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The Effect of Workplace Ostracism on Syrian Men Asylum Seekers' Perceived  
Stress and Subjective Well-being

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İş Yerinde Dışlanmanın Suriyeli Erkek Sığınmacıların Algılanan Stres ve  
Öznel İyi Oluşları Üzerine Etkisi

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*To my beloved family...*

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## ABSTRACT

Due to the civil war in Syria, many Syrians have immigrated to Turkey. They had difficulties in meeting their basic needs and adapting to the country. At the same time, their participation in work and social life is faced some problems such as language barrier. The one of the biggest problems is still not being able to do their own profession. This situation is thought to cause life dissatisfaction and stress.

The aim of this study was to research the effect of workplace ostracism Syrian men' on perceived stress and subjective well-being. The reason why the participants are only males is the low participation of women in work life.

Three different scales were used in the study: Workplace Ostracism Scale, Perceived Stress Scale and Satisfied with Life Satisfaction Scale. The study was conducted on 169 Syrian men. Their age differences are between 18 and 60. The scales were translated into Arabic by four different translators, and they were applied in Istanbul, Ankara and Antalya.

The result of the study revealed two different dimensions of perceived stress: the level of coping skills and the level of psychological distress. It was found that workplace ostracism had a significant negative relationship with coping skills. But there was no relationship between subjective well-being and workplace ostracism. At the same time, a negative relationship was found between the level of distress and subjective well-being. The results are discussed based on the literature.

*Key words:* Subjective well-being, Perceived stress, Workplace ostracism, Syrian men, Asylum seekers

## ÖZET

Suriye'deki iç savaş sebebiyle, çok sayıda Suriyeli Türkiye'ye göç etmiştir. Temel ihtiyaçlarını karşılamak ve ülkeye adaptasyon sağlamakta zorluklar yaşamışlardır. Aynı zamanda iş hayatına katılımları, sosyal hayattaki dil problemleri ile karşılaşmaktadırlar. Hala en büyük problemlerinden biri, asıl mesleklerini yapamamaktır. Bu durumun, onlarda hayat memnuniyetsizliği ve strese sebep olduğunu düşündürmektedir.

Bu çalışmanın amacı, Suriyeli erkeklerin işyerinde dışlanmasının algılanan stres ve öznel iyi oluş düzeylerine etkisini araştırmaktır. Katılımcıların sadece erkeklerden oluşma sebebi, kadınların iş hayatına katılımının az olmasıdır.

Araştırmada, üç farklı ölçek kullanılmıştır: İşyerinde Dışlanma Ölçeği, Algılanan Stres Ölçeği ve Yaşam Doyumunu Ölçeği. Testler, 169 Suriyeli erkek üzerinde uygulanmıştır. Katılımcılar 18 ile 60 yaş arasında değişmektedir. Ölçekler dört farklı çevirmen tarafından Arapça'ya çevrilmiştir ve İstanbul, Ankara, Antalya'da uygulanmıştır.

Araştırmanın sonucunda, algılanan stresin iki farklı boyutu ortaya çıkmıştır: baş etme düzeyi ve sıkıntı (distress) seviyesi. İşyerinde dışlanmanın, baş etme ile negatif yönde anlamlı ilişkisi olduğu bulundu. Fakat yaşam doyumunu ile anlamlı ilişki bulunamadı. Aynı zamanda sıkıntı düzeyinin de hayat doyumunu arasında da negatif ilişki bulunmuştur. Sonuçlar, literatüre dayandırılarak tartışılmıştır.

*Anahtar kelimeler:* Öznel iyi oluş, Algılanan stres, İş yerinde dışlanma, Suriyeli erkekler, Sığınmacılar

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## Chapter 1 – Introduction

With the Syrian Civil War that started in March 2011, problems such as immigration incidents, refugees and asylums in the world have come to the fore again (Korkmaz, 2017; Sandıklı & Çakmak, 2014; Uzun, 2015), because the data of 2014 showed that the number of migrants on the world has reached the highest level since World War II (Balta, 2016; Hassan, Ventevogel, Jefee-Bahloul, Barkil-Oteo & Kirmayer, 2016). After most of the Syrians leave their country, they took refuge in Turkey settled. This intensive migration has brought many problems for both sides (Balta, 2016).

Data indicating that the world's population is 7.5 billion (Gürel & Irmak, 2017) states that 59.5 million people had to leave their homes due to hunger, war and worsening of vital conditions. These people are trying to escape to other countries with the hope of life security and a good future (Balta, 2016).

