alphabetically.

Single author References;

(Akyolcu, 2007)

References with two authors;

(Sayiner and Demirci, 2007, p. 72)

References with three, four and five authors;

For the first use in the text: (Ailen, Ciamburne and Welch 2000, pp. 12 .13) In repeated use within the text: (Ailen et al., 2000).

References with six and more authors;

(Çavdar et al., 2003)

References in References Section

All references should be given in a separate section at the end of the text in alphabetical order.

Examples of literature writing are given below.

Book

a) Book Example

Onur, B. (1997). *Developmental Psychology*, Ankara: İmge Kitapları.

b) Translation of Books

Schuckit MA. (1993). *Alcohol and Substance Abuse*. K Kamberoglu (trans.), Izmir: Kanyilmaz Matbaasi.

c) Multi Writer Turkish Book

Tonta, Y., Bitirim, Y. and Sever, H. (2002). *Performance evaluation in Turkish search engines*. Ankara: Total Informatics.

d) English Book

Kamien R., & Kamien, A. (2014). *Music: An appreciation*. New York, NY: McGraw-Hill Education.

e) Section in English Book

Bassett, C. (2006). *Cultural studies*. In G. Hall & C. Birchall (Eds.), *New cultural studies: Adventures in theory* (pp. 220 Bir237). Edinburgh, UK: Edinburgh University Press.

f) Section in Turkish Book

Erkmen, T. (2012). *Organizational culture: Functions, elements, the importance of business management and leadership*. M. Zencirkiran (Ed.), In the book of *Organizational Sociology* (pp. 233an263). Bursa: Dora Edition Publication.

Article

a) Article

Mutlu, B. and Savaser, S. (2007). Causes of stress in parents in the intensive care unit after surgery and attempts to reduce. *Istanbul University Florence Nightingale Nursing Journal*, 15 (60), 179ing182.

b) More Than Seven Writers in Article

Lal, H., Cunningham, A. L., Godeaux, O., Chlibek, R., Diez-Domingo, J., Hwang, S.-J. ... Heineman, T. C. (2015). Efficacy of an adjuvanted herpes zoster subunit vaccine in older adults. *New England Journal of Medicine*, 372, 2087 Medicine2096. <http://dx.doi.org/10.1056/nejmoa1501184>

Thesis, Presentation, Paper

a) Thesis

Yellow, E. (2008). *Cultural identity and policy: Interculturalism in Mardin*. (Unpublished PhD Thesis). Ankara University Institute of Social Sciences, Ankara.

b) Congress Presentation

Çepni, S., Bacanak, A. and Özsevgeç, T. (2001, June). The relation of science teacher candidates attitudes towards science branches and their success in science branches. Paper presented at the X. National Educational Sciences Congress, Abant İzzet Baysal University, Bolu

Tables and Figures:

Tables should be written on a separate page with single spacing. Each table should have a number and descriptive information on top. If abbreviations are included in the table, the expansions of these abbreviations should be placed under the table in the form of subtitles and in alphabetical order.

When using previously printed or electronically published tables, written permission must be obtained from both the author and the publisher, and this must be sent to the editor of the journal by fax or mail.

Transverse and longitudinal lines should not be used in the table, only straight lines should be drawn at the top and bottom.

The visuals and note examples in the articles should be numbered as Figure / Table 1... with their short explanations centered. All images should be sent separately in JPG format with a minimum resolution of 300 dpi in order to avoid resolution problems in printing. Placements in the text can be changed according to the page layout when necessary.

Tables, graphics, figures and photographs should not be more than six, they should be placed on a separate page and their place in the text should be specified. Periods should not be used in arabic numbers and decimals.

Article Submission:

Article submissions are through the magazine park system and are given below;

Link: <https://dergipark.org.tr/tr/>

THE BLIND REVIEW AND EVALUATION PROCESS

Blind refereeing is a method applied for publishing scientific publications with the highest quality. This method forms the basis of the objective evaluation process of scientific studies and is preferred by many scientific journals. All studies submitted to the European Archives of Social Sciences are evaluated by blinding according to the following stages.

Blind Arbitration Type:

The European Archives of Social Sciences uses the double blind method in the evaluation process of all studies. In the double blind method, the identities of the authors and referees of the studies are hidden.

Initial Evaluation Process:

Studies submitted to the European Archives of Social Sciences are first evaluated by the editors. At this stage, studies that do not comply with the purpose and scope of the journal, are weak in terms of language and expression rules in Turkish and English, contain scientific critical errors, have no original value and do not meet the publication policies are rejected. Authors of rejected studies are informed within one month at the latest from the date of submission. Studies that are deemed appropriate are sent to a field editor for the field of interest for pre-evaluation.

Pre-Evaluation Process:

In the pre-evaluation process, field editors examine the introduction and literature, method, findings, conclusion, evaluation and discussion sections of the studies in detail in terms of journal publishing policies and scope and originality. Studies deemed unsuitable as a result of this review are returned within four weeks at the latest with the field editor's evaluation report. Studies found appropriate are taken into the refereeing process.

Refereeing Process:

Studies are refereed according to their content and expertise of the referees. The editor of the field who examines the study suggests at least two referees from the referee pool of the European Archives of Social Sciences, or may suggest new referees suitable for the field of study. The referee suggestions from the field editor are evaluated by the editors and the studies are forwarded to the referees by the editors. Referees must guarantee that they will not share any process and document about the work they evaluate.

Referee Reports:

Referee evaluations are generally; It is based on originality, method used, compliance with ethical rules, consistent presentation of findings and results, and review of the literature. This review is based on the following factors: Introduction and literature: the evaluation report includes the presentation and aims of the problem in the study, the importance of the subject, the scope of the literature on the subject, its currency and the originality of the study.

Method: The evaluation report includes information on the suitability of the method used, the selection and characteristics of the research group, validity and reliability, as well as an opinion on the data collection and analysis process

Findings: The evaluation report includes opinions on the presentation of the findings obtained within the framework of the method, the accuracy of the analysis methods, the consistency of the findings reached with the aims of the research, the presentation of the tables, figures and visuals needed, and the conceptual evaluation of the tests used.

Evaluation and discussion: the evaluation report includes discussion of the topic based on the findings, compliance with the research question (s) and hypothesis (s), generalizability and applicability.

Conclusion and suggestions: the evaluation report includes a contribution to the literature, an opinion on suggestions for future studies and applications in the field.

Style and expression: the evaluation report includes the opinion about the content of the study title, the use of Turkish in accordance with the rules, the submission and references to the language of the full text in accordance with the examples under the journal publication principles.

General evaluation: the evaluation report includes an opinion about the originality of the study as a whole, and its contribution to the literature and practices in the field.

