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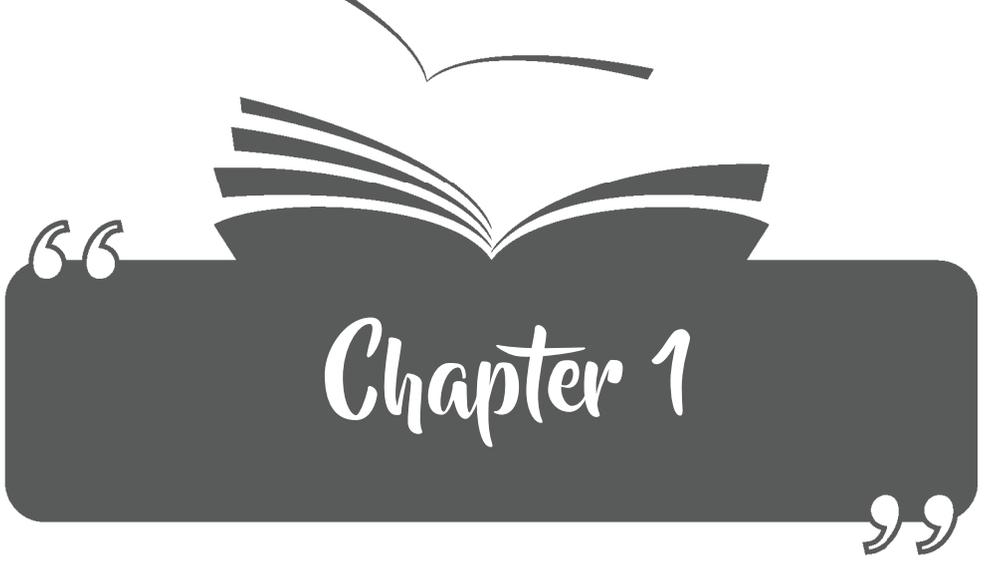
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**POSITIVE PSYCHOLOGICAL CAPITAL:
A RESEARCH ON RESEARCH ASSISTANTS IN
UNIVERSITIES**

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1. Introduction

The theoretical foundations of the concept of psychological capital are based on the “positive psychology” movement and “positive organizational behavior” approach (Luthans & Youssef-Morgan, 2017). Positive psychology, which entered in the literature with the work of Seligman (1998) in the late 20th century, is defined as a branch of science that focuses on people’s strengths and virtues (Sheldon & King, 2001; Polatçı & Baygın, 2022). Psychological capital is briefly defined as the self-confidence (self-efficacy) that can put forth the necessary effort for difficult tasks, having positive thoughts (optimism), being persistent in achieving goals (hope), and the ability to move forward without giving up by showing resistance in the process of facing with problems and difficulties (Luthans, Avolio, Avey, & Norman, 2007).

Luthans, one of the important experts in behavioral psychology, argued that the strengths and psychological states of employees in organizations are not fixed or unchangeable, on the contrary, they can be developed, and argued that employee performance can be increased if psychological capacities are developed (Akçay, 2012). Considering that financial capital and physical capital alone are not sufficient to achieve organizational success, elements such as motivation, commitment, motivation and job satisfaction are also necessary for organizational success. In order for these factors to be optimised, the psychological capital level of employees should be increased (Kara, 2014; Akyazı, 2022).

Nowadays, the value of employees in organizational life is increasing. Organizational managers are looking for various ways to make employees feel more valuable so that they can contribute more to the organization. For this reason, psychological capital is one of the important topics in organizational life. (Erkuş & Fındıklı, 2013; Yeşilkuş, Özbozkurt & Korkmazıyrek, 2022). Especially in academic organizations rivalry can be felt more, when compared to other organizations in the sense that academicians have to achieve certain targets such as publications in prestigious academic journals in order to continue their careers. In opposite conditions, it is impossible for them to continue their careers because of the fact that academic organizations have high standards.

2. Capital

Capital, as a term, is first found in mercantilists’ papers. The most important representative of the term is Stafford, and according to him, the term capital is associated with a certain type of wealth. In addition, according to physiocratic doctrine, whose founder is considered to be Quesnay, capital is material and it is used in production. On the other hand, Smith,

the founder of the classical school of economics, suggests emergence, formation and subsequent formation as the principles of capital. Based on this, Ricardo also puts forward the principles of capital redistribution and interprets the latter as a means of production. The Marxist school, deals with the reproduction process and dynamic nature of capital, while supporters of the neoclassical school of economics define capital as an element of wealth, which brings regular income to its owner. However, despite the differences in the definitions of capital as a term, it can be understood that all researchers associate capital with income. Furthermore, it is also possible to infer that the nature and structure of capital depends on the evolution of the development of economic doctrines. In this sense, the development of economic doctrines requires further investigation of the definition of capital by scientists and scholars (Butkova, 2020).

2.1. Physical Capital

Physical capital includes physical assets such as land, materials and machinery used in production. The machines, buildings, office or warehouse materials, vehicles and computers owned by an organization are considered part of its physical capital (Gratien, 2014). Physical capital is an important factor in achieving organizational success (Kara, 2014). In addition, one of the important anecdotes about physical capital is that before the 1990's, when businesses gave approximately 70% priority to physical investments as a way to gain an advantage over their competitors. Thus, companies aimed to gain competitive advantage through increasing physical capital and took certain initiatives in this regard (Edvinsson, 2000).

The importance that companies attach to physical capital in providing competitive advantage, subsequently began to show a significant change after the 1990's, and in this context, the importance and priority given to human capital instead of physical capital in providing competitive advantage has rapidly increased. Essentially, on the basis of this conjuncture, physical resources such as computers, robots and other machines owned by businesses are easy to imitate, although they are complex. Rival companies can purchase the physical resources they want to imitate, disassemble them, and thus copy the production technology they are researching. Obtaining a patent to prevent physical resources from being copied does not provide a sufficient protective effect. In this context, the perspective on the concept of capital has also changed and apart from physical capital, non-monetary human capital and recently positive psychological capital, which are among the human resources elements, have started to take place in the literature as new types of capital (Akçay, 2011; Türker, 2023).

2.2.Human Capital

Human capital is defined as a set of positive values that enable more efficient and effective use of other production factors such as knowledge, skills, experience and dynamism belonging to the workforce involved in the production process (Eser & Gökmen, 2009). In the theoretical framework, the idea of human capital was introduced by Schultz in the 1960's. The initial developments of economists such as Becker can be traced to the work of the Chicago School of Economics. In his classic book "Economic Development with Unlimited Labor Supply", written in 1964, he emphasizes the importance of investment in education, training, skills, health and other values in humans. Although there was some resistance to the idea at the initial stage of the concept's development, scholars soon came to terms with human capital theory. Subsequently, human capital began to attract attention all over the world at both organizational and individual levels (Alika & Aibieyi, 2014; Türker, 2023). Accordingly, the concept "positive psychological capital" has emerged and has become one of the primary subjects for the organizations in order to achieve organizational aims via human resource that is motivated and has high performance.

2.2.a.Positive Pshychological Capital

Martin Seligman is considered the founder of positive psychology. Seligman's experience with his daughter can be considered as the beginning of positive psychology. Seligman scatters the grass he collected while his daughter Nikki is singing and dancing/whining, and Seligman becomes angry at this behavior. After her father's behavior, Nikki turns and walks away and then returns to her father, stating that she wants to talk to him and asks if he remembers the time before her fifth birthday. She then says that she was a child who always whined until the age of five and when she turned five, she decided to stop whining because of the fact that he (Seligman) promised her to stop becoming angry at her when she stopped whining. Seligman states this memory with his daughter as an enlightenment for him (Seligman & Csikszentmihalyi, 2000). Additionally, this memory opened the door for him to step into the field of positive psychology and conduct research (Kandemir, 2020; Hiçyılmaz, 2023).

Contrary to the war for talent approach in organizational behavior theories, research and practices, in recent years, a specific, cumulative, renewable and difficult to imitate approach is needed in managing and developing human resources (Luthans, Youssef & Avolio, 2007). Luthans et al. (2006) call this new understanding as psychological capital and mention that organizations can gain superiority in the long term by investing in the psychological capital of employees. In the conceptual context,

positive psychological capital has the individual's self-efficacy in terms of being able to control the events in his/her life and direct his/her motivations and cognitive resources to solve the problems he/she encounters in life (Luthans et. al., 2007). In the organizational context, psychological capital is expressed as examining and applying positive thinking human capital and psychological resilience that can be measured, developed and managed effectively in order to make productivity more effective and sustainable in business environments (Luthans, 2002; Yazıcı & Polathüsrevşahi, 2022).

Positive psychological capital is not about with whom employees communicate with or what they are knowledgeable about, but how they evaluate and express themselves within the organization in the context of their own psychology (Akçay, 2012). Positive psychology focuses more on the good aspects of employees, rather than the issues they have problems with. Positive psychological capital emphasizes the importance of the skills and abilities required for employees to be more productive and successful in the work environment. In order for organizations to complete their growth and development processes, employees are expected to demonstrate their full performance (Luthans et al., 2008; Esengin & Şantaş, 2023). Within the framework of positive psychology, positive emotions are influenced by psychological factors (psychological well-being, happiness, etc.), intellectual factors (problem solving, creativity, etc.), physical factors (coordination, coping with stress, cardiovascular health, etc.) and social factors. In this context, it has been observed that employees with positive emotions work more efficiently in terms of their cognitive and emotional situations and show higher performance in the organizational environment (Fredrickson & Losada, 2005; Efiltili & Çoklar, 2019; Akyazı, 2022).

In this context, psychological capital appears to have four basic dimensions: *Optimism*, *resilience*, *self-efficacy* and *hope* (Asbari et al., 2021). *Optimism* is expressed as the individual having positive thoughts about being able to achieve his/her goals and objectives both in the present and in the future (Luthans et al., 2006: 87). *Resilience* is about the individual who encounters problems and difficulties to recover and become strong and resilient (Avey et al., 2008; Luthans et al., 2006). *Self-efficacy* is defined as the individual's self-confidence in being able to fulfill tasks and responsibilities when faced with difficult tasks (Stajkovic & Luthans, 1998). *Hope* is expressed as the individual's patient progress towards his goals in order to achieve them (Snyder, 2002). Positive psychological capital creates a unique superstructure with the combination of these four dimensions and indicates a phenomenon far beyond the meaning of the dimensions alone. With the combination of these four dimensions, positive psycho-

logical capital can be defined as the individual's positive evaluation of the conditions necessary to achieve success and the possibility of success with motivated effort and perseverance (Luthans et al., 2007; Yeni & Sezici, 2022).

To sum up, employees' high level of positive psychological capital can help them successfully adapt to the business environment they are involved in, influence them in a positive way and control the business environment. A high level of positive psychological capital of the employee may cause him/her to be cognitively, emotionally and physically devoted to his/her job and thus, reduce work stress. Finally, an employee's high level of positive psychological capital can help him/her overcome problems in business life more easily and demonstrate higher performance (Yeni & Sezici, 2022).

3.The Importance of Positive Psychological Capital in Organizational Context

Psychological capital promotes individual development and performance. By bringing a new approach to organizational management with improved employee performance, organizations gain competitive advantage via increasing their performance (Çetin & Basım, 2012). In addition, the combined effect of the sub-dimensions of positive psychological capital, as mentioned in the previous section, can be more effective than focusing on each of the sub-dimensions separately. For example, it is stated that "Optimistic-self-efficacy" will be broader and more effective than just "Optimism" or just "Self-efficacy" (Luthans et al., 2007). On the other hand, abusive managers reduce employees' psychological capital, leading to suboptimal results (Avey, Agarwal & Gill, 2022).

As a result, positive psychological capital aims to develop the positive side of employees. By focusing on the positive aspects of employees in organizations, their productivity can both increase and this situation indirectly provide organizations with a competitive advantage. In other words, positive psychological capital is seen as a perspective that motivates employees by seeing the positive sides of employees rather than seeing their negative sides, and implements practices that make employees prefer to win rather than lose (Kanmaz & Karabulut, 2022).

The place of positive psychology is extremely important in organizational life. Since the psychological well-being of employees is reflected in their performance, employers need to take into account more information about organizational behavior and human resources should put forward improvement policies in this direction. Reflection of positive psychology on the organizational environment has brought with its two sub-currents,

which are *Positive Organizational Thought School* and *Positive Organizational Behavior* (Kümbül Güler, 2018). *Positive Organizational Thought School*, developed by researchers at the University of Michigan, emphasizes positive organizational features so that the organization can survive and maintain its activities in negative situations and crisis conditions (Kümbül Güler, 2018). In addition, it is possible to define *Positive Organizational Behavior* as the adaptation of the positive psychology movement to organizational fields. Based on the definition, it is seen that it has a quality that improves performance in the organization (Luthans, 2002). One of the characteristics of the field of positive organizational behavior is that it focuses on the individual in general, rather than the organization as a whole (Çınar, 2011). In this context, if a change is to be made in the organization, the individual should not be ignored, and steps should be taken to improve the organization in the future by trying to strengthen the positive aspects of the individual (Hiçyılmaz, 2023).

Çobanoğlu (2020) lists some features of positive organizational behavior as follows:

- It is within the science of organizational behavior, but it can vary relatively.
- Positive organizational behavior is based on theory and research and it is measurable.
- Positive organizational behavior is not static as it can vary depending on the situation and is open to both change and development.
- It can increase the satisfaction level of employees and improve their performance.

To sum up, in today's competitive environment, it is impossible for organizations to maintain their existence and achieve success by merely fulfilling their duties. In this sense, organizations need creative employees who will overcome difficulties and create different situations that will increase the success of the organization (Yücel, 2019). It is clear that the value of organizations cannot be explained only by physical capital and financial capital, and the value that the human factor adds to organizations cannot be ignored. In this context, the concepts of social capital and positive psychological capital, which expresses their relationship with human capital, provide competitive advantage to organizations (Yılmaz, 2020). With the increasing interest in positive psychology in recent years, the integration of employees with their jobs and therefore with their organizations, which lead to changes in success criteria, are frequently discussed by researchers (Ötken & Erben, 2010). In this context, it is seen that pos-

itive psychological capital can be a harbinger of many positive organizational behaviors such as employees' sense of commitment to their jobs, decrease in absenteeism, decrease in turnover, decrease in job stress, and increase in job success and job satisfaction in terms of achieving individual and organizational success (Erdem et al., 2015; Akçay, 2011; Türker, 2023).

4. Methodology

The aim of the current research is to reveal research assistants' attitudes towards positive psychological capital. Reason for defining research assistants as sample is the fact that the rivalry in academy is really fierce especially for research assistants who try both to complete their PhD educations and to guarantee their positions as academic staff. Because of the fact that universities' standards are high, they feel under pressure while trying to reach these standards. In addition, they feel the fear of losing their jobs if they cannot meet the standards. Furthermore, they also have families and children and they can have difficulties in balancing their private lives and job lives in this context. Therefore, they are likely to feel negative psychologically and as being among the most important sources of academies as intellectual sources, they are likely to lose their motivation. Therefore, in relation with their demographic qualities, it is thought that research assistants can adopt different perceptions about positive psychological capital and in this frame, the hypothesis of the research are structured as follows:

$h_0: \mu_1 > \mu_2$

H_0 : There is no statistically significant difference between research assistants' attitudes towards positive psychological capital and their socio-demographic (gender, marital status, experience) qualities.

$h_1: \mu_1 > \mu_2$

H_1 : There is statistically significant difference between research assistants' attitudes towards positive psychological capital and their socio-demographic (gender, marital status, experience) qualities.

$H_2: \mu_1 > \mu_2$

H_2 : There is statistically significant difference between research assistants' attitudes towards positive psychological capital and their gender qualities.

$H_3: \mu_1 > \mu_2$

H₃: There is statistically significant difference between research assistants' attitudes towards positive psychological capital and their marital status qualities.

H₄: $\mu_1 > \mu_2$

H₄: There is statistically significant difference between research assistants' attitudes towards positive psychological capital and their experience qualities.

A survey form consisting demographic questions in addition to "Positive Psychology Capital Scale" (Tösten and Özgan, 2014) is structured and delivered to research assistants via e-mail and as hardcopies. Because of the fact that it is not possible to extend the research to all research assistants, the research assistants in universities in the city of Bursa, Türkiye, are defined as sample. In Bursa city, there are two universities and the approximate number of research assistants in these universities is around 900. The sample is defined 197, in the frame of 95% reliability level and 5% error margin. 208 research assistants have participated in the research and SPSS 22.0 package program was used for analysing the data. The reliability result of the scale (Table 1) is found as ,996.

Table 1. Result of Reliability Analysis

Positive Psychological Capital Scale	C r o n b a c h ' s Alpha Value
	,996

Demographic findings prove that (Table 2), 103 (49,5%) participants are female, while 105 (50,5%) of them are male. Marital status results show that while 77 (37%) participants are married, 131 (63%) participants are single. Finally, experience results demonstrate that 113 (54,3%) participants have 0-5 years experience, 72 (34,6%) participants have 6-10 years experience, 16 (7,7%) participants have 11-15 years experience and 7 (3,4%) participants have 16+ years experience.

Table 2. Results of Demographical Analysis

Gender:	Female	Male
	103 (49,5%)	105 (50,5%)
Marital status:	Married	Single
	77 (%37)	131 (63%)
Experience:	0-5 years	6-10 years
	113 (54,3%)	72 (34,6%)

4.1. Research Findings

4.1.a. Results of Descriptive Analysis

According to the results of descriptive statistics (Table 3), the most important item for participants is item 26, which has an average of 4,5817, “I can somehow cope with the problems I will encounter in my academic life”. Secondly, there is the idea “I am aware of my professional responsibilities”, which is item 10 with an average of 4,5769. Thirdly, there is the idea “I can handle many tasks at the same time while doing my job”, which is item 25 with an average of 4,5673.

In this sense, it can be inferred that the research assistants are really devoted to their professions in the sense they never have the feeling of giving up even if they encounter problems. This is to say that they accept all problems as a part of their job and thus, a chance of gaining experience. In addition, it can also be inferred that they have job-life balance, which constitutes importance especially in academic life.

Moreover, it is revealed that item 13, “I can be accountable for every job I do”, with an average of 4,1779, is the least important item for the participants.

From this, it can be inferred that the research assistants do not have any concerns about doing their jobs properly and ethically. They feel accountable for every action they take in the academical context.

Table 3. Results of Descriptive Analysis

Items		Totally Disagree	Disagree	Neutral	Agree	Totally Agree	x	SD
1- I am confident at every stage of my work.	fi	6	8	4	62	128	4,4327	,93006
	Y.fi	2,9	3,8	1,9	29,8	61,5		
2- I trust in myself.	fi	6	8	4	62	128	4,4327	,93006
	Y.fi	2,9	3,8	1,9	29,8	61,5		
3- I know what I need to do for success.	fi	6	9	3	62	128	4,4279	,94003
	Y.fi	2,9	4,3	1,4	29,8	61,5		
4- I know who to get help from in tasks that challenge me.	fi	7	7	4	89	101	4,2981	,92606
	Y.fi	3,4	3,4	1,9	42,8	48,6		
5- I am full of life.	fi	8	6	4	62	128	4,4231	,96000
	Y.fi	3,8	2,9	1,9	29,8	61,5		
6- I am full of energy.	fi	7	7	4	62	128	4,4279	,94516
	Y.fi	3,4	3,4	1,9	29,8	61,5		
7- Life is beautiful.	fi	8	5	5	89	101	4,2981	,93126
	Y.fi	3,8	2,4	2,4	42,8	48,6		
8- I am cheerful.	fi	6	7	5	89	101	4,3077	,90171
	Y.fi	2,9	3,4	2,4	42,8	48,6		
9- Living in harmony with society gives me peace.	fi	8	6	4	89	101	4,2933	,94053
	Y.fi	3,8	2,9	1,9	42,8	48,6		
10- I am aware of my professional responsibilities.	fi	7	8	3	30	160	4,5769	,95495
	Y.fi	3,4	3,8	1,4	14,4	76,9		
11- I am willing to solve my students' problems	fi	5	8	5	57	133	4,4663	,90560
	Y.fi	2,4	3,8	2,4	27,4	63,9		
12- They say that I am reliable in my profession.	fi	3	9	6	89	101	4,3269	,84490
	Y.fi	1,4	4,3	2,9	42,8	48,6		
13- I can be accountable for every job I do.	fi	6	7	32	62	101	4,1779	1,00342
	Y.fi	2,9	3,4	15,4	29,8	48,6		

14- If desired, I can inform a group on matters related to my profession.	fi	6	8	4	62	128	4,4327	,93006
	Y.fi	2,9	3,8	1,9	29,8	61,5		
15- When my school has a problem, I can provide a solution if necessary. I will contact all authorities.	fi	6	6	6	62	128	4,4423	,90971
	Y.fi	2,9	2,9	2,9	29,8	61,5		
16-I develop new ideas for my school.	fi	3	8	7	89	101	4,3317	,83438
	Y.fi	1,4	3,8	3,4	42,8	48,6		
17-I can represent my institution in professional matters	fi	7	6	5	89	101	4,3029	,91662
	Y.fi	3,4	2,9	2,4	42,8	48,6		
18-I prefer to be transparent in my working life	fi	9	6	3	89	101	4,2837	,96375
	Y.fi	4,3	2,9	1,4	42,8	48,6		
19-For the education of my students, I have to deal with the negativities in the environment.	fi	6	8	4	89	101	4,3029	,91133
	Y.fi	2,9	3,8	1,9	42,8	48,6		
20-I provide constructive contributions to a problem in my institution.	fi	5	9	4	62	128	4,4375	,91469
	Y.fi	2,4	4,3	1,9	29,8	61,5		
21-I can develop solutions to unexpected problems	fi	5	10	3	89	101	4,3029	,90601
	Y.fi	2,4	4,8	1,4	42,8	48,6		
22-Difficulties increase my determination to fight.	fi	5	10	3	89	101	4,3029	,90601
	Y.fi	2,4	4,8	1,4	42,8	48,6		
23-I struggle against difficulties.	fi	4	11	3	89	101	4,3077	,89093
	Y.fi	1,9	5,3	1,4	42,8	48,6		
24-The problems I experience make me mature.	fi	6	9	3	62	128	4,4279	,94003
	Y.fi	2,9	4,3	1,4	29,8	61,5		
25-I can handle many tasks at the same time while doing my job.	fi	9	6	3	30	160	4,5673	,98554
	Y.fi	4,3	2,9	1,4	14,4	76,9		
26-I can somehow cope with the problems I will encounter in my academic life.	fi	5	11	2	30	160	4,5817	,93409
	Y.fi	2,4	5,3	1,0	14,4	76,9		

4.1.b. Results of Factor Analysis

The original Positive Psychology Capital Scale has 6 dimensions and these are *self-efficacy*, *optimism*, *trust*, *extraversion*, *resiliency* and *hope*. On the other hand, according to the factor analysis (Table 4), it was seen that the Positive Psychology Scale gathers under 2 dimensions in the current research. The qualities of the sample may be evaluated as a reason for this situation. As it is underlined, the sample is defined as the two universities in Bursa city. Therefore, there is the possibility for participants of evaluating the scale items in the frame of their working environment. Furthermore, the number of participants may affect the evaluation of the scale items. Therefore, when new researches are introduced in the literature in the future with different samples and the when the number of participants are widened, it is possible that the factors would be the same with the original scale.

These dimensions have been named as *self-efficacy* and *trust*. While *self-efficacy* dimension explains the Positive Psychology Capital Scale with a percentage of 49,521, the dimension of *trust* explains with a percentage of 45,919. It is proved that the cumulative percentage of 2 dimensions is 95,440.

Table 4. Results of Explained Total Variance

Component	Calculated Sum of Squares			Rotated Sum of Squares		
	Total	Variance%	Cumulative%	Total	Variance%	Cumulative%
1	23,725	91,251	91,251	12,875	49,521	49,521
2	1,089	4,189	95,440	11,939	45,919	95,440

4.1.c. Comparative Statistics

Since the distribution of data is not normal according to the results of Kolmogorov-Smirnov (Normality) test (Table 5), Mann-Whitney U and Kruskal-Wallis (non-parametric) tests were used to analyze to reveal if there was a statistical difference in the answers given by the participants according to their socio-demographic qualities (Table 6). Results demonstrate that, there is a statistically significant difference ($p < 0.05$) between *both dimensions* and marital status quality in addition to a statistically significant difference between *trust* dimension and experience quality. Moreover, it is revealed that there is not a statistically significant difference ($p > 0.05$) between *both dimensions* and gender quality.

According to post-hoc tests, in the frame of gender characteristics the difference stems from female participants for trust dimension, and as for self-efficacy dimension it is seen that the difference stems from male participants (Table 7). In this sense, it can be inferred that female research assistants have responsibilities both at work and at home, as mother, daughter, wife and thus they need to trust to their organization for sustainability in their lives. On the other hand, male participants have roles as father, son, husband and therefore it can be more important for them to feel self-efficacy in order to get by. Furthermore, it is also found that in the frame of marital status characteristics, the difference stems from single participants (Table 8), which implies that because of the fact that their private life responsibilities are lighter than married participants cause them to consider other work opportunities easily. Finally, in the frame experience characteristics (Table 8), it is found that the difference stems from 6-10 years experience. In this sense, it can be concluded that this age group has not enough experience and therefore they may have more difficulties in adapting the conditions in the academic sector, which causes stress. Thus, this situation can make them adopt different attitudes towards positive psychological capital.

Hence, H_2 hypothesis, *There is statistically significant difference between research assistants' attitudes towards positive psychological capital and their gender qualities*, is rejected.

H_3 : *There is statistically significant difference between research assistants' attitudes towards positive psychological capital and their marital status qualities*, is accepted.

H_4 : *There is statistically significant difference between research assistants' attitudes towards positive psychological capital and their experience qualities*, is accepted.

Table 5. Normality (One Sample Kolmogorov-Smirnov) Test

	Statistic	df	Sig.
Positive Psychological Capital Scale	,267	208	,000

Table 6. Comparative Statistics

Variable	Dimension	Test	Statistics	P
Gender	Self-Efficacy	Mann-Whitney U	5356,500	,893
	Trust		10712,500	,136
Marital Status	Self-Efficacy	Mann-Whitney U	3777,000	,001
	Trust		3181,000	,000
Experience	Self-Efficacy	Kruskal-Wallis	8,460	,037
	Trust		14,040	,003

Table 7. Gender Post-Hoc Test

	Gender	N	Mean Rank	Sum of Ranks
Self-Efficacy	women	103	104,00	10712,50
	men	105	104,99	11023,50
	Total	208		
Trust	women	103	110,38	11369,00
	men	105	98,73	10367,00
	Total	208		

Table 8. Marital Status Post-Hoc Test

	Gender	N	Mean Rank	Sum of Ranks
Self-Efficacy	single	131	94,83	12423,00
	married	77	120,95	9313,00
	Total	208		
Trust	single	131	90,28	11827,00
	married	77	128,69	9909,00
	Total	208		

Table 9. Experience Post-Hoc Test

Sample1-Sample2	Test Statistic	Std.Error	Std.Test Statistic	Sig.	Adj.Sig.
6-10 0-5	8,117	7,914	1,026	,305	1,000
6-10 11-15	-29,424	14,505	-2,028	,043	,255
6-10 16-20	-48299	20,778	-2,324	,020	,121

5. Conclusions and Discussion

Psychological capital addresses the issue of who the individuals working in the organization are and what these individuals can achieve with psychological development (Kumlu, 2017). Feeling the developments within the organization positively and the employee's ability to improve himself/herself constitute the basic elements of psychological capital (Yıldız & Örucü, 2016). The existence of hope in coping with the difficulties of the current working conditions, expectation of success, effort towards challenging goals and the ability to produce solutions to the problems encountered, constitute the components of positive psychological capital (Avey et al., 2008; Yeşilkuş, Özbozkurt & Korkmazyürek, 2022). It is thought that psychological capital will have important outcomes for both organizations and employees. Positive psychological capital of employees may also have an impact on their behaviors that are not defined within their job roles, which are called "extra-roles" (Tüfekçi Yaman & Aytaç, 2022). This stands for "organizational citizenship".

The current study aims at revealing the attitudes of research assistants towards positive psychological capital, in the sense that it constitutes cruciality that their psychological well-being is important; because of the fact that they are brain workers and they contribute to science. In addition, they may also have difficulties in balancing their jobs and private lives, because brain workers are not shift workers. The statistical results of the current research prove that there is a statistically significant difference ($p < 0.05$) between marital status characteristics and *both dimensions* of the scale and between experience characteristic and *trust* dimension of the scale. On the other hand, it is found out that there is not a statistically significant difference ($p > 0.05$) between gender characteristic and *both dimensions* of the scale. Therefore, it can be deduced that psychological well-being of the participants depends on their being married or single. This is to say that, being married requires much more responsibility than being single. Therefore, the participants', who are research assistants and thus brain workers, may change their attitudes towards positive psychological capital according to their marital status. Furthermore, the fact that there is statistically significant relationship between experience characteristic and trust dimension of the scale, may imply that the more they gain experience increases, the more trust they gain in themselves. The findings also imply that the attitudes are same for both genders. Being female or male do not make any difference in the attitudes of participants. In this sense, it can be inferred that the reason of this, is the fact that they are all brain workers.

The current study is conducted on a limited number of participants as it is not possible to reach the whole research universe. In addition, there is almost no researches on research assistants in the frame of positive psychological capital. Therefore, the current study is expected to constitute originality and give researchers the chance of widening the sample as well as comparing the results. Therefore, for further researches it constitutes importance to widen the sample in order to draw a general frame of the education sector. It is also important for academic managers in the sense that they can revise their managerial styles to increase job satisfaction of research assistants, who are the future of scientific and scholarly researches.