Fifty-three percent of refugees are forced to emigrate due to the civil war in their country. Syria is also one of the most migratory countries. “One of every four refugees on the world is a Syrian”. While countries such as Europe with high welfare levels are not interested in the refugee issue, underdeveloped or developing countries are trying to deal with this problem. The countries such as Ethiopia, Pakistan, Lebanon, Iran, especially Turkey, are hosting most of the refugees. Since 2014, Turkey is a country hosting maximum level of refugees with 11 percent (Balta, 2016). Because of the armed clashes in Syria, 2 million Syrians immigrated to Turkey from April 2011 until October 2015 (Danış, 2016). With the “open door policy”, Syrians started to come from border gates to our border provinces such as Hatay and Gaziantep (Güreş, 2016). According to the report of United Nations, the number of migrants in Turkey as of March 2017 reached 3,5 million (Korkmaz, 2017).

The civil wars and conflicts in Syria both cause serious demoralization and gradually remove the existing ground for a common Syrian perception and

identity. In the new Syria, which is divided into four parts because of the civil war, the people are trying to protect their identity, ethnic and religious connections (Sandıklı & Çakmak, 2014). Nearly all countries, especially European countries, often think that refugees corrupt their country and cannot adapt to their own culture in any way. The society also argues that the refugees should never have been taken to European countries and should be returned to their own country (Balta, 2016).

Turkey has adopted a positive admissions policy against Syria. “Open door policy” is seen as the most humane and friendly policy that has never been applied in the Middle East. On the other hand, Syrians continue to be seen as burdens in our society. They face problems such as not giving jobs, raising rent or renting house to Syrians, having problems with the bosses in getting their salaries. They continue to be ethnically and culturally excluded by society (Danış, 2016). “Tension and street conflicts, hate speech, marginalization, ignorance, extreme nationalism, feeling of ownership of the city, intolerance and racism” have come to the fore (Güreş, 2016). But despite everything, Turkey has paved the way the permanent settlement for the Syrians seen as long-term guests with an agreement that signed with the European Union in Brussels in October 2014 (Danış, 2016).

According to international agreements, Syrians are not considered refugees. They are considered being under “temporary protection”, namely they have no clear status. That is why they are called as “asylum seeker”. Although Syrians appear as guests, it is necessary to accept that they are no longer in category of guest, they settled in Turkey (Güreş, 2016).

Article 61 of the Law on Foreigners and International Protection issued by the European Union in 2013, the definitions of refugees and asylum seekers are legally defined. *Refugee* can be defined that due to events in European countries; the foreigner who is outside his country of citizenship and who does not want to benefit from the protection of this country or does not want to benefit from the fear because he feared for reasons justified by the race, religion, nationality, membership of a particular social group or political thoughts, or a stateless person

who is outside of the country of his former residence as a result of such events, who cannot return there or who does not wish to return due to such fear. *Asylum seeker* can be defined that a person outside his/her country of residence as he/she has rightly feared that he will be prosecuted for race, religion, nationality, membership of a particular social group or political considerations; and the foreigner who does not want to benefit from the fear of the person or fear of the protection of the country of his or her nationality, or if he / she is located outside the country of his/her residence, or who does not want to return because of his/her fear (Uzun, 2015).

‘Asylum-seekers’ issue was very challenging for society both Turkish and Syrian people. A journalist has listed his observations on hardship: “shelter, health, education, public order and security, language and dialogue, working life, intolerance to live together, the situation of Syrian women, the issue of prostitution and co-wife, children lying on the streets and begging, cheap labor exploitation, uninsured employment and comparison of Syrians with extremist organizations, the local population dislikes Syrians who live in well-off neighborhoods and have high economic level” (Güreş, 2016; Hassan et al., 2016).

Syrians are mostly preferred by employers. Unfortunately, there are 2 Syrian working places instead of 1 domestic employee. Unfortunately, some workplaces put 2 Syrians instead of 1 domestic employee to work. They cannot make any claims because they are in a difficult situation (Lordoğlu, 2016; Korkmaz, 2017). In addition, white-collar workers, such as doctors, lawyers, engineers from Syria, are dismissed and are generally forced to do heavy labor (Güreş, 2016). Like other Syrians, they are generally employed in construction, heavy industry, agriculture, textile and food sectors. The sector in which the Syrians are recruited the most is the construction sector. Apart from their real profession, they must work in the jobs they do not want, and there is almost no job security (Korkmaz, 2017; Lordoğlu, 2016).