During the evaluation process, the referees are not expected to make adjustments according to the typographical features of the study.

Referee Evaluation Process:

The time given to the referees for the referee evaluation process is 3 weeks. Correction suggestions from referees or expert editorial board members must be completed by the authors within 3 weeks. Referees can examine the revisions of a work and decide whether it is appropriate or, if necessary, request corrections more than once.

Evaluation Result:

Comments from referees are reviewed by the field editor within two (2) weeks at the latest. As a result of this review, the editor of the field transmits its final decision regarding the study to the editors.

Editorial Board Decision:

Editors prepare editorial board opinions on the study based on the opinions of the field editor and referees. The opinions prepared are forwarded to the author (s) by the editor together with the field editor and referee recommendations within 1 week at the latest. In this process, the works that are given negative opinions are returned without requesting a plagiarism check. The final decision is made according to the results of the plagiarism audit reports for the studies with positive opinions.

Publication Evaluation Process:

It is envisaged that the publication evaluation process of the studies submitted to the European Archives of Social Sciences will be completed within approximately 3 months. However, the period between the date when the referees or editors request a correction from the author (s) and the date when the author (s) complete the corrections are not included in this 3-month period.

Citation and Reference Control:

According to the publication ethics of the European Archives of Social Sciences, it is mandatory to cite the articles accurately and completely. Authors must ensure that they have written entirely original works and that if authors have used the works and / or words of others, it is properly quoted or quoted. This audit is done first by the referees during the evaluation and then by the editors according to the result of the similarity-plagiarism (iThenticate) program. All works plagiarism report is also checked over intihal.net.

Early View and Publishing of the Article:

The articles that are edited in the European Archives of Social Sciences are published in electronic media under the title of "Early View" by giving a Digital Object Identifier (DOI). Minor adjustments can be made, if necessary, while early view articles are published in the journal. Articles in early view are published in volumes and numbers determined by the Editorial Board, by removing the "EARLY VIEW" watermark on it. After the electronic journal is published, the printed version of the European Archives of Social Sciences, which includes the same articles, is also published in the same month.

Archiving:

The data and full texts of the articles published in the European Archives of Social Sciences are published as .pdf on the server of TÜBİTAK ULAKBİM DERGİPARK, OCLC WorldCat and EBSCOhost digital archiving (<https://dergipark.org.tr/en/pub/EASSdergisi/archive>), (<https://www.worldcat.org/>) stored and archived in a closed way. (LOCKSS; <https://dergipark.org.tr/en/pub/EASSdergisi/lockss-manifest>).

EASE Statement on Quality Standards

The European Association of Science Editors encourages all editors to ensure that reports of research on COVID-19 meet required standards and comply with agreed guidelines, and that any limitations are clearly stated. Members of EASE have noted poor standards of reporting in many studies related to the COVID-19 pandemic. Medical and public health measures to

treat infected patients and to limit the spread of the coronavirus have to be based on high quality evidence if they are to succeed. EASE urges all involved in collecting and publishing data related to the pandemic to adhere to ethical guidelines, and to follow standard reporting guidelines (see www.equator-network.org), for example CONSORT for clinical trials and STROBE for epidemiological studies. Demographic data should include age and sex of all individuals and follow the SAGER guidelines to ensure that data on sex and gender are fully and correctly reported. We encourage full and open sharing of data where possible.

We recognise that in times of crisis it may not always be possible to obtain all required data, and that reporting may – of necessity – be curtailed. To avoid misinterpretation, but also to facilitate the rapid sharing of information, we encourage editors to ensure that authors include a statement of limitations on their research. This will inform readers and strengthen the usefulness of any published research.

In addition, whilst always advocating high language standards, we acknowledge that to facilitate rapid dissemination of important research it may be necessary to limit editorial involvement to ensuring that the published research is understandable, and not to enforce stringent language requirements on authors.

The relevant statement can be found at the website <https://ease.org.uk/publications/ease-statements-resources/ease-statement-on-quality-standards/>.

YAZARLARA BİLGİLER

GENEL BİLGİLER

Amaçlar ve Kapsam:

Avrupa Sosyal Bilimler Arşivleri Dergisi'nin amacı, Kıbrıs Türkiye ve Dünya'da Psikiyatри ve Psikoloji başta olmak üzere kuramsal bilgileri ve klinik deneyimleri bilimsel düzeyde sunmak, yaygınlAŞırmak bir forum oluşturmaktır. Avrupa Sosyal Bilimler Arşivleri Dergisi'nde Psikiyatри ve Psikoloji ile ilgili alanlardaki araştırma, gözden geçirme/ derleme, olgu sunumu, eğitimde/ uygulamada ve psikiyatride yeni ufuklar açacak özgün yazılar/görüşler, çeviri yazılar, mektup/tartışma, kitap ve tez tanıtımı yayımlanır. Kısa Adı EASS Dergisi olan Avrupa Sosyal Bilimler Arşivleri Dergisi hem basılı hem de online olarak yayınlanmaktadır. Avrupa Sosyal Bilimler Arşivleri Dergisi, yazarların International Committee of Medical Journal Editors (ICMJE) tarafından formüle edilen Tıbbi Dergilerde Bilimsel Çalışmanın Yürüttülmesi, Raporlanması, Düzenlenmesi ve Yayınlanması için Önerilere uyumalarını önermektedir.

Link: <http://www.icmje.org/icmje-recommendations.pdf>

Yayın Sıkhı:

Dergi Mart, Haziran, Eylül ve Aralık olmak üzere üç ayda bir, dört sayı olarak yayımlanır. Dergiye gönderilen yazılar yayın kurulu ve en az iki danışmanın incelemesinden ve gerekli düzeltmeler yapıldıktan sonra yayımlanır.

Yayın Dili:

Avrupa Sosyal Bilimler Arşivleri Dergisi'nin yayın dili Türkçe ve İngilizce'dir. Türkçe tam metin yayımlanan makalelerde İngilizce başlık, öz ve anahtar sözcükler de yer alır. Yine İngilizce Yayınlanan Makalelerde Türkçe başlık, öz ve anahtar sözcükler yer alır.. Makalelerin yazımı ve dil bilgisi kurallarına uygun olması, Editörleri Kurulunun önem verdiği bir politikadır. Makalelerin dil bilgisi, yazım kuralları ve alan yazına uygun, anlaşıllır, açık ve yalın bir dil ile yazılması beklenir. Editörler Kurulu'na yagina kabul edilen makaleler, dil (Türkçe, İngilizce) editörlerince okunur. Yazarlara, makalelerin değerlendirilme sürecinde editörler kurulu, hakemler ya da dil editörlerince makalenin yazımına ilişkin düzeltmeler önerilebilir. Bu düzeltmelerin yapılması, yazarların sorumluluğundadır.