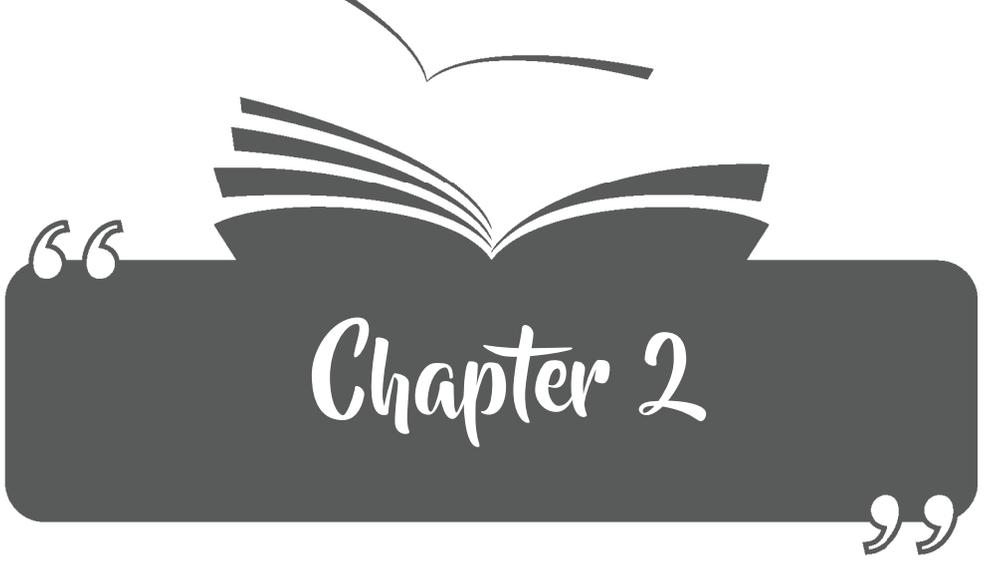
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**WHO AM “I” IN A GROUP? :
INDIVIDUAL SELF AND SOCIAL IDENTITY**

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The human need to recognise, understand and define oneself is a research topic that has been going on for years and will continue. The explanations we make about who we are associated with the characteristics we have and the characteristic structures we see as unique. In other words, we can say that the distinctive features that enable us to express ourselves in social and social life are the definitions that make up our self. In this sense, self is the sum of what we have in the process of understanding ourselves or the sum of our definitions about ourselves. Although most of us tend to try to understand who we are according to our characteristics, attitudes or preferences. It is obvious that the process that constitutes the 'self' has both personal (unique) and social aspects. This holistic approach to being 'I' points to the concept of self and its multiple sides in the social psychology literature. Therefore, the answer to the question of *who I am* should be sought not only in the context of personality or characterised features, but also in the context of self-perception, evaluation and construction of an identity. In other words, questions about self-identification should be sought in the awareness that constructs the self (Kulaksızoğlu, 2001; Verkutyen, 1989). From a social psychological perspective, the most basic definition of self-concept includes the personal characteristics of the individual, the roles he/she has acquired in the society, and the mental representations of the past or the future (Fiske & Taylor, 1991). In addition to being the cognitive component of the person's values, judgements and self-definitions in the developmental process (Markus & Zajonc (1985), it can also be called a cognitive picture of who the individual is (Byrne, 1974; Gander & Gardiner, 2001). In addition, the examination of one's inner world and obtaining information about one's feelings and attitudes is also an effort to explain the self (Tordesillas & Chailen, 1999; Vazire & Carlson, 2011). While the concept of self is related to the unique, psychological and physical characteristics of the person (*e.g., I am strong, I am smart, I am ugly, I am skilful*), it is also related to the social roles (*'who am I?'*) that emerge as a result of the self's interaction with relationships and society. However, when we look at the concepts related to the self, we can come across three dimensional definitions: the real self (the form of self that the individual thinks he/she has), the ideal self (the self that includes what he/she wants for himself/herself) and the self that should be (the self that includes the skills and characteristics that he/she believes he/she should have) (Higgins, 1987). These forms of self also have two dimensions that care about one's own perspective and the perspectives of others. The number of people we know and the roles we have acquired within the framework of the social structure we interact with also constitute the self (James, 1950). In addition, the concept of self is considered together with definitions such as self-esteem, self-schema, self-regulation, self-presentation, and self-awareness (Fiske & Taylor, 1991; Markus, 1977).

When we look at the literature, various definitions regarding different aspects of the concept of self are noteworthy. Westen (1990) argues that the self is a broad psychological phenomenon that includes social consciousness and social motivation, emotions and psychopathology. James (1950) mentions the material self, which refers to what the individual has in life, the spiritual self, which refers to the subjective and internal psychological evaluations of the individual towards himself/herself, and the social self, which refers to the social roles that the individual has acquired and the way he/she is perceived by others. Similarly, the concepts of psychodynamic self (Freud, 1936; Winnicott 1965), individual self (Rogers, 1961; Higgins, 1987), collective self (Tajfel & Turner, 1979) and symbolic interactionist self (Mead, 1934), which express that the self is the result of the interaction between people, have emerged. From this point of view, although the concept of self emphasises individual processes such as attention, perception and cognition (Markus & Kutayama, 2010), it appears as a social phenomenon that determines our social identity (Baumeister, 1987; White & Lehman, 2005). Therefore, our perception of our own self also depends on the way we interact with others. Although the self is a structure that is constructed through relationships and connections with others, it emphasises fixed personal characteristics (Higgins & May, 2001) and our distinct or unique characteristics. In order to understand this unique mechanism, it is inevitable to understand the individual aspects of the self and the dynamics that emerge in the relationship with others.

In this section, it will not be a priority to dwell on the different types of self that have been included in the social psychology literature due to the scope of the subject. The concept of individual self, which emphasises the characterised features of the self, and the relationship between the self and social identity, which is the state of being us in the relationship with others, are discussed with its historical and theoretical background. In this section, the concept of individual self, the concept of social identity, which is the form of existence of individual self in a collective or group, and Social Identity Theory as the theoretical background are mentioned respectively.

Giddens (2010) refers to a reflexive design for which the individual is responsible and to the psychological needs that provide the parameters for the reformation of the self through psychological processes in its formation. The individual self is related to the fundamental question of who or what the 'self' is, what distinctive and relevant psychological characteristics it contains that are different from others. In the search for answers to this question, mainstream social psychology conceptualises the self as a structure that is distinct/separate from others and unique/unique and emphasises the individual side of the self (Akfirat, 2006). For instance, in-

dividuals perceive themselves and their characteristics as unique and our subjective evaluations of ourselves may come to the fore (Brown, 1998). The awareness of perceiving oneself as an individual and the process of understanding that one is separate from other people points to the individual self. The skills and characteristics that the individual has acquired as a personality or character or what he/she can or cannot do, and his/her internal process about how to follow a method in his/her relationship with others is the adventure of the formation of the self. In other words, this process is the process of recognising one's inner psychological characteristics, showing awareness of the use of one's abilities and achievements, and perceiving oneself as a unique being different from others. Individual self also requires an intrinsic motivation for individuals to understand and evaluate themselves. The motivation in question is directed towards the need for individuals to distinguish between positive and negative arguments in the process of self-evaluation and the need for approval in the eyes of others. From this point of view, most of the mainstream social psychological theories related to the self define the self at the individual level and point to the internal psychological characteristics of the individual (Brewer & Gardner, 1996; Simon, 1997).

So, what does the historical background of the self say?

Discussions on the foundations of self-perception and human self-construction continue with a strong theoretical and historical interest from philosophy to sociology, social psychology to sociology. All discourses and contents related to the perception of 'I', which represents the reality principle of the individual, constitute the individual self. Individual self is our aspects that emphasise the unique characteristics of the individual and that others do not have.

According to approaches that argue that the self is basically individual, the society we live in or the groups we belong to consist of individuals who interact with each other. Therefore, being a community or group can be explained by the coexistence of relational and interactional selves. Over time, with its contributions, the effort to understand human beings and the discussions on identity have increased; with this increase, the effect of the concept of self on human behaviour and social life has become evident. The philosophical approach defines the self in terms of the subjective integrity of the individual as the separation of the conscious individual from others; Aristotle mentions the existence of an 'inner experience' of the self. Similarly, Stirner (2013) pointed to the concept of uniqueness and self, which are the foundations of the individual self, by saying that glorifying the 'I' passes through glorifying the ego. Similar to Aristotle, Plato also questioned the universal self of human beings in Antiquity, while the

Age of Enlightenment emphasised the rational aspects of human reason and the perception of freedom. In this sense, the Enlightenment and Renaissance period points to the individual self due to the emphasis on the freedom and individuality of the human mind. The cognitive structure, which was seen as fixed or unique in terms of individuals' minds and self-explanation in the process extending from the Middle Ages to the Enlightenment, started to change. As of the 16th century and left its place to the change in the way individuals position themselves. When we look historically, the development of the concept of the self and the emphasis on individuality on different bases have the effect of secularisation and modernity (Durkheim, 1984). Under the influence of dogmatic thought pattern and religious authority, man's ability to realise and define himself is limited; in a secular environment, his own or unique individual values have become visible. In other words, the idea that personal desires and expectations of this world can be realised or exist outside of an authoritarian / institutionalised structure has contributed to the development of the individual self. Similarly, individuality, the existence and development of the self and the basis of individual identity can be understood by understanding the birth of modernity and modernity itself (Giddens, 2010). The period of Enlightenment and Industrialisation, in which modernity took its power behind it, are also periods that historically point to the foundations of the self.

In this period, it can be said that human reason and freedom are the dominant factors and reason is a factor that changes and transforms social life. Therefore, this process, which points to individual reason and originality, basically points to the definitions of self and being self. Although the existence of the individual is not possible in traditional culture, the individual and the self have become the focus of attention with the differentiated division of labour and different industrialisation processes (Durkheim, 1984). The process in question has brought individual and social life to another point with the change and transformation of economic structuring and the sphere of influence brought by industrialisation. Therefore, the power of being a subject and the self are considered together with modernity as a multifaceted reality (Giddens, 1990).

The transition of the concept of self from philosophy to psychology occurred through James's belief that psychology should study the self. James argues that the individual self is constantly in a state of flux and that there is an interaction that is shaped by our experiences. In addition, he introduces the concepts of 'self as knower' and 'self as known', thereby removing the self from being a philosophical term (Hilgard, 1962). James characterised the self as material, spiritual and social self and made a

great contribution to the existence of the self in the psychology (Schultz and Schultz;2001; cited in Yıldız, 2006).

Similarly, we can find information about the historical and psychological roots of the concept of self in psychoanalysis or psychoanalytic thought system. Freud states that the functioning of cognitive processes and the working system of the mind are complex. According to him, although the self is not a structure that can be understood in a real sense; it becomes meaningful with the depths of the unconscious (Rennison, 2001). It can be said that the psychodynamic self structure consisting of the concepts of id, ego and super ego expressed by Freud constitutes the building blocks on the way to the individual self. Namely, it is known that id is the part of the mind that we want to realise the desires of the mind immediately without question, ego is the rational and harmonious part that decides under which conditions these desires can be realised, and super ego is the part that tends to control the ego and make more normatively acceptable decisions (Freud, 1984; Rennison, 2001). Freud emphasises the personal aspect of the self, focuses on the 'I' and thus points to the individuality of the self. Similarly, Jung points out that the ego is needed for the realisation of the individual's self-awareness and thus for the existence of the self, the source of which is the unconscious (as cited in Brooke, 2009). As a part of developmental and personality development, people want to improve themselves continuously and the state of being a self or the concept of self is formed in adulthood.

Therefore, although the role of the unconscious is great in the developmental process of human beings and the adventure of self-awareness, the existence of the ego is also important (Morris, 2002; Urban, 2005). In this sense, it is stated that the unconscious has an effect on shaping human thoughts, behaviours and understanding the self. However, Erikson (1950) also mentions a gradual process in terms of the formation of the individual's developmental and holistic identity. He also argues that ego integrity is important for the roots of the self. It has been argued that the discussions on the self in the field of social psychology have been evaluated with a psychoanalyst approach, and that this has led to a reductionist conceptual debate (Tajfel, 1982). From this point onwards, social psychological definitions and explanations of the self began to be considered in relation to group and identity. In other words, social psychological studies have tended to analyse the process of identity formation, including the social and interactional aspects of the self.

Self-definition as a result of belonging to a group and its relationship with identity is one of the most widely discussed topics in the psychological community. Social psychologists such as M. Şerif, Mead and Goff-

man emphasised the role of environmental interaction in the formation and definition of the self and stated that the relationship established with others constructs the self. Şerif states that the self is a concept that interacts with the person and his/her environment. He also states that the development of that self is related to the continuity of the relationships that the individual establishes with others. Thus, the relationship of the individual self with the state of being in a group and the identity acquisition processes that develop or take shape after belonging to a group is revealed. Similarly, Mead (1934), while talking about the reflected evaluation process, argues that individuals' evaluations and inferences about their own selves depend on the evaluations of others about them. In other words, we learn to evaluate ourselves and develop appropriate responses to the situation through social interactions and roles in our lives; we contribute to self-development through the existence of social groups, family relationships, belongings and life experiences. In this sense, an individual's self-development is formed through social interaction and it would be misleading to think of a self-consciousness separate from the society we live in (Wallence & Wolf, 2012). Similarly, Cooley (1902) stated that what others or society thinks about us is determinative of how we will feel or evaluate ourselves.

Another social psychological perspective on the relationship between self and identity belongs to Goffman. In Goffman's (2014) definition of self, the importance of social interaction goes beyond subjectivity and being a self, and refers to behaviour and appearance in the presence of social and normative institutions. That is to say, individuals may not behave as they behave when they are alone in the presence of others, they may tend towards a different style of self. Goffman considers the world as a theatre stage where different identities and social roles are distributed and argues that individuals have a tendency to look good or make a good impression to others in their interaction with their environment (Lazar, 2009). Similarly, many studies on the relationship between self and identity have enriched this field by addressing the state of self in the group with different perspectives and contexts (Foddy & Kashima, 2002; Kinch, 1963; Shavelson, Hubner, & Stanton, 1976; Smith, 1991; Stryker & Burke, 2000). Especially in the 1970s, Tajfel and Turner (1979) put forward the most prominent approach of social psychology that addresses the relationship between self and identity in the context of belonging to social groups and emphasised social identity.

The individual self in a group: Social identity

While the definition of 'I' of the individual self focuses on subjectivity and the distinctiveness of internal characteristics, it also includes the 'I'

we are in and interact with. In this sense, it is inevitable that the social environment into which we are born or with which we interact, normative situations and the social roles we acquire affect our self and reveal a different form of self. For instance, while the self focuses on the distinctive and unique aspects of the person, it also develops through our characteristics that are similar or dissimilar to others. From this point of view, a new definition of the self, which is the form of the self within a group, and Turner's (1999) insistence on defining the individual self through similarities with others, reveals a new definition of the self: social identity. When we look at the starting point and background of the concept of social identity, we can see the claim that personality is a part of the self arising from the relationship established with others and group membership (Turner, 1982; Abrams & Hogg, 1999). In Tajfel's (1982:2) words, social identity refers to the part of one's perception of one's own self that arises from knowledge, values and emotional significance related to a social group or groups. The skills and attitudes we acquire throughout life and our responses to situations are sometimes linked to our personal identity. It is about being ourselves in a unique way. (Brown, 1988). Sometimes we can also say that our behaviours and discourses are shaped within a social group, within the framework of the characteristics and norms of the group. In this case, by perceiving ourselves as a member of that group, we develop a new social identity. In other words, by defining ourselves in the context of a group and its characteristics, we acquire new social roles that form our identity (Albert, Ashforth, & Dutton, 2000; Hornsey, 2008; Turner, Oakes, Haslam, & McGarty, 1994).

Social identity reveals individuals' sense of integration as a result of their group belonging; it also enables them to internalise the values and norms of the society they are in. Therefore, the roles and social identities we acquire in the society are also effective on our individual self. The social and normative groups to which people belong are influential in the definition of the 'self'. Thus, group membership adds a new dimension to self-awareness. (Hogg & Abrams, 1988; Mlicki & Ellemers, 1996). In other words, the effect of the group norm on the individual self is revealed. Similarly, the values and cognitive structures that constitute the individual self also reveal group behaviour (Hogg & Abrams, 1990; Billig, 1976). Here, the sustainability of the interaction of individual self and social identity with each other is revealed. In order to understand the theoretical background of the interaction in question, it would be appropriate to mention the Social Identity Theory (Tajfel & Turner, 1979), which laid the foundations of the concept of social identity and effectively discussed the relationships between self and group (Hogg, 2006). Social identity reveals individuals' sense of integration as a result of group belonging.

Social Identity Theory (SIT)

Social identity theory emerged from a critical perspective towards other individualistic and reductionist approaches of social psychology and paved the way for discussing the group phenomenon in different contexts (Hogg & Abrams, 1988; Turner & Brown, 1978). In other words, our tendency to see ourselves as similar to the social groups we are members of has been brought into question by SIT (Turner & Oakes, 1997). SIT generally includes the identity obtained as a result of identification with the groups we belong to (gender, occupation, cultural belonging, race, etc.) and adopting the normative characteristics of these groups. When we consider it on a macro scale, this theory is known as a theory that explains situations such as discrimination, prejudice, ethnocentrism, intergroup hostility or co-operation, and racism, the basis of which goes back to Muzaffer Sherif's (1967) intergroup studies (Van Dick, 2004). When we look at the basic concepts of social identity theory, we can see that it focuses on the individual and group relationship and the advantages and disadvantages that group membership resulting from this relationship brings to the person. Namely; individuals tend to develop a positive self-perception and may join groups similar to themselves in order to achieve this positive self-perception. In other words, people may tend to glorify the group they belong to (in-group) and exclude and belittle other groups (out-group) in order to gain a positive social identity (Doosje and Ellemers, 1997). This situation is called in-group favoritism and is one of the most defining concepts of SIT. We can adopt the social norms of the society we were born into or live in and include and classify ourselves in a social group. Social classification is the process of being perceived as a member of a social group. Thus, people are no longer individuals but are grouped as Turks, Syrians, women, and are given different meanings. (Mackie, Queller, Stroessner and Hamilton, 1996). As a result of this classification, we identify with the group identity whose values we find normatively appropriate; we acquire a social identity (Turner, 1987). Social identity studies tell us whether the characteristics of a group (age, status, race, ability) are suitable for us, which group we will identify with, and which social identity we will acquire through social classifications. In other words, comparisons between the in-group, which is the group we feel we belong to, and the out-group, which we do not feel we belong to or are close to, allow us to position ourselves in a social identity (Hogg, 2001). Social categorization is a cognitive process that people use to make sense of the social world, and this process can bring about negative situations such as intergroup prejudice, discrimination, and conflict (Tajfel, 1981). However, the question of how social categorization affects individuality and

the individual self is related to self-categorization theory and is linked to intergroup dynamics (Turner, Hogg, Oakes, Reicher, & Wetherell, 1987).

After the social categorization processes, it is likely that a sense of belonging to the group or groups will emerge. We can say that the degree of our belonging to a group is related to the level of identification with the group. Here we see the concept of identification, which is the most important argument of SIT. Identification is the process by which individuals see themselves as belonging to a certain group and adopt the norms, values, and beliefs of this group (Tajfel & Turner, 1979). In this process, individuals can identify with the groups in their social environment and form their own personal identities, characteristics related to the self, and also their social roles. As a result of the social comparison, social categorization, and identification processes, individuals may tend to exaggerate the achievements, characteristics, and values of their own groups and assume that they are superior. In this sense, the exaggeration effect, which is related to the perception of social identity, is closely related to the desire of groups to reinforce their social identities and to portray their own groups as superior (Tajfel & Turner, 1986). Many studies conducted on the basis of social identity show that; strengthening social identity makes intergroup differences more apparent and triggers the exaggeration effect in favor of the in-group (Jetten, Spears, & Manstead, 1996; Doosje, Spears, & Ellemers, 2002; Mullen, Brown and Smith, 1992). According to SIT, individuals identify with social groups through the exaggeration effect, and the success or failure of these groups has a direct effect on their personal self-perception. Therefore, if individuals are in low-status groups that will negatively affect their self-perception; they can use different strategies to cope with this situation (Tajfel & Turner, 1979). These strategies depend on whether an individual's social identity is positive or not and the structure and characteristics of the group (Condor, 1990). If the values and characteristics of the group and its social position are positive, then the acquired social identity will also be positive. However, sometimes the groups we are a part of are not at the desired or positive level in terms of quality and position, which can lead to a negative social identity perception. In this case, individuals can follow various strategies to develop a positive self-perception and create a positive social identity (Mummendey and Schreiber, 1983; Turner and Brown, 1978). According to SIT, individuals' self-perceptions are shaped not only by their individual achievements and personal characteristics, but also by the social groups they are members of (Abrams and Hogg, 1988).

Instead of Conclusion

In conclusion, this chapter has explored the historical and theoretical foundations of individual self and social identity, highlighting their dynamic interplay in shaping human behavior. While the individual self emphasizes personal autonomy and uniqueness, social identity underscores group affiliations and collective belonging. Understanding this relationship is crucial for comprehending identity formation, social cohesion, and the psychological processes underlying group dynamics.

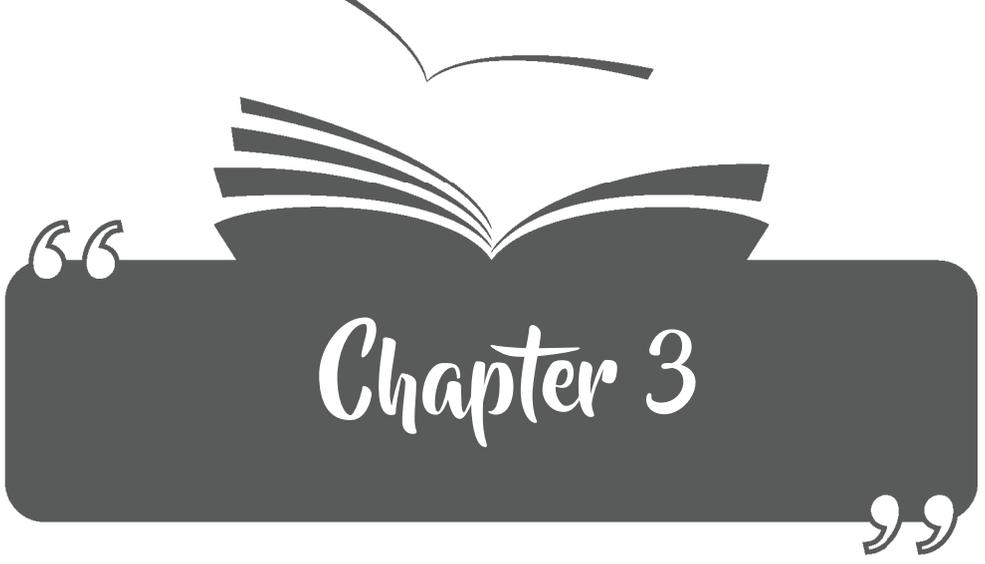
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**LOW BUDGET, MAXIMUM IMPACT:
GUERRILLA MARKETING**

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INTRODUCTION

Traditional marketing methods help brands reach large audiences, but in today's competitive environment, differentiation has become increasingly difficult. Consumers' growing indifference to advertisements and the overwhelming flow of information brought by digitalization necessitate innovative and attention-grabbing approaches in marketing strategies. As traditional marketing methods fail to capture consumers' attention, businesses are searching for creative and effective alternatives. In this context, guerrilla marketing stands out as a strategy that aims to create maximum impact with a limited budget by utilizing unconventional and creative methods.

Unlike traditional advertising, guerrilla marketing is an approach designed to achieve high engagement with low costs. The concept of guerrilla marketing originates from military strategies and is particularly recognized for its elements of surprise, creativity, and innovative solutions. Introduced by Jay Conrad Levinson in 1984, this concept provides an effective marketing solution, especially for small and medium-sized enterprises (SMEs). However, today, guerrilla marketing has become a strategic choice for large-scale brands as well, representing an innovation that challenges conventional methods. By targeting consumers with memorable messages in unconventional locations and with low budgets, this strategy redefines the boundaries of marketing.

At its core, guerrilla marketing relies on creativity, uniqueness, and unexpected methods to leave a lasting impression on consumers. This enables brands to go beyond merely promoting their products or services and instead establish a strong emotional connection with their customers. One of the most significant advantages of guerrilla marketing is that it allows even businesses with limited budgets to reach large audiences. While traditional advertising methods typically require substantial budgets, guerrilla marketing aims to achieve a significant impact at a low cost. This strategy can be implemented in unconventional locations, using extraordinary advertising techniques or methods that engage consumers directly. Elements such as street art, flash mob events, viral videos, and surprise campaigns are among the primary tools of guerrilla marketing.

Guerrilla marketing is not just a marketing strategy; it is also a powerful communication method that enables businesses to establish meaningful and effective emotional bonds with their target audiences (Levinson, 1994). From a marketing strategy perspective, guerrilla marketing reduces brands' reliance on traditional media channels and fosters more organic and genuine communication paths. With the rise of social media

platforms, guerrilla marketing strategies have played a crucial role in creating viral campaigns. By encouraging active participation from users, these strategies facilitate consumer-brand interactions and strengthen brand loyalty. Consequently, guerrilla marketing has been gaining increasing importance in the modern marketing landscape.

The aim of this study is to examine the historical development and theoretical foundations of guerrilla marketing and to evaluate its advantages in terms of marketing strategies. The study will explore how guerrilla marketing techniques function and in which situations they are most effective. By doing so, it aims to contribute to businesses developing marketing strategies that achieve a high impact at a low cost.

1.GUERRILLA MARKETING

The Turkish Language Association defines ‘guerrilla’ as ‘groups fighting against a regular army in small units with light weapons.’ These groups attract attention with their struggle despite having limited resources (Turkish Language Association, 2024).

The term “guerrilla” originates from the Spanish word “guerra” (war) (Levinson, 1998). It refers to the warfare tactics used by small-scale and irregular military units against larger and more organized armies. This term was especially used during the Napoleonic Wars to describe the actions of resistance groups in Spain. In guerrilla warfare, unexpected tactics such as surprise attacks, ambushes, and sudden raids are prominent. The goal is not necessarily to achieve direct victory but to weaken the enemy and lower their morale. Guerrilla warfare, also known as partisan struggle, has been regarded as an effective weapon for the weaker side in conflicts (Levinson, 1994). During the Vietnam War, it was discovered that guerrilla warfare tactics could also be used as a marketing strategy. The effective guerrilla tactics employed by the Vietnamese against the American army caught the attention of marketers in the United States, leading to the adaptation of these strategies into marketing (Kaya, 2011).

Jay Conrad Levinson introduced the concept of guerrilla marketing in his 1984 book “Guerrilla Marketing: Secrets for Making Big Profits from Your Small Business.” His work has earned him the title of “Father of Guerrilla Marketing” (Florzak & Singer, 2004).

During the 1980s, small businesses began to use guerrilla marketing to attract customers from larger enterprises. While it first emerged in the 1980s, it became mainstream in the 1990s. By the early 2000s, with technological advancements, guerrilla marketing started to be utilized on the internet.

Traditional marketing methods usually focus on major media channels like television, radio, newspapers, and social media, requiring significant financial investments. Guerrilla marketing, on the other hand, is more about creativity and strategy (Alsheikh, 2024). The key to this approach is breaking away from conventional methods, capturing the target audience's attention, and making the brand stand out. Therefore, guerrilla marketing is a crucial tool for small and medium-sized businesses to compete with larger brands. By developing innovative campaigns, businesses can surprise consumers.

Another major advantage of this approach is that it allows businesses to build strong emotional connections with their target audiences (Levinson & Horowitz, 2010). These tactics can actively engage consumers, fostering a personal bond between the brand and the customer. Additionally, guerrilla marketing offers an opportunity to break away from monotonous marketing strategies. The strategic foundation of this method lies in deeply analyzing consumer behavior and psychology to develop suitable solutions. Guerrilla marketing campaigns are often tailored to the interests, habits, and emotional desires of the target audience (Çeltek & Bozdoğan, 2012).

The rise of technology and social media has expanded the scope of guerrilla marketing tactics. The ability of content to spread rapidly on social media enables guerrilla marketing campaigns to reach global audiences in an instant. Another crucial advantage of digital guerrilla marketing is that it allows businesses to achieve wide reach at a low cost.

However, digital guerrilla marketing campaigns also pose risks, as crises can escalate just as quickly as viral success. Negative feedback and criticism on social media can significantly impact a brand's reputation.

There are different definitions of guerrilla marketing. Some of them can be summarized as follows (Paksoy & Chang, 2010):

- The primary investment tools in guerrilla marketing are time and imagination.
- The priority of guerrilla marketing is not sales volume but profit.
- Guerrilla marketing is primarily designed for small-scale businesses.
- Guerrilla marketing is based on human behavior and psychology.

To implement an effective guerrilla marketing technique, both businesses and consumers must possess two key elements: creativity and

imagination. Marketers using this strategy have demonstrated that employing these elements in marketing communication can lead to significant savings in marketing budgets. Additionally, guerrilla marketing enables customers to find convenient and efficient solutions to meet their needs (Uysal, 2011: 69).

For a marketing strategy to be classified as guerrilla marketing, it must have a simple and understandable marketing plan. Proper timing is also a crucial element of guerrilla marketing (Levinson, Meyerson & Scarborough, 2008; Khalid, 2024). Guerrilla marketing provides insight into how potential customers make decisions. Guerrilla marketers first analyze the decision-making processes of consumers to understand how to influence and persuade them. Rather than just focusing on making a sale, guerrilla marketers aim to build long-term relationships with their customers (Levinson & Horowitz, 2010). If a customer believes that the product or service they received is not valuable, the guerrilla marketer must identify the root cause of the issue and develop effective solutions to prevent it from recurring. This ensures customer loyalty. Finding satisfied customers may be easy, but loyal customers are rare. The future of profitable marketing depends on loyal customers and repeated orders (Levinson & Hanley, 2006: 16-17).

2.GUERRILLA MARKETING'S HISTORICAL DEVELOPMENT

The concept of guerrilla marketing emerged in the early 1980s. First introduced by Jay Conrad Levinson in 1984, this concept provides an effective marketing solution, particularly for small and medium-sized enterprises. The 1980s were a period of significant transformations in the marketing sector. Changes in consumer behavior, increasing competition, and limited budgets forced businesses and brands to seek innovative solutions. Inspired by guerrilla warfare tactics, Levinson developed a marketing approach aimed at creating high impact with minimal cost (Levinson & Lautenslager, 2010). During this period, guerrilla marketing was particularly characterized by street art, guerrilla theater, and advertisements displayed in unconventional spaces.