Syrians are scattered all over the country enter from Turkey's border provinces to escape the conflict in March 2011. But the cities with the highest number of Syrians are Hatay, Şanlıurfa, Gaziantep, Kilis and Mardin. Most of the Syrians live in these cities make it easier for them in terms of language and these cities are the border cities where the refugees are most settled because they are close to Syria. They live collectively in every city they settled. Their houses and shops are usually collected in certain places. They try to establish a small world themselves. They choose to stay in Turkey which is the nearest country of Syria. Also, most of Syrian people live in Turkey and they have some facilities such as connecting with relations and transporting to their country, having more comfortable social environment due to keeping together people with same culture. One of the most important reasons is the religion factor. Living in a country dominated by Islam seems to be more appropriate in terms of their thoughts. They want their children to grow with Islamic culture (Lordoğlu, 2016). It is almost impossible for those who already have financial difficulties and have low levels of education to go to Europe. But rich or educated Syrians are looking for ways to go to Europe and do not want to stay in Turkey. Their aim is to reach European countries (Hassan et al., 2016; Lordoğlu, 2016).

Those with high qualifications find work more easily than others. To settle in Turkey and adapt here can be more comfortable for them. So, there is a very low probability of returning to their country. Even a few of those with low qualifications may return. Therefore, the adaptation of Syrians is highly essential for both themselves and Turkish society. Thus, the likelihood of acceptance will increase, and the sense of exclusion will decrease (Lordoğlu, 2016).

Psychological, mental, and even physical health of people who migrate to other countries and try to deal with dozens of problems after war trauma should be examined carefully. Psychological traumas may cause problems such as divorce, suicide (Blasco-Fontecilla et al, 2012) violence tendency and stress disorders. Therefore, the effects of past traumas should be reduced. Thus, the person can

regulate the present and guide the future. Otherwise, traumatic individuals become a mass that creates chaos in society (Şar, 2017).

In wars, conflicts and terrorist incidents, people who are physically injured or tortured to witness that people around them are also exposed to it cause them to be psychologically deeply affected and thus trauma occurs. At the same time, leaving their homes, their countries and struggling for a new life are the other factors that lead to the formation of war trauma (Şar, 2017). Even though people who escaped from the war saved their lives, they still had problems with life satisfaction or well-being, stress and ostracism at work or in their private/social lives (Shiloh, Güvenç & Önkal, 2007; Şar, 2017).

There are some researches that war and terror attacks affect the well-being of people. For example, in a research that was conducted on 9/11 terror attack in New York showed that the well-being of people has declined gradually. Even after 1 year from the event, their psychological well-being levels were observed to be very low (Shiloh, Güvenç & Önkal, 2007).

The main issue in armed conflicts, terrorist incidents and wars are losses. People lose their relatives, friends, families, homes and jobs. After these events, it becomes very difficult for them to continue their lives, both financially and morally. To be happy or satisfied with life can become almost impossible. For Syrians, leaving the own country, trying to adapt to the new country and the problems such as work, shelter, language, education has led to a decrease of life satisfaction or well-being, each of them has turned into stressors that put pressure on them (Hassan et al., 2016).

There is no research on the short-term psychological effects of the terrorist incidents. Such traumas can last for years, or even lifelong. For example, after the September 11 attacks in the United States, there has been an increase on people about some problems such as sleep disorders, using alcohol-smoking and getting

help stress disorders. Besides, stress disorders are most common problem (Shiloh, Güvenç & Önköl, 2007).

The subject of war trauma and stress is based on a long time ago and was started to be investigated in the beginning of 1900s. After World War I, the examinations on British soldiers show that war stress caused some people to have a disease called “shell shock” which is a disorder that causes disability muscles such as tremor, pain and spasm. Throughout World War II, the researchers’ interest in emotional damage is caused by conflicts, difficulties and stress factors. “Battle fatigue or war neurosis” cases have been examined neurological effects instead of psychological effects. This is also scientifically noteworthy, because these diseases show us that not only wars generate psychological consequences but also cause neurological disorders irrevocably. After World War II, researchers seriously focused on cause of stress and how to reduce stress’ effects. Because it was understood that the problems of daily life such as divorce or marriage, school, exams, works and other responsibilities also affected to people at least as much as war. As a result, the interest of scientists is intensified on stress because it leads to dysfunctions on people (Lazarus, 1993).