Avrupa Sosyal Bilimler Arşivleri Dergisi herhangi bir çeviri hizmeti vermemeğtedir. Derginin beklentilerine uyumsa için İngilizce düzenleme, çeviri veya şekil ve makale biçimlendirme konusunda yardım arayan yazarlar, Kıbrıs Ruh Sağlığı Enstitüsü Dil Hizmetlerini kullanmayı düşünebilirler. Kıbrıs Ruh Sağlığı Enstitüsü'ndeki dil hizmetleri için enstitütün web sitesi <http://ruhsagligienstitusu.com/>'u ziyaret edebilirler.

Açık Erişim Politikası:

Avrupa Sosyal Bilimler Arşivleri Dergisi, açık erişimli, çift kör hakemli bir dergidir. Hakem değerlendirmesi sonrasında kabul edilen her makale, yayınlandıktan hemen sonra çeviriçi olarak ücretsiz olarak bir Creative Commons lisansı altında yayınlanır ve sürekli olarak çeviriçi olarak barındırılır. Dergiye makale göndermenin herhangi bir bedeli yoktur.

Avrupa Sosyal Bilimler Arşivleri Dergisi, yayincılıkta saydamlık, açık erişim sağlama ve bilginin paylaşılması politikasıyla yayımlanmaktadır. Dergimiz, Budapeşte Açık Erişim Girişimi'ni desteklemektedir.

Bu amaçla <http://www.budapestopenaccessinitiative.org/boai-10-translations/turkish-translation> web adresinde bulunan açık erişim politikaları, Avrupa Sosyal Bilimler Arşivleri Dergisi Editörler Kurulu'na benimsenmektedir. Ayrıca, açık erişim sağlama politikaları kapsamında Avrupa Sosyal Bilimler Arşivleri Dergisi'nde yayımlanan makaleler "Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License" ile lisanslanmıştır.

(<https://dergipark.org.tr/en/pub/EASSdergisi/archive>)

Dergi yazım içeriği:

Gönderim aşamasında, başvuru mektubu, başlık, yazarlar ve kurumları, iletişim adresi, Türkçe özet ve yazının İngilizce başlığı ve özeti ilgili aşamalarda yazılmalıdır. İngilizce yazılan çalışmalar da Türkçe özet eklenmesi gerekmektedir. Yazının ana metinindeyse şu sıra kullanılacaktır: Giriş, Gereç ve Yöntem, Bulgular, Tartışma, Teşekkür, Kaynaklar. Yazıların daha önce

yayınlanmamış ya da yayımlanmak üzere başka dergiye gönderilmemiş olması gereklidir.

Yazı Çeşitleri:

Dergi aşağıdaki yazı türlerini yayın için kabul eder:a)Özgün Makaleler: Bunlar sadece deneyel tasarımlar gibi yüksek kaliteli planlanmış araştırma çalışmalarından orijinal bulgular içeren sonuç çalışmaları, vaka-kontrol serileri, yüksek yanıt oranlarına sahip anketler, randomize kontrollü çalışmalar, müdahale çalışmaları, tarama ve teşhis testleri çalışmaları ile maliyet-ekinlik analizler.

b) Derleme makaleleri: Bunlar, literatürün sistematik ve eleştirel değerlendirmeleridir.

c) Vaka Serileri: Bu bölümde belirli bir tanıya / klinik özelliği / tedaviye ait birden fazla yeni, ilginç ve nadir vaka rapor edilebilir.

d) Bakış Açıları: Bu yazılar, mesleği etkileyen tartışmalı veya tartışmalı konularla ilişkin deneyime dayalı görüş ve görüşler olmalıdır. Yazar konu hakkında yeterli ve güvenilir deneyime sahip olmalıdır.

e) Pratik Psikoterapi: Tek vakada veya bir dizi vakada psikoterapinin kullanımını anlatan yazılar bu bölümde gönderilebilir. Esas olarak psikoterapi uygulamasındaki pratiklikleri, karşılaşılan engelleri, nasıl aşıldıklarını vb. Açıklayan makaleler arıyoruz.

f) Yorumlar: Bunlar önemli konuları ele almalıdır ve Avrupa Sosyal Bilimler Arşivleri Dergisi'nde yakın zamanda yayınlanan birden fazla veya belirli bir makaleye bağlanabilir.

g) Editör Mektup: Bu bölümde yazarlar ruh sağlığı alanı ile ilgili kisa gözlemlerini bu bölümde yayınlarlar.

Yazarlık:

Avrupa Sosyal Bilimler Arşivleri Dergisi, Uluslararası Tıp Dergisi Editörleri Komitesi tarafından yazarlık için önerilen gereksinimlerini takip etmektedir. Makaleler, yalnızca katkıda bulunan tüm yazarlar tarafından onay verildikten sonra değerlendirilmek üzere sunulmalıdır. Makale gönderim aşamasında Yazar Formu da birlikte gönderilmelidir. Makaleyi gönderenler, makaleye katkıda bulunan herkesin katkıda bulunan yazarlar olarak kabul edildiğini dikkatlice kontrol etmelidir.

Yazar listesi, yasal olarak yazarlık iddia edebilecek herkesi içermelidir. Buna göre, her yazar aşağıdaki kriterlerin tümünü karşılamalıdır:

Çalışmanın ana fikir veya tasarıma önemli katkılar veya çalışma için verilerin toplamması, analizi veya yorumlanması; VE

Çalışmanın taslağı hazırlamak veya önemli entelektüel içerik için eleştirel olarak yeniden gözden geçirmek; VE

Yayınlanacak versiyonun son onayı; VE

İşin herhangi bir kısmının doğruluğu veya bütünlüğü ile ilgili soruların uygun şekilde araştırılıp çözülmüşünü sağlamada çalışmanın tüm yönlerinden sorumlu olmayı kabul etmek. Yazarlık kriterlerini karşılamayan tüm katkıda bulunanların Teşekkür bölümünde belirtilmelidir. Yazarlık hakkında daha fazla bilgi için lütfen International Committee of Medical Journal Editors (ICMJE) yazarlık kılavuzuna bakın.

Telif Hakkı Devir Formu:

Yazarlar makalelerinin telif haklarını, makale başvurusu sırasında Avrupa Sosyal Bilimler Arşivleri Dergisi'ne devretmek zorundadır. Bunun için "Telif Hakları Devir Formu" doldurularak yazıların yayın hakları dergiye devredilir. Formu tüm yazarlar imzalar, tarayıcıda tarar ve elektronik olarak makaleyle birlikte TÜBİTAK ULAKBİM DERGİPARK sisteme (<https://dergipark.org.tr/en/pub/EASSdergisi>) yükler. Avrupa Sosyal Bilimler Arşivleri Dergisi Editörler Kurulu, makalenin yayılanmasında yetkilidir.