The period after 1990 saw broader acceptance and application of guerrilla marketing across various industries. While traditional media continued to maintain its influence, brands began shifting toward consumer-focused and experiential marketing strategies. Guerrilla marketing campaigns during this period aimed not only to increase brand awareness but also to establish direct and emotional connections with target audiences (Çeltek & Bozdoğan, 2012).

From 2000 onwards, with the widespread adoption of the internet and digital technologies, guerrilla marketing experienced a significant transformation. The rise of social media facilitated brands' ability to reach large audiences through viral campaigns. The preparation of low-cost yet attention-grabbing videos, viral content, and social media challenges turned guerrilla marketing into a widely used tool. Consequently, guerrilla marketing rapidly spread and achieved global influence (Uysal, 2011).

3. CORE CHARACTERISTICS OF GUERRILLA MARKETING

One of the defining characteristics of guerrilla marketing is its low-cost nature. This makes it an ideal approach for small and medium-sized enterprises that lack the financial resources to compete with larger corporations (Levinson, Myers & Kimble, 2021). Guerrilla marketing is particularly useful when financial constraints prevent businesses from gaining a competitive advantage through traditional marketing tools and strategies (Sula & Banyar, 2015: 50). Primarily, guerrilla marketing is used as part of the promotional mix within marketing strategies.

Guerrilla marketing integrates promotional activities within the marketing mix (Gegung, 2025). The distribution of guerrilla marketing components, as illustrated in Figure 1, explains its relationship with traditional marketing. Guerrilla marketing is a form of advertising that actively involves consumers in the experience (Klepek, 2007: 81). Guerrilla marketing campaigns creatively utilize unconventional methods to present dynamic ideas in unexpected places where advertising is least expected. The goal is to surprise, engage, and energize consumers. The element of surprise is a fundamental aspect of this marketing method (Isaac, 2014: 180).

Guerrilla marketing is an alternative approach designed to convey brand messages consistently. It consists of unconventional, non-dogmatic applications aimed at achieving maximum benefit with minimal investment (Levinson, 1994). Unlike other marketing methods, it seeks to discover and implement innovative, extraordinary strategies.

Key characteristics of guerrilla marketing (Özer, 2016: 43):

- It is creative and unconventional.
- It creates surprise effects.
- It incorporates 3D visuals, vehicle wraps, and building wraps.
- It places oversized replicas of products or brand symbols in unexpected locations.

- It requires the use of interactive technologies.
- It utilizes the environment for advertising purposes.
- Consumers should not be aware that they are being exposed to a promotional activity.
 - It includes communication activities that make an impact in large organizations without being an official sponsor.
 - It synchronizes external events with product promotion, even if they are independent of the advertised product.

Levinson also highlights the following features of guerrilla marketing (Singha & Tiwari, 2013: 18):

- It should be based on human psychology rather than experience, judgment, or estimation.
- Marketers should focus on how many new relationships they can establish each month.
- Instead of offering numerous diverse products and services, the focus should be on establishing a high standard of excellence in a single area.
- Rather than acquiring new customers, efforts should be directed toward obtaining more referrals, increasing transactions with existing customers, and securing larger transactions.
- Greater collaboration with other businesses should be emphasized.
- Messages should target small groups rather than broad audiences.
- Instead of pushing sales, marketers should seek consumer consent to provide more information.

4. GUERRILLA MARKETING PROCESS

The success of guerrilla marketing depends on knowing when and how to execute strategies. Companies that employ guerrilla marketing techniques must adapt quickly; otherwise, they risk losing their competitive edge in a dynamic market (Yüksekbilgili, 2011: 52-53). The most critical aspect is ensuring that the implemented tactics are uniformly applied across all areas while continuously evaluating the achieved results.

Levinson outlines a five-step process for businesses looking to implement guerrilla marketing. The key steps in this process are as follows (Gümüştepe, 2020: 12-14):

Creating a Comprehensive Database: Businesses must thoroughly understand their internal operations and external environment during the planning phase. To take the right steps, they should develop a solid plan. This requires conducting in-depth research into the industry they aim to enter and their target audience. Such research should include insights from employees, target consumers, competitor firms, and the economic conditions of the market. A well-conducted analysis serves as a blueprint for the business.

Conducting a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis: Companies must first identify their strengths and weaknesses while also considering market opportunities and threats. By doing so, they can leverage their advantages to develop competitive marketing strategies. Businesses adopting guerrilla marketing must accurately complete this analysis to maximize their strengths and capitalize on existing market advantages.

Choosing the Right Marketing Weapon Based on SWOT Analysis: To succeed in a competitive market, businesses must analyze their strengths and determine a suitable marketing strategy. The selected strategy should highlight the company's competitive advantages while aiming to increase profitability. Additionally, companies should collaborate with employees to develop a cohesive marketing plan that incorporates their insights. A well-prepared marketing plan enhances the likelihood of success.

Developing a Marketing Calendar: To ensure the success of a marketing strategy, businesses must establish a structured timeline incorporating guerrilla marketing tactics. Adhering to this timeline enhances the effectiveness of the plan. Furthermore, businesses must anticipate counteractions from competitors and ensure that selected marketing tools are deployed simultaneously and efficiently.

Executing Counterattacks: This phase involves determining the responses to competitive actions while implementing the guerrilla marketing plan. To maintain consistency across all marketing efforts, businesses should regularly assess the outcomes of their counterattacks against competitor strategies.

5. COMPARISON OF GUERRILLA MARKETING AND TRADITIONAL MARKETING

In parallel with studies in the literature, a summary of the key differences between traditional marketing and guerrilla marketing is presented in Table 1.

Guerrilla Marketing	Traditional Marketing
Requires a low budget	Requires a high budget
Targets a specific and narrow audience	Target audience is broad
Suitable for small-scale businesses with small budgets	Requires large-scale businesses and large budgets
Prefers streets, social media, and public relations events	Prefers communication channels like television, radio, and print media
Message spreads to a small and narrow audience, creating a lasting impact	Messages spread to a broad audience, with lasting impact depending on the audience
The main driving forces are imagination and time	The main driving force is budget
Methods are diverse	Methods are limited
The message intended for consumers is clear, making it easy for them to understand	The message intended for consumers is not delivered directly
Focuses on obtaining customer consent	Focuses on making sales
Emphasizes cooperation with competitors	Does not focus on competitors' activities
Focuses on non-traditional marketing methods	Focuses on advertising
Based on psychology and human behavior	Based on experience and assumptions
The guerrilla approach presents reality openly and clearly	Creates a mysterious atmosphere that confuses people
Targets the subconscious and emphasizes details	Does not focus on the subconscious or small details

Table 1: Comparison of Guerrilla Marketing and Traditional Marketing (Levinson, 2007; Kudryavtseva, 2012: 11; Isoraitė, 2018; Gutierrez et al., 2019: 5)

6. GUERRILLA MARKETING TOOLS

The tools used to implement a guerrilla marketing strategy are generally different from traditional marketing methods and adopt an approach focused on creativity, surprise effect, and interaction. The prominent tools in guerrilla marketing strategy are as follows (Oyman & Özer, 2018: 175):

- *Ambient Marketing*: Refers to the sudden and attention-grabbing display of a product or service in public spaces.

- *Viral Marketing*: A tool used to enable the rapid spread of creative content among consumers.
- *Flash Mob Events*: Involves a group of people gathering in a public space as part of a pre-planned event to perform and then disperse.
- *Stealth Marketing*: A tool in which the brand interacts with the consumer without direct promotion.
- *Experiential Marketing*: Involves organizing events that allow consumers to experience a brand directly.

Dagorn (2015) categorizes guerrilla marketing tools into four groups: street marketing, urban art and graffiti, offline gamification, anything that can turn into a billboard, and viral marketing. Street marketing activities are conducted only on streets or in public places, aiming for direct communication with customers. Street marketing includes multiple techniques such as urban art and graffiti. Offline gamification involves businesses creating engaging challenges and treasure hunts, such as finding a hidden reward inside a package (Dagorn, 2015: 15-16).

7. GUERRILLA MARKETING STRATEGIES

According to Baltes and Leibing (2008), guerrilla marketing is based on certain principles, and they outline seven tactical rules (Belic & Jonsson, 2012: 15):

1. The first tactical rule states that guerrilla marketing should focus a business's resources (e.g., time and location) to gain an advantage. This means that instead of conducting several small marketing activities, a business should concentrate on one large promotional activity in the right place to attract attention.

2. The second tactical rule emphasizes selling not just the product but also the ideology associated with it. Selling the product with an ideology is crucial because guerrilla marketing does not merely try to draw consumer attention to a specific product. Instead, it seeks to make the consumer a part of the brand rather than making the brand a part of the consumer.

3. The third tactical rule involves identifying, analyzing, and overcoming established patterns. Every guerrilla marketing activity should be unique and should not follow a specific model. This means a business should not use the same marketing style to promote two different products.

4. The fourth tactical rule highlights that guerrilla marketing should create synergy. Synergy refers to cooperation between two or more elements that together produce a stronger effect. In guerrilla marketing, synergy is crucial to making a strong impact on consumers.

5. The fifth tactical rule suggests cleverly overcoming any prejudices within the target audience. This means surprising marketing activities should challenge consumers' preconceived ideas and demonstrate what the business represents.

6. The sixth tactical rule advises finding alternative, indirect ways rather than taking a straightforward approach. This helps differentiate the product from other marketing messages that consumers are exposed to daily, thereby increasing interest.

7. The seventh tactical rule states that businesses using guerrilla marketing should be flexible and agile rather than building rigid structures. Flexibility will open many doors to success.

On the other hand, Nufer (2013) argues that three different strategies can be implemented using guerrilla marketing: attack strategy, niche marketing, and guerrilla marketing as a strategy for small and medium-sized enterprises (SMEs).

- **Attack Strategy:** Based on the military origins of the term "guerrilla," guerrilla marketing can initially be defined as an attack strategy. This marketing strategy targets competition and focuses on a specific competitor as the recipient of an unexpected attack. A guerrilla attack consists of multiple small, pinpointed strikes that have a cumulative effect. The element of surprise is the defining component of this strategy. The strategic suitability of a guerrilla attack is particularly advantageous for SMEs with limited financial resources due to short-term power concentration.

- **Niche Strategy:** Refers to focusing on a very specific and narrowly defined buyer segment. Businesses serving niche markets distinguish themselves based on the characteristics of their product and service range. As a niche strategy, guerrilla marketing involves developing or creating new niches and defending traditional market niches.

- **Guerrilla Marketing for SMEs:** Relies on creativity, unconventional approaches, and flexibility. This approach is often implemented by small and medium-sized enterprises as they best meet these prerequisites.

CONCLUSION

From the perspective of modern marketing strategies, guerrilla marketing allows brands to reduce their dependence on traditional media tools and create more intimate and natural communication channels. Especially with the rise of social media, guerrilla marketing campaigns can have a viral effect and reach large audiences in a short time. This strategy, which encourages consumer interaction with the brand, also plays a significant role in building brand loyalty.

One of the biggest advantages of guerrilla marketing is its ability to generate high engagement at a low cost. While traditional advertising methods typically require large budgets, guerrilla marketing aims to reach a broad audience with minimal expenses. This strategy can be implemented through various methods, ranging from creative street art applications to viral advertising campaigns. Campaigns that directly touch consumers' daily lives and incorporate surprising elements are particularly effective in increasing brand awareness.

However, the success of guerrilla marketing depends not only on creative ideas but also on proper strategic planning. Campaigns must be designed to suit the target audience, create an unexpected yet positive impact, and strengthen the brand's image. A successful guerrilla marketing campaign should capture consumers' attention while delivering a powerful message that reminds them of the brand. However, a poorly planned or misdirected campaign can damage brand image and receive negative feedback.

This strategy, which aims to establish a direct emotional connection with consumers, contributes significantly to strengthening brand loyalty (Alsheikh, 2024). Guerrilla marketing campaigns encourage consumers to engage not only with a product or service but also with the brand's identity and values (Arafe, Hassani, Namamiyan & Ghanizade, 2023).

The effectiveness of guerrilla marketing largely depends on a deep understanding of consumer psychology and social dynamics. Strategic use of humor, surprise elements, and emotional connections can capture people's attention and influence them. Additionally, integrating social media in line with the digital age's requirements can accelerate campaign reach and engage larger audiences.

Strategic planning is crucial for the success of guerrilla marketing. Businesses must conduct detailed analyses before launching campaigns to determine the most suitable communication channels and creative approaches for their target audience. Guerrilla marketing suggests that rath-

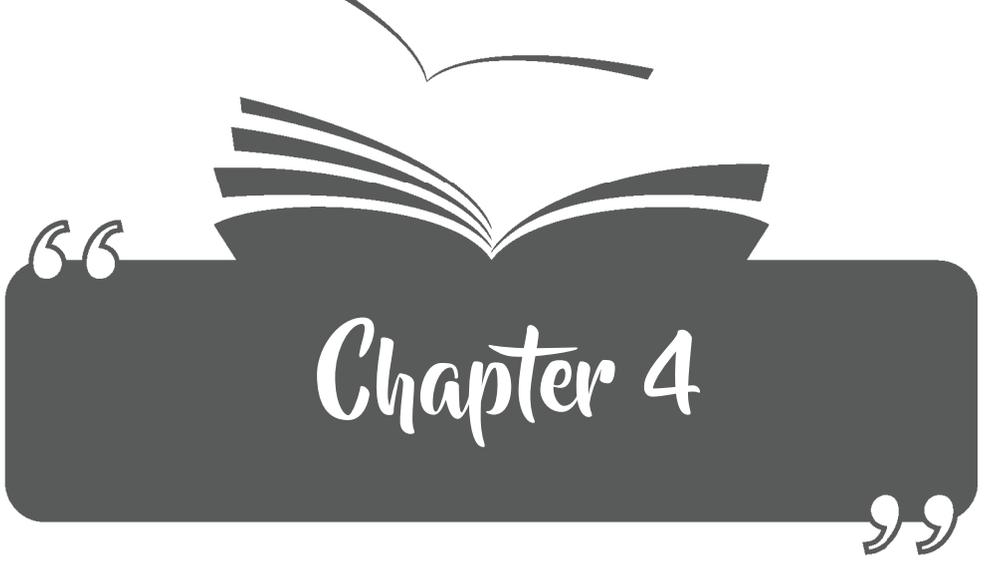
er than relying solely on one marketing method, combining it with other marketing techniques can yield more effective results. Instead of merely seeking new customers for growth, guerrilla marketing prefers to leverage an existing loyal customer base for significant and impactful transactions.

In conclusion, guerrilla marketing stands out as a powerful differentiation strategy that helps brands gain a competitive advantage. By creating new opportunities in the marketing world, guerrilla marketing continues to offer significant benefits, especially for small businesses. This approach, which prioritizes creativity and consumer engagement, is becoming increasingly valuable in the marketing industry. This study theoretically examines the opportunities guerrilla marketing presents from a marketing strategy perspective and evaluates how businesses can use this strategy more effectively. By analyzing the theoretical foundations of guerrilla marketing, this study details its advantages in marketing strategies. By evaluating how guerrilla marketing techniques are applied, in which situations they are effective, and successful campaign examples, the study aims to help businesses develop cost-effective yet impactful marketing strategies.

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**THE POSITION OF DEATH IN MODERN SOCIETY
AND WOMEN'S DEATH-RELATED EXPERIENCES**

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Introduction

In her work, *La Mort apprivoisée*, Ruth Menahem states: “In modern times, death is denied as if it were ‘something from outside’; one does not die, one is killed by something (we need to ask ‘what killed him?’)” (Bauman, 1992, 137, quoting Thibault). In other words, instead of being seen as a natural and inevitable part of life, death tends to be understood as something that needs to be controlled and as the result of an external cause. Therefore, a sudden disease, an infection, or an accident can be the cause of death, or people who do not restrain it die due to personal failure, weakness, or their own fault.

Throughout history, the attempt to explain death based on its predictable causes has first spread within the medical-scientific field due to the influence of techno-scientific advancements, and then it has disseminated into everyday life. Explaining death as being tied to a cause has reinforced the belief that when this cause is eliminated, death can be prevented, treated, banished from life, or at least postponed. Examining the psychiatric origins of this, Kübler-Ross (2009) argues that our subconscious understands such a tragic end not as “being able to die” but rather as “being able to be killed.” The modern individual believes that death, in an undeniable way, comes from the outside, in an aggressive and malicious manner (p. 2). Therefore, death must be fought. In this context, it becomes inevitable to say that death has emerged as a new illness, hysteria/neurosis. Looking for dangers, avoiding them, seeking treatment all reveal an effort aimed at eliminating potential threats and dangers related to death. In short, we encounter a series of responsabilizations surrounding the risk of death.

Historically, the banishment of death from social life has fundamentally altered humanity’s existential stance towards it. However, how and in what ways thoughts about death risk/threat have been produced, their distribution across gender roles, and their consequences have not been sufficiently addressed historically. As mainstream studies on death also indicate, when death began to be perceived as a manageable risk rather than an inevitable end, it gained certain types of “rationalization,” control, and explanation, etc., from masculine perspectives. Historically, the knowledge and power relations built by modernity around the struggle against death, dying, and the risk of death, the discourse it produced, and the ways this discourse circulated have found resonance in social life. However, it is understood that the effects and consequences of knowledge and power relations built on controlling death in the modern era on women have not been sufficiently addressed within this relationality. This study, precisely based on this assumption, argues that modernity, through its knowledge and power strategies built on controlling death,

shapes women's experiences of death differently due to their biological and social positions, the effects on their bodies, and gender roles. Beyond central discussions, this study aims to examine the current appearance of the theme of women and death and various approaches to this issue. Moving from this claim, the study also aims to discuss how modernity has shaped the experience of death, and especially the death-related fears, anxieties, and behavioral patterns it has produced for women and their bodies.

Modernity and the Trajectory of the “Good Death”

In his works, *Essais sur l'Histoire de la Mort en Occident* (1975) (“Batı'da Ölümün Tarihi”) and *L'Homme devant la Mort* (1977) (“Batılının Ölüm Karşısında Tavırları”), Philippe Ariès presents an original conceptualization of the historical trajectory of death. In these works, Ariès describes the change in death mentalities, from the “tamed” death of the early Middle Ages to the death that became “wild” (even forbidden) towards the end of the 20th century. According to Ariès (2015), while death was “close, natural, and almost friendly” to people in the Middle Ages, in modern societies, the opposite is true: death has become “an animal that people fear, consider an enemy, and try to keep away from themselves as much as possible” (p. 12). Ariès (1991, 2015) describes death in the Middle Ages as an important and familiar part of life, often knowing that death was near, therefore preparing for it, and as something ordinary that was open to everyone (including children), with public farewell ceremonies, ritualized mourning, and certainly not fear-inducing. According to Ariès (2015), the coexistence of the living and the dead would begin to change rapidly between 1930 and 1950. This acceleration is related to an important factual situation: the place of death has changed. Death, which was public, in sight, beside the family, among loved ones, has evolved into a solitary, isolated death in the hospital (p. 80). It has been removed from daily life and social life, controlled in a techno-scientific field, and has entered the sphere of influence of techno-science.

Another significant figure addressing the changing attitudes towards death with modernization is Anthony Giddens. Giddens (1991) attempts to demonstrate how the organization of death and the experience of dying have been confined to the private sphere in the late modern period. He argues that due to this relocation, dead bodies and discussions about death have been almost entirely erased from public life. Modernization has slowly eroded collective action related to death, transferring farewell and mourning practices to the individual/private realm. Furthermore, secularization has left the management of rites of passage to professional institutions. Thus, it has been observed that the management associat-

ed with death has also changed its meaning (Howarth, 1996; Howarth, 1997). Indeed, the “good death” has traditionally been equated with a well-managed death, and a well-managed death has been understood as a death organized by the person dying before death itself (Kellehear, 2007).

Traditionally, a good death has been a process determined by those who are dying. A good death is not sudden and mostly refers to a death carefully prepared by people. It is a death that meets community expectations, aimed at making death as good and meaningful as possible for as many people as possible. A good death is determined by those who are dying. The priority is to prepare well for death in the way the community expects. This means considering the continuity and well-being of the family and other social networks important to the community, and doing something for this continuity and well-being (Kellehear, 2007, pp. 142-143). From the beginning of the 20th century, this situation has completely changed. As we have mentioned here, the displacement of death is one of the main reasons for this change. Thus, death in a hospital no longer occurs like a ceremony presided over by the relatives, friends, and acquaintances of the person who is about to die, where the rituals we have mentioned many times take place. Death has now transformed into a technical and scientific phenomenon, presented as a condition confirmed by doctors and hospital staff when treatment is no longer a cure. Death has become fragmented. It can be said that a series of small universes symbolize the fragmentation of death, where we often cannot determine whether it is the loss of consciousness or the cessation of breath. However, an important reality we can know is that the great dramatic impact of death has lost its effect in the modern era. While facing the fact that there was an emotional layer on death from the early Middle Ages, this emotional layer has gradually disappeared, and the initiative has passed from the person who is dying and their relatives to the doctor and hospital staff (Ariès, 2015, p. 81). Indifference to the dead and distancing from death, along with the rush to control and prevent death, were born under these conditions.

English sociologist Geoffrey Gorer (1955) was one of the first researchers to document his impressions of the approaching wild and forbidden death. Gorer shows how death became a taboo in the 20th century and, furthermore, how it replaced the taboo of sexuality.¹ The following quote from Gorer’s text is very striking: “Our great-grandmothers were told that babies were found under gooseberry bushes or cabbages; our children are likely to be told that those who have passed on (fie! on the gross Anglo-Saxon monosyllable) are changed into flowers, or lie at rest in lovely gardens” (p. 51). Where ceremony is hidden so much, not only children but adults must also lie to each other. Ariès (2015) conveys this as follows:

“The first duty of the family and the doctor was to conceal the seriousness of the situation from a patient doomed to die. The patient should never (except in exceptional circumstances) know that his end was near. The new custom required him to die unaware of his death. This is not just a habit that has naively entered traditions. It has become a moral rule” (p. 202).

Furthermore, the performance of death in a hospital also requires a similar role. Doctors and nurses extend and delay the moment of informing the family as much as possible, and they never want to inform the patient themselves. A fear has emerged of being drawn into a chain of emotional reactions that would cause them, as well as the patient and family, to lose control. Death was such a familiar figure in the past that moralism had to make it terrifyingly evil to create fear. However, modern society believes that even mentioning it leads to an emotional tension incompatible with the regularity of daily life. Health professionals are expected only to fight the disease of death, whether successful or not. For, as Helmut Thielicke said, the patient’s death is always “felt like a personal defeat. Doctors are like lawyers who have lost a case, so they are forced to act bravely up to the limit of their power. There is no doubt that they hide their faces and turn their backs.” What is important is that they fight. Any failure is seen as related to a method not being tried, a vaccine not being discovered, or a lack of equipment (Bauman, 1992, p. 189, quoting Thielicke).

For a very long time, modern medicine has considered it impossible in principle for any disease to remain unconquered. Although mortality looms before humanity as a terrible monster, it has been broken down into numerous stages that are treatable or potentially treatable. Death does not only appear at the end of life, as it did in traditional societies. It is there from the beginning, demanding constant vigilance, forbidding even a moment’s relaxation during the watch. Death watches us and waits to be watched while we work, eat, drink, and rest.

While it may be impossible to fully fight death itself, fighting the causes of dying becomes the meaning of life. There is always a need for reasoning calculated to prevent the threat of death (Bauman, 1992, p. 190). Since death has lost its previously predictable, knowable, and organizable nature, it is argued that new responses must be developed against it.

Establishing the Relationship Between Death and Risk

We have noted that with the rise of modernity, the relationship with death has undergone a fundamental transformation. Accordingly, death is no longer perceived as a distant end, inevitable when its time comes.

Understanding and concepts related to the nature of death emphasize its manageability (for example, preventable, postponable, etc.). The revolution experienced by medical science in the 20th century made it possible for the first time on a broad scale to treat many fatal diseases, extend lifespan, alleviate pain, and improve quality of life (Leys, 2010, p. 27). In the 19th century, doctors primarily faced acute or life-threatening and often contagious diseases and ailments. In the 20th century, it was determined that the vast majority of these diseases were eliminated and that various problems related to illness were more associated with changes in the population's lifestyle.

In the second half of the 20th century, most diseases began to manifest as "chronic ailments." The primary explanation for modern ailments became "stress," almost replacing the microbe of the 19th century. The concept of treatment was increasingly replaced by the concepts of rehabilitation, care, and lifestyle change (Turner, 2017, p. 17). Medical advancements, increased life expectancy, and the control of diseases have strengthened the belief that death can be overcome or at least postponed. However, this situation, instead of reducing individuals' and societies' anxieties about death, has led to a constant state of vigilance and a search for control against the risk of death.

Aronowitz describes this process as follows: "It demonstrates a series of changes and historical transformations in our 20th-century medical practices and the way we experience diseases. However, we have witnessed the process of health deterioration becoming an experience marked by fear, uncertainty, and lack of control, where risk dominates; whereas previously, pain, loss of function, and other symptoms were more significant. Alongside this change, our public health practices, medical interventions, and consumer products aimed at reducing and controlling risk have increasingly grown, rather than interventions that treat symptoms and cure disease" (Aronowitz, 2015, p. 10). In short, while individuals are held responsible for reducing the risk of death by making healthy lifestyle choices, societies have also tried to control the risk of death by improving health systems and implementing safety measures, for example, by creating policies that promote health.

This new relationship between death and risk fundamentally reshapes the existential stance of modern humans, while also necessitating a re-evaluation of our thoughts and experiences regarding death. In the 20th century, the struggle against diseases, particularly serious and fatal ones that can be characterized as "the disease of death," was dramatically shaped by the impact of scientific and technological advancements. Specifically, the discovery of antibiotics and the completion of the discovery

of almost all basic medicines by the 1980s, the increase in vaccine discoveries and the achievement of herd immunity, surgical advancements, technology, etc., solidified a great deal of medical knowledge such as controlling fatal diseases, significantly reducing the prevalence of infectious diseases, and increasing life expectancy. This situation profoundly affected both medical approaches and societal perception. Within the disease narratives of the 20th century, it would not be wrong to say that there was a disease inflation, precisely in contrast to these developments. However, paradoxically, the advances in medicine that led to a decrease in disease and death rates also necessitated the development of new risks and new interventions to address these risks.

Sociologists have long observed that Western societies are increasingly transforming into “risk societies.” However, there is very little recent discussion about risk distribution policies. For example, as is the subject of this study, how do women perceive these types of risks we are discussing? To reflect on this, it would be meaningful to focus on how medicine produces knowledge about women and their bodies. According to Dr. Kate Young, a public health researcher at Monash University in Australia: “For most of known history, women have been excluded from knowledge production in medicine and science, so the current health system – like many other things in society – was established by men for men.” According to Young, historically, “men have produced the medicine about women and their bodies. There is quite a bit of research that shows how knowledge was shaped to support the discourse of hysteria and the discourse that women are essentially fertile bodies. One of the most important examples concerns the first drawings of skeletons: male anatomy illustrators persistently draw women’s hips wider than they are and their skulls smaller.” As Young also points out: “Medicine sees female and male bodies differently, but never equally. When we examine medical texts, we see that throughout history, the male body has been constructed as superior to the female and as the basic template against which all bodies are compared.” All aspects of the female body that differ from men or do not have a counterpart in men (as in the case of the uterus) are evaluated as deviations from the norm or as “errors.” Because women can give birth, medical discourse has created a duality that identifies women with the ‘body’ and men with the ‘mind,’ which has been a duality that both reinforces and is reinforced by the public-private divide. In addition to restricting women’s participation in public life, such ways of thinking have provided an easy explanation for women’s diseases and ailments in medicine (Jackson, 2020). How women perceive both the risk of illness and death, and how they turn this into anxiety, will gain meaning if it is questioned from the

construction of knowledge and various medical discourses to the process of their circulation.

Various studies have found that women have a higher perception of risk and anxiety compared to men, while women seem to suffer not from death itself, but from the dying process and concerns about not being able to leave sufficient arrangements for their families after they are gone (Kastenbaum, 2007). In this context, their ways of perceiving risk are characterized as more emotional and sensitive. Similarly, in various disease studies, the risk of death stemming from illness is seen to be perceived in relation to those left behind, and especially elements such as children who are thought to directly need care work from the mother. A study conducted with organ transplant patients shows that some female patients waiting for a transplant experience anxiety and fears based on gender roles (For the study, see Sanal, 2013). Such gender-based role definitions emphasize the importance of understanding women's risk and anxiety related to death not only at an individual level but also within a social and cultural context.

Modernity and Women in the Face of Death Risk

Campaigns that trigger various emotional responses in women, such as fear of any disease, have been increasingly common in the last century. If these campaigns, especially those with a scientific veneer, spread among the public, their level of impact increases accordingly. Often, in campaigns involving, financed, and supported by the health and beauty industry, the basic strategy is therefore to spread fear reinforced by slogan-like expressions. Especially in Western countries, women frequently hear that they are in danger if they do not get screening tests. Sayings like "Don't leave it to chance, get tested" create a tendency to code women as vulnerable and potential victims in niche diseases like breast cancer. It can also create various stigmas. In an old advertisement from the American Cancer Society, after it was claimed that women who avoided screening tests were "crazy," it is seen that women were strangely encouraged to get mammograms with an ironic expression like, "If a woman doesn't have a mammogram, she needs more than just a breast exam" (Welch et al., 2012, p. 80). It can be argued that this creates a shared sense of fear about the future, a feeling of being in uncertainty, and the pressure they feel about self-monitoring among women.

For a very long time, the understanding of social medicine has focused on revealing the impact of the health industry on prescription inflation and the social, medical, and economic consequences it produces. The traces of "feminized overdiagnosis" are found within a very broad net-

work extending from women's social vulnerability to their biological vulnerability. Not only in certain types of cancer, but also in some chronic diseases (e.g., thyroid), fears and anxieties related to the disease can be pumped up without almost any mention of the situations arising from the social inequalities that women are in, and without questioning the impact of healthy nutrition and environmental conditions.