It is inevitable that people who take refuge in another country because of the war will be discriminated in the country where they live. Unfortunately, in Turkey, social exclusion against Syrians is very clear. However, there is not much emphasis on ostracism at work. Perhaps the most obvious form of ostracism is that they have difficulty in obtaining work permit. Those who cannot get a work permit are forced to work informally. This issue causes bosses to turn it into labor exploitation by employing uninsured workers. Because they have already taken to Turkey, there is a negative reaction by the public against the Syrians. Besides, since competition increases, they are not welcomed in working life. Turkish workers often do not like the choice of Syrians by employers for working with low wages. But some bosses want to employ them to benefit from them economically. They cannot defend themselves because they have difficulties in



communication and in explaining themselves. Thus, they are pushed out of society. For these reasons, Syrians mostly prefer to work with Syrian bosses and workers (ORSAM, 2016).

In line with the previous findings regarding stress of war survivors, this dissertation aims to understand how Syrian asylum seekers adapt to life in Turkey by framing how workplace ostracism affect their perceived stress and subjective well-being.

## **1. 1. Well-Being**

While studies in the field of psychology focused on psychological problems and disturbances in the previous years, the positive issues, ‘positivity’, started to be investigated after the 1950s as well as negativity, and the term of well-being became one of the subjects of psychology (Samman, 2007).

Firstly, the historical background of well-being should explain to understand what wellbeing is. The researchers explained well-being with hedonic and eudaimonic approach. The hedonic approach focuses on “happiness, positive affect, the low negative affect”. The eudaimonic approach focuses on “positive psychological functioning and human development” (Dodge, Daly, Huyton & Sanders, 2012). The eudomonic approach comes from Aristotle's philosophy. According to Aristotle, it is necessary to lead a virtuous life to obtain eudomania. Reaching a happy life is not just a fun situation. In this case, eudomania is not a kind of happiness. It is important to adapt to one's value judgment rather than one's own value judgments or to achieve a standardized quality of life that most people desire. Likewise, Tatarkiewicz is one of the researchers who argue that achieving certain standards will bring happiness (Diener, 1984).

From past to present, many researchers, such as social scientists, philosophers, have made similar and well-defined definitions. For example, firstly Coan explored the perspectives of happiness or well-being in different cultures

and regions. According to the normative (based on a certain rule) perspective, happiness can be defined as the desired standard of living or achieving what is desired (Diener, 1984).

Researches on well-being have been carrying out in the last decades. In 1995 in Ryff and Keyes's research determined that the theories related with well-being is non-existent in literature. Also, according to Dodge and colleagues' research in 2012, the definition of well-being has an uncertainty and is not clarified even in recent years by researchers. Because, some researchers believed that well-being has an abstract meaning that is hard to define. As researches which are related to well-being carries out, the assessment and evaluation of well-being are needed to arise validly. The reason of this is to make the new definitions and explanations about well-being better (Dodge, Daly, Huyton, & Sanders, 2012).

In recent researches of positive psychology, the hedonic approach is named as subjective well-being and the eudaimonic approach is named as psychological well-being. The hedonic approach defines well-being as achieving pleasure and avoiding pain. The eudaimonic approach is related to meaning and self-fulfillment, and its well-being is defined as the degree of fulfillment of one's functions. The research area of subjective well-being is related to the emotional state of individuals, the balance of negative-positive affect, and satisfaction with life. Psychological well-being is related to personal development, the meaning of life or existential challenge to life (Samman, 2007).

“Well-being is the extent to which one experiences optimal psychological functioning, broadly defined as subjective feelings of happiness and lack of stress in one's life” (Ferris, Brown, Berry & Lian, 2008). Recently, according to some researchers, “well-being is a multi-dimensional construct”(Dodge, Daly, Huyton & Sanders, 2012). The well-being splits into two parts which are widely accepted: Subjective well-being and psychological well-being (Samman, 2007).

In this dissertation subjective well-being will be conceptualized rather than psychological well-being. However, before defining SWB a brief definition of psychological well-being will be provided for clarity.

### **1. 1. 1. Psychological Well-Being**

Psychological well-being refers to eudomania which can be defined as “the idea of striving towards excellence based on one’s own unique potential” (Samman, 2007). Psychological well-being, when faced with difficulties, involves self-realization and activating one's potentials for meaningful life. Also, it includes to be able to perceive oneself as positive and to be aware of their strengths and limitations and being self-satisfied, autonomous and independent, and making life meaningful (Sarı & Çakır, 2016).