Ayrıca yazarların telif hakkı dışında kalan patent hakları, dersleri, sunumları ve kitap çalışmalarında makaleyi ücret ödemeksiz kullanabileme hakkı, satmamak koşuluyla kendi amaçları için makaleyi çoğaltma hakkı, postaya veya elektronik yolla dağıtma hakkı saklıdır. Ayrıca makalenin herhangi bir bölümünün başka bir yayında kullanılmasına Dergiye yollamada (atıfta) bulunulması koşuluyla yazarına izin verilir. Telif Hakları Devir Formu'nu makale başvurusu ile sisteme yüklemeyen yazarların makalelerine işlem yapılmaz. Telif hakkı devri yalnız Avrupa Sosyal Bilimler Arşivleri Dergisi'nde yayımlanan makaleler için geçerlidir.

Finansman:

Avrupa Sosyal Bilimler Arşivleri Dergisi, tüm yazarların fonlarını tutarlı bir şekilde ayrı bir başlık altında belirtmelerini talep etmektedir. Finansman bulunmaması durumunda teşekkür metninde sonra ve kaynaklar bölümünden önce şu ifadelerin bulunması gereklidir: "Bu araştırma, kamu, ticari veya kar amacı gütmeyen sektörlerdeki herhangi bir finansman kuruluşundan özel bir hibe almındır."

Catışan Çıkarların Beyanı:

Avrupa Sosyal Bilimler Arşivleri Dergisi'nin politikası, tüm yazarlardan catışan çıkar beyanını yazılarda belirtmeleridir. Çatışma yoksa lütfen 'Yazar (lar) çıkar çatışması olmadığı beyan eder' ifadesinin kullanılması gereklidir. Çıkar çatışması bildirimleri hakkında rehberlik için lütfen ICMJE önerilerine bakın.

<http://www.icmje.org/recommendations/browse/roles-and-responsibilities/author-responsibilities-conflicts-of-interest.html#two>

Tüm başvurulara ICMJE Çıkar Çatışması Formları eşlik etmelidir.

Etik Kurul:

Araştırmalar için yerel etik kurul onayı alınmalıdır. Deneysel çalışmaların sonuçlarını bildiren yazırlarda, çalışmanın yapıldığı gönüllü ya da hastalara uygulanacak prosedür(lerin) özellikle tümyle anlatıldıksonra, onaylarının alındığı gösterir bir cümle bulunmalıdır. Yazarlar, bu tür bir çalışma söz konusu olduğunda, uluslararası alanda kabul edilen kılavuzlara ve T.C ve/ veya K.K.T.C. Sağlık Bakanlığı tarafından getirilen yönetmelik ve yazırlarda belirtilen hükümlere uyulduğunu belirtmeli ve kurumdan aldığı Etik Komitesi onayını göndermelidir. İnsan denekleri içeren tıbbi araştırmalar Dünya Tıp Birliği Helsinki Deklarasyonu'na göre yapılmalıdır.

<https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>

Gönderilen makaleler, Tıbbi Dergilerde Bilimsel Çalışmanın Yürüttülmesi, Raporlanması, Düzenlenmesi ve Yayınlanması için ICMJE Tavsiyelerine uygun olmalıdır.

<http://www.icmje.org/icmje-recommendations.pdf>

Hayvan ve / veya insan çalışmalarını bildiren tüm makaleler ile ilgili Etik Kurul veya Kurumsal İnceleme Kurulunun verdiği onay yöntemler bölümünde belirtmelidir.

Tüm başvurulara bir başlık sayfası eşlik etmelidir.

Makalenin başlığı olmalı.

Onay numarasına ek olarak inceleme komitesinin tam adı ve kurumu belirtilmeli.

İditöre, gönderilen makalenin basılmadığına, eşzamanlı olarak gönderilmemişine veya başka bir yerde yayınlanmak üzere kabul edilmemişine dair bir açıklama eklenmeli.

Yazının tüm yazarlar tarafından okunduğu ve onaylandığına, bu belgede daha önce belirtildiği gibi yazarlık gereksinimlerinin karşılandığına ve her yazarın yazının dürüst çalışmayı temsil ettiğine inanıldığına dair bir açıklama eklenmeli.

Yazar, yazının bilgisi dahilinde, herhangi bir üçüncü şahsin telif hakkını veya mülkiyet hakkını ihlal etmediğini beyan etmeli Bireysel vakaları veya vaka serilerini bildirmek için

bilgilendirilmiş onam hakkındaki bilgiler makale metnine dahil edilmelidir. Yayınlanan hasta bilgileri ve görüntüleri için yazılı bilgilendirilmiş onamın hasta (lar) tarafından mı yoksa yasal olarak yetkili bir temsilci tarafından mı sağlandığına dair bir açıklama gereklidir. Kendi başına hastanın gizliliğini ihlal ettiği için, lütfen makale ile hastanın gerçek yazılı bilgilendirilmiş onayı gönderilmelidir. Dergi, yazılı bilgilendirilmiş onay aldığına yazılı olarak onaylamazsa talep etmektedir. Ancak yazılı iznin kendisi, örneğin bir hastanın hastane kaydında yazarlar / araştırmacılar tarafından tutulması gerekmektedir. Onay mektubu ayrı bir dosya olarak yüklenmelidir. Lütfen ayrıca Araştırma Katılımcılarının Korunması için ICMJE Önerilerine bakın.

<http://www.icmje.org/recommendations/browse/roles-and-responsibilities/protection-of-research-participants.html>

Yayınlanmak üzere gönderilen hayvanları içeren tüm araştırmalar, çalışmalarının yürütüldüğü tesisin gözetiminde bir etik komite tarafından onaylanmalıdır. Hayvanlar üzerinde yapılan çalışmalarla ağrı, acı ve rahatsızlık verilmemesi için neler yapıldığı açık bir şekilde belirtilmelidir.

Avrupa Sosyal Bilimler Arşivleri Dergisi, International Association of Veterinary Editors tarafından yayınlanan Veterinerlik Dergileri için Hayvan Etiği ve Refahına İlişkin Mutabakat Yazım Kılavuzunu benimsemiştir.

<http://www.veteditors.org/consensus-author-guidelines-on-animal-ethics-and-welfare-for-editors>

Klinik Araştırmalar:

Avrupa Sosyal Bilimler Arşivleri Dergisi, ICMJE'nin , klinik araştırmaların DSÖ onaylı bir kamu araştırmaları kayıt defterine ilk hasta kaydı sırasında veya öncesinde, yayın için bir değerlendirme koşulu olarak kaydedilmesi şartına uyar. Özettin sonunda deneme kayıt adı ve URL'si ve kayıt numarası yer almmalıdır.