The impact of the media on women's health experiences is significant, with daytime television programs practically transforming into medical dramas. These types of medical dramas consistently manage to draw large audiences in the 18-49 age range to their screens. These programs, which offer viewers a heavy dose of drama, don't stop there but also convey critical messages about health and illness (Henderson, 2010, pp. 198-199). A boon for advertisers, these programs create a universe where miraculous drugs and amazing cures can be ordered with a single click. Almost all of them share a common message: "If you want to get better, you absolutely must take it!", "Don't miss out!", "Don't delay!" ... All this rush is sometimes built on individuals' "pure experiences". It is possible to find many examples, especially on social media channels, where the line between fiction and reality is blurred.

Additionally, some "feminine marketing" processes built around the theme of aging and presented in relation to lifestyle choices can create shared emotional data points among women. For example, in various marketing strategies, it is seen that various expectations and demands are established, similar to a serialized story, with phrases like "You'll see the effect with regular use". In such situations, narratives that stand at the very center of crises like illness, aging, and death can reproduce a gender-based distinction.

Conclusion

This study endeavors to explore the complex and evolving relationship that modernity has established with death, with a particular focus on women. After outlining the contours of modern (wild) death, which has disrupted traditional attitudes towards death, the role and knowledge-generating potential of techno-scientific advancements in this process are emphasized. The issue of how unwanted/rejected death manifests as a fear and anxiety within the women's world is addressed. In conclusion, it must be stated that modernity's relationship with death emerges as a multifaceted phenomenon that profoundly affects women's lives. The discourse of dangerous diseases that touch upon women's death experiences, the confusing discourses related to the female body and the perception of beauty, suggest how women's death experiences are shaped in dif-

ferent contexts. The intersection of these experiences with societal gender, as well as other factors like class and ethnicity, also necessitates in-depth examination. This study can be seen as a step in this direction.

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Chapter 5

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**GEOPOLITICAL RISKS IN THE MIDDLE EAST:
ECONOMIC CONSEQUENCES OF ISRAEL'S
REGIONAL POLICIES ON GLOBAL VALUE
CHAINS**

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1. Introduction

The dynamics behind geopolitical risks are diverse. Some of these risks are highly resistant to resolution due to their historical history spanning decades and perhaps hundreds of years. When evaluated geographically, one of the areas in the world where geopolitical risks are concentrated is the Middle East. The region, which entered a period of political reshaping between the two world wars, took on a structure pregnant with constant tension, with the position of the State of Israel among many states of Arab origin in the region (Fawcett, 2017, 2023; Gregory. F. Gause, 2009; Kamrava, 2013).

In addition to the problems of the Middle East, which has a very old historical past, the risks posed by the foreign policy and international strategy of Israel in the region are frequently discussed in current political discussions. In addition to the possibility that the tensions caused by Israel's struggle with Iran will create a domination effect in the Middle East, Israel's conflicts with Hezbollah in Lebanon and Hamas in Gaza cause geopolitical risks to increase further (Internacional Crisis Group, 2023). This expansion increases the possibility of other regional actors becoming involved in conflicts (Global Conflict Tracker, 2024; UNCTAD, 2024). Apart from these developments, which are mostly the subject of political strategies, a question that needs to be answered is how the risks created by the tensions in which Israel is somehow involved have left or will leave their mark on both the regional economy and the world economy.

In addition to the natural risks posed by the strategies it adopts in foreign policy, Israel will have economic consequences in the medium and long term with its military strategies and operations. Although it is difficult to predict these results, it is possible to say that it is difficult to be optimistic about these results. On the other hand, the areas where these negative effects can be monitored in the short term are energy markets and regional/global supply chains (UNCTAD, 2023c). In particular, possible Israeli attacks on Iran's oil infrastructure may cause oil prices to rise sharply. This could lead to major fluctuations in global energy markets and increase economic pressures, especially for energy importing countries (Rajendran & Young, 2024). In addition, disruptions in critical trade routes such as the Suez Canal and the Red Sea may disrupt global trade. This may create serious pressures on both the regional and global economy (WEF, 2023).

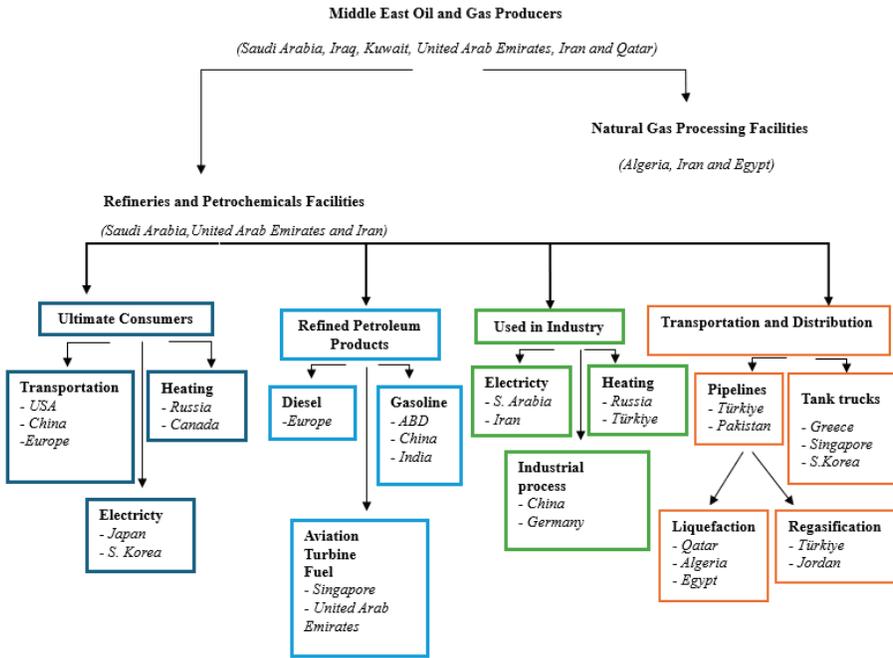
Unfortunately, the negative effects of geopolitical risks created by Israel may not be limited to energy prices and supply chains. First of all, Israel's military actions can lead to high volatility in financial markets

(Altemur et al., 2024; Fernandez, 2014). Investors, especially those who tend to avoid risk, may turn to safe haven assets and cause fluctuations in the markets. Subsequently, rising energy prices and supply chain disruptions could re-trigger global inflationary pressures (Altemur et al., 2024; International Monetary Fund, 2024b). This may require central banks to tighten monetary policies, which may put pressure on the world economy, which is in the recovery process after the Covid-19 Pandemic, and on the individual growth performances of countries. Additionally, the expansion of Israel's military operations may also tighten credit conditions (Bank For International Settlements, 2023; International Monetary Fund, 2024a). In particular, increases in energy prices and market fluctuations may increase credit costs and make borrowing conditions difficult (Balcilar et al., 2018; International Monetary Fund, 2023b). In the next step, when investors tend to diversify and protect their portfolios against such geopolitical risks, it will be inevitable for the demand for safe haven assets such as gold, US dollar and government bonds to increase (International Monetary Fund, 2023a; World Bank Group, 2024)

1.1. Background

The Middle East is one of the important crossroads of the world economy in terms of global value chains and production chains. The region is located in a position where value chains related to energy, petrochemicals, textiles, food and agricultural products are connected to each other for the world economy. In order to understand this position, it will be sufficient to examine some value chains related to the region. The diagram below shows the major oil and gas producers in the Middle East and other countries involved at each stage of the supply chain. The countries mentioned in the diagram were selected according to their roles and importance in the global energy market. Therefore, this list does not show many countries within the value chain and production networks. It is easy to think that a huge production network will emerge if countries not shown in the diagram are included.

Diagram.1 Middle East Oil and Gas Producers



Source:(BP, 2022; IEA, 2024; IEO, 2023; OPEC, 2023a)

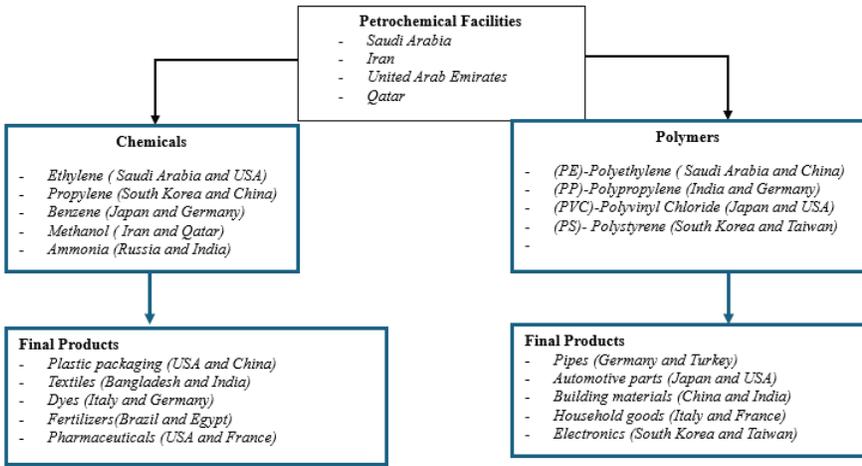
Diagram-1 highlights the Middle East’s central role in the global oil and gas supply chain. Countries such as Saudi Arabia, Iraq, Kuwait, United Arab Emirates, Iran and Qatar are among the world’s largest oil and natural gas producers. These countries extract crude oil and natural gas and send them to refineries, petrochemical plants and natural gas processing facilities. Refineries and petrochemical plants process crude oil and turn it into products such as gasoline, diesel and jet fuel. These facilities are located in countries such as Saudi Arabia, the United Arab Emirates and Iran. Natural gas processing facilities are located in countries such as Qatar, Iran, Algeria and Egypt and liquefy natural gas or make it ready for transportation through pipelines.

Refined petroleum products and processed natural gas are distributed around the world via tankers and pipelines. While countries such as Greece, Singapore and South Korea play an important role in oil transportation; Türkiye and Pakistan are in a strategic position in oil and natural gas transportation through pipelines. Ultimately, refined petroleum products reach major consuming markets such as the United States, China, India and Europe. Natural gas is sent to countries such as Saudi Arabia, Iran,

Russia, Turkey, China and Germany to be used in electricity generation, heating and industrial processes.

In the final stage, oil and natural gas products reach final consumers for transportation, heating and electricity generation purposes. Countries such as the USA, China, Europe, Russia, Canada, Japan and South Korea are among the world's largest energy consumers. This diagram illustrates the Middle East's vital role in the global energy market and the complex path oil and natural gas follow from production to final consumption. In addition, the rich hydrocarbon resources in the region have enabled the development of the petrochemical industry. Countries such as Saudi Arabia and the UAE are important actors in the production and export of petrochemical products. These products are used in many sectors such as plastics, fertilizers and synthetic fibers. The petrochemical value chain and the importance of Middle-Eastern countries in this chain can be easily understood with the help of the diagram-2.

Diagram-2 includes the major oil producers in the Middle East as well as other key countries at each stage of the petrochemical value chain. The countries were selected based on their role and importance in the global petrochemical industry. Oil producers in the Middle East (Saudi Arabia, Iran, UAE) provide the crude oil. Crude oil is processed in petrochemical plants (Saudi Arabia, Iran, UAE). Petrochemical plants produce essential chemicals such as ethylene, propylene and benzene. These chemicals are converted into polymers such as polyethylene, polypropylene and PVC. The resulting polymers are used in the production of final products in various sectors such as plastic packaging, textile, automotive and construction. These examples highlight the complexity of the petrochemical value chain on a global scale and the critical role of the Middle East in this chain. However, the countries listed are just examples and there are many other countries involved in the value chain.

Diagram.2 Middle East Petrochemical Facilities

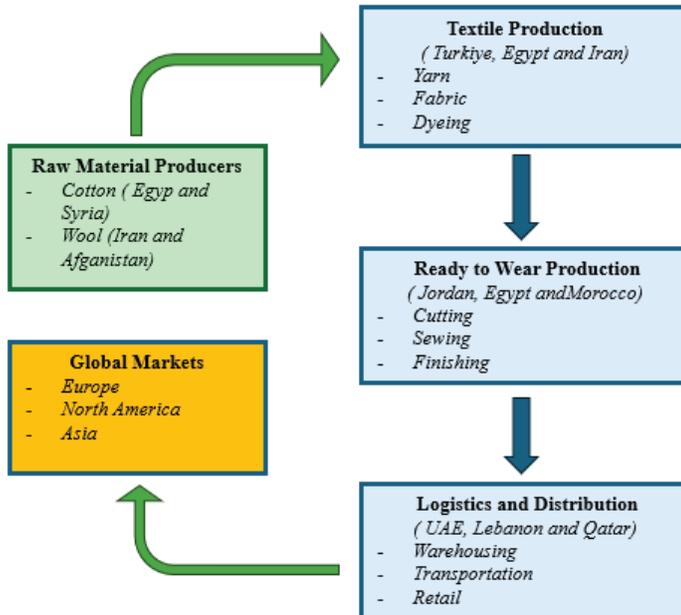
Source:(BP, 2024; International Energy Agency, 2024)

In addition to the oil and petrochemical value chains, the Middle East also plays an important role for the global fashion industry in the textile and apparel value chain. The region's role in the value chain can be divided into several basic stages. These stages are visualized in the diagram-3, based on the prominent countries in the sector. The first stage involves the production of raw materials. While Egypt and Syria stand out in cotton production, Iran and Afghanistan are known for wool production (Nordås, 2004). These raw materials form the basis of the textile industry in the Middle East. The next stage is textile production. At this stage, raw materials are turned into yarn and fabric and go through dyeing processes. Countries such as Türkiye, Egypt and Iran have developed textile production industries(Kanat, 2019). Turkey, in particular, has become an important player in the global textile market thanks to its advanced technology and qualified workforce (Tokatli, 2007).

After textile production, the materials pass to the ready-made clothing production stage. This stage involves cutting, sewing and finishing the garments. Countries such as Jordan, Egypt and Morocco have significant garment manufacturing industries (International Finance Corporation, 2023; Lopez-Acevedo & Robertson, 2012). These countries have benefited from their strategic locations, low labor costs and trade agreements with major markets such as the European Union (Berkum, 2012; Ghesquière, 2001). Once the clothes are produced, they move on to the logistics

and distribution phase. The United Arab Emirates (UAE), Lebanon, and Qatar serve as important regional hubs for warehousing, transportation, and retail (Rao et al., 2021a). With its developed infrastructure and business-friendly policies, the UAE has become a major distribution center for the fashion industry in the Middle East (Friedmann & Mills, 2021). Finally, apparel products from the Middle East are exported to global markets, including Europe, North America and Asia. The region's proximity to Europe and its trade agreements with the EU have made it an attractive supply center for European fashion brands (Kheir-El-Din et al., 2008; Senarova, 2006). Therefore, the textile and apparel value chain in the Middle East is a complex and interconnected network involving multiple countries and stages. The region's rich raw material resources, advanced manufacturing industries, strategic location and access to global markets have made it a major player in the global fashion industry. Thus, geopolitical risks caused by Israel may threaten the reliability and continuity of the textile value chain by damaging political stability in the region, triggering conflicts and escalating tensions.

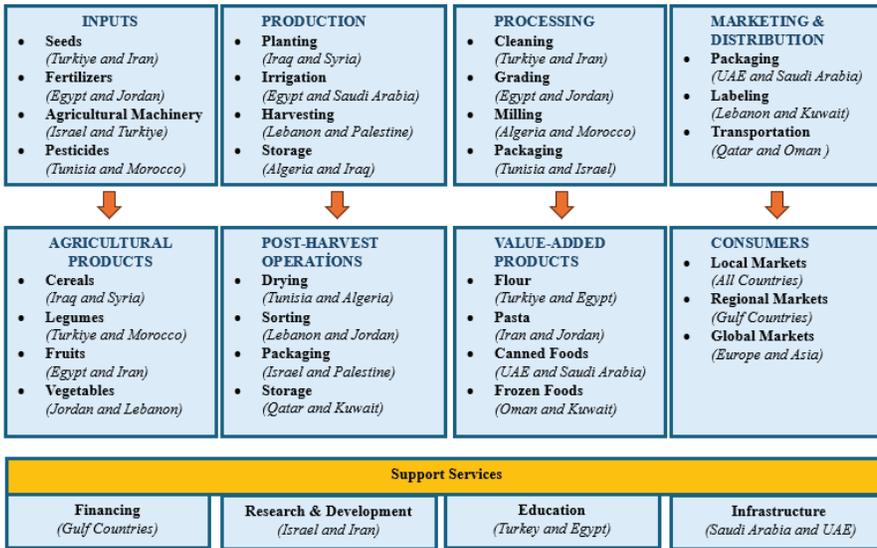
Diagram.3 *Integration of Middle East to Global Fashion Industry*



Source: (Acharya & Daly, 2009; International Finance Cooperation, 2023; Kanat, 2019; Rao et al., 2021b)

Another value chain that covers the Middle East and is more complex and sensitive compared to the textile and clothing value chain is the food and agricultural products value chain. The diagram below has been prepared to facilitate understanding of the value chain of food and agricultural products. The agricultural products section shows the main product groups (cereals, legumes, fruits, vegetables) produced in the value chain and the countries that stand out in the production of these products. The post-harvest processes section indicates the processes that agricultural products undergo after harvest (drying, sorting, packaging, storage) and the countries that specialize in these processes. The value-added products section shows processed agricultural products (flour, pasta, canned goods, frozen foods) and the countries that stand out in the production of these products. The consumers section highlights the target markets (local, regional, global) for food and agricultural products produced in the Middle East. Finally, the support services section shows the basic services that support the value chain (research and development, financing, education, infrastructure) and the countries that stand out in these services.

Diagram.4 *Food and Agricultural Products Value Chain of Middle East*



Source: (FAO, 2023, 2024; UNCTAD, 2023d; World Bank, 2023)

It is possible to summarize the Middle East’s role in the food and agricultural products value chain as follows:

- In the first stage, grains such as wheat and barley; It grows a variety of agricultural products, including legumes such as lentils and chickpeas, and fruits such as dates, grapes and pomegranates.
- In the second stage, the harvested products are transformed into value-added products such as flour, pasta, canned goods and dried fruits in countries such as Turkey, Iran and Egypt.
- In the third stage, processed food products are stored, transported and retailed in countries such as the United Arab Emirates (UAE), Saudi Arabia and Qatar.
- In the final stage, food products produced and processed in the Middle East are exported to global markets, including Europe, North America, Asia and Africa.

This simple diagram highlights the Middle East's important role in the process from agricultural production to the global distribution of processed food products. The region makes significant contributions to the global food and agriculture industry with its fertile soil, suitable climatic conditions and strategic location.

Another area exposed to the negative consequences of geopolitical risks is the Middle East Aviation and Logistics Value Chain. It is enough to look at the diagram below to understand the scope of this chain. Examining the Middle East's role in the global aviation and logistics value chain, this diagram shows four key components that highlight the region's importance in the sector: infrastructure, operations, services and markets. The infrastructure component includes physical infrastructure elements such as airports, cargo terminals and free trade zones. Countries such as the UAE, Qatar, Turkey and Saudi Arabia stand out in this field with their modern airports and logistics centers (Deloitte, 2024; Hvidt, 2013; OAG, 2024). The operations component highlights the success of regional airlines such as Emirates, Qatar Airways and Turkish Airlines in transporting passengers and cargo. These companies play an important role in the global aviation industry with their extensive flight networks and modern fleets (CAPA, 2019; Narayanan, 2024a, 2024b). The services component includes aviation and logistics services such as ground handling, maintenance-repair, training and consultancy. Companies such as Dnata, Turkish Cargo and Turkish Technic specialize in these areas in the region (The Emirates Group, 2020; Turkish Airlines, 2021). The markets component represents the target markets of the aviation and logistics industry. Regional and global passengers, cargo customers in e-commerce, retail and pharmaceutical industries, military and government agencies, and emergency and humanitarian operations are important market

segments for aviation and logistics companies in the Middle East (PWC, 2020; World Bank, 2019).

Diagram.5 Middle East Aviation and Logistics Value Chain



Source: (CAPA, 2019; IATA, 2024; Oxford Analytica, 2020; PwC, 2025)

The diagram also shows that factors such as supporting industries, strategic partnerships, government support and global connections also contribute to the Middle East's strong position in the aviation and logistics value chain. Companies in the region benefit from supporting industries such as fuel supply, aircraft production and maintenance, information technologies and insurance. Strategic partnerships are established through airline alliances, codeshare agreements, and joint ventures (Doganis, 2009). Governments support the sector through infrastructure investments, regulatory framework and incentives (Oxford Analytica, 2020). Finally, international hubs such as Dubai, Doha and Istanbul and strong global logistics networks increase the global connectivity of the region (Altman & Bastian, 2020).

Finally, examining the Middle East's role in the global automotive supply chain, the diagram below shows that it has five main components: raw materials, components, assembly, markets and supporting activities, highlighting the region's importance in the industry. Turkey and Iran's steel production, UAE and Bahrain's aluminum production, Saudi Arabia and Egypt's plastic production, Turkey and Iran's rubber production and

basic raw materials used in the automotive industry are produced within the region (Mordor Intelligence, 2021; Peter et al., 2018).

Diagram.5 Middle East's Role In The Global Automotive Supply Chain



Source:*(Deloitte, 2020; Fitch Solutions Company, 2021; Mordor Intelligence, 2021; OICA, 2020)*

Again, Turkey and Iran produce chassis and body and powertrain parts, as well as engine parts, and Israel and Turkey produce electronic systems and suspension parts (Export.gov., 2019; Mark Ntel Advisors, 2023). While assembly activities are concentrated in passenger vehicles in Turkey, Iran and Egypt, Turkey and Iran come to the fore in commercial vehicles, and Turkey and Egypt come to the fore in buses (Fitch Solutions, 2021; OICA, 2020). Vehicles produced in the Middle East are supplied to local markets throughout the region, regional markets in the Gulf countries and North Africa, and global markets in Europe, Asia and Africa (Euromonitor International, 2020). Stages such as R&D and design (Turkey and Israel), logistics and distribution (entire region), after-sales services (Turkey, Iran, UAE, Saudi Arabia) and sustainability (Turkey, Israel, UAE) that support the automotive supply chain are also within the region. is taking place (Deloitte, 2020; PwC, 2019). In conclusion, this diagram clearly demonstrates the important role of the Middle East in the global automotive supply chain in terms of raw materials, components,

assembly, markets and supporting activities. While the region is becoming an increasingly important player in the automotive industry with its strategic location, rich resources, developing production capacity and state support, Israel's regional foreign policy has the possibility of damaging this value chain by increasing geopolitical risks.

1.2. Israel, Regional Security Risks and Economic Consequences

Israel's foreign policy and international strategy in the Middle East are frequently debated due to the increasing tension and conflict risks in the region. The possibility of tensions between Israel and Iran creating a dominance effect in the Middle East, as well as Israel's conflicts with Hezbollah in Lebanon and Hamas in Gaza, further increase geopolitical risks (Human Right Watch, 2023). This expansion increases the likelihood of other regional actors becoming involved in conflicts (Global Conflict Tracker, 2024; UNCTAD, 2023d).

The military strategies and operations adopted by Israel will have economic consequences in the medium and long term. Although these consequences are difficult to predict, it is difficult to take an optimistic view. The areas where these negative effects can be monitored in the short term are energy markets and regional/global supply chains (UNCTAD, 2023d). In particular, possible Israeli attacks on Iran's oil infrastructure could cause a sharp increase in oil prices. This situation may lead to large fluctuations in global energy markets and increase economic pressures, especially on energy importing countries (Ruiz Estrada et al., 2020).

Additionally, disruptions to critical trade routes such as the Suez Canal and the Red Sea could disrupt global trade. This situation can create serious pressures on the regional and global economy (UNCTAD, 2023a). Unfortunately, the negative effects of geopolitical risks created by Israel may not be limited to energy prices and supply chains. First, Israeli military actions could lead to high volatility in financial markets (Altemur et al., 2024; Fernandez, 2007). Investors, especially those who avoid taking risks, may turn to safe haven assets and cause fluctuations in the markets. Subsequently, rising energy prices and supply chain disruptions could re-trigger global inflationary pressures (International Monetary Fund, 2024c; OPEC, 2023b). This situation may require central banks to tighten monetary policies and put pressure on the world economy and the individual growth performances of countries in the recovery process after the Covid-19 Pandemic.

In addition, the expansion of Israel's military operations may also tighten credit conditions (BIS, 2023; OPEC, 2023b). In particular, rising energy prices and market fluctuations may increase credit costs and make

borrowing conditions difficult (Balcilar et al., 2018; Mensi et al., 2021; World Gold Council, 2023). In the next step, if investors tend to diversify and protect their portfolios against such geopolitical risks, it will be inevitable for the demand for safe haven assets such as gold, US dollar and government bonds to increase (CFA Institute, 2023; UNPRI, 2023; World Bank Group, 2023).

In order to better understand the economic effects of the increasing geopolitical risks originating from Israel in the Middle East region, it would be useful to examine how previous studies have addressed this issue. By revealing the extent of the risks and their possible consequences, the literature review will provide a broader perspective on the research topic and ensure that further analyzes are based on a solid foundation. In this context, in the next section, past studies will be examined in detail and a basis will be created to determine the position of this research in the literature.

2. Previous Research

The economic impacts of increasing geopolitical risks in the Middle East are a topic that has been extensively addressed in the academic literature. Due to the region's geostrategic location, energy reserves and ethnic-religious diversity, geopolitical risks are intensely experienced and the economic reflections of these risks are examined multidimensionally.

In terms of reflections on financial markets Yoganandham G, (2023), Altemur et al., (2024), Eissa et al., (2024) and Chau et al., (2014) found that Israel's operations against Palestine and conflicts with Hamas caused volatility in the region's stock markets. Similarly, Ahmed & Huo, (2021) ve Love & Turk Ariss, (2014) showed that civil unrest and the Arab Spring in the Gulf countries negatively affected the stock markets.

In studies on energy markets, commonly have predicted that Israel's attacks on Iran will increase global oil prices Ruiz Estrada et al., (2020) and U.S. Energy Information Administration, (2019) emphasized that Iran's nuclear program, US-Iran tension and Yemen civil war disrupted energy supply and increased prices. Aloui et al., (2018) also warned that geopolitical risks could trigger inflation. In the context of impacts to supply chains, its generally accepted that Israeli and Houthi activities could disrupt critical trade routes and energy/logistics chains. U.S. Energy Information Administration, (2019) and UNCTAD, (2023) pointed out that disturbances in the Red Sea and Persian Gulf could harm maritime transport.

In terms of implications for economic growth, many reports have indicated that political instabilities in the MENA region negatively affect growth. (Arezki et al., 2020) also stated that the Gulf Crisis imposed serious costs on the regional economies. From the perspective of investor behavior, IMF, (2023a) have indicated that the demand for safe haven assets will rise against increasing geopolitical risks. Regarding credit markets, geopolitical risks may tighten credit conditions and increase borrowing costs.

On the other hand, there are also studies examining the reflections of geopolitical risks in the Middle East on areas such as foreign direct investments, tourism, employment and migration (IMF, 2023b). In addition, analyzes have been made that decreasing economic activities may trigger poverty and inequality in the region (Baur & Lucey, 2010).

In general, academic literature shows that geopolitical risks in the Middle East deeply affect economic, social and political spheres. However, in the case of Israel, there is a need for studies that analyze in detail the specific effects of its increasing activities on regional and global economies with current data. This research aims to fill this gap by addressing the risks posed by Israel from a holistic perspective.

3. Data and Methodology

The table below includes economic and trade indicators, their definitions and sources in the dataset covering 44 countries between 1995-2022. Of the variables in the table, DVA is an indicator used to measure countries' value-added production capacity in global trade and is taken from the OECD's "Trade in Value Added (TiVA)" 2023 edition. RD shows the ratio of R&D expenditures to GDP. It reflects the level of innovation and technological development and is provided by the World Bank. EXPE-DU shows the ratio of education expenditures to GDP. It is an important indicator in evaluating the investments made by countries in education and is taken from the UNESCO Institute for Statistics. FDI shows direct foreign investment inflows and is used to measure the capacity of countries to attract global investment. GWT shows the GDP growth rate and reflects the economic growth performance of countries. REXC shows the real effective exchange rate based on 2010 and is used to analyze the competitiveness of countries in exchange rates. Reflecting the labor force participation rate, Lforce represents the level of labor force participation of the working-age population and is derived from World Bank data. The LSI is provided by UNCTAD and shows the level of integration of countries in global maritime trade.

Abbreviation	Definition	Source
DVA	Domestic value added in foreign final demand	Trade in Value Added (TiVA) 2023 edition: Principal Indicators (OECD)
RD	Research and development expenditure (% of GDP)	World Bank
EXPEDU	Government expenditure on education, total (% of GDP)	UNESCO Institute for Statistic
FDI	Foreign direct investment: Inward flows	World Bank
GWT	GDP growth (annual %)	World Bank
REXC	Real effective exchange rate index (2010 = 100)	World Bank
Lforce	Labor force participation rate, total (% of total population ages 15+) (national estimate)	World Bank
LSI	Liner shipping connectivity index	UNCTAD

To test the effects of geopolitical risk originating from Israil on supply chains, its used various estimaiton models in this study. Besides the standard fixed effect estimator, the approaches used in this study are the Instrumental Variable approach (IV), Spatial Panel Data analysis and the System GMM approach for robustness testing. The Instrumental Variable approach is a powerful tool for addressing the endogeneity issue in panel data analysis. Also, the approach aims to obtain consistent and unbiased estimates in cases where there is a correlation between the explanatory variables and the error term.

This study conducts an empirical analysis of the factors affecting the level of geopolitical risk using a balanced panel data set for the period 1995-2022. The Geopolitical Risk Index (GPR), which is widely used in the literature for measuring geopolitical risk (Caldara & Iacoviello, 2022), constitutes the dependent variable of our study. The GPR index is a comprehensive index based on a systematic review of 11 leading national and international newspapers and measures the risks created by geopolitical events.

Our econometric analysis examines the effects of participation in the global value chain (Participation), R&D intensity (RD), education expenditures (EXPEDU), tariff rates (TRFF1), economic growth (GWT), exchange rate (EXC), institutional quality (GOV), labor market dynamics

(LFORCE), and foreign direct investment (FDI) on geopolitical risk. The selection of this set of variables is based on theoretical and empirical studies in the geopolitical risk literature.