Psychological well-being is defined as happiness by Bradburn (1970). Happiness contains positive and negative affect. The scales that measure positive and negative affect do not correlate with each other, but they provide correlation with global well-being. According to Bradburn, happiness includes a global judgment that is formed by comparing negative and positive emotions (Diener, 1984). It is defined by Luthans as “the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today’s workplace”. At the same time, for psychological well-being, Wright used the term of “trait-like”, which tends to be developed (a) over time, across one’s lifespan, (b) through the presence of the appropriate enabling factors and the absence of various inhibiting factors, or (c) through long-term professional interventions and intensive treatments. The “state-like”, which means that the positive organizational behavior capacity is readily open and malleable to change and development”, is used by Luthans and co-workers (Youssef & Luthans, 2007).

Humanist psychologists have expressed opinions supporting Bradburn’s ‘the idea of the independence of positive and negative effects’, and the negative effect is more focused. For example, Rogers and Maslow stated that psychopathology focuses on the negative. Bradburn's opinion is that: “absence of

negative affect is not the same as the presence of positive affect”. In shortly, in order to improve life satisfaction, “reduce negative affect and increase positive affect”. These views of Bradburn are supported by many researches (Diener, 1984). Individual with positive affect has high level of psychological well-being. On the contrary, negative affect causes low level of psychological well-being (Bradburn, 1970). “An individual will be high in psychological well-being in the degree to which he has an excess of positive over negative affect and will be low in well-being in the degree to which negative affect predominates over positive” (Dodge et al., 2012).

### **1. 1. 2. Subjective Well-Being**

Subjective well-being (SWB) is a scientific term that defines how people evaluate their lives more comprehensively than happiness. In the research of Diener et al., subjective well-being is “people’s cognitive and affective evaluations of their lives” (Diener, Diener & Diener, 2009; Diener, 2009) or, SWB is “how people evaluate their lives”- their present moments or past times and, “one measure of the quality of life of and individual and of societies”. These evaluations involve emotionally people’s reactions to facts, “their moods, and judgments they form about their life satisfaction, fulfillment, and satisfaction with domains such as marriage and work” (Diener, Oishi & Lucas, 2003).

Generally, three features can be explained about SWB. The first one is that SWB is subjective as it is called. It depends on each person, namely, it is shaped related to everyone's own life. Although there are some objective conditions affecting the level of SWB (income level, fulfilling basic needs comfortably or easily and health etc.), subjective conditions are the primary components of SWB. Secondly, SWB is determined by measurement of positive emotions or affects. Just like mental health measurement, it does not mean the absence of negative emotions. This may be explained by the high level of positive emotions. Third, SWB covers one’s whole life. Individual’s life is evaluated in every aspect and a

general satisfaction judgment is reached. However, when the SWB is measured, the test is usually applied by the researchers to cover the last few weeks of the person or the last 3-4 weeks. It is discussed which time is more accurate. But it can be said that the most accurate method is to measure the satisfaction level of the person in different time periods (Diener, 1984).

Most of SWB researches explain how and why people experience their lives positively including affective response and decision-making mechanisms. Overall SWB studies include these terms “happiness, life satisfaction, morale and positive affect” (Diener, 1984).

In a research of Diener and colleagues are mentioned that subjective well-being has three dimensions. These dimensions are “positive affect (pleasant affect), negative affect (unpleasant affect) and life satisfaction (life satisfaction judgments)”. Positive and negative affect attributes to the affective (pleasant and unpleasant moods) or emotional state. Life satisfaction refers to the cognitive-judgmental state, or process (Chow, 2005; Diener, Emmons, Larsen & Griffin, 1985; Diener, 1984; Dodge, Daly, Huyton, & Sanders, 2012; Zhang & Shi, 2017).

*Positive affect* describes emotions that create pleasant feeling such as joy, pleasure and love. It is a reflection which is the reactions of people to positive events. These reactions have the property of improving the person. Positive affect can be divided into three levels: low level (e.g. satisfaction), moderate level (e.g. enjoyment) and high level (e.g. enthusiasm) (Diener, 2009; Zhang & Shi, 2017).