Raporlama Yönergeleri:

İlgili EQUATOR Ağ raporlama kılavuzları, çalışmanın türne bağlı olarak takip edilmelidir. Örneğin, yayınlanmak üzere gönderilen tüm randomize kontrollü çalışmalar , şekil olarak tamamlanmış bir CONSORT akış şemasını içermelidir. Sistemik incelemeler ve meta-analizler, tamamlanmış PRISMA akış şemasına göre düzenlenmelidir. EQUATOR sihirbazı uygun kılavuz belirlemenize yardımcı olabilir.

Diğer kaynaklar, NLM'nin Araştırma Raporlama Yönergeleri ve Girişimlerinde bulunabilir.

Araştırma Verileri:

Avrupa Sosyal Bilimler Arşivleri Dergisi olarak, araştırmaların açıklığının, şeffaflığının ve tekrarlanabilirliğinin kolaylaştırılması gerektiği düşüncesindeyiz. Konuya ilgili olarak yazarları, araştırma verilerini etik değerlendirmelere tabi olarak uygun bir kamuya açık depoda paylaşmaya ve makale dosyalarına bir veri erişilebilirliği beyanı eklemeye teşvik ederiz.

MAKALE YAZIM KURALLARI VE ÖZELLİKLERİ**Genel Bilgiler:**

Avrupa Sosyal Bilimler Arşivleri Dergisi'nin dili Türkçe ve İngilizcedir. Yazılar anlaşılır, akıcı, yarın bir dille yazılmalı ve uzun anlatımlardan kaçınılmalıdır. Yabancı sözcüklerin ve kısaltmaların Türkçe karşılıkları ilk geçikleri yerde parantez içinde tam olarak yazılmalıdır. İlaçların jenerik adları kullanılmamalıdır. Yazılarında dipnot kullanılmamalıdır.

Yazarların adları makale başlığının bir satır sağ altında yer almali ve yıldız (*) dipnotu unvanı, kürumu, adresi, telefonu, e-posta adresi verilmelidir. Yazara/mete özü terminoloji ve/veya kısaltmalar ilk kullanımlarında dipnotla açıklanmalıdır. Yazar(lar) doğrudan çalışmayı yapan ve yazan kişi(ler) olmalıdır. Araştırma herhangi bir kuruluş tarafından maddi bir destek görmüşse veya bir kongrede tebliğ edilmişse makalenin başlığının son kelimesi üzerine (*) konularak dip not olarak belirtilmelidir. Makaleler A4 kağıt boyutunun bir yüzüne, tüm kenarlarından 2,5 cm. boşluk bırakılarak, Times New Roman yazı karakteriyle, 12 punto ve 1,5 satır aralığıyla iki yana yaslı olarak yazılmalıdır. Alt başlıklar ve başlıklar sonrası paragraflar arasında boşluk olmamalı ve hiçbir paragraf girintili yazılmamalıdır. Dipnotlar kaynak gösterimi için değil ek bilgi vermek için kullanılmalı, sayfa altında numaralandırılmalı, 10 punto ve 1 satır aralığı ile iki yana yaslı olarak yazılmalıdır. Sayfa numaraları da 11 puntuyla, sağ alta yer almmalıdır. Kabul edilen yazılar sıraya alınarak yayımlanır.

Makalelerin hazırlanması:**Başlık sayfası**

Yazının Türkçe ve İngilizce başlığı 19 kelimeyi geçmemelidir. Başlıkta kısaltma kullanılmamalıdır. Yazında sadece çalışmaya doğrudan katkısı bulunan yazarların ad ve soyadları, unvanları, çalışıkları kurumlar açık olarak yazılmalıdır. Çalışmayı destekleyen fon ve kuruluşlar başlık sayfasında belirtilmelidir. Başlık sayfasının en altına iletişim kurulacak yazarın iletişim bilgileri yazılmalıdır (Yazarın adı, soyadı, açık adresi, posta kodu, telefon numarası, faks numarası ve e-posta adresi yazılmalıdır).

Özetler:

Özetler Türkçe ve İngilizce olarak yazılmalı ve en fazla 250 kelime içermelidir. Özet, amaç-yöntem-sonuçlar-tartışma bölgümlerine göre düzenlenmelidir. Makale için verilecek Türkçe ve İngilizce anahtar sözcükler (3-8 adet) özetlerden hemen sonra verilmelidir. İngilizce anahtar kelimeler "Medical Subject Headings (MESH)"e uygun olarak verilmelidir (<http://www.nlm.nih.gov/mesh/MBrowser.html>). Türkçe anahtar kelimeler Türkiye Bilim Terimleri (TBT)'ne uygun olarak verilmelidir (<http://www.bilimterimleri.com>). Özetlerde kısaltma kullanılmamasından mümkün olduğunda kaçınılmalıdır. Kısaltma

kullanılması mutlaka gerektiğinde, ilk geçtiği yerde parantez içinde tanımlandıktan sonra kullanılmalıdır.

Makale Metni Gövdesi:

Araştırma yazıları: Özeten sonra giriş-yöntem ve gereç-sonuçlar-tartışma-kaynaklar alt başlıklarını taşımalı, konuya ilgili en son bilgiler yer almalı, yöntem açık olarak yazılmalı, kullanılan ölçüm araçlarının geçerlilik ve güvenirlilik çalışmaları ile değerlendirme için kullanılan testler, standart sapma, test değerleri belirtilmelidir. Tartışmada sonuçların klinik ve kuramsal yönlerden yararları, uygulanma alanları, getirdiği yenilikler vurgulanmalıdır. Yazilar 3500 kelimeyi geçmemelidir. Yazida en çok 6 tablo veya figür olmalıdır. Kaynak sayısının 50 kaynağı aşmamasına dikkat edilmelidir.

Derleme yazıları: Amacı, kullanılan yöntem, yararlanılan kaynaklar, çıkarılan sonuçlar belirtilmelidir. Yazilar 3500 kelimeyi geçmemelidir. Yazida en çok 6 tablo veya figür olmalıdır. Kaynak sayısının 50 kaynağı aşmamasına dikkat edilmelidir.

Olgu sunumu: Olgu sunumlarında giriş bölümü, olguların tarifi, tartışma ve kaynaklar bölümleri yer almmalıdır. Yazı 3000 kelimeyi geçmemelidir. Klinik veya kuramsal eğitim yönünden yararlı görülen tipik veya az görülen olguların kaynak sayısının 30 kaynağı aşmamasına dikkat edilmelidir. Tablo veya figür sayısı en fazla 2 olmalıdır.