The gravity model is widely used across economics and political science for analyzing trade flows and lends itself well to testing our core hypotheses. Not only has the gravity model produced consistent empirical results across decades of economic research on interstate trade,⁴ but it is also consistent with more recent advances of theories of international trade (Anderson, 2010, 2011).

4. Estimation Results

As anticipated, the rise in global geopolitical risks has a detrimental effect on domestic value added, as seen in Table.x. Investors and firms can be influenced by geopolitical uncertainties to slow economic activity. This is particularly problematic. The domestic value added is lowered due to GPR increases in Model 3. The conclusion is in line with the notion that geopolitical instability has a detrimental impact on global trade, investment, and production choices.

However, the purpose of the *israel_risk* variable is to quantify the domestic value added caused by specific geopolitical risks in Israel. Based on Model 4, domestic value added (significant at 5%) is significantly lower in Israel due to the increase of geopolitical risks. According to this study, Israel's economic performance can be significantly influenced by its geopolitical position and regional conflicts. The impact of the Israeli economy and its role in global value chains can be influenced by the status of Israel's relations with its neighbors, the ongoing Israeli-Palestinian conflict, and regional instabilities.

In all models, the *LSI* variable is positively correlated with statistical significance according to the estimation results. The discovery indicates that the advancement of maritime transportation results in a higher domestic value added for foreign final demand. Every model has a significant positive coefficient for the variable "Inward flows (FDI)" that is associated with foreign direct investment. Foreign direct investment inflows are believed to have a positive impact on domestic value added.

Nevertheless, in all models the variable *EXPEDU* (Government expenditure on education) is negative and shows an overall positive impact. The decrease in domestic value added for foreign final demand is a consequence of the rise in public expenditure on education. In all models, both the variables *REXC* and *RD* have positive coefficients. The rise in the real effective exchange rate may lead to higher prices for domestic

goods for foreign buyers, but it can also result in an increase in domestic value added through increased exports. The creation of value added can be achieved through increased R&D spending, which can promote innovation and efficiency.

Table.1: Baseline Regressions

	Model_1	Model_2	Model_3	Model_4
LSI	0.001*** (0.0001)	0.001*** (0.0001)	0.001*** (0.0001)	0.001*** (0.0001)
EXPEDU	-0.024*** (0.005)	-0.014*** (0.005)	-0.015*** (0.005)	-0.015*** (0.005)
LForce	0.002 (0.001)	0.001 (0.001)	0.001 (0.001)	0.001 (0.001)
log10fdi		0.025*** (0.006)	0.025*** (0.006)	0.025*** (0.006)
GWT		0.002* (0.001)	0.002 (0.001)	0.002 (0.001)
REXC		0.002*** (0.0003)	0.002*** (0.0003)	0.002*** (0.0003)
RD		0.029*** (0.009)	0.029*** (0.009)	0.030*** (0.009)
GPR			-0.009* (0.013)	
israel_risk				-0.234** (0.102)
Constant	4.812*** (0.094)	4.625*** (0.090)	4.629*** (0.090)	4.660*** (0.090)
Fixed effects				
N	533	383	383	383
r2_o	0.414	0.539	0.530	0.561

Standard errors in parentheses

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

The previous fixed effects table measures the impact of geopolitical risks in the present era using the “GPR” and “israel_risk” variables, while the lagged model evaluates their laggy effects. The effects of “GPR” are significant when the level is 10%, and they are important when it is significant if the variable in question is “israel_risk “. “L.GPR” is a variable that

remains significant at the 10% level in the lagged model, while it becomes significant when used at only 1%.

According to the lagged model, domestic value added is more impacted by global geopolitical risks than the specific negative effects that exist in Israel. This finding indicates that the economic performance of Israel may be affected in the long run by its geopolitical position and regional tensions. However, the L.LSI is positive and statistically significant in all models. This outcome implies that heightened connectivity in seaborne transportation results in higher domestic value added over the next period. In all models, however, notice that the coefficients for foreign direct investments are positive and significant for the lagged value (L.log10fdi). Why? Following one year, the positive impact of foreign direct investments on domestic value added is demonstrated by this outcome. All models have a negative lagged value of education expenditures (L.EXPEDU), which is statistically significant. Public expenditure on education is shown to have a negative impact on domestic value added after ten years. The outcome can be construed as the impact of education expenditures on economic output may be delayed or interdependent with other factors. There are also significant and positive coefficients on the lag values of real effective exchange rate (L.REXC), for lagged values, and on R&D expenditure (L.RD). After a period, the domestic value added is positively correlated with exchange rates and investments in R&D.

Table 2. Lagged Independent Variables

	Model_1	Model_2	Model_3	Model_4
L.LSI	0.001*** (0.0001)	0.001*** (0.0001)	0.001*** (0.0001)	0.001*** (0.0001)
L.EXPEDU	-0.021*** (0.006)	-0.013** (0.006)	-0.014** (0.006)	-0.014** (0.006)
L.LForce	0.002 (0.002)	0.002 (0.002)	0.002 (0.002)	0.002 (0.002)
L.FDI		0.023*** (0.006)	0.023*** (0.007)	0.023*** (0.007)
L.GWT		0.003** (0.001)	0.003** (0.001)	0.003** (0.001)
L.REXC		0.002*** (0.0003)	0.002*** (0.0003)	0.002*** (0.0003)
L.RD		0.034*** (0.012)	0.035*** (0.012)	0.036*** (0.012)
L.GPR			-0.027* (0.015)	

L.israel_risk				-0.315*** (0.109)
Constant	4.939*** (0.102)	4.688*** (0.104)	4.700*** (0.104)	4.747*** (0.104)
Fixed effects with lagged				
N	497	362	362	362
r2_o	0.417	0.533	0.502	0.551

Standard errors in parentheses

** p < 0.10, ** p < 0.05, *** p < 0.01*

Table 3. Addressing Endogeneity: System GMM

	Model_1	Model_2	Model_3	Model_4
L.Katılım	0.667*** (0.017)	0.913*** (0.013)	0.918*** (0.014)	0.777*** (0.016)
LSI	0.001*** (0.0001)	0.0001*** (0.00002)	0.0001** (0.00002)	0.00003 (0.0001)
EXPEDU	0.069*** (0.008)	0.003 (0.003)	0.001 (0.003)	-0.009 (0.007)
LForce	0.019*** (0.001)	0.002** (0.001)	0.002** (0.001)	0.008*** (0.001)
log10fdi		0.035*** (0.005)	0.035*** (0.006)	0.090*** (0.008)
GWT		0.008*** (0.0005)	0.008*** (0.0005)	0.007*** (0.0005)
REXC		0.002*** (0.0002)	0.001*** (0.0002)	0.003*** (0.0004)
RD		0.001 (0.003)	0.001 (0.004)	0.046*** (0.014)
GPR			-0.003** (0.003)	
israel_risk				-1.439** (0.706)
GMM Results				
N	533	383	383	383
r2_o				

Standard errors in parentheses

** p < 0.10, ** p < 0.05, *** p < 0.01*

Estimated results indicate that the dependent variable's lagged value is positive and statistically significant in all models. It is evident from this finding that domestic value added is strongly linked to the value of the previous period. The coefficients' magnitude ranges from 0.667 to 0.918, indicating that much of the value added is due to past values.

GMM results exhibit some discrepancies compared to previous models. Education expenditures and R&D expenditure have more stable and significant coefficients in the fixed effects model, but their influence is less apparent in GMM. Also, while GMM has a positive impact, the fixed effects model is not as effective in dealing with global geopolitical risks. Differences in the estimations used in models, control variables, and estimation methods may be responsible for them.

Model 3 and Model 4 both yield consistent results in assessing the impact of geopolitical risk variables on domestic value added. The GPR in Model 3 has a significant and negative coefficient at the rate of 5%. A decrease in domestic value added is suggested by the rise in global geopolitical risks. This conclusion matches general expectations and theoretical arguments presented in the literature. Economic activity and participation in global value chains may be hampered by the presence of geopolitical risks. A rise in uncertainty can lead to delayed investment decisions, weakening trade relations, and raising the cost of financing. Also, geopolitical tensions can lead to security concerns that could result in supply chain disruptions and increased production costs.

A negative and significant coefficient of 5% is observed in Model 4 for Israel-specific geopolitical risks (*israel_risk*). The outcome implies that the rise in Israel-specific geopolitical risks lowers domestic value added. The findings are consistent with both literature and theoretical models. Due to its geopolitical position, relations with neighboring countries, and regional tensions, economic activity and participation in global value chains may be hampered by Israel's economy. Risiken specific to Israel could deter foreign investments, reduce tourism revenues, and increase defense spending—leading to inefficient utilization of resources. Israeli firms' access to international markets may be restricted, and the country's risk premium could rise, resulting in a decline in economic growth.

These findings align with those of the fixed effects model. At levels of 10% and 5%, the fixed effects model considers the GPR variable for uncertainty as negative while the *israel_risk* variables represent positive values. The GMM results demonstrate these relationships by incorporating dynamic effects and considering potential issues with endogeneity. The

negative impact of geopolitical risks on domestic value added is strongly supported in both models.

LSI is an explanatory variable and has significance of only 1% in the first, second and third models. Nonetheless, it has no bearing in the fourth edition.' The results indicate that the impact of maritime connectivity on domestic value added is reduced when other factors are taken into account. The EDU is a crucial element in the first model. The other models do not consider it important. The data indicates that education costs become more significant in combination with other variables. The Lforce, FDI, GWT, and REXC are all positive. These variables are responsible for boosting domestic participation in global value chains.

In Model 4, the RD variable is positive and only shows a small %. The results indicate that when other factors, such as geopolitical risks, are managed, the impact of R&D investments becomes significant.

4.1. Robustness Check: Spatial Perspective

Table 4. Robustness Tests: Spatial Regression

	Model 1	Model 2	Model 3	Model 4
LSI	0.001*** (0.0003)	0.001** (0.0003)	0.001*** (0.0003)	0.001** (0.0003)
<i>Wx LSI</i>	0.003*** (0.001)	0.002*** (0.001)	0.002*** (0.001)	0.002*** (0.0005)
EXPEDU	-0.001 (0.003)	-0.003 (0.003)	-0.003** (0.004)	-0.003 (0.004)
<i>Wx EXPEDU</i>	-0.075** (0.037)	-0.090** (0.036)	-0.090** (0.036)	-0.084** (0.036)
LForce	0.001** (0.0003)	0.0004* (0.0002)	.0004* (.0002)	0.0004** (.0002)
<i>Wx LForce</i>	0.003* (0.002)	0.002 (0.002)	0.003 (0.002)	0.003 (0.002)
FDI		-0.00002 (0.002)	-0.0003 (0.002)	-0.001 (0.002)
<i>Wx FDI</i>		0.0001 (0.0102)	-0.003 (0.0112)	-0.005 (0.011)
GWT		0.004 (0.003)	0.004 (0.003)	0.005 (0.003)
<i>Wx GWT</i>		0.0003 (0.010)	0.001 (0.010)	0.003 (0.011)
REXC		0.002* (0.001)	0.002* (0.001)	0.002** (0.001)
<i>Wx REXC</i>		0.007 (0.004)	0.008* (0.005)	0.008* (0.005)

RD		0.017 (0.032)	0.018 (0.031)	0.022 (0.034)
<i>Wx RD</i>		-0.032 (0.115)	-0.023 (.115)	-0.003 (0.123)
GPR			-0.005*** (0.011)	
<i>Wx GPR</i>			-0.044*** (0.049)	
israel_risk				-0.002*** (0.062)
<i>Wx israel_risk</i>				-2.264*** (0.805)
Spatial Rho	-0.373* (0.229)	-0.817*** (0.230)	-0.816*** (0.229)	-0.827*** (0.222)
r2 o	0.555	0.634	0.635	0.640

Standard errors in parentheses

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

The results of the spatial panel data analysis reveal the local and spatial effects of the variables. While the coefficient of each variable shows the direct effect of the relevant variable on the domestic value added, the coefficients starting with the prefix “Wx” reflect the spatial spillover effect of the relevant variable, that is, the effect of the change in neighboring regions.

According to the results of the spatial panel data analysis, the GPR and israel_risk variables and their spatial effects (Wx GPR and Wx israel_risk) are negative and significant in Model 3 and Model 4. These results show that global and Israel-specific geopolitical risks have direct negative effects on domestic value added. In addition, the fact that the spatial effects of these variables are also significant reveals that geopolitical risks in a region also negatively affect the economic performance of neighboring regions. In other words, geopolitical risks negatively affect not only the region where the risk originates, but also neighboring regions and reduce economic activity.

The LSI variable is positive and significant in all models, indicating that the increase in maritime transport connectivity increases the domestic value added. In addition, the Wx LSI variable is also positive and significant, meaning that the increase in maritime transport connectivity in a region increases the value added of neighboring regions. This result reveals that maritime transport connectivity has positive spatial spillover

effects. The EXPEDU variable is negative and significant in Model 3, but not in the other models. However, the Wx EXPEDU variable is negative and significant in all models. This indicates that the increase in the level of education in a region reduces the value added of neighboring regions. This suggests that the increase in the level of education may have a competitive effect among regions. The LForce variable is positive and significant in all models. However, the Wx LForce variable is significant only in Model 1, indicating that the spatial spillover effect of labor is limited. The REXC variable is positive and significant in Models 2, 3, and 4, meaning that the increase in the real exchange rate increases the domestic value added. In addition, the Wx REXC variable is positive and significant in Models 3 and 4, indicating that an increase in the real exchange rate in a region also increases the value added of neighboring regions.

Finally, the Spatial Rho coefficient is negative and significant in all models. This indicates that the spatially lagged dependent variable has a negative effect on domestic value added. In other words, an increase in the value added in neighboring regions reduces a region's own value added. This result suggests that there may be competitive effects between regions.

5. Conclusion

This study has comprehensively analyzed the impacts of geopolitical risks originating from Israel on value chains and economic performance in the Middle East. Our empirical results show that geopolitical risks created by Israel's regional policies and military operations negatively affect not only regional economies but also global supply chains and markets.

The results of the study can be summarized around three main findings. First, Israel-specific geopolitical risks (*israel_risk*) appear to have a statistically significant and negative impact on value-added production. This effect is consistently observed in both the fixed-effects model and the GMM estimations. Second, our spatial analysis shows that geopolitical risks originating from Israel also have a spillover effect on neighboring countries and regions. This finding reveals that geopolitical risks have indirect effects as well as direct effects, and that these effects spread spatially. Third, when compared to the global geopolitical risk index (GPR), Israel-specific geopolitical risks appear to have a more intense impact on regional economies.

In terms of economic variables, maritime transport connectivity (LSI), foreign direct investments (FDI), real effective exchange rate (REXC) and R&D expenditures (RD) positively affect value added production, while the effect of the education expenditures (EXPEDU) variable exhibits a

complex structure. These results emphasize the importance of these factors in the economic integration of regional countries and their participation in global value chains.

The implications of our study in terms of policy recommendations are as follows: First, normalization of relations and reduction of tensions between Israel and regional countries are important not only politically but also economically. Second, global and regional economic actors should develop risk management strategies by taking into account the potential impacts of geopolitical risks originating from Israel on their supply chains. Third, initiatives aimed at strengthening regional economic integration can reduce the economic costs of geopolitical tensions and increase the participation of regional countries in global value chains.

For future research, a more detailed analysis of the sectoral effects of geopolitical risks originating from Israel, examination of the evolution of risks over time and evaluation of alternative economic integration models are recommended. In addition, developing geopolitical risk measures and analyzing the economic impacts of changes in Israel's relations with neighboring countries should also be included in future research agendas.

In conclusion, this study contributes to the literature by empirically analyzing the economic impacts of geopolitical risks originating in Israel and helps to better understand political-economic relations in the Middle East. Our findings suggest that regional stability and peace are critical not only for political but also for global economic prosperity.

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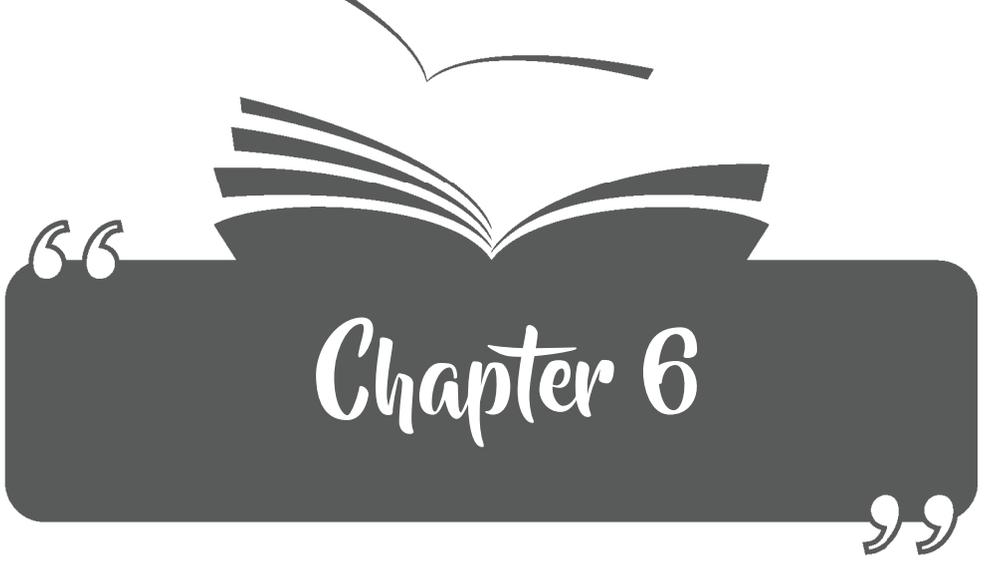
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**SOCIAL MEDIA LITERACY: CRITICAL THINKING
AND INFORMATION SECURITY IN A DIGITAL
WORLD**

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1. INTRODUCTION

Social media has become one of the most powerful and influential tools of the digital age. People actively use social media platforms for various purposes, such as communication, information gathering, social interaction, and even conducting business. Platforms like Facebook, Twitter, Instagram, and TikTok have become an integral part of daily life, reaching billions of users worldwide. These platforms not only enable individuals to share their opinions, create communities, and engage in interactions, but also facilitate a massive flow of information. However, the increased use of social media has brought with it several negative consequences. Among these issues are information pollution, misinformation, cyberbullying, privacy violations, and digital security vulnerabilities. These phenomena present significant challenges to the safe and healthy use of the digital world.

In this context, media literacy has emerged as a key component of being a conscious and critical user in the digital world. Media literacy enables individuals to evaluate digital content accurately, question the veracity of information, be cautious of misleading content, and navigate the digital environment securely. These skills not only help users utilize social media platforms more effectively and safely, but also establish a protective mechanism against the threats in the digital world (Avşar, 2014).

The skills required by the digital age, particularly media literacy, are becoming increasingly important. Specifically, issues like information pollution and misinformation make it difficult for individuals to access reliable information. A large portion of online content is questionable in terms of accuracy, can be manipulated, or may be misleading. Additionally, in an environment where personal information is shared on social media platforms and significant problems with data security arise, it is crucial for users to protect their privacy rights. Therefore, developing media literacy is essential for creating a more secure, conscious, and responsible digital society (Atay, 2007).

Media literacy is of critical importance not only for individuals but also for societies to engage healthily in the digital world. As digital platforms become more widespread, being able to exist safely and consciously in the digital world requires a broader societal awareness and education. This chapter will provide an in-depth examination of the importance of media literacy, the benefits it offers to individuals, and how these skills can be developed. Training conscious and secure users in the digital world will contribute to a healthier digital experience at both individual and societal levels.

1. DEFINITION OF SOCIAL MEDIA LITERACY AND THE PRACTICABILITY OF ITS DEVELOPMENT METHODS

Social media literacy is the ability of individuals to critically evaluate the information disseminated on social media platforms, question its accuracy, and use digital content safely. Social media literacy not only helps individuals make sense of the content they encounter in the digital world, but also enables them to check its validity and share it consciously. This concept encompasses not just information consumption but also the processes of information production and sharing. These skills ensure that individuals can navigate social media effectively and safely (Şahin, 2014).

In the digital age, social media plays a critical role not only in the consumption of information but also in the production, dissemination, and sharing of knowledge. People share news, express their opinions, and spread their views on social and political events through social media platforms. This interaction is not only shaping the role of individuals in the digital world but is also influencing the future of that world. Social media literacy ensures that this process functions smoothly by encouraging individuals to approach content with a critical perspective. This ability allows social media users to access accurate information, distinguish between misinformation and disinformation, and maintain privacy while safely engaging in the digital space.

Social media literacy is not limited to questioning the accuracy of content. It also involves developing the ability to produce and share digital content appropriately. Users should consult multiple sources to verify the accuracy of information, assess the credibility of news, and consider the social and cultural context of the content they encounter. This is not only an individual skill but also a societal responsibility. Misinformation, if not properly addressed, can have significant effects not just on the individual level but also on society as a whole. The development of social media literacy contributes to a more informed, secure, and healthy functioning of digital communities.

Ultimately, social media literacy emerges as a critical skill for understanding the opportunities and threats presented by the digital world, distinguishing between accurate information, and moving safely within the digital environment. This skill is not just about being a consumer of information but also about being an active participant in the digital world, a responsible content producer, and sharer. Developing social media literacy is of paramount importance in increasing both individual and societal digital security and awareness.

Frameworks for Developing Social Media Literacy

One of the most effective ways to develop social media literacy is through educational programs. Education serves as one of the fundamental tools for raising awareness and fostering digital literacy, particularly in the context of social media. Implementing courses on social media literacy in schools and universities contributes significantly to shaping younger generations into more conscious individuals in the digital world. These courses not only help students understand digital content but also guide them to critically assess and question it. Social media literacy education encourages students to be active, safe, responsible, and informed participants in the digital world (Semiz, 2013). In this way, educational programs provide not only theoretical knowledge but also practical skills that prepare individuals to deal with the challenges they encounter in the digital environment.

Curriculum Content and Approaches

Educational curricula designed to teach social media literacy should cover a broad range of topics and provide students with the skills needed to navigate the digital world effectively. These curricula should not only present fundamental concepts and theoretical knowledge but also allow students to develop skills that shape their behavior in the digital world. Below are some key topics and approaches that should be included in these curricula:

1. Basic Knowledge and Concepts:

This section includes essential knowledge that enables students to understand the basic functioning of social media and navigate the digital world safely.

- *What is Social Media and How Does It Work?* Understanding the principles behind how social media platforms work, the dynamics of user interactions, and the role of social media in digital communication is crucial for students to evaluate its effects.
- *How Social Media Platforms Operate and User Interactions:* Understanding the features of different social media platforms and how user interactions evolve helps students better grasp the spread of content.
- *Digital Footprint and Online Identity Management:* It is important for students to understand that every online interaction leaves a digital trace, how these traces can be tracked, and how to manage one's online identity.

2. Critical Thinking Skills:

Critical thinking skills help students evaluate and question digital content. These skills are foundational in social media literacy.

- *Methods for Information Verification and Source Reliability Assessment:* Students should learn various tools and techniques to verify the accuracy of digital information.

- *Identifying Misleading Content, Fake News, and Disinformation:* It is crucial to teach students how to identify misleading content, fake news, and disinformation.

- *The Impact of Algorithms and Filter Bubbles:* Understanding the influence of social media algorithms on information retrieval, how filter bubbles are created, and how these limit the diversity of information is an essential part of the curriculum.

3. Security and Privacy:

Digital security is an important component of social media literacy. Students need to learn how to protect their personal data online and adopt secure digital practices.

- *Personal Data Protection and Safe Sharing Methods:* The curriculum should teach students how to protect their personal data and the methods for safely sharing information on social media platforms.

- *Measures Against Cyberbullying and Online Harassment:* Students should be informed about strategies to protect themselves from cyberbullying and online harassment and the rights they have in such situations.

- *Digital Security Tools and Applications:* It is important to educate students about various tools, applications, and software that can enhance their digital security.

4. Responsible Digital Citizenship:

Digital citizenship is an approach that ensures individuals can participate responsibly and ethically in the digital world. This approach addresses ethical issues and societal responsibilities in the digital space.

- *Digital Ethics and Online Behavior Guidelines:* Students should understand the importance of ethical behavior in the digital world and learn how to engage responsibly in online interactions.

- *Effective Communication and Community Building on Social Media:* Teaching students effective communication skills and how to create healthy communities on digital platforms is crucial.
- *Respectful and Responsible Interaction on Online Platforms:* The curriculum should guide students on how to demonstrate respect in their digital interactions and how to adhere to social norms while engaging online.

Application Strategies

1. Active Learning Methods:

- **Group Work and Discussion Sessions:** Group activities and discussion sessions allow students to exchange ideas and opinions, fostering collaboration and deeper engagement with the subject matter. These interactions enable learners to develop a broader perspective on the issues discussed, which in turn enhances their ability to critically evaluate social media content. Additionally, discussions encourage students to articulate their thoughts and consider alternative viewpoints, contributing to the development of their critical thinking skills.

- **Scenario Studies and Role-playing:** Scenario-based exercises and role-playing activities simulate real-life situations, which help students to hone their decision-making and problem-solving abilities. By stepping into different roles, students can better understand the implications of various online behaviors, such as the spread of misinformation or the consequences of online privacy violations. This hands-on approach encourages them to apply theoretical knowledge in practical contexts, thereby improving their analytical and critical thinking capabilities.

2. Project-Based Learning:

- **Real-World Projects on Social Media Platforms:** Students can apply what they've learned by developing real projects on social media platforms. These projects enable students to practice creating content, managing online communities, and engaging with audiences while incorporating ethical and security considerations. By working on actual projects, students gain a deeper understanding of the complexities of social media environments and the impact of their digital actions.

- **Research and Analysis Projects:** Research-based assignments and analysis projects allow students to enhance their information verification and critical evaluation skills. These projects can involve evaluating the credibility of online sources, identifying fake news, and assessing the reliability of digital content. By conducting detailed research and engag-

ing in data analysis, students become adept at distinguishing between accurate and misleading information, an essential skill in the digital age.

3. **Technology Integration:**

- **Educational Technologies and Digital Tools:** Incorporating educational technologies and digital tools into the curriculum can make lessons more interactive and engaging for students. Digital platforms, apps, and online resources offer innovative ways to present learning material, making it more accessible and stimulating. By integrating these tools into lessons, instructors can facilitate a more dynamic and immersive learning experience, encouraging students to actively participate and engage with the content.

- **Online Platforms and Social Media Simulations:** Using online platforms and simulations of social media environments provides students with practical experience in managing digital content. Simulations allow students to experiment with various digital strategies and responses, thus gaining firsthand experience in navigating the complexities of social media use. These practical experiences help students build confidence in their digital skills and prepare them for real-world challenges.

Public Service Announcements and Awareness Campaigns: Government agencies, non-governmental organizations, and media outlets play a crucial role in increasing awareness of social media literacy. Public service announcements and social media campaigns can effectively reach a wide audience, emphasizing the importance of social media literacy and offering practical guidance. These campaigns not only raise awareness but also help individuals understand the critical need to engage responsibly in digital spaces (Sanlav, 2014).

Public Service Announcements:

1. **Clarity and Appeal of the Message:**

- The messages in public service announcements should be short, clear, and easily understandable. The communication should be designed to quickly capture the attention of the audience while conveying essential information about social media literacy.

- Visual and auditory elements, such as images, graphics, and sounds, should be used to make the message more compelling and engaging. By incorporating creative visuals and sound effects, the message becomes more memorable and impactful, increasing the likelihood that the audience will retain and act upon the information.

2. Suitability for the Target Audience:

- Public service announcements should be tailored to the preferences and habits of different age groups and social media users. Each announcement should be designed with a specific target demographic in mind, whether it's young adults, parents, or older individuals.

- For instance, campaigns targeting young people may focus on issues like digital identity management and cyberbullying, while messages aimed at older generations might emphasize privacy protection and managing online relationships. By customizing messages for diverse groups, campaigns can ensure their relevance and maximize their effectiveness.

3. Practical Recommendations:

- Public service announcements should offer practical, actionable advice on topics such as information verification, online safety, and critical thinking skills. For example, viewers could be informed about tools for checking the credibility of news sources or how to protect their personal data online.

- Additionally, the public should be advised on what to watch out for when engaging with social media content, such as recognizing misleading headlines or avoiding suspicious links. These practical tips empower individuals to make informed decisions when interacting with digital content.

Awareness Campaigns:

1. Multichannel Approach:

- Awareness campaigns should utilize a variety of channels, including television, radio, newspapers, the internet, and social media platforms, to disseminate messages. A multichannel approach ensures that the campaign reaches a diverse audience, regardless of their media consumption preferences.

- Campaigns should also be supported by offline activities and seminars, allowing people to engage with the topic in a variety of formats. These supplementary activities can include workshops, public talks, and educational events that reinforce the messages of the campaign.

2. Collaborations:

- Collaborations with government bodies, NGOs, schools, and universities can help extend the reach of the campaign. By partnering with organizations that have established networks and influence, campaigns

can access a larger and more varied audience, enhancing the impact of their message.

- Media outlets play a significant role in amplifying the campaign's message. Through their reach and credibility, media organizations can increase public awareness and participation in the campaign.

3. Participatory Activities:

- Engaging the public through interactive activities such as competitions, surveys, and forums can encourage greater participation. These activities not only attract attention but also allow people to actively engage with the campaign's content.

- On social media platforms, interactive content such as polls, quizzes, and discussion groups can promote dialogue and encourage users to think critically about the issues raised. This participatory approach fosters a sense of community and shared responsibility around the topic of social media literacy.

4. Educational Content:

- Campaigns should include a variety of educational materials, such as articles, blogs, infographics, and videos, to guide the public in understanding social media literacy. These materials should address topics like information verification, privacy protection, and critical thinking.

- Educational resources should be accessible, engaging, and easy to understand, providing clear and concise guidance on how to navigate the digital world safely and responsibly.