*Negative affect* includes negative moods of individuals and their reactions against conditions that cause negative consequences such as health problems, critical events or traumatic events. People can experience many emotions such as sadness, anger, concern, stress, guiltiness, hate, restriction, inadequacy and anxiety. So, people have an unhappier life. Therefore, the sense of accomplishment and optimism should also be considered as part of subjective well-being (Diener, 2009).

*Life satisfaction* is the one of the most important factors to spend a happy life. Satisfaction with life contains a cognitive component of subjective well-being and cognitive judgments about individual's life (Dağlı & Baysal, 2016). It has been defined as “a cognitive process that involves the mental comparison of current life quality with personal standards” (Flett, Hewitt, Blankstein & Gray, 1998). According to another researcher, life satisfaction is “a global assessment of a person's quality of life according to his chosen criteria”. It can be also defined as values and qualities that are considered important by the individual generally and make the quality of the person's life quality. Besides, life satisfaction indicates how much person gets pleasure out of person's life (Diener, Emmons, Larsen & Griffin, 1985).

Life satisfaction is that the expectations of people correspond to what they have, and to evaluate positively people's own lives based on criteria that are determined by them and total of one's beliefs and evaluations about lives or the general attitudes of people. Shin and Johnson in their research in 1978 defined life satisfaction as an evaluation related to standards which are determined by them. According to another research, satisfied with life is positive development quality of life. It is not only related to the one area. For example, job satisfaction may increase the level of life satisfaction but only it is insufficient to be satisfied with one's overall life. Therefore, life satisfaction involves all areas of life (Dağlı & Baysal, 2016).

Studies on job satisfaction or subjective well-being show that people can be happy for different reasons. Life satisfaction certainly requires a stable and decent income, but a research shows that money alone is not enough. People also attach importance to their health, their ties to family and society, and their ability to evaluate their abilities. People are happy when they have a good job and are cared for by others (Zhang & Shi, 2017).

Individuals describe how satisfied with their own current lives according to standard criteria which is determined by themselves without any intervention. The important point of subjective well-being, it focuses on one's own criterions or

judgments rather than researcher's criteria. Because, every term (such as energy, health etc.) consists of different meanings for every person. Therefore, it should be asked that people evaluate generally their life rather than asking their satisfactions about a specific concept (Diener, Emmons, Larsen & Griffin, 1985).

A research that is conducted on university students in Canada shows that the most important components of life satisfaction are "age, physical health, style of studying, parenting style, life style, and personality constructs" (Chow, 2005).

The researches related with SWB and its factors that contained, happiness, positive affect and life satisfaction, are mostly conducted in western societies. Therefore, limited information is obtained about other cultures. Although there are some universal values about SWB, individual and cultural differences are also very effective. For example, the factors such as warming, sheltering and food accessibility have universally affected on the level of well-being. In terms of individual and culture, genetic factors, upbringing and cultural norms are effective on well-being (Diener, Oishi & Lucas, 2003).

Demographic information constitutes only a small part of the measurement of SWB. SWB has remained stable generally in humans who have a strong and balanced personality (Diener, Oishi & Lucas, 2003). For example, perfectionism, the one of the personality traits, is a cognitive factor that causes depression and reduces life satisfaction. It has opposite feelings such as the desire to reach the ideals and the fear of failure. When the ideals of people in their lives do not occur and feel failure, they become depressed, and their life satisfaction level decreases (Flett et al., 1998). Variables such as temperament, adaptation to conditions and goal striving have a significant effect on the increase and decrease of SWB (Diener, Oishi & Lucas, 2003).

"Whereas satisfaction with the self was strongly correlated with life satisfaction in highly industrialized, individualistic western nations (e.g., Finland, Canada), satisfaction with the self was less correlated with global life satisfaction in less industrialized, collectivist nations such as Cameroon and India, especially

for women” (Diener, Oishi & Lucas, 2003). According to the research of Suh and colleagues, people in individualistic cultures act upon mostly own inner emotional feeling when compared with collectivist cultures that is attached highly importance to society’s opinions and judgments (Samman, 2007).

SWB, life satisfaction and happiness are concentric concepts. In researches, it is not possible to separate these terms completely from each other. SWB is briefly the scientific definition of happiness, and life satisfaction is an essential part of SWB. That is, SWB is a general term that covers all of them.

### ***1. 1. 2. 1. Subjective Well-being and Happiness***

Happiness is defined by philosophers in different ways. But the common point is that the secret of a good life goes through being happy (Diener, Oishi & Lucas, 2003). From the past to the present, philosophers have accepted happiness as one of the most important points in human behavior and the concept of subjective well-being (SWB) has not been studied much (Diener, 1984).