Bakış Açıları: Bu yazırlarda giriş bölümü ile mesleği etkileyen tartışmalı veya tartışmalı konulara ilişkin deneyime dayalı görüşler literatür esliğinde tartışılmalıdır. Yazı 2500 kelimeyi geçmemelidir. Kaynak Sayısı 20'yi geçmemelidir. Tablo veya figür sayısı 2'den fazla olmamalıdır.

Pratik Psikoterapi: Bu yazırlarda giriş bölümü ile psikoterapi uygulaması ile ilgili bilgiler literatür esliğinde tartışılmalıdır. Yazı 2500 kelimeyi geçmemelidir. Kaynak Sayısı 20'yi geçmemelidir. Tablo veya figür sayısı 2'den fazla olmamalıdır.

Yorumlar: Giriş bölümü ile tartışılan makalenin özellikleri literatür esliğinde tartışılmalıdır. Yazı 2500 kelimeyi geçmemelidir. Kaynak Sayısı 20'yi geçmemelidir. Tablo veya figür sayısı 2'den fazla olmamalıdır.

Mektup: Dergide yer alan değişik konularda tartışma forumu oluşturabilecek görüşler mektup bölümünde yer almaktadır. Yazı 500 kelimeyi geçmemelidir.

Çeviri, kitap ve tez tanıtımı: Çeviri, kitap ve tez tanıtımıları kısa olmalı, çeviri yazılarının ve tezin bir özgün kopyası gönderilmelidir. Yazı 500 kelimeyi geçmemelidir.

Teşekkür: Teşekkür yazısı katkı koyan bireylelere veya çalışmayı destekleyen fon ve kuruluşlara varsa eklenebilir.

Kaynaklar: Dergide makale içi atıflar ve kaynakça uluslararası APA formatına göre gösterilmelidir. Ayrıntılı bilgi için web sayfasında Kaynaklar bölümünü bakınız.

Metin İçinde Kaynak Gösterme

Kaynaklar metinde parantez içinde yazarların soyadı ve yayın tarihi yazılarak belirtilmelidir. Birden fazla kaynak gösterileceğse kaynaklar arasında (;) işaretü kullanılmalıdır. Kaynaklar alfabetik olarak sıralanmalıdır.

Tek yazarlıkaynak;
(Akyolcu, 2007)

İki yazarlı kaynak;
(Sayiner ve Demirci, 2007, s. 72)

Üç, dört ve beş yazarlı kaynak;
Metin içinde ilk kullanımda: (Ailen, Ciamburke ve Welch 2000, s. 12-13) Metin içinde tekrarlayan kullanımlarda: (Ailen ve ark., 2000)

Altı ve daha çok yazarlı kaynak;
(Çavdar ve ark., 2003)

Kaynaklar Bölümünde Kaynak Gösterme

Kullanılan tüm kaynaklar metnin sonunda ayrı bir bölüm halinde yazar soyadlarına göre alfabetik olarak numaralandırılmadan verilmelidir.

Kaynak yazımı ile ilgili örnekler aşağıda verilmiştir.

Kitap
a) Kitap Örneği
Karasar, N. (1995). Araştırmalarda rapor hazırlama (8.bs). Ankara: 3A Eğitim Danışmanlık Ltd.

b) Kitap Çevirisi
Muccielli, A. (1991). Zihniyetler (A. Kotil, Çev.). İstanbul: İletişim Yayıncılığı.

c) Çok Yazarlı Türkçe Kitap

Tonta, Y., Bitirim, Y. ve Sever, H. (2002). Türkçe arama motorlarında performans değerlendirme. Ankara: Total Bilişim.

d) İngilizce Kitap

Kamien R., & Kamien, A. (2014). Music: An appreciation. New York, NY: McGraw-Hill Education.

e) İngilizce Kitap İçerisinde Bölüm

Bassett, C. (2006). Cultural studies and new media. In G. Hall& C. Birchall (Eds.), New cultural studies: Adventures in theory (pp. 220-237). Edinburgh, UK: Edinburgh University Press.

f) Türkçe Kitap İçerisinde Bölüm

Erkmen, T. (2012). Örgüt kültürü: Fonksiyonları, öğeleri, işletme yönetimi ve liderlikteki önemi. M. Zencirkiran (Ed.), Örgüt sosiyolojisi kitabı içinde (s. 233-263). Bursa: Dora Basım Yayın. Makale

a) Makale

Granqvist, P. ve Kirkpatrick, L. A. (2004). Religious conversation and perceived childhood attachment: a meta-analysis. The International Journal for the Psychology of Religion, 14(4), 223-250.

b) Yediden Fazla Yazarlı Makale

Rodriguez, E.M., Dunn, M.J., Zuckerman, T., Hughart, L., Vannatta, K., Gerhardt, C.A., Saylor, M., Schuele, C.M. ve Compas, B.E. (2011). Mother-child communication and maternal depressive symptoms in families of children with cancer: integrating macro and micro levels of analysis. Journal of Pediatric Psychology, 38 (7), 732-743

Tez, Sunum, Bildiri

a) Tezler

Karaaziz, M. (2017). Kıbrıs ve Türkiye Doğumlu Kumar Bağımlılarının Kumar Oynaması Nedenlerinin ve Kültürelleme Tutum Farklılıklarının Karşılaştırılması. (Yayınlanmamış Doktora Tezi). Yakin Doğu Üniversitesi, Sosyal Bilimler Enstitüsü, Lefkoşa-KKTC.

b) Kongre Bildirisi

Cepni, S., Bacanak A. ve Özsevgeç T. (2001, Haziran). Fen bilgisi öğretmen adaylarının fen branşlarına karşı tutumları ile fen branşlarındaki başarılarının ilişkisi. X. Ulusal Eğitim Bilimleri Kongresi'nde sunulan bildiri, Abant İzzet Baysal Üniversitesi, Bolu.

Tablolar ve Şekiller:

Tablolar tek satır aralıklı olarak ayrı bir sayfaya yapılmalıdır. Her tablonun üstünde numarası ve açıklayıcı bilgi olmalıdır. Tabloda kısaltmalara yer verilmişse bu kısaltmaların açılımı altıya şeklinde tablonun altında ve alfabetik sıraya göre yer almmalıdır. Daha önce basılmış veya elektronik olarak yayınlanmış tablolarдан yararlanıldığında hem yazan hem de basımeviden yazılı izin alınmalıdır ve bu, dergi editörlüğüne faks veya posta ile gönderilmelidir.

Tablo içerisinde enlemesine ve boylamasına çizgiler kullanılmamalı, sadece üst ve altına düz çizgi çizilmelidir.