Online Educational Resources: The availability of online resources, such as free educational materials and courses, allows individuals to independently improve their social media literacy. Websites, videos, blogs, and interactive content can provide valuable tools for users to critically evaluate the information they encounter on social media platforms. These resources are especially useful for those who may not have access to formal education or training programs but wish to enhance their digital skills and awareness (Dikmen, 2015).

Educational Materials and Platforms

1. Websites and Blogs:

- Websites and blogs that provide educational content on social media literacy enable users to easily access reliable information. These plat-

forms offer a variety of guiding articles that help users better understand digital content and critically evaluate it.

- Websites and blogs comprehensively address topics such as information verification techniques, critical thinking skills, and digital security. These materials encourage users to develop defenses against misinformation and engage in secure digital behaviors.

2. Videos and Webinars:

- On video-sharing platforms like YouTube and Vimeo, a wealth of informative videos on social media literacy is available. These videos provide visual aids and explanations to help users better grasp the subject.

- Live webinars and recorded sessions, led by experts, help users understand social media literacy in greater depth. These platforms integrate interactive elements, allowing participants to ask questions and make the learning process more effective.

3. Online Courses:

- Online learning platforms such as Coursera, edX, and Udemy offer a wide range of comprehensive courses on social media literacy. These courses typically include video lessons, reading materials, quizzes, and practical tests, providing students with opportunities to apply what they have learned.

- Online courses allow users to learn at their own pace, offering the flexibility to test their knowledge through various assessments. This flexibility makes these resources an ideal learning tool for individuals with different learning styles.

4. Interactive Content and Apps:

- Interactive infographics, quizzes, and games provide an engaging and enjoyable way for users to learn. These types of content allow for a fun learning experience while improving social media literacy.

- Educational apps offer various content aimed at developing social media literacy skills, which are accessible on mobile devices. These apps help users critically evaluate digital content they encounter in their daily lives.

Advantages of Online Educational Resources

1. Easy Access:

○ Educational materials and courses available online are accessible to everyone, regardless of geographical limitations. This is a significant advantage, especially for those living in rural areas or those with limited access to educational institutions. The availability of resources ensures that social media literacy can reach a broader audience.

2. Flexibility:

○ Online resources allow users to learn at their own pace and according to their schedules. This flexibility is especially ideal for individuals with busy work or school routines. By learning at their own pace, users can tailor their education to fit their individual needs and lifestyles.

3. Wide Variety of Content:

○ Online platforms offer a wide array of content on various topics. Users can access education on anything from basic information verification techniques to advanced digital security strategies. This variety ensures that individuals can find the information most relevant to their needs and interests.

4. Continuously Updated Information:

○ Educational materials and courses on the internet are continually updated and refreshed. This ensures that users have access to the latest information and techniques, allowing them to stay up to date with the rapid changes in the digital world.

Examples of Applications

• **Fact-Checking 101:** An online course that teaches the basic skills required to verify information and detect fake news. This course provides practical knowledge on how to find reliable sources and identify misinformation.

• **Digital Literacy and Safety:** An interactive learning platform offering comprehensive education on digital security and privacy. This platform helps users improve their online safety and protect their digital identities.

• **Critical Thinking in the Digital Age:** A series of video lessons and webinars designed to enhance critical thinking skills. This series

helps participants analyze digital content and learn how to navigate the online world effectively.

Family and Community Education:

Families can guide their children and young people in social media literacy. Parents can teach their children how to use social media safely and responsibly, helping them manage the risks they encounter in the digital world. Additionally, seminars and workshops organized by community centers and non-governmental organizations can increase social media literacy across society. These educational initiatives provide individuals with the tools they need to safely navigate the online world by learning about the potential dangers of social media in advance (Aytekin, 2012).

Family Education

1. Raising Parental Awareness:

- Parents must be thoroughly informed about how social media platforms function, the potential risks associated with their use, and the essential security measures necessary to ensure safety online. In addition to understanding how platforms operate, parents should be familiar with emerging trends, digital manipulation techniques, and the ethical implications of social media use.

- It is imperative for parents to regularly monitor their children's social media use while also offering proactive guidance. This monitoring should not be about controlling their child's every move but about supporting them to make informed decisions. By being aware of current trends, parents can help children navigate potential dangers, such as cyberbullying, misinformation, and inappropriate content. Moreover, parents should equip themselves with the tools to engage in meaningful conversations about their children's online experiences, offering both support and protection as needed.

2. Open Communication:

- Fostering an environment of open, honest, and ongoing communication within the family is fundamental when addressing the topic of social media usage. Establishing regular discussions about social media helps children feel more comfortable sharing any concerns or problems they may encounter online.

- Parents should not only provide guidance on how to use social media responsibly but also make themselves available to discuss the potential risks and challenges children face in the digital world. Encour-

aging children and teenagers to express their thoughts and challenges openly regarding what they encounter on social media builds trust and a supportive foundation for future discussions. When these conversations are continuous and nonjudgmental, it helps reduce the stigma around discussing issues like cyberbullying or exposure to harmful content.

3. Establishing Safe Usage Rules:

- One of the most important actions parents can take is to establish clear and ethical guidelines regarding social media use. These rules should be discussed and agreed upon by both parents and children, making it a collaborative process. The rules should cover a wide range of areas, including the safe sharing of personal information, understanding the risks of online interactions, and setting appropriate privacy settings on various social media platforms.

- Additionally, the guidelines should also cover how to deal with negative interactions, such as dealing with online harassment or encountering harmful content. Parents should take into account age-appropriate boundaries and make sure to periodically review and update these rules as their child matures and as new platforms and risks emerge. The aim is not to restrict children's use but to ensure they have the tools to navigate the digital world safely and responsibly.

4. Being a Role Model:

- Parents must recognize that their behavior on social media has a profound impact on their children. Children often imitate what they see, and thus, it is crucial for parents to set an example by using social media responsibly and ethically. By demonstrating responsible use, parents teach their children how to engage with others online in a respectful and thoughtful manner.

- Parents should also be aware of their own digital footprint and online behavior, understanding that their children are observing them. It is essential for parents to reflect on their actions, considering that what they post and how they interact online is not only a reflection of their character but also shapes the online habits of the next generation. By modeling good behavior, parents instill a sense of responsibility and awareness in their children, fostering a safer and more respectful online environment.

Community Education

1. Community Centers and Non-Governmental Organizations (NGOs):

- Community centers and NGOs are powerful resources for offering educational programs that address the importance of social media literacy. These organizations can organize seminars, workshops, and informational campaigns that target various demographics within the community.

- By providing these services, community centers and NGOs help bridge the gap for individuals who may lack access to formal education on digital literacy. Their outreach initiatives are especially beneficial for underserved communities, ensuring that people from all walks of life are equipped with the necessary skills to navigate the online world safely. These programs should be tailored to specific groups, including parents, teachers, and children, and address the unique challenges each group faces in the digital environment.

2. Seminars and Workshops:

- Organizing seminars and workshops led by experts in social media literacy provides an in-depth understanding of the complexities surrounding social media platforms. These events should not only present theoretical knowledge but also incorporate practical, real-world applications that allow participants to apply their learning in concrete scenarios.

- These workshops should encourage active participation, such as discussions, case studies, and role-playing exercises, where attendees can practice how to handle online issues like misinformation, cyberbullying, and privacy concerns. Practical activities help reinforce the concepts taught, and they allow participants to experience firsthand how to identify and respond to challenges they might encounter online.

3. Community Collaborations:

- Collaborative efforts among local schools, libraries, educational institutions, and other community organizations can greatly enhance the impact of social media literacy campaigns. By working together, these entities can share resources, offer joint events, and create a unified approach to improving digital literacy in their communities.

- These partnerships can help extend the reach of social media literacy initiatives, ensuring that a wide variety of people benefit from the training and awareness programs. Organizing community-wide events or

campaigns that emphasize the importance of digital literacy can create a collective effort to improve online behaviors and increase awareness about the potential risks that exist in the digital world.

4. Informational Materials:

- The creation and distribution of informational materials such as brochures, handbooks, posters, and other printed or digital resources play a crucial role in raising awareness about the importance of social media literacy. These materials should present clear and concise information on how to use social media responsibly, how to avoid common pitfalls like misinformation, and how to protect one's privacy online.

- Such materials should be widely distributed in public spaces, such as community centers, schools, and libraries, ensuring they reach a broad audience. These resources should cover a range of topics, from verifying information and managing privacy settings to understanding the psychological impact of social media usage. They should also provide tips on how to be a responsible digital citizen and the importance of respecting others online.

The Applicability of Social Media Literacy Improvement Strategies

The successful implementation of strategies to improve social media literacy depends on the collective effort of individuals, educational institutions, government agencies, and community organizations. Integrating social media literacy programs into educational curricula, conducting public awareness campaigns, and promoting the use of online resources are all essential strategies that will contribute to enhancing social media literacy in the digital age. These efforts, when applied in a coordinated and sustained manner, will empower individuals to navigate social media platforms responsibly and safely, fostering a more informed and aware society that is better equipped to handle the challenges of the digital world (Balaban, 2012).

2. Critical Thinking and Information Security in the Digital World

The digital world is constantly evolving, with an ever-increasing flow of information and an expanding web of connections. This rapid and continuous influx of data, especially through digital platforms such as social media, presents both opportunities and challenges. On the one hand, these platforms allow individuals to easily access and share information, but on the other hand, they also facilitate the spread of misleading content and disinformation. As the amount of information available grows exponentially, distinguishing between credible sources and deceptive

content becomes increasingly difficult. For this reason, it is crucial to develop strong critical thinking skills and ensure that information security is prioritized in the digital space (Batı, 2013).

Critical thinking refers to the cognitive process by which individuals actively and systematically analyze, evaluate, and question information, arguments, and claims. In the context of the digital world, critical thinking is not just a passive skill—it is an active and ongoing process that enables individuals to sift through vast amounts of information and discern what is accurate, reliable, and trustworthy. Without this capacity for critical evaluation, individuals are at a higher risk of falling victim to misleading content, such as fake news, manipulated visuals, and false narratives, all of which can have significant consequences in the real world (Bilici, 2011).

1. Information Verification:

- **Source Evaluation:** The first step in any information verification process is to evaluate the credibility of the source. In an era where anyone can publish content online, it is vital to prioritize information from official, reputable sources. Information from recognized institutions, verified experts, and established organizations tends to be more reliable. Individuals should be encouraged to ask questions such as: Who is providing the information? What are their credentials or qualifications? Are they affiliated with a reliable institution?

- **Cross-Checking:** In an information-saturated environment, verifying facts by cross-checking them with multiple independent sources is essential. One source may present a distorted version of the facts, while others can provide a more balanced perspective. By comparing information from diverse outlets and checking the consistency of the facts presented, individuals can identify discrepancies and ensure that the information is accurate. Cross-checking also helps in confirming the validity of claims, reducing the likelihood of misinformation.

- **Date and Context:** Understanding the historical and contextual relevance of the information is another important aspect of information verification. Information that may have been accurate at one point in time can quickly become outdated, especially in fast-moving fields like technology, politics, and science. Additionally, when information is taken out of context, it may convey a false or misleading message. Hence, individuals should not only verify the factual accuracy of the information but also consider its time frame and context to ensure that it is still relevant and meaningful.

2. Analytical Approach:

- **Data Analysis:** In an era dominated by statistics and data-driven narratives, it is essential to scrutinize numerical information carefully. Data can be easily manipulated or misrepresented to fit a particular agenda. When encountering numerical data or statistical claims, individuals should assess whether the data source is credible and whether the figures are presented transparently. For example, what methodology was used to collect the data? Are there any potential biases in the way the data is presented? Are the numbers interpreted or manipulated to support a specific argument?

- **Argument Scrutiny:** Another critical component of evaluating digital content is to carefully analyze the arguments presented in the information. A credible argument is one that is logically sound, consistent, and supported by evidence. In contrast, weak arguments may rely on emotional appeals, cherry-picked facts, or logical fallacies. By critically evaluating the structure of the argument and examining the evidence behind it, individuals can assess whether the claims made in the content are well-founded or speculative.

- **Conscious Consumption:** In an age of information overload, it is easy to consume content passively, relying on emotional reactions or sensational headlines to guide one's beliefs. However, critical thinking requires individuals to approach information consumption mindfully. Instead of reacting impulsively to emotionally charged headlines or images, individuals should engage with content in a more deliberate and thoughtful manner. They should ask themselves whether the content is well-supported by evidence, whether it appeals to reason rather than emotions, and whether it offers a balanced perspective.

3. Detection of Misleading Content:

- **Fake News:** One of the most pervasive problems in the digital world today is the spread of fake news. Fake news is often sensationalized and designed to provoke strong emotional reactions. Such content typically features shocking headlines that may mislead readers into believing that they are receiving important or breaking news. It is essential to develop the habit of critically evaluating news stories, especially those that appear too extraordinary or too aligned with one's biases. Fact-checking websites, news aggregators, and reputable journalism outlets can be valuable tools in the fight against fake news.

- **Manipulation:** In addition to fake news, manipulation of visual and video content is another form of misleading information that individ-

uals must be able to detect. Photos and videos can be altered, edited, or taken out of context to create false narratives. For instance, a video may be manipulated to appear as though someone is saying something they never actually said, or an image may be altered to convey a message that was not originally intended. Digital literacy involves the ability to recognize such manipulations and to check the authenticity of media content by verifying its source and context.

- **Disinformation:** Disinformation is the deliberate spread of false or misleading information with the intent to deceive or manipulate audiences. Unlike misinformation, which may be shared inadvertently, disinformation is often created with malicious intent, such as to influence political opinions or incite division among groups. Developing awareness of disinformation tactics is essential for individuals to protect themselves from being manipulated. Strategies for combating disinformation include examining the motivations behind content creation, cross-referencing sources, and engaging with a variety of viewpoints.

In conclusion, the digital age has brought tremendous benefits in terms of information accessibility and communication, but it has also created new challenges regarding information security and the spread of false content. To navigate this complex digital landscape successfully, individuals must develop strong critical thinking skills, learn how to verify and analyze information, and remain vigilant against misleading content. By cultivating these skills, individuals can not only safeguard their own information security but also contribute to a more informed and responsible digital society. As technology continues to advance, fostering critical thinking and information literacy will remain key to ensuring that the digital world remains a space for genuine knowledge exchange and thoughtful discourse.

Information Security

Information security refers to the protection of data that is shared, stored, or transmitted in the digital world. It encompasses the security of personal information, as well as the overall integrity of digital data. In an age where more and more sensitive information is being stored online, safeguarding this information has become a critical issue. The threats to information security can range from simple data breaches to complex cyberattacks designed to steal, alter, or destroy sensitive data. Ensuring the security of both personal and general digital information is paramount to maintaining privacy, preventing identity theft, and ensuring the proper functioning of digital systems (Binark & Bayraktutan, 2013).

1. Personal Data Protection:

- **Strong Passwords:** One of the simplest yet most effective ways to secure personal data is by using strong, unique passwords for each user account. Passwords should consist of a combination of letters (both uppercase and lowercase), numbers, and special characters. Additionally, passwords should not be reused across different platforms, as doing so increases the risk of multiple accounts being compromised. Users should also update their passwords regularly to minimize the chances of unauthorized access.

- **Two-Factor Authentication (2FA):** Two-factor authentication provides an added layer of security by requiring two forms of verification before granting access to an account. Typically, this involves something the user knows (a password) and something the user has (such as a smartphone to receive a verification code). By enabling 2FA on accounts, users can significantly reduce the likelihood of their accounts being hacked, even if their password is compromised.

- **Privacy Settings:** On social media platforms and other digital services, privacy settings should be configured carefully to limit access to personal information. Users should ensure that their profiles are not publicly accessible and that only trusted contacts can view their sensitive data. Privacy settings can include managing who can see posts, who can contact the user, and controlling which applications have access to personal information. By customizing these settings, individuals can safeguard their privacy and protect their data from unauthorized access.

2. Cybersecurity Measures:

- **Updates:** Keeping software and applications up to date is one of the most important steps in maintaining cybersecurity. Software developers regularly release updates that address known security vulnerabilities. Failing to install these updates promptly can leave devices and systems exposed to cyberattacks. Automatic updates should be enabled when possible, or users should be proactive in checking for updates to ensure their devices are protected against the latest threats.

- **Antivirus and Security Software:** Installing antivirus programs and other security software is crucial for protecting devices from malware, viruses, ransomware, and other malicious software. Antivirus programs can detect and block harmful files before they cause damage, and security software can offer additional protection against phishing attacks, unauthorized access, and other forms of digital threats. It is important to

keep antivirus software updated to ensure it can identify and neutralize the latest types of malware.

- **Suspicious Links:** In the digital world, phishing and other forms of online fraud often begin with suspicious links. These links, which may appear legitimate at first glance, can direct users to malicious websites designed to steal their personal information. Users should exercise caution and avoid clicking on unfamiliar links in emails, text messages, or on social media. Furthermore, files from unknown sources should not be downloaded, as they may contain harmful software that compromises the security of the device.

3. Education and Awareness:

- **Cybersecurity Training:** Providing individuals with education on cybersecurity best practices is essential for enhancing information security awareness. Educational programs can take place in schools, workplaces, and community centers, helping individuals recognize common security threats and take proactive steps to protect themselves. Such training can cover topics such as password management, the dangers of phishing, safe internet browsing habits, and how to recognize suspicious activity.

- **Information Security Awareness:** Raising awareness about information security in the broader community is critical to fostering a culture of safety and vigilance. Public campaigns and educational initiatives can help individuals understand the importance of protecting personal data and the potential risks associated with careless online behavior. Additionally, these efforts can promote responsible internet use, including understanding the risks of oversharing personal information on social media and how to protect one's digital identity.

As the digital world continues to evolve, so too must the strategies and practices we use to protect information. By implementing strong personal data protection measures, adhering to cybersecurity protocols, and fostering a culture of education and awareness, individuals and organizations can create a safer digital environment. Information security is not just the responsibility of IT professionals; it is a collective effort that requires everyone to take an active role in protecting both their own data and the data of others. By staying informed and vigilant, we can mitigate the risks associated with the digital landscape and ensure that our information remains secure in an increasingly interconnected world.

3. Critical Thinking and Information Security in the Digital World with SWOT Analysis

Social media literacy aims to help individuals develop critical thinking skills and ensure information security in the digital world. While social media provides quick access to information, it also brings along risks such as misleading content and disinformation. In this context, analyzing the critical thinking and information security aspects of social media literacy through a SWOT analysis helps identify strengths, weaknesses, opportunities, and threats. SWOT analysis evaluates social media literacy in terms of strengths, weaknesses, opportunities, and threats, and provides a roadmap for strategic planning in this field (Buckingham, 2003; Salav, 2014).

Strengths

1. Access and Information Growth:

- Social media platforms offer individuals access to a wide range of information, providing significant opportunities for developing critical thinking skills and gaining different perspectives.
- Various educational materials and online courses offer guidance on information security and critical thinking topics. These resources help individuals navigate the digital world more consciously.

2. Social Awareness:

- Social media is a powerful tool for raising social awareness on information security and critical thinking. Public service announcements, informational campaigns, and digital platform content create opportunities for educating the public on these topics.

3. Technological Tools:

- Security software, two-factor authentication, and strong encryption methods enhance individuals' digital security. These technologies allow users to protect personal data and secure their accounts effectively.
- Social media platforms support user security through content moderation and safety features, helping prevent the spread of harmful content.

4. Education and Resources:

- Various educational resources, video lessons, and interactive tools aimed at social media literacy provide individuals with opportuni-

ties for self-improvement. These resources play a significant role in enhancing social media literacy.

Weaknesses

1. Information Pollution and Disinformation:

- Social media platforms are environments where misleading information and disinformation spread rapidly. This makes it difficult for individuals to access reliable information. Misleading headlines, false information, and manipulation can challenge critical thinking and prevent individuals from accessing correct information.

2. Lack of Awareness:

- Many users may lack sufficient knowledge about social media security and critical thinking. Educational deficiencies and information pollution can hinder users from making informed decisions. These shortcomings can make users more vulnerable to risks in the digital space.

3. Security Vulnerabilities:

- Social media accounts may be vulnerable to cyberattacks and data breaches. Weak passwords and outdated security settings increase the risk of personal data theft. This can lead to insecure behavior in the digital world.

4. Access Issues in Education:

- There may be inequalities in accessing online educational resources. Some individuals might face difficulties in accessing digital literacy and social media literacy training. These inequalities limit the widespread application of digital security and critical thinking skills.

Opportunities

1. Educational and Informational Campaigns:

- Social media platforms provide opportunities for raising awareness and educating the public. Public service announcements, digital security, and critical thinking campaigns can play a role in increasing awareness. Training programs and online resources can serve as effective tools for enhancing social media literacy.

2. Technological Developments:

- New technological tools and software enhance the information security of social media users. Strong encryption, firewalls, and AI-based

content moderation systems provide a secure and conscious experience for users.

3. Social Media Literacy Training Programs:

- Various educational resources, video lessons, and interactive tools create significant opportunities for increasing social media literacy. These programs help individuals develop their critical thinking and information security skills.

Threats

1. Cyber Threats:

- Social media platforms are vulnerable to cyberattacks and malware. The theft of personal information and data breaches threaten users' security. These threats make it more difficult to increase digital literacy and can make social media use riskier.

2. Disinformation and Manipulation:

- Disinformation and manipulation on social media can mislead the public and endanger social security. Misleading campaigns, fake news, and bot accounts contribute to the spread of false information and undermine critical thinking skills.

3. Technological Inequalities:

- Inequalities in access to technology and digital literacy prevent some individuals from developing social media literacy. The digital divide creates barriers to information access and educational opportunities, preventing some from developing crucial social media skills.

4. Privacy and Data Protection Issues:

- Privacy violations and data protection issues can arise on social media platforms. Personal data may be exploited by malicious third parties. These issues pose a threat to user privacy and security in the digital world.

Social media literacy contains both strengths and weaknesses, opportunities, and threats regarding critical thinking and information security in the digital world. This SWOT analysis helps identify strategic planning areas to improve social media literacy and increase information security. Educational programs, technological tools, legal regulations, and community collaborations can enable the effective implementation of these strategies (Büyükbaykal, 2007).

CONCLUSION

The overwhelming abundance of information encountered in the digital world can complicate the process of reaching accurate information. Critical thinking skills enable individuals to question, analyze, and assess the information they encounter. Information verification, source evaluation, and logical analysis allow social media users to avoid misleading content and access accurate information. Developing these skills contributes to individuals making more informed and conscious decisions. Information security is of critical importance in terms of protecting personal data and ensuring security on digital platforms (Çakır, 2007).

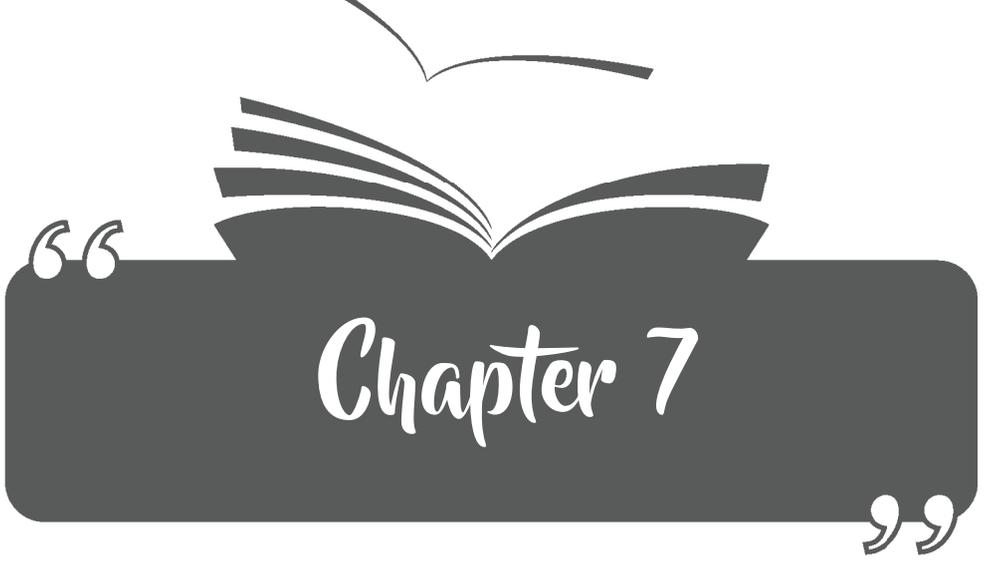
Strong passwords, two-factor authentication, and updated security software safeguard users' digital accounts and data. Correctly configuring the privacy settings on social media platforms and avoiding suspicious links are effective strategies for enhancing information security. Improving media literacy can be achieved through strengthened education and awareness activities. Educational programs, public service announcements, online resources, and family education can help individuals enhance their critical thinking skills and raise awareness about information security. Increased awareness in society about these issues promotes safer and more conscious behaviors in social media usage (Çetinkaya, 2008).

Community centers, NGOs, and technology companies can collaborate and carry out various projects to improve media literacy. Advancing technologies and educational tools offer significant opportunities to strengthen individuals' information security and critical thinking skills. Legal regulations and data protection laws safeguard users' digital rights and provide a secure online environment. Social media platforms are threatened by issues like disinformation, cyberattacks, and privacy breaches. These threats can challenge both information security and critical thinking skills. Overcoming these threats requires continuous education, security measures, and community support.

In conclusion, media literacy plays a fundamental role in ensuring safer and more informed engagement with digital platforms. By enhancing education on critical thinking and information security, individuals can navigate the online world more effectively, making informed choices while safeguarding their personal data. These strategies contribute to a safer, more conscious digital environment, benefiting individuals and society as a whole.

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**EXAMINING THE PSYCHOLOGICAL,
PHYSIOLOGICAL AND SOCIOLOGICAL EFFECTS
OF COVID-19 ON HEALTHCARE WORKERS
IN TERMS OF OCCUPATIONAL HEALTH AND
SAFETY; SIVAS NUMUNE HOSPITAL/TÜRKIYE
EXAMPLE**

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1. Introduction

Throughout human history, epidemic diseases have always been one of the most important public health problems, causing many deaths and physical and mental problems. During every epidemic, healthcare personnel are seen as the highest risk professions among the risk groups [1]. The COVID-19 Pandemic, which started in Wuhan, China, in December 2019 [2] and affected the whole world, and was subsequently defined as a global pandemic by the World Health Organization (WHO), has brought about important problems around the world. Especially healthcare workers have taken great risks during the pandemic and entered into a work tempo above normal.

The COVID-19 Pandemic caused thousands of healthcare workers to become infected in a short time and hundreds of healthcare workers to lose their lives [3]. These losses continue as of the end of 2021. Although corona-type viruses have been known for a long time, the new type of coronavirus, which is a new type in terms of causing infection in humans, has come to the fore as a type of virus for which studies in terms of treatment methods are quite insufficient due to the lack of many studies. In this sense, studies on the measures taken against COVID-19 and the adequacy of these measures, especially in in-hospital practices, are of great importance. In addition, it is possible to better understand the Occupational Health and Safety (OHS) risk factors for COVID-19 of healthcare workers at high risk of contamination, to determine the psychological and sociological effects of future infections and hospital-acquired virus spread, as well as the physiological effects of healthcare workers, and to evaluate these effects. Explaining the precautions that can be taken is another important point [4,5,6].

When there is such a risk that healthcare workers face, it is important to evaluate the epidemic process within the framework of OHS practices, whose primary goal is to protect employee health.

This study was conducted to determine the risks that healthcare workers face during the COVID-19 Pandemic, to determine the adequacy of OHS practices and the effects they have on employees. In this regard, a survey was conducted with 245 people working in Sivas Numune Hospital and working in different positions, and the psychological, physiological and sociological effects of infection on healthcare workers were examined in terms of occupational health and safety. The results obtained were analyzed within the framework of the determined scales.

1.1 The importance of occupational health and safety

According to the statistical yearbook prepared by the Social Security Institution (SGK), 1231 employees lost their lives as a result of work accidents as of 2020 [7]. Such accidents that occur and cause loss of life reveal how important OHS practices are. This importance of OHS practices can be examined in five separate categories. These; It can be listed as importance for employees, importance for work accidents and occupational diseases, importance for managerial ethics, importance for employers and social importance [8].

The importance of OHS practices for employees is related to their ability to earn income and sustain their lives as long as they can work. Since employees directly contribute to the production process, they are very important for the sustainability of production. An employee who may be unable to take part in the production process as a result of a work accident will incur material and moral harm to both himself and his family. Therefore, ensuring employee safety, which is the main goal of OHS practices, maximizes the importance of OHS for employees [9].

1.2 Occupational Health and Safety in Health Services

Hospitals, which are the first institutions that come to mind when health institutions are mentioned, should not be considered only as places where health services are provided, but should not be forgotten that these are workplaces. More than 59 million healthcare workers work in healthcare institutions around the world where health and safety risks are encountered [10]. Health workers by the World Health Organization (WHO); They are grouped as “doctors, nurses, midwives and healthcare assistants, other professional professions (such as biologists, pharmacists), other healthcare personnel (technicians) and other workers working in healthcare institutions (cleaners, secretaries)” [11]. Hospitals are places where health services are provided, where processes such as diagnosis, treatment and rehabilitation are carried out, and where patients receive treatment in different periods, either outpatient or inpatient [12]. According to the “Communiqué on Workplace Hazard Classes on Occupational Health and Safety”, hospitals are considered in the “Very Hazardous Workplace” class. The sector involves many risks. For example, Injuries due to needle sticks, musculoskeletal injuries, and ambulance accidents may occur, and radiation exposure of employees in the radiology department is constant. It is important to implement OHS legislation correctly to eliminate the dangers and risks faced by employees and to maintain their mental and physical well-being [13].

1.3. Occupational Health and Safety of Healthcare Workers During the COVID-19 Pandemic

It is mandatory and important for employers to inform their employees about Occupational Health and Safety and provide training on the subject. It is necessary to ensure that employees are frequently reminded of issues related to Occupational Health and Safety. Informing employees about issues such as disinfectant use and hand washing is important in preventing the spread of the virus. Here the importance of education emerges [14].

Among the working population, those most at risk and affected by COVID-19 are healthcare workers. Due to the COVID-19 Pandemic, additional measures have been introduced in hospitals to ensure droplet, respiratory and contact isolation. Some of these are as follows:

- ✓ Placing patients primarily in single rooms,
- ✓ Using gloves, disposable materials used in patient care or disinfecting them after use, if possible.
- ✓ Using a mask, face shield and apron,
- ✓ Ventilation,
- ✓ Paying extra attention to the cleanliness of the rooms and the environment [15].