Happiness is defined as the positive situation dominates our lives more than the negative situation (Diener, 1984; Diener, 2009). Therefore, SWB reminds to individuals their own beautiful feelings and memories that they have experienced. At the same time, it can be concluded that the person is usually more likely to feel positive emotions (Diener, 1984). For example, Wilson explains happy person that “emerges as a young, healthy, well-educated, well-paid, extroverted, optimistic, worry-free, religious, married person with high self-esteem, high job morale, modest aspirations, of either sex and of a wide range of intelligence” (Diener, 1984).

Many researchers from different disciplines like psychologists and sociologists had sought the source of happiness throughout history and have been trying to find out the definition of happiness and its construct. Social scientists



think that happiness can be examined empirically as an object. But empirical method is not working with quantitative and statistical method (Bradburn, 1970).

In the other perspective, social scientists have studied the factors that positively affect the lives of individuals. They defined SWB through the determined standards about what a good life requires based on life satisfaction. This time more popular viewpoints have been gained. Subjectively how a person feels and how he can have a good life is determined by his point of view. Shin and Johnson's happiness criterion is as follows: “a global assessment of a person’s quality of life according to his/her own chosen criteria” (Diener, 1984).

Another aspect of this concept was created in the field of mental health. While researchers are indicating the absence of mood and anxiety disorders, they have also expanded their perspectives by referring to the presence of happiness and life satisfaction. Clinical psychologists had a different effect by analyzing the personalities of happy and unhappy individuals. Social and cognitive psychologists have also examined the extent to which adaptation and changing situations affect the life satisfaction of individuals. Moreover, the interest in positive SWB has increased due to humanistic psychology (Diener, Oishi & Lucas, 2003).

Many researchers conduct various studies on life satisfaction, happiness and positive effect. Some differences and similarities are formed in the definition of happiness. Among these, the concepts which can be supported with the theoretical framework and measured their relationships with various variables have scientific nature (Diener, 1984).

Finally, subjective well-being is more scientific and general term including happiness. There may be only one answer to the question of happiness. However, the question about subjective well-being calls for a broader and more comprehensive answer. All issues about health, happiness and peace such as health, spiritual, psychological and physiological can be mentioned under the term of SWB (Bailey, 2009).

There are several factors affecting SWB. It is observed that culture, weight, income and physical activity are related to SWB in different societies. Increasing interest in positive psychology has led to research on how different behaviors and situations affect SWB.

### *1. 1. 2. 2. SWB, Life Satisfaction and Age*

Most of the studies on age and life satisfaction or SWB focused on objective living conditions such as economic level, status and environment. In fact, most of them were controversial results about life satisfaction and SWB. Other researches showed that life satisfaction and SWB, which is affected positively by personality traits and developmental processes, is more important than objective conditions on age. According to the results of Ardel's study, life satisfaction and SWB has a relationship with both older age and objective conditions. The reason of this, as people get older, the healthier they live the better quality life they have. Thus, their socioeconomic and SWB levels are also rising. Moreover, the problems and traumas experienced as getting older increase the coping power of people. Focusing on more important events and looking at life from different perspectives teaches to satisfy with life (Ardelt, 1997).

Similarly, a research of Montepare and Lachman showed that life satisfaction increases in men and women as age progresses. Older adults have "more positive self-concepts, greater self-esteem, and greater body satisfaction" than younger adults (Montepare & Lachman, 1989).

As many studies have noted generally that SWB, i.e. life satisfaction and happiness, increases as getting older. The most important reason for this is viewed as a change of viewpoint. As the maturity of age increases, people manage to cope with many problems and learn life and self-acceptance. So, the SWB level is rising and it brings a peaceful life (Montepare & Lachman, 1989).

### ***1. 1. 2. 3. Subjective Well-Being and Income***

In the history of SWB, several studies stand out. Firstly, sociologists and researchers who are interested in quality of life have investigated how demographic information (e.g. marriage, salary) effect on SWB (Diener, Oishi & Lucas, 2003).

Subjective well-being (SWB) has positive relationship with income (Diener, 1984; Diener, Diener, & Diener, 2009). The level of income provides opportunities to fulfill person's needs, to reach goals, to improve abilities. Therefore, it is likely to increase person's subjective well-being level. In theory, it can be said that SWB is increased psychologically by wealth. But, according to relativistic model the level of income should not enhance SWB (Diener, Diener, & Diener, 2009).