Makalelerde yer alan görseller ve nota örnekleri kısa açıklamalarıyla birlikte ortalanmış olarak Şekil/Tablo 1. ... şeklinde numaralandırılmalıdır. Tüm görseller, baskında çözünürlük problemi olmaması için minimum 300 dpi çözünürlükte ve JPG formatında ayrıca gönderilmelidir. Metin içerisindeki yerleştirmeler, gerektiğinde sayfa düzeneğe göre değiştirilebilirler.

Tablo, grafik, şekil ve fotoğraflar altıdan çok olmamalı, ayrı bir sayfaya konmalı, yazındaki yeri belirtilmelidir. Arabik rakamlar ve ondalıklarda nokta kullanılmamalıdır.

Makale Gönderme:

Makale gönderimleri dergi park sistemi üzerinden olup aşağıda verilmiştir;

Link: <https://dergipark.org.tr/>

KÖR HAKEMLİK VE DEĞERLENDİRME SÜRECİ

Kör hakemlik, bilimsel yayınların en yüksek kalite ile yayınlanması için uygulanan bir yöntemdir. Bu yöntem, bilimsel çalışmaların nesnel (objektif) bir şekilde değerlendirilme sürecinin temelini oluşturmaktadır ve birçok bilimsel dergi tarafından tercih edilmektedir. Avrupa Sosyal Bilimler Arşivleri Dergisi gönderilen tüm çalışmalar aşağıda belirtilen aşamalara göre körleme yoluyla değerlendirilmektedir.

Körleme Hakemlik Türü:

Avrupa Sosyal Bilimler Arşivleri Dergisi, tüm çalışmaların değerlendirme sürecinde çifte körleme yönteminin kullanmaktadır.

Çift körleme yönteminde çalışmaların yazar ve hakem kimlikleri gizlenmektedir.

İlk Değerlendirme Süreci:

Avrupa Sosyal Bilimler Arşivleri Dergisi gönderilen çalışmalar ilk olarak editörler tarafından değerlendirilir. Bu aşamada, derginin amaç ve kapsamına uyman, Türkçe ve İngilizce olarak dil ve anlatım kuralları açısından zayıf, bilimsel açıdan kritik hatalar içeren, özgün değeri olmayan ve yayın politikalarını karşılamayan çalışmalar reddedilir. Reddedilen çalışmalar yazarları, gönderim tarihinden itibaren en geç bir ay içinde bilgilendirilir. Uygun bulunan çalışmalar ise ön değerlendirme için çalışmanın ilgili olduğu alana yönelik bir alan editörüne gönderilir.

Ön Değerlendirme Süreci:

Ön değerlendirme sürecinde alan editörleri çalışmaların, giriş ve alan yazarın, yöntem, bulgular, sonuç, değerlendirme ve tartışma bölümlerini dergi yayın politikaları ve kapsamı ile özgünlük açısından ayrıntılı bir şekilde inceley. Bu inceleme sonucunda uygun bulunmayan çalışmalar en geç dört hafta içerisinde alan editörü değerlendirme raporu ile iade edilir. Uygun bulunan çalışmalar ise hakemlendirme sürecine alınır.

Hakemlendirme Süreci:

Çalışmalar içeriğine ve hakemlerin uzmanlık alanlarına göre hakemlendirilir. Çalışmayı inceleyen alan editörü, Avrupa Sosyal Bilimler Arşivleri Dergisi hakem havuzundan uzmanlık alanlarına göre en az iki hakem önerisinde bulunur veya çalışmanın alanına uygun yeni hakem önerilebilir. Alan editöründen gelen hakem önerileri editörler tarafından değerlendirilir ve çalışmalar editörler tarafından hakemlere iletilir. Hakemler değerlendirme raporları çalışmalar hakkındaki hiçbir süreci ve belgeyi paylaşmayacakları hakkında garanti vermek zorundadır.

Hakem Raporları:

Hakem değerlendirme raporları genel olarak çalışmaların; özgünlük, kullanılan yöntem, etik kurallara uygunluk, bulguların ve sonuçların tutarlı bir şekilde sunumu ve literatür açısından incelenmesine dayanmaktadır. Bu inceleme aşağıdaki unsurlara göre yapılır:

Giriş ve literatür: değerlendirme raporu çalışmada ele alınan problemin sunumu ve amaçları, konunun önemi, konuya ilgili literatür kapsamı, güncelliği ve çalışmanın özgünlüğü hakkında görüş içerir.

Yöntem: değerlendirme raporu, kullanılan yöntemin uygunluğu, araştırma grubunun seçimi ve özellikleri, geçerlik ve güvenilirlik ile ilgili bilgilerin yanı sıra veri toplama ve analiz süreci hakkında görüş içerir.

Bulgular: değerlendirme raporu, yöntem çerçevesinde elde edilen bulguların sunumu, analiz yöntemlerinin doğruluğu, araştırmaının amaçları ile erişilen bulguların tutarlılığı, ihtiyaç duyulan tablo, şekil ve görsellerin verilmesi, kullanılan testlerin kavramsal açıdan değerlendirilmesine yönelik görüşler içerir.

Değerlendirme ve tartışma: değerlendirme raporu, bulgulara dayalı olarak konunun tartışılması, araştırma sorusuna/larına ve hipoteze/lere uygunluk, genellenebilirlik ve uygulanabilirlik ile ilgili görüş içerir.

Sonuç ve öneriler: değerlendirme raporu literatüre katkı, gelecekte yapılabilecek çalışmalarla ve alandaki uygulamalara yönelik öneriler hakkında görüş içerir.

Stil ve anlatım: değerlendirme raporu, çalışma başlığının içeriği kapsaması, Türkçe'nin kurallara uygun kullanımı, gönderme ve referansların Dergi yayın ilkeleri başlığı altındaki öneklerle doğrultusunda tam metnin diline uygun verilmesi ile ilgili görüş içerir.

Genel değerlendirme: değerlendirme raporu çalışmanın bir bütün olarak özgünlüğü, literatüre ve alandaki uygulamalara sağladığı katkı hakkında görüş içerir.

Değerlendirme sürecinde hakemlerin çalışmanın tipografik özelliklerine göre düzeltme yapmaları beklenmemektedir.

Hakem Değerlendirme Süreci:

Hakem değerlendirme süreci için hakemlere verilen süre 3 haftadır. Hakemlerden veya uzman yayın kurulu üyesinden gelen düzeltme önerilerinin yazarlar tarafından 3 hafta içerisinde tamamlanması zorunludur. Hakemler bir çalışmanın düzeltmelerini inceleyerek uygunluğuna karar verebilecekleri gibi gerekliyse birden çok defa düzeltme talep edebilir.