Table 1. *Additional Precautions Taken in Hospitals in Turkey During Isolation Processes Due to COVID-19 (<http://www.saglik.gov.tr>)*

	Droplet Isolation Additional Precautions	Respiratory Isolation Additional Precautions	Contact Isolation Additional Precautions
Placing the Patient in the Room	Single room, patient's location is not changed if possible. Patients with the same isolation type can be followed in the same room with the cohorting method.	Single room, patient cannot be moved.	Single room, patient's location is not changed if possible. Patients with the same isolation type can be followed in the same room with the cohorting method.
Wearing Gloves and Hand Washing	It is definitely implemented. Worn gloves are thrown into the medical waste bucket in the patient room and are not taken out of the room. Hands are washed before entering the room, and after leaving the room, without touching any surfaces. Gloves are located in the room. Hand antiseptic should be kept in the room and at the room entrance door.	It is definitely implemented. Worn gloves are thrown into the medical waste bucket in the patient room and are not taken out of the room. Hands are washed before entering the room, and after leaving the room, without touching any surfaces. Gloves are located in the room. There must be hand antiseptic in the room and at the entrance door.	It is definitely implemented. Worn gloves are thrown into the medical waste bucket in the patient room and are not taken out of the room. Hands are washed before entering the room and after leaving the room, without touching any surfaces. Gloves are located in the room. Hand antiseptic should be kept in the room and at the room entrance door.
Instruments Used in Patient Care	It is reserved for the use of the isolated patient only and is disinfected at the end of isolation.	It is reserved for the use of the isolated patient only and is disinfected at the end of isolation.	It is reserved for the use of the isolated patient only and is disinfected at the end of isolation.
Mask/Face Protector and Apron	A mask is used at a distance of less than 1 meter. In case of contamination with blood and body fluids or if the uniform will come into contact with any surface in the room, a face shield and apron must be worn.	A special filtering mask is used. Before entering the room, a mask (N95), apron, gloves and a cap must be worn. If there is a possibility of splashing, face protection must be used.	In case of contamination with blood and body fluids or if the uniform will come into contact with any area in the room, an apron must be used.

Transfer of the Patient	The stretcher and wheelchair used during transportation are disinfected. A surgical mask is worn on the patient during transport. The unit to be transferred must be notified.	The stretcher and wheelchair used during transportation are disinfected. During transport, a special filtering mask (N95) is worn on the patient. The nurse gives information about the isolation to the unit to be transferred.	The stretcher and wheelchair used during transportation are disinfected. The unit to be transferred must be notified.
Ventilation	It does not require a special system.	Negative pressure room 6-12 times/hr air exchange, HEPA filter, Room door should be kept closed.	It does not require a special system.
Dirty Laundry	The infected laundry is placed in a bag inside the room, tied and sent to the laundry.	The infected laundry is placed in a bag inside the room, tied and sent to the laundry.	The infected laundry is placed in a bag inside the room, tied and sent to the laundry.
Food Service	The cafeteria is notified that the patient is in isolation. When the patient's meals are sent with disposable table equipment; At the end of the meal, the waste is thrown into the medical waste bin in the room. When meals are sent with normal table equipment; The waste is emptied into the medical waste bucket in the room, the empty tableware is put in a medical waste bag and sent to the dining hall, and the plates are washed in the dishwasher at over 60 0C. Empty table equipment is picked up by a separate staff member.	The cafeteria is notified that the patient is in isolation. When the patient's meals are sent with disposable table equipment; At the end of the meal, the waste is thrown into the medical waste bin in the room. When meals are sent with normal table equipment; The waste is emptied into the medical waste bucket in the room, the empty tableware is put in a medical waste bag and sent to the dining hall, and the plates are washed in the dishwasher at over 60 0C. Empty table equipment is picked up by a separate staff member.	The cafeteria is notified that the patient is in isolation. When the patient's meals are sent with disposable table equipment; At the end of the meal, the waste is thrown into the medical waste bin in the room. When meals are sent with normal table equipment; The waste is emptied into the medical waste bucket in the room, the empty tableware is put in a medical waste bag and sent to the dining hall, and the plates are washed in the dishwasher at over 60 0C. Empty table equipment is picked up by a separate staff member.

Housekeeping	Cleaning is done according to the “Rules for Cleaning Private Areas” after the patient is discharged. After being checked by the unit manager, the new patient is accepted with the approval of the infection control nurse.	Cleaning is done according to the “Rules for Cleaning Private Areas” after the patient is discharged. After being checked by the unit manager, the new patient is accepted with the approval of the infection control nurse.	Cleaning is done according to the “Rules for Cleaning Private Areas” after the patient is discharged. After being checked by the unit manager, the new patient is accepted with the approval of the infection control nurse.
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2. Materials And Methods

This study, which investigates the difficulties faced by healthcare professionals in the post-COVID-19 period and the processes regarding the implementation of measures in the field of OHS, was designed on the descriptive scanning model, which is among the screening models. In the descriptive survey model, a research process is carried out in which large groups are examined, the opinions and approaches of the people in the group on a certain issue or event are learned, and the topics and events are tried to be defined [16].

During the research process, the data collection phase was completed by applying the created survey form to healthcare professionals working at Sivas Numune Hospital. In this process, data was collected from different groups at regular intervals, taking into account the demographic structure of the participants and the workload of the hospital. There are 978 healthcare workers in Sivas Numune Hospital. Using the Raosoft sample calculation application, it was determined that 214 samples represented the population at a 90% confidence interval. Accordingly, the 245 scales applied were found sufficient. After the completed data collection process, the data obtained was analyzed and reported through the SPSS 26 (Statistical Package for the Social Sciences) package program.

3. Findings

Within the scope of the study, a survey form prepared for Sivas Numune Hospital employees (245 people) was used. The survey form in question; It was designed as demographic characteristics, opinions on the pandemic process and OHS practices. A conclusion was reached by analyzing the findings obtained.

3.1 Data Collection Tools and Scales Used in the Research

Survey technique was used to collect data in the study. Survey form; It was prepared by the researcher in a five-dimensional form, consisting of demographic characteristics, views on the pandemic process and OHS practices, Becks Depression Inventory (BDI) and Maslach Burnout Scale (MSI). The survey forms were prepared with the aim of measuring the attitudes of healthcare workers towards the COVID-19 Pandemic, OHS practices and the psychological effects of the current process on them.

3.2 Beck depression inventory

Developed by Beck et al. in 1961, the BDI consists of 21 items administered to adults. Each of these 21 items is rated in the range of 0-3. The lowest possible score in this inventory is designed as “0” and the highest score is “63”. Scores between 0 and 9 points on the scale indicate normal, scores between 10 and 18 indicate mild depression, scores between 19 and 29 indicate moderate depression, and scores between 30 and 63 indicate severe depression [17]. In his study conducted in 1988, Hisli conducted an adaptation study on the Turkish sample and found the Cronbach’s Alpha value to be 0.80 in the BDI reliability study.

3.3 Maslach burnout scale

MBS is a scale developed by Maslach and Jackson in 1981. The original developed scale consists of 22 items and consists of three subscales: emotional exhaustion (9 items), personal accomplishment (8 items) and depersonalization (5 items). Each item is answered according to a 7-point Likert-type scale [18]. In the Turkish adaptation of the scale by Ergin (1992) [19], some changes were made and the scale, which was seven-point in its original format, was restructured as a five-point scale. Here, the scoring is determined as “0” never and “4” every time interval. In addition, Ergin (1992), in his validity study conducted by examining the factor structure, found “Cronbach’s Alpha coefficient as 0.83 for the emotional exhaustion dimension, 0.65 for the personal accomplishment dimension and 0.72 for the depersonalization dimension” [20]. While this updated version is thought to be a reliable and valid measurement tool for studying the “MBS” Turkish sample, in this study, the 21-item version of the scale applied by Acar (2021) [21] was adapted and applied to healthcare professionals.

Table 2. *Maslach Burnout Scale and its Sub-Dimensions (Acar, 2021)*

Emotional Exhaustion Subscale
I feel alienated from my job.
I feel mentally exhausted after work.
When I wake up in the morning, I feel like I can't handle this job for another day.
Dealing with people all day is really tiring for me.
I feel burned out by the work I do.
I feel like I work too hard at my job.
Working directly with people creates a lot of stress for me
I feel like I've come to the end of the road.
Depersonalization Sub-Dimension
I realize that I treat some people I encounter in my job as if they were not human.
I've become tougher on people since I started working in this job.
I'm afraid this job is making me increasingly hardened.
I don't care what happens to the people I encounter in my job.
I feel like the people I encounter in my job act as if I had created some of their problems.
Personal Success Sub-Dimension
I immediately understand how the people I encounter in my job feel.
I find the most appropriate solutions to the problems of the people I encounter in my job.
I believe that I contribute to people's lives through the work I do.
I am capable of doing many things.
I create a comfortable atmosphere with the people I encounter as part of my job.
I feel invigorated after working closely with people.
I have had many notable successes in this job.
I approach emotional problems in my work calmly.

3.4 Pilot Study

Before moving on to the main data collection phase of the survey conducted within the scope of the research, a pilot study was conducted with 36 participants in order to measure the form and understandability level as well as the validity and reliability of the created survey. While the required population is determined during the preparation phase of the pilot study, there is information that 10 to 30 participants are sufficient in studies conducted in social sciences [22]. In addition, according to Van Belle and Huges (1984) [23], the presence of 12 participants in the pilot study is sufficient. Considering all these, a pilot study was conducted by

administering a survey to a total of 36 participants and the validity and reliability measurements of the research were made.

3.5 Validity of the Study

Explanatory Factor Analysis was applied to test the construct validity of the MBI used within the framework of validity analysis and to examine the resulting factors. Factor analysis was carried out using the “Principal Component Analysis method and Varimax orthogonal rotation method with Kaiser Normalization”. In the analysis of the data obtained as a result of factor analysis, the load values of the factors were calculated according to Hair et al. (2005) [24] recommended as 0.50 and above. Factor loadings and values for the scale are presented in the Tables below.

Table 3. *Explanatory Factor Analysis of Maslach Burnout Scale*

Factor Name	Expression no	Factor Loading	eigenvalue	Explained variance (%)
Emotional Exhaustion	1	0,716	5,511	39,367
	2	0,603		
	3	0,505		
	6	0,711		
	8	0,602		
	13	0,501		
	15	0,781		
	19	0,586		
Depersonalization	5	0,620	2,558	18,274
	10	0,613		
	11	0,570		
	14	0,694		
	21	0,783		
Feeling of Personal Success	4	0,798	1,149	8,205
	7	0,658		
	9	0,509		
	12	0,736		
	16	0,741		
	17	0,716		
	18	0,519		
	20	0,787		
Total Explained Variance				63,714
Kaiser-Meyer-Olkin Sampling Adequacy Measure				0,716
Bartlett Sphericity Test				
Ki Kare:359,256		degrees of freedom:91	p value:0,000	

Table 3. presents the explanatory factor analysis results regarding the burnout attitudes of the participants. When the data in the table was evaluated, all factor loadings were determined to be 0.50 and above. In addition, the Kaiser-Meyer-Olkin sampling adequacy measure value ($KMO > 0.700$) reveals that the factor analysis performed on the data set should be evaluated appropriately.

3.6 Reliability of the study

In order to examine the reliability of the data of the scale used as a result of the pilot study, Cronbach's alpha coefficient was evaluated. Cronbach's alpha coefficient shows the level of reliability in terms of internal consistency of the scale, and it is recommended that this coefficient should have a value of 0.70 and above [25]. As the coefficient increases, the reliability level also increases. In this context, the Cronbach's Alpha coefficients for MTÖ, BDI and PPE used in the study are given in the Table below (Table 4).

Table 4. *Reliability Coefficients for Scales*

Scale	Lower dimension	Cronbach Alpha Values
Maslach Burnout Scale	Emotional Exhaustion	0,701
	Depersonalization	0,878
	Feeling of Personal Success	0,882
Beck Depression Inventory	All Scale	0,775

3.7 Findings Regarding Demographic Data

Table 5. gives findings regarding demographic data such as age, gender, graduated school, profession, working status, marital status, number of children.

Table 5. Findings on Demographic Data

		N	%
Age range	18-30	63	25,7
	30-40	86	35,1
	40-50	94	38,4
	50 Over Age	2	0,8
	Total	245	100,0
		N	%
Gender	Woman	154	62,9
	Man	91	37,1
	Total	245	100,0
		N	%
Last graduated school	High school	9	3,7
	Associate Degree ^a	40	16,3
	Licence	146	59,6
	Master/PhD	50	20,4
	Total	245	100,0
		N	%
Job	Doctor	29	11,8
	Midwife/Nurse	103	42,0
	Medical Officer	31	12,7
	Paramedic/Emergency Medical Technician	3	1,2
	Health Technician	66	26,9
	Other	13	5,3
	Total	245	100,0
		N	%
Working Status	Regular	206	84,1
	Contractual	39	15,9
	Total	245	100,0
		N	%
Marital status	Married	185	75,5
	Single	60	24,5
	Total	245	100,0
		N	%
Number of children	There is	183	74,7
	None	62	25,3
	Total	245	100,0
		N	%
Who lives in the house	Spouse/Spouse and Child	187	76,3
	Parents and Siblings	27	11,0
	Friends	6	2,4
	Alone	25	10,2
	Total	245	100,0
		N	%

Do you or anyone in your household have a chronic illness?	Yes	87	35,5
	No	158	64,5
	Total	245	100,0

3.8 Findings Regarding the Pandemic Process

Table 6. shows the answers given to questions about the pandemic process.

Table 6. *Distribution of Answers Received Regarding the Pandemic Process*

		N	%
Have you caught the COVID_19 virus?	Yes	112	45,7
	No	133	54,3
	Total	245	100,0
Has your first degree relative caught the COVID_19 virus?	Yes	146	59,6
	No	99	40,4
	Total	245	100,0
Did you have difficulty meeting your food and general needs during the quarantine period?	Yes	46	18,8
	No	199	81,2
	Total	245	100,0
Have you observed any attitude towards you because you are a healthcare professional?	Yes	115	46,9
	No	130	53,1
	Total	245	100,0
Have you ever worried about transmitting the virus to your loved ones during the COVID 19 pandemic?	Yes	236	96,3
	No	9	3,7
	Total	245	100,0
Has this epidemic negatively affected your life?	Yes	235	95,9
	No	10	4,1
	Total	245	100,0
Have you observed that your profession was appreciated by society during the epidemic?	Yes	100	40,8
	No	145	59,2
	Total	245	100,0
Family, relatives, friends, etc. during the epidemic period. Have your relationships been negatively affected?	Yes	213	86,9
	No	32	13,1
	Total	245	100,0
Have you been able to spare enough time for your loved ones during the epidemic?	Yes	19	7,8
	No	226	92,2
	Total	245	100,0
Did you have to change your plans during the epidemic period?	Yes	238	97,1
	No	7	2,9
	Total	245	100,0
Did you receive support from your loved ones during the epidemic?	Yes	209	85,3
	No	36	14,7
	Total	245	100,0

Have you been assigned outside your normal workplace during the pandemic period?	Yes	154	62,9
	No	91	37,1
	Total	245	100,0
Have you considered retiring or resigning during the pandemic period?	Yes	91	37,1
	No	154	62,9
	Total	245	100,0
Have you had any psychological or psychiatric complaints during the pandemic period?	Yes	124	50,6
	No	121	49,4
	Total	245	100,0
Have you been exposed to mobbing during the pandemic period?	Yes	112	45,7
	No	133	54,3
	Total	245	100,0
Have you had to stay somewhere other than your home for a certain period of time during the pandemic period?	Yes	62	25,3
	No	183	74,7
	Total	245	100,0
Did you receive support from the administration and management during the epidemic period?	Yes	61	24,9
	No	184	75,1
	Total	245	100,0
Material and moral support for healthcare professionals	Yes	13	5,3
	No	232	94,7
	Total	245	100,0
Do you think sufficient support is provided?			
	Total	245	100,0

The vast majority of the participants, 95.9% of whom were asked questions in the study, answered that the epidemic had a negative impact on their lives. During the epidemic, family, relatives, friends, etc. The rate of participants stating that their relationships were negatively affected is 86.9%. The rate of participants who stated that they could not spare enough time for their loved ones during the epidemic period was 92.2% (n = 226). In addition, 97.1% (n=238) of the participants stated that they had to change their plans during the epidemic period. Table 7. provides information about the significance levels of the answers received regarding the pandemic process according to the scales.

Table 7. Significance Levels of Responses Received Regarding the Pandemic Process According to Scales

		N	Mean	SS	SH	t	df	p
Have you caught the COVID_19 virus?	Yes	112	14,6666	10,86419	1,16169	0,462	214	0,502
	No	133	14,1845	9,16598	0,65486			
Has your first degree relative caught the COVID_19 virus?	Yes	146	12,6216	9,11401	0,66221	-2,045	214	0,114
	No	99	15,6166	11,98416	1,51602			
Did you have difficulty meeting your food and general needs during the quarantine period?	Yes	46	12,8569	9,28555	0,68611	-1,414	214	0,131
	No	199	11,8226	11,62612	1,18945			
Have you observed any attitude towards you because you are a healthcare professional?	Yes	115	14,6666	10,86419	1,16169	0,462	214	0,173
	No	130	14,1845	9,16598	0,65486			
Have you ever worried about transmitting the virus to your loved ones during the COVID 19 pandemic?	Yes	236	14,6856	11,41041	0,84161	0,869	214	0,480
	No	9	12,6261	9,46111	0,98145			
Has this epidemic negatively affected your life?	Yes	235	12,8569	9,28555	0,68611	-1,414	214	0,181
	No	10	11,8226	11,62612	1,18945			
Have you observed that your profession was appreciated by society during the epidemic?	Yes	100	14,5666	10,86419	1,16169	0,462	214	0,616
	No	145	14,1845	9,16598	0,65486			
Family, relatives, friends, etc. during the epidemic period. Have your relationships been negatively affected?	Yes	213	14,6856	10,42041	0,84161	0,869	214	0,480
	No	32	12,6261	9,46111	0,98145			
Have you been able to spare enough time for your loved ones during the epidemic?	Yes	19	14,6666	10,86419	1,16169	0,462	214	0,616
	No	226	14,1845	9,16598	0,65486			

Did you have to change your plans during the epidemic period?	Yes	238	14,6666	10,86419	1,16169	0,462	214	0,486
	No	7	12,6261	9,46111	0,98145			
Did you receive support from your loved ones during the epidemic?	Yes	209	12,8569	9,28555	0,68611	-1,414	214	0,191
	No	36	11,8226	11,62612	1,18945			
Have you been assigned outside your normal workplace during the pandemic period?	Yes	154	14,6666	10,86419	1,16169	0,462	214	0,616
	No	91	14,1845	9,16598	0,65486			
Have you considered retiring or resigning during the pandemic period?	Yes	91	14,6856	10,42041	0,84161	0,869	214	0,480
	No	154	12,6261	9,46111	0,98145			
Have you had any psychological or psychiatric complaints during the pandemic period?	Yes	124	12,8569	9,28555	0,68611	-1,414	214	0,098
	No	121	11,8226	11,62612	1,18945			
Have you been exposed to mobbing during the pandemic period?	Yes	112	13,6666	10,86419	1,16169	0,462	214	0,216
	No	133	13,1845	9,16598	0,65486			
Have you had to stay somewhere other than your home for a certain period of time during the pandemic period?	Yes	62	14,3856	10,42041	0,84161	0,869	214	0,187
	No	183	12,6261	9,46111	0,98145			
Did you receive support from the administration and management during the epidemic period?	Yes	61	14,6666	10,86419	1,16169	0,462	214	0,321
	No	184	14,1845	9,16598	0,65486			
Material and moral support for healthcare professionals Do you think sufficient support is provided?	Yes	13	5,3	7,62041	0,84161	0,869	214	0,480
	No	232	94,7	14,46111	0,98145			
	Total	245	100,0					

When the answers given to the questions regarding their experiences during the pandemic period presented to the participants within the scope of the study are evaluated, the answers given by the participants no statistically significant relationship was detected in terms of depression and burnout levels ($p>0.05$).

4. Findings Regarding the Scales

4.1 Beck Depression Inventory (BDI) Findings

Table 8. *Distribution of Participants' Depression Levels According to Their Scores on BDI*

	N	%
0-9 Point (Normal)	100	41
10-18 Point (Mild Depression)	80	33
19-29 Point (Moderate Depression)	49	20
30-63 Point (Severe Depression)	16	7

T-test, ANOVA and Tukey test were applied to determine the relationship between the depression levels of the participants determined in accordance with the BDI and gender, age, education, occupation, number of people living in the family (household status), married or single (marital status), having children and having chronic diseases. As a result of the test, no statistically significant relationship was found between the participants' gender, age, education, occupation, having children and having a chronic disease and their depression levels ($p>0.05$).

Table 9. *The Relationship Between Participants' Household Status and Depression Levels*

	KO	df	OK	F	p
Between Groups	1342,986	3	447,662	4,708	0,003
Within Groups	22917,120	241	95,092		
Total	24260,106	244			

ANOVA test was applied to determine the difference between the depression levels of the participants determined in line with the BDI and their household status. As a result of the test, a statistically significant

difference was found between the participants' household status and depression levels ($p < 0.05$).

Table 10. *Differences in Depression Levels of Participants Regarding Household Status*

		Average Difference	SH	p	%95 Confidence Level	
					LB	UB
Spouse/ Spouse and Child	Parents and Siblings	-0,82908	2,00759	0,976	-6,0228	4,3647
	Friends	-14.68093*	4,04440	0,002	-25,1440	-4,2179
	Single	-2,46759	2,07658	0,635	-7,8398	2,9046
Parents and Siblings	Spouse/Spouse and Child	0,82908	2,00759	0,976	-4,3647	6,0228
	Friends	-13.85185*	4,40120	0,010	-25,2380	-2,4658
	Single	-1,63852	2,70658	0,930	-8,6406	5,3635
Friends	Spouse/Spouse and Child	14.68093*	4,04440	0,002	4,2179	25,1440
	Parents and Siblings	13.85185*	4,40120	0,010	2,4658	25,2380
	Single	12.21333*	4,43309	0,032	0,7447	23,6819
Single	Spouse/Spouse and Child	2,46759	2,07658	0,635	-2,9046	7,8398
	Parents and Siblings	1,63852	2,70658	0,930	-5,3635	8,6406
	Friends	-12.21333*	4,43309	0,032	-23,6819	-0,7447

Tukey test was applied in order to determine between which groups the differences found to be significant as a result of the ANOVA test. As a result of this test in Table 10, it was determined that the depression levels of the participants living with friends were higher than the participants in the other three groups ($p < 0.05$).

Table 11. *The Relationship Between Participants' Marital Status and Depression Levels*

What is your marital status		N	Ortalama	SS	SH	t	df	p
Beck Depresyon Ölçeği	Married	185	12,6216	9,14304	0,67221	-2,035	243	0,043
	Single	60	15,6167	11,98317	1,54702			

In order to determine the relationship between the depression levels of the participants determined in line with the BDI and their marital status, t-test was applied. As a result of the test, it was determined that there was a statistically significant relationship between the marital status of the participants and their depression levels ($p < 0.05$).

4.2 Maslach Burnout Scale (MBS) Findings

In this study, the 21-item version of the “MBS”, which was adapted by Acar (2021) to work on the Turkish sample, was adapted and applied to healthcare professionals. In the 21-item scale, 8 items rate emotional exhaustion, 5 items rate depersonalization and 8 items rate sense of personal accomplishment. Here, 8 items measuring emotional exhaustion (1,2,3,6,8,8,13,15,19) and 5 items measuring depersonalization (5,10,11,14,21) consist of negative statements, while 8 items measuring personal accomplishment (4,7,9,12,16,17,18,20) consist of positive statements. The scale is graded on a 5-point scale and the results obtained are scored in the range of “0-never” to “4-always”. The scores obtained by summing these scores are between 0-32 for emotional exhaustion sub-dimension, 0-20 for depersonalization sub-dimension and 0-32 for personal accomplishment sub-dimension. The descriptive analysis results of the scale are presented in Table 12.

Table 12. *Descriptive Analysis Results of Maslach Burnout Scale*

	Minimum	Maximum	Average	SS
Emotional Exhaustion	0,00	32,00	15,6041	6,78191
Depersonalization	0,00	18,00	5,5184	3,87466
Personal Success	0,00	30,00	19,7224	4,82018

The findings of the test results conducted to determine the relationship between the demographic characteristics of the participants and their burnout levels are as follows.

Table 13. *The Relationship Between Participants' Gender and Burnout Levels*

What is your gender	N	Average	SS	SH	t	df	p	
Emotional Exhaustion	Woman	154,0000	16,1234	6,7759	0,5460	1,5638	243,0000	0,1192
	Man	91,0000	14,7253	6,7381	0,7063			
Depersonalization	Woman	154,0000	5,3571	3,8206	0,3079	-0,8468	243,0000	0,3980
	Man	91,0000	5,7912	3,9708	0,4163			
Personal Success	Woman	154,0000	20,2727	4,2276	0,3407	2,3459	243,0000	0,0198
	Man	91,0000	18,7912	5,5867	0,5856			

In order to determine the relationship between the burnout levels of the participants determined in line with the MBS and their gender, t-test was applied. As a result of the test, a statistically significant relationship was found between the gender of the participants and only the personal accomplishment sub-dimension of the burnout levels ($p < 0.05$), while no statistically significant relationship was found between the other two sub-dimensions of emotional exhaustion and depersonalization ($p > 0.05$).

Table 14. *Difference in Burnout Levels of Participants According to Age Groups*

	KO	df	OK	F	p	
Emotional Exhaustion	Between Groups	294,5623	3,0000	98,1874	2,1654	0,0927
	Within Groups	10928,0336	241,0000	45,3445		
	Total	11222,5959	244,0000			
Depersonalization	Between Groups	168,0715	3,0000	56,0238	3,8631	0,0100
	Within Groups	3495,0959	241,0000	14,5025		
	Total	3663,1673	244,0000			
Personal Success	Between Groups	72,0958	3,0000	24,0319	1,0348	0,3778
	Within Groups	5597,0307	241,0000	23,2242		
	Total	5669,1265	244,0000			

ANOVA test was applied to determine the difference between the burnout levels of the participants determined in line with the MBS and their ages. As a result of the test, a statistically significant difference was found between the age of the participants and only the depersonalization sub-dimension of the burnout levels ($p < 0.05$).

Table 15. *Differences in Burnout Levels of Participants Regarding Age Groups*

		%95 Confidence Level					
		Average Difference	SH	p	Lower Limit	Upper Limit	
Emotional Exhaustion	18-30	30-40	0,4310	1,1167	0,9804	-2,4580	3,3199
		40-50	2,3473	1,0964	0,1432	-0,4891	5,1838
		50 Over Age	5,1984	4,8365	0,7052	-7,3139	17,7107
	30-40	18-30	-0,4310	1,1167	0,9804	-3,3199	2,4580
		40-50	1,9164	1,0048	0,2277	-0,6831	4,5159
		50 Over Age	4,7674	4,8166	0,7554	-7,6933	17,2282
	40-50	18-30	-2,3473	1,0964	0,1432	-5,1838	0,4891
		30-40	-1,9164	1,0048	0,2277	-4,5159	0,6831
		50 Over Age	2,8511	4,8119	0,9343	-9,5976	15,2997
	50 Over Age	18-30	-5,1984	4,8365	0,7052	-17,7107	7,3139
		30-40	-4,7674	4,8166	0,7554	-17,2282	7,6933
		40-50	-2,8511	4,8119	0,9343	-15,2997	9,5976

Tukey test was applied to determine between which groups the differences found to be significant as a result of the ANOVA test. As a result of this test in Table 15, no statistically significant difference was found ($p > 0.05$).

Table 16. *The Difference in Burnout Levels of Participants According to Their Educational Background*

		KO	df	OK	F	p
Emotional Exhaustion	Between Groups	634,0181	3,0000	211,3394	4,8102	0,0028
	Within Groups	10588,5778	241,0000	43,9360		
	Total	11222,5959	244,0000			
Depersonalization	Between Groups	97,9869	3,0000	32,6623	2,2079	0,0878
	Within Groups	3565,1804	241,0000	14,7933		
	Total	3663,1673	244,0000			
Personal Success	Between Groups	18,8219	3,0000	6,2740	0,2676	0,8487
	Within Groups	5650,3046	241,0000	23,4452		
	Total	5669,1265	244,0000			

ANOVA test was applied to determine the difference between the burnout levels of the participants determined in line with the MBS and their educational status. As a result of the test, a statistically significant difference was found between the participants' educational status and only the emotional exhaustion sub-dimension of burnout levels ($p < 0.05$).

Table 17. Differences in Participants' Burnout Levels in Relation to Education Levels

		Average Difference	SH	p	%95 Confidence Level			
					Lower Limit	Upper Limit		
Emotional Exhaustion	High School	Associate's Degree/Advanced School	-5,4444	2,4454	0,1191	-11,7709	0,8820	
		License	-7.73896*	2,2766	0,0044	-13,6285	-1,8494	
		Master's/PhD	-7.58444*	2,4001	0,0096	-13,7936	-1,3753	
		Associate's Degree/Advanced School	High School	5,4444	2,4454	0,1191	-0,8820	11,7709
			License	-2,2945	1,1829	0,2143	-5,3548	0,7658
			Master's/PhD	-2,1400	1,4061	0,4260	-5,7776	1,4976
		License	High School	7.73896*	2,2766	0,0044	1,8494	13,6285
			Associate's Degree/Advanced School	2,2945	1,1829	0,2143	-0,7658	5,3548
			Master's/PhD	0,1545	1,0861	0,9990	-2,6553	2,9644
		Master's/PhD	High School	7.58444*	2,4001	0,0096	1,3753	13,7936
			Associate's Degree/Advanced School	2,1400	1,4061	0,4260	-1,4976	5,7776
			License	-0,1545	1,0861	0,9990	-2,9644	2,6553

Tukey test was applied in order to determine between which groups the differences found to be significant as a result of ANOVA test. As a result of this test in Table 17, it was determined that Bachelor's and Mas-

ter's/Doctorate graduates exhibited a higher emotional exhaustion attitude than high school graduates ($p < 0.05$).