Değerlendirme Sonucu:

Hakemlerden gelen görüşler, alan editörü tarafından en geç iki (2) hafta içerisinde incelenir. Bu inceleme sonucunda alan editörü çalışmaya ilişkin nihai kararını editörlere ileter.

Yayın Kurulu Kararı:

Editörler, alan editörü ve hakem görüşlerine dayanarak çalışma ile ilgili yayın kurulu görüşlerini hazırlar. Hazırlanan görüşler editör tarafından alan editörü ve hakem önerileri ile birlikte en geç 1 hafta içerisinde yazar(lar) iletilir. Bu süreçte olumsuz görüş verilen çalışmalar intihal denetimi talep edilmeksiz iade edilir. Olumlu görüş verilen çalışmalar için son karar, intihal denetim raporları sonuçlarına göre verilir.

Yayın Değerlendirme Süreci:

Avrupa Sosyal Bilimler Arşivleri Dergisi'ne gönderilen çalışmaların yayın değerlendirme sürecinin yaklaşık 3 ay içerisinde sonuçlandırılması öngörmektedir. Ancak, hakem ya da editörlerin yazar(lar)dan düzeltme istedikleri tarih ile yazar(lar)ın düzeltmeleri tamamladıkları tarih arasındaki süre, bu 3 aylık süreye dahil edilmemektedir.

Değerlendirme Sonucuna İtiraz Etme:

Avrupa Sosyal Bilimler Arşivleri Dergisi'nde değerlendirme sonucuna, yazar (lar)ın itiraz etme hakkı saklıdır. Yazar(lar), çalışmaları için yapılan değerlendirme sonucu görüş ve yorumlara ilişkin itiraz gerekçelerini bilimsel bir dille ve dayanaklarını referans göstererek "mehmet.cakici@neu.edu.tr" adresine e-posta iletmelidir. Yapılan itirazlar editörler tarafından en geç bir ay içerisinde incelenerek (Çalışmanın hakemlerine yapılan itirazlar hakkında görüş talep edilebilir) yazar (lar) olumlu veya olumsuz dönüş sağlanır. Yazar (lar)ın değerlendirme sonucuna itirazları olumlu bulunması durumunda, yayın kurulu çalışmanın konu alanına uygun yeni hakemlendirme yaparak değerlendirme sürecini yeniden başlatır.

Atıf ve Kaynakça Denetimi:

Avrupa Sosyal Bilimler Arşivleri Dergisi yayın etidine göre, makalelere atıfların doğru ve eksiksiz verilmesi zorunludur. Yazarlar tamamen orijinal eserler yazdıklarından ve yazarlar başkalarının eserlerini ve / veya sözlerini kullanmışlarsa, bunun uygun şekilde alıntılandığından veya alıntı yapıldığından emin olmalıdır. Bu denetim, önce değerlendirme sırasında hakemlerce, sonra benzerlik-intihal (iThenticate) programı sonucuna göre editörlerce yapılır. Tüm çalışmalar intihal raporu intihal.net üzerinden de kontrol edilmektedir.

Makalenin Erken Görünümü ve Yayımlanması:

Avrupa Sosyal Bilimler Arşivleri Dergisi'nde sayfa düzenlemesi yapılan makaleler elektronik ortamda "Erken Görünüm" başlığı altında Dijital Nesne Kimlik Numarası (Digital Object Identifier, DOI) verilerek yayınlanır. Erken görünümdeki makaleler dergide yayımlanırken gerekli olduğunda küçük düzenlemeler yapılabilir. Erken görünümdeki makaleler sırası geldiğinde Editörler Kurulu'nun belirlediği cilt ve sayıda, üzerindeki "ERKEN GÖRÜNÜM" filigranı kaldırılarak yayımlanır. Elektronik dergi yayımlandıktan sonra, aynı ay içerisinde aynı makalelerin yer aldığı Avrupa Sosyal Bilimler Arşivleri Dergisi'nin basılı hali de yayınlanır.

Arşivleme:

Avrupa Sosyal Bilimler Arşivleri Dergisi'nde yayımlanan makalelere ilişkin veriler ve tam metinler .pdf olarak erişime kapalı bir şekilde saklanır ve arşivlenir.

:

Kalite Standartları Hakkında EASE Açıklaması

Avrupa Bilim Editörleri Birliği, tüm editörleri COVID-19 hakkında araştırma raporlarının gerekli standartları karşılamasını ve üzerinde anlaşılan yönetgeleri uymasını ve tüm sınırlılıkların açıklık belirtilmesini sağlamaya teşvik eder.

EASE üyeleri COVID-19 pandemisi ile ilgili birçok çalışmada kötü raporlama standartlarına dikkat çekmiştir. Enfekte hastaları tedavi etmek ve koronavirüsün yayılmasını sınırlamak için tıbbi ve halk sağlığı önlemlerinin başarılı olması, yüksek kaliteli kanıtlara bağlıdır. EASE, pandemi ile ilgili verilerin toplanmasına ve yayılmasına dahil olan herkesi etik yönetgelerine uymaya ve standart raporlama yönetgelerine (bkz. www.equator-network.org), örneğin klinik araştırmalar için CONSORT'a ve

epidemiyolojik çalışmalar için STROBE'ye bağlı kalmaya davet etmektedir.

Demografik veriler tüm bireylerin yaşı ve cinsiyetini içermeli ve cinsiyet ve toplumsal cinsiyetlarındaki verilerin tam ve doğru bir şekilde raporlanması sağlamak için SAGER yönergelerini takip etmelidir. Mümkün olduğunda verilerin tam ve açık olarak paylaşılmasını teşvik ediyoruz.

Kriz zamanlarında, gerekli tüm verilerin elde edilmesinin her zaman mümkün olmayacağı ve zorunlu olarak raporlamayı kısıtlanabileceğini kabul ediyoruz. Yanlış yorumlardan kaçınmak ve aynı zamanda bilgilerin hızlı bir şekilde paylaşılmasını kolaylaştırmak için, editörleri yazarların araştırmalarına bir sınırlama bildirimi eklemeye teşvik ediyoruz. Bu, okuyucuları bilgilendirecek ve yayınlanan herhangi araştırmaların kullanışlığını güçlendirecektir.

Buna ek olarak, her zaman yüksek dil standartlarını savunurken, önemli araştırmaların hızlı bir şekilde yayılmasını kolaylaştırmak amacıyla, yayımlanmış araştırmaların anlaşılabilir olmasını sağlamak ve yazarlar üzerinde katı dil gereklilikleri uygulamamak için, editorial katılımı sınırlamanın gerekli olabileceğini kabul ediyoruz.

İlgili bildiriye <https://ease.org.uk/publications/ease-statements-resources/ease-statement-on-quality-standards/web> adresinden ulaşılabilir.

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