Table 18. *Difference in Burnout Levels of Participants According to Occupational Groups*

		KO	df	OK	F	p
Emotional Exhaustion	Between Groups	365,5594	5,0000	73,1119	1,6094	0,1582
	Within Groups	10857,0365	239,0000	45,4269		
	Total	11222,5959	244,0000			
Depersonalization	Between Groups	142,6779	5,0000	28,5356	1,9372	0,0889
	Within Groups	3520,4895	239,0000	14,7301		
	Total	3663,1673	244,0000			
Personal Success	Between Groups	252,6753	5,0000	50,5351	2,2299	0,0521
	Within Groups	5416,4512	239,0000	22,6630		
	Total	5669,1265	244,0000			

ANOVA test was applied to determine the difference between the burnout levels of the participants determined in line with the MBS and their occupational groups. As a result of the test, no statistically significant difference was found between the participants' occupational groups and burnout levels ($p > 0.05$).

Table 19. *The Relationship Between Participants' Working Status and Burnout Levels*

	What is your employment status	N	Average	SS	SH	t	df	p
Emotional Exhaustion	Staff	206,0000	15,5194	6,4208	0,4474	-0,4484	243,00	0,6543
	Contracted	39,0000	16,0513	8,5253	1,3651			
Depersonalization	Staff	206,0000	5,3058	3,7454	0,2610	-1,9852	243,00	0,0483
	Contracted	39,0000	6,6410	4,3799	0,7013			
Personal Success	Staff	206,0000	19,8883	4,6604	0,3247	1,2395	243,00	0,2164
	Contracted	39,0000	18,8462	5,5750	0,8927			

In order to determine the relationship between the burnout levels of the participants determined in line with the MBS and their working status, t-test was applied. As a result of the test, a statistically significant relationship was found between the working status of the participants and only the depersonalization sub-dimension of the burnout levels ($p < 0.05$), while no statistically significant relationship was found between the other two sub-dimensions of emotional exhaustion and personal accomplishment ($p > 0.05$).

Table 20. *The Relationship Between Participants' Marital Status and Burnout Levels*

	What is your marital status	N	Average	SS	SH	t	df	p
Emotional Exhaustion	Married	185,0000	15,2757	6,2315	0,4581	-1,3330	243,00	0,1838
	Single	60,0000	16,6167	8,2299	1,0625			
Depersonalization	Married	185,0000	5,2324	3,7205	0,2735	-2,0414	243,00	0,0423
	Single	60,0000	6,4000	4,2274	0,5458			
Personal Success	Married	185,0000	19,5730	4,8304	0,3551	-0,8518	243,00	0,3951
	Single	60,0000	20,1833	4,7993	0,6196			

In order to determine the relationship between the burnout levels of the participants determined in line with the MBS and their marital status, t-test was applied. As a result of the test, a statistically significant relationship was found between the marital status of the participants and only the depersonalization sub-dimension of the burnout levels ($p < 0.05$), while no statistically significant relationship was found between the other two sub-dimensions of emotional exhaustion and personal accomplishment ($p > 0.05$).

Table 21. *The Relationship Between Participants' Having Children and Burnout Levels*

	Do you have children?	N	Average	SS	SH	t	df	p
Emotional Exhaustion	There is	183,0000	15,1694	6,1016	0,4510	-1,7306	243,0000	0,0848
	None	62,0000	16,8871	8,4059	1,0676			

Depersonalization	There is	183,0000	5,1749	3,6226	0,2678	-2,4073	243,0000	0,0168
	None	62,0000	6,5323	4,4158	0,5608			
Personal Success	There is	183,0000	19,5410	4,8104	0,3556	-1,0124	243,0000	0,3123
	None	62,0000	20,2581	4,8483	0,6157			

In order to determine the relationship between the burnout levels of the participants determined in line with the MBS and having children, t-test was applied. As a result of the test, a statistically significant relationship was found between the participants' having children and only the depersonalization sub-dimension of burnout levels ($p < 0.05$), while no statistically significant relationship was found between the other two sub-dimensions of emotional exhaustion and personal accomplishment ($p > 0.05$).

Table 22. *Differences in Burnout Levels of Participants Regarding Household Status*

		KO	df	OK	F	p
Emotional Exhaustion	Between Groups	618,6921	3,0000	206,2307	4,6871	0,0034
	Within Groups	10603,9039	241,0000	43,9996		
	Total	11222,5959	244,0000			
Depersonalization	Between Groups	203,5208	3,0000	67,8403	4,7258	0,0032
	Within Groups	3459,6466	241,0000	14,3554		
	Total	3663,1673	244,0000			
Personal Success	Between Groups	36,5020	3,0000	12,1673	0,5206	0,6685
	Within Groups	5632,6245	241,0000	23,3719		
	Total	5669,1265	244,0000			

ANOVA test was applied to determine the difference between the burnout levels of the participants determined in line with the MBS and their household status. As a result of the test, a statistically significant difference was found between the participants' household status and the emotional exhaustion and depersonalization sub-dimensions of burnout levels ($p < 0.05$).

Table 23. Differences in Burnout Levels of Participants Regarding Household Status

		%95 Confidence Level					
		Average Difference	SH	p	Lower Limit	Upper Limit	
Emotional Exhaustion	Spouse/ Spouse and Child	Parents and Siblings	1,7760	1,3656	0,5635	-1,7569	5,3089
		Friends	-7.83512*	2,7511	0,0245	-14,9523	-0,7179
		Alone	-2,7084	1,4125	0,2234	-6,3628	0,9459
	Parents and Siblings	Spouse/ Spouse and Child	-1,7760	1,3656	0,5635	-5,3089	1,7569
		Friends	-9.61111*	2,9938	0,0082	-17,3562	-1,8660
		Alone	-4,4844	1,8411	0,0732	-9,2474	0,2785
	Friends	Spouse/ Spouse and Child	7.83512*	2,7511	0,0245	0,7179	14,9523
		Parents and Siblings	9.61111*	2,9938	0,0082	1,8660	17,3562
		Alone	5,1267	3,0155	0,3259	-2,6746	12,9279
	Alone	Spouse/ Spouse and Child	2,7084	1,4125	0,2234	-0,9459	6,3628
		Parents and Siblings	4,4844	1,8411	0,0732	-0,2785	9,2474
		Friends	-5,1267	3,0155	0,3259	-12,9279	2,6746
Depersonalization	Spouse/ Spouse and Child	Parents and Siblings	0,4419	0,7800	0,9419	-1,5761	2,4598
		Friends	-4.40998*	1,5714	0,0276	-8,4753	-0,3447
		Alone	-1,9833	0,8068	0,0693	-4,0706	0,1040
	Parents and Siblings	Spouse/ Spouse and Child	-0,4419	0,7800	0,9419	-2,4598	1,5761
		Friends	-4.85185*	1,7100	0,0253	-9,2758	-0,4279
		Alone	-2,4252	1,0516	0,0995	-5,1458	0,2954
	Friends	Spouse/ Spouse and Child	4.40998*	1,5714	0,0276	0,3447	8,4753
		Parents and Siblings	4.85185*	1,7100	0,0253	0,4279	9,2758
		Alone	2,4267	1,7224	0,4950	-2,0293	6,8827
	Alone	Spouse/ Spouse and Child	1,9833	0,8068	0,0693	-0,1040	4,0706
		Parents and Siblings	2,4252	1,0516	0,0995	-0,2954	5,1458
		Friends	-2,4267	1,7224	0,4950	-6,8827	2,0293

Tukey test was applied to determine between which groups the differences found to be significant as a result of the ANOVA test. As a result of this test in Table 23, it was determined that those who live with their friends exhibit a stronger attitude in both emotional exhaustion and depersonalization sub-dimensions compared to those who live with their spouses and children and parents and siblings ($p < 0.05$).

Table 24. *The Relationship Between Participants' Having a Chronic Illness or Family Members' Having a Chronic Illness and Burnout Levels*

	Do You or Your Household Have Chronic Diseases?	N	Average	SS	SH	t	df	p
Emotional Exhaustion	Yes	87,0000	14,8851	6,3730	0,6833	-1,2327	243,0000	0,2189
	No	158,0000	16,0000	6,9850	0,5557			
Depersonalization	Yes	87,0000	4,9310	3,6972	0,3964	-1,7683	243,0000	0,0783
	No	158,0000	5,8418	3,9431	0,3137			
Personal Success	Yes	87,0000	20,4943	4,0831	0,4378	1,8692	243,0000	0,0628
	No	158,0000	19,2975	5,1444	0,4093			

In order to determine the relationship between the burnout levels of the participants determined in line with the MBS and the fact that they or their family members have a chronic illness, t-test was applied. As a result of the test, no statistically significant relationship was found between the participants' burnout levels and the fact that they or their family members had a chronic illness ($p > 0.05$).

5. Results

As a result of the data obtained from the survey conducted in the study and the statistical analyzes, the relationships between the burnout and depression levels of the participants and their demographic data and OHS practices were examined. When the responses received from the participants were evaluated, significant findings were obtained in terms of comparison with different studies conducted in the literature. When the relationship between the depression levels of the participants and their gender was analyzed, it was observed that female health workers had a higher level of depression. When the relationship between the marital status of the participants and their depression and burnout levels is an-

alyzed, it is seen that single participants have a higher scale score than married participants. This situation can be considered as a result of the constant communication and sharing that people are in in their private lives. When the relationship between the participants' having children and their depression and burnout levels is examined, it is seen that participants who do not have children have a higher scale score than those who have children.

The participants who were asked questions in the study stated that the pandemic negatively affected their lives. In addition, they stated that they could not allocate enough time for their loved ones and private lives during the pandemic period, and that they had to make changes in their plans with the pandemic period.

Description

This study constitutes a part of the thesis of Veysel METİNER, a master's student at the Occupational Health and Safety Department of the Health Sciences Institute of Çankırı Karatekin University.

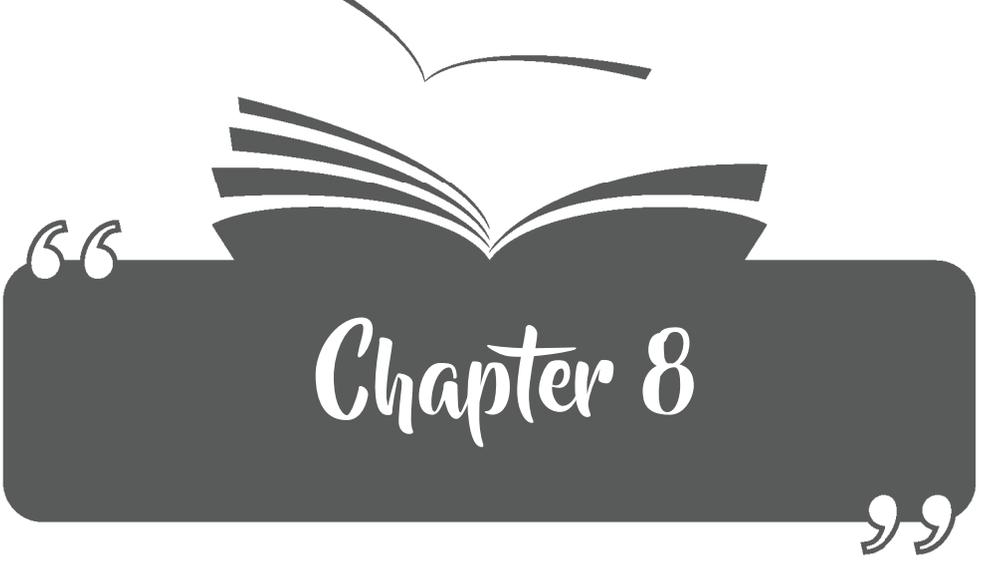
Declaration

We declare that there is no conflict of interest with any person or institution in our book section titled "Examining the Psychological, Physiological and Sociological Effects of COVID-19 on Healthcare Workers in Terms of Occupational Health and Safety; Sivas Numune Hospital/Türkiye Example".

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HEALING BURNOUT THROUGH ART

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1. INTRODUCTION

Today's modern life causes individuals to be under intense mental, emotional and physical pressure. Especially the long-term stress and high expectations encountered in working life lead to the emergence of a process defined as burnout syndrome in individuals. Burnout manifests itself as the individual's loss of energy in their professional and personal life, low motivation and emotional exhaustion. Over time, this situation can cause the individual to lose their functionality and experience psychological problems (Schaufeli & Bakker, 2004).

Burnout is generally directly related to stress and is defined as the individual's response to challenges that exceed their physical and mental limits. Failure to manage stress can lead to many negative outcomes such as emotional instability, decreased work efficiency, anxiety and depression (Baltaş & Baltaş, 1999). Burnout syndrome can cause serious psychological and physiological problems, especially in individuals working under intense and long-term stress. In this context, art and art therapy stand out as an alternative supportive method in increasing the individual's psychological resilience and coping with burnout syndrome. The healing power of art helps individuals discover their inner world, express their emotions and provide psychological relief. Artistic activities such as painting, music, sculpture and literature strengthen the individual's ability to express themselves, help them achieve emotional release and maintain their psychological balance (Yılmaz, 2017).

The purpose of this study is to reveal how art functions as an emotional and mental healing process for individuals experiencing burnout and to contribute to the literature in this area. In this context, the concept of burnout, its relationship with stress and the role of art in the psychological healing process will be discussed. In particular, art therapy methods will be examined and how art can be used as a tool in the fight against burnout will be evaluated.

THE CONCEPT OF BURNOUT

Burnout is a condition that causes individuals to feel physically, mentally, and emotionally exhausted over time. This concept is defined as "burnout" in English, and the origin of the word is likened to the burning out of a candle. In other words, burnout means a decrease in energy, and in this process, the productive capacity of exhausted individuals also decreases (Schaufeli, Leite, & Maslach, 2009, p. 205). Burnout is a concept that manifests itself with employees' deviation from the purpose of their profession, a decrease in the quality of the service they provide, and a loss of motivation. It also creates a state of fatigue in the workplace and per-

sonal life, which has both psychological and physical dimensions (Göktepe, 2016, p. 27).

As Storlie (Çam, 1992, p. 155) stated, burnout is often not prevented. Individuals adapt to this situation and lose their ability to think creatively. In a sense, this is the surrender of power to powerlessness. Burnout is not only a business problem, but also a process of individual collapse. Therefore, burnout can have serious and long-term effects both in the business world and in individual life. Burnout, first defined by Freudenberg (1974), is considered to be the depletion of people's internal resources. Although it was initially thought that burnout only occurred in people who had intense relationships with people, burnout has been observed in different business areas over time (Schaufeli & Bakker, 2004, p. 294). Burnout is actually a result of long-term chronic stress, and this situation has also been associated with job dissatisfaction (Sürvegül Dalkılıç, 2006, p. 13).

STRESS AND BURNOUT

The word stress is derived from the Latin terms "estrica" and the French "estrece". It was first used in the 17th century in negative meanings such as disaster, calamity, trouble, grief and trouble. However, in the 18th and 19th centuries, the term stress gained different meanings such as power, pressure and coercion. During this period, stress was defined as the resistance shown against the deformation of objects or individuals under the influence of external forces (Altıntaş, 2014).

Stress is shaped by environmental factors and is usually constant unless there is change, but increases over time. If it is caused by personal characteristics, it also affects other people in the environment. Personal stress occurs with personality and emotional factors; institutional stress occurs with factors such as workload, role ambiguity and working conditions. Stress can arise from many sources, and factors such as working conditions, inadequate wages, relationships with coworkers, technological changes and family problems can cause increased stress (Taktak, 2020).

Difficult working conditions are also a significant source of stress and create pressure on employees. These pressures may be short-term, but they can still have negative effects on the health of individuals (Baltaş & Baltaş, 1999). Such difficulties experienced by employees may cause them to exhibit abnormal behaviors. Güçlü (2001) states that such situations require individuals to be aware of stress and to correctly evaluate their own physical, emotional, mental and social conditions.

The symptoms of stress can be examined in four main categories. Physical symptoms include sleep disturbances, body pain, gastrointestinal problems, changes in body temperature, appetite changes, and fatigue. Emotional symptoms include rapid mood swings, loss of self-confidence, anger, and aggression. Mental symptoms include decision-making difficulties, distraction, memory problems, and decreased work efficiency. Social symptoms include attributing negative situations to others, making changes in decision-making, constant criticism, and deficiencies in communication (Braham, 2002).

Although the concept of stress has been widely used for a long time, a definitive definition has not been made. Derived from the Latin words “*estrica*” and the Old French “*estrece*”, stress was initially used in the 17th century with negative meanings such as disaster, calamity and grief. In the 18th and 19th centuries, stress began to be defined as the force, pressure and coercion applied to a person or object. In this context, stress is understood as the resistance shown against external forces distorting the shape of the individual or object (Baltaş & Baltaş, 1990). As a result, stress usually occurs with physiological and psychological reactions that threaten the peace of the individual, but are usually not noticed. This shows that stress is not only a warning, but also a serious situation that can harm the well-being of individuals (Akgemci, 2001).

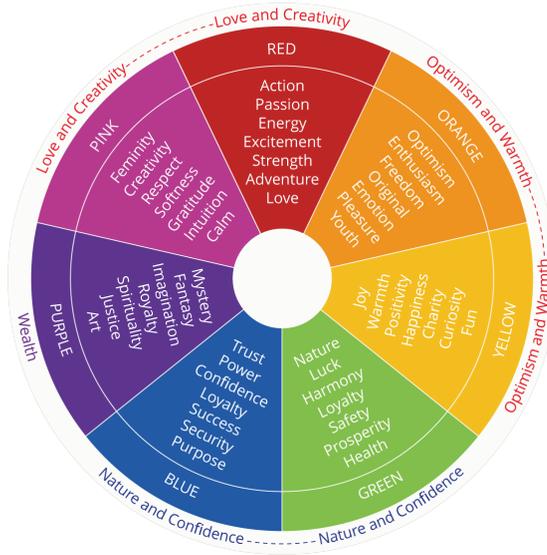
Stress can lead to serious health problems such as heart disease and high blood pressure. Research shows that heart patients often experience negative emotions such as anxiety, depression, tension and anger, and these conditions can negatively affect heart health. In addition, the physiological effects of stress are widespread; it can cause health problems such as increased heart rate, palpitations, dizziness, shortness of breath, stomach tension, high blood pressure, migraines and sexual impotence. Especially in individuals experiencing occupational tension, the combination of stress and hereditary factors can pave the way for heart disease (Soysal and Eren, 2011; Serdaroglu, 2016).

Burnout develops as a result of long-term stress and usually manifests itself with physical, emotional and mental fatigue. This concept was first defined by Hans Selye. Selye is a scientist known for his studies on stress and has created a significant literature in this field with his 38 books on stress. Selye explained stress as stimuli that disrupt the balance of the organism (Balçioğlu, 2005).

ART AND PSYCHOLOGY

Art is a conceptual discipline that allows emotions and thoughts to be conveyed using different tools. The healing power of art is a form of expression that addresses the most basic and deep concepts of the human soul and develops emotions and thoughts. The existence of many different branches of art is a key that affects the inner world of every person and allows it to open different doors. Art branches such as painting, music, sculpture, literature, cinema, theater, etc. make each individual discover themselves in the individual with different appeals during their own discovery process. Psychology is a branch of science that is expressed to understand and make sense of human behavior. Psychologists work with different methods to determine the analysis of the affected situations in order to define, predict and examine human behavior. The methods used scientifically express the effect of behaviors and the treatment process (Yilmaz, 2017, p. 34).

The multifaceted nature of treatment methods in the field of psychology opens the door of art to individuals as a treatment opportunity. These two fields convey social experience, emotion, thought and expression to the other party in an expressive style, in addition to individual experiences. The connection between art and psychology is of great importance in terms of conveying the true self and social reflections of individuals. Art, which reflects the psychological state of a person, can be described as the inner mirror of the person. The creative process of art takes place depending on the individual's inner world, spiritual and psychological state. When a work of art is created, it gives us information about both the psychological state and the social state of the artist. The colors on a painter's palette, the words of a pen in a writer's hand, and the notes of a composer reflect his spiritual state. For example; colors have a language and meaning. Each color has a meaning according to its tone and place of use. The effect of warm and cold colors and the language of expression convey the individual's emotional and mental structure.



Picture 1: Meaning of Colors

(<https://www.swiftpublisher.com/useful-articles/psychology-of-colors>)

Colors affect individuals mentally, emotionally and physically. For example; colors used in sales and marketing directly affect people. It provides the situation of creating trust or distrust in the purchased product. Color, which is learned, perceived, motivated and enables the display of attitude psychologically, affects people according to the structure they are in. Awareness and perception of the messages sent can progress through the color, shape scheme. This concept, which is described as visual perception, shows itself dominantly compared to other sense organs (Ceylan, 2015, p. 319)

The general perception of colors is as follows;

COLOUR	PERCEPTION
Red	Strong, dangerous, exciting, warm, sensual, extroverted
Green	Cool, calm, natural
Blue	Cool-calm, sad, respectable, authoritative
Black	Cool, prestigious, sophisticated
Yellow and Gold	Luxurious, rich
Orange	Warm, natural, sincere
Purple	Nobility, empire
Transparent	Clean, pure-unadulterated

Table 1. *Perception of Colors (From Odabaşı and Barış, quoted in İçli and Çopur, 2008:25-26).*

Picture 2: *Color Perception Chart Example (Ceylan, 2015, syf;320)*

Based on the fact that colors have such an impact, the acquisition received from society and the individual gives birth to a collective knowledge. Art keeps the values of society and the individual in the foreground. In the light of this path, art and the artist realize the process of internal healing by expressing themselves in different ways by solving internal struggles, exhaustion, and problems.

ART THERAPY

The problems and pace of life brought about by modern life create the ground for individuals to live under stress. All other factors such as financial difficulties, career goals, expectations, work problems, family problems, etc. can lead to a state of burnout in individuals. Individuals who begin to experience physical and mental problems can become exhausted and enter a period of psychological self-expression.

Art therapy, together with the holistic connection of visually imagined situations, turns into a healing potential. It provides the transfer of psychological internal and emotional maturation. Art therapy, which is carried out by using art branches, allows individuals to express themselves in an emotional context. The use of different art materials plays an active role in understanding emotional characteristics and applying psychotherapeutic methods. Psychotherapeutic orientation affects and limits the art therapy process, guiding in understanding the displayed feelings and thoughts (Aydın, 2012, p. 70)

Individuals experiencing burnout syndrome constantly feel tired and exhausted, while at the same time experiencing a loss of meaning in their minds and not responding to life. The formation of emotional emptiness also manifests itself physically over time. When individuals who benefit from art therapy are able to express their inner deadlock, they begin to achieve emotional relief, mental calmness and inner balance. For example, when an individual who has been under stress all day engages in a branch of art at the end of the day, they provide emotional release. In painting, they express themselves with colors, shapes, figures, in music, with notes, tones or in literature with writing.

In treatment methods that include art therapy, the patient creates visual images and becomes aware of previously non-existent situations. At the same time, it allows a separate window to be opened in their minds about what to do and how to do it while accepting the situation by comprehending the existing situations more clearly. They approach the situation with a different perspective by understanding whether what they do will be accepted or not (Akhan, 2012, p. 134).

The effects of art on human psychology are; It prevents the individual from becoming a robot, creates the concept of peace in the individual, offers a different escape route by calming the emotional and thought state thought mentally, appeals to the emotional state and soul within, opens different doors in the individual metaphysically, appeals to the sense of consciousness with its mystical structure of art, allows emotions to be directed, keeps the person company in the psychological process, increases morale and motivation by giving courage. In this context, the individual feels better and stronger, and regains his/her true self more easily and healthily from the emotional and thought state he/she is in (Ayaydın, 2020, pp. 9-11).

A sample study from Harman's thesis titled "The Effect of Visual Art Therapy on Self-Esteem and Hopelessness Levels for the Future in Depression";

The picture of Mrs. A.G. showing herself in the first session is in Figure 4.2.

The official realization of Mrs. A.G. is as follows:

“I am the flower in the pot in the picture. I hate sunny days, only those at home and feel what they experience. It will be solved in the end. It walks on the tree. my depressive days grow like the trees in the house. I wonder how my end will be. I don't know what gives water to this flower. I want to be noticed. Since I couldn't get the good sides from my parents, they are not the sun, but I accept them as they are and love them and they harm me. If they are noticed, be happy. You can enter where there are other flowers around, but support them to be in the place where they are hidden. It represents loneliness. I came with a sense of curiosity. But there was no stress. I was exposed to and affected by what other people experienced.”



Figure 4.2. *Picture of Ms. A.G. Describing Herself in the First Session.*

Picture 3: *Art Therapy Study Example 1*

(Harman, 2022, syf;73)

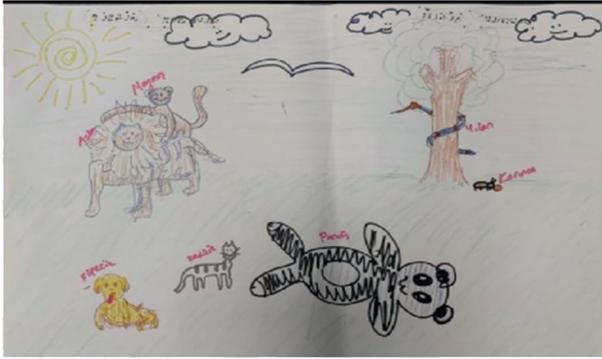


Figure 4.9. The picture drawn by Ms. A.G. in the 5th session.

The picture of Ms. A.G. describing herself in the session is given in Figure 4.9. Ms. A.G.'s views on her picture are as follows:

"I put hard work among my strengths, and I represented it with an ant. I think I am a person who wants attention and needs to be loved, but I put it as my strength. I represented it with a cat. I represented my playful side with a dog. I preferred a lion for my leadership side, and a bird for my freedom. For my negative sides, I drew a monkey emotionally, a snake as a pessimist, and a panda as a depressive. Since depression takes up a lot of space in my life, I made it lying at the bottom. It looks cute from a distance, but it's not. My leadership and hard work aspects are very good, but this emotionality and depression are causing me trouble, I wish I could get rid of them. Since my emotions change suddenly, my place in society also changes. That's why I drew them up. I drew the snake in the most important corner. Because I am a very pessimistic person, it takes up every moment of my life.

I examine everything and think that this might be the reason behind it. I see this as my positive side because being cautious protects me from many things. Sometimes I can be very paranoid. But being cautious does not calm my paranoia. When I looked at this picture, I felt like I was a human being, I am a human being in all my aspects, I have emotions, I can feel everything, both the bitter and the sweet. This was very good for me, I felt very alive."

Picture 4: Art Therapy Study Example 2
(Harman, 2022, syf;73)

When the works in the example are examined; there are fewer descriptions and colors in the picture in Visual 4. The lady A.G. who participated in the application talks about the concepts of hopelessness and hopelessness as she compares herself to a flower in a pot and that it will fade away. The lack of colors and weak lines reflect this expression of hopelessness to us. In Visual 5, we see that she includes more colorful and multi-object concepts and shapes. She depicts her emotional and mental state with animals and shows which point of her life it affects according to their positions. While drawing, she reaches her own awareness and realizes that she is good and alive by returning to her own essence by expressing herself

as “I am a human being, I have feelings. I feel everything, both bitter and sweet”. In this context, it is clearly seen that the application study conducted enables the person to express herself and reach awareness in the field of visual arts.

Art therapy, while conveying personal feelings and thoughts according to the methods applied to individuals, enables the reconstruction of self-confidence and enables them to express themselves again with a sense of responsibility for social existence. In this context, art creates a visual language of communication and positively affects the healing process. It plays an active role in solving problems and actively affects coping with stress and burnout (Bostancioğlu & Kahraman, 201, p.157).

CONCLUSION AND RECOMMENDATIONS

The intense tempo of today’s modern life causes individuals to experience physical, mental and emotional strain, and this situation manifests itself especially with burnout syndrome. Being under constant stress reduces individuals’ functionality, decreases their motivation and negatively affects their quality of life. Burnout is not only an individual problem, it is also an important public health problem that affects social well-being.

Art provides a powerful resource for managing and healing the burnout process. Art plays an important role in reducing the effects of stress and burnout on both an individual and societal level. By supporting creative expression, art therapy allows individuals to explore their inner worlds and achieve emotional healing.

This study aims to reveal how art functions as an emotional and mental healing process for individuals experiencing burnout. Studies have shown that art therapy can help individuals emotionally heal, cope with stress, and overcome burnout. Healing burnout through artistic means is an effective method that strengthens individuals’ emotional and mental health. Art therapy helps individuals rediscover themselves while also developing strategies for coping with stress. The widespread use of art therapy in workplaces and society can contribute to individuals’ spiritual healing process. In this context, it should be emphasized that art is not only a form of aesthetic expression, but also a powerful therapeutic tool.

In addition, this study recommends that art therapy applications be applied to individuals experiencing burnout syndrome in a wider area and that these methods be made more widespread in stressful environments such as workplaces. In addition, it is recommended that more research be conducted to evaluate the effectiveness of art therapy methods and that studies be conducted to examine in depth the relationship between burn-

out and stress. In this way, individuals' emotional healing processes can be made more effective with art therapy.

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Picture References

Picture 1: Meaning of Colors

(<https://www.swiftpublisher.com/useful-articles/psychology-of-colors>)

Picture 2: Color Perception Chart Example

Ceylan, İ.G. (2015). Amblem ve Logo Tasarımında Renklerin Dili. SDÜ ART-E Güzel Sanatlar Fakültesi Sanat Dergisi. Cilt 8, Sayı 16, Syf. 320.

Picture 3-4: Art Therapy Work Sample 1/2

Harman, H. (2022). *Depresyonda görsel sanat terapisinin benlik saygısı ve geleceğe dair umutsuzluk düzeyleri üzerindeki etkisi*, T.C. İstanbul Okan Üniversitesi Lisansüstü Eğitim Enstitüsü, İstanbul.