The level of income is one of the issues that concern the SWB. According to a study of Diener, a significant difference was found between income and life satisfaction. In another study of Diener et al. was reported that the relationship between the level of income and SWB is stronger in underdeveloped societies or people who had difficulty in fulfilling their basic needs. In societies that can fulfill their basic needs economically, there are weaker relationships between the level of income and life satisfaction (Diener, Oishi & Lucas, 2003). Given that the other variables (eating, drinking, housing, health, etc.) are directly affected by this relationship, it is not exactly a low rate although this relationship seems insignificant (Diener, 1984). Therefore, the reports show that the SWB levels of the high-income societies are high (Diener, Oishi & Lucas, 2003). For example, in the study of Easterlin that carried out in various countries, rich people were always happier than poor people in every country without exception (Diener, 1984). Only high-level income does not mean that SWB has also high rate. Except material things, in developed countries, individual societies, suicides and divorces are more common than others. Because when people experience social troubles

and feel unhappy, they see this as a failure and may turn to suicide (Diener, Oishi & Lucas, 2003).

According to McBride's research, increasing in income has positive impact on subjective well-being, but while increasing the relative-income norms with income, the level of SWB decreases. Easterlin claims that "raising the incomes of all, does not increase the happiness of all, because the positive effect of higher income on SWB is offset by the negative effect of higher living level norms brought about by the growth in incomes generally" (McBride, 2001).

The importance of money may vary from culture to culture. As the western societies are mostly developed, they have no any financial difficulties. Therefore, the factor that affects their happiness or SWB levels will be different from income. In eastern societies, collectivist cultures, the importance of money is increasing as the level of development decreases, and money is almost the first factor in determining the quality of life (Samman, 2007). However, around the world, college students highly thought that happiness, well-being and life satisfaction are important more than other all many things like money. Even so, few people in studies think that "happiness is more important than money" (Diener, Suh, Lucas & Smith, 1999).

#### ***1. 1. 2. 4. Measuring Subjective Well-being***

In past researches, many life satisfaction scales have been developed, but most of them contain single item. These scales with single item have some problems to measure general life satisfaction. Some of developing scales are used only in Geriatrics. Some of these are used only to evaluate the judgmental aspect of life satisfaction. Scales with multi-items are needed to measure the cognitive-judgment aspect of life satisfaction (Diener, Emmons, Larsen & Griffin, 1985).

In order to measure the SWB, broad survey is used for emotional components such as joy and tolerance. Life satisfaction survey is used for

cognitive components. With the measurement of satisfaction, marriage, business life and leisure time are also measured (Diener, Oishi & Lucas, 2003).

One of the most important issues in the measurement of SWB is whether the measurements used in western societies are reliable and valid in other societies. According to Vitterso et al., the reliability level of life satisfaction results is low in the poor countries. In this case, the reliability of the scale structure should be examined. It should be checked how people respond to items, i.e., whether their responses are similar with other cultures (Diener, Oishi & Lucas, 2003).

Numerous scales have been developed to measure well-being emotionally and cognitively. None of these measures affect mood disorders or other dysfunctions, such as depression. In the field of SWB, multi-item scales are used. A multi-faceted result can be achieved by adding the person's satisfaction with marriage, family and work life, and even the choice of clothing. Society structure, culture and life style constitute the structure of satisfaction. One of the noteworthy findings is that the closest areas and people to them affected the level of SWB. Changes depending on age are also observed. There is no universal conclusion, but in some societies similar structures are observed (Diener, 1984).

As a result, SWB is a necessary element for the life's quality of society and person. But it is exclusively not enough. An ideal society can be mentioned if there are basic factors such as good justice system, human rights, and high economic and social level in society. Nevertheless, SWB is accepted as one of the most fundamental factors determining the welfare level of society and the individual (Diener, Oishi & Lucas, 2003).

## **1. 2. Perceived Stress**

The concept of stress that we face in our daily lives is based on ancient times. We can actually say that we are faced with stress since the beginning of

human history. It is seen in every human, so it can be examined from different directions. Stress has emerged in different forms on different persons. The source and symptoms of stress differ on each individual. Many factors such as age, gender, environment, culture, personality, education and profession of the person determine the cause of stress (Lazarus, 1993).

The term of “stress” was used firstly to describe situation of difficulty and pressure in 14<sup>th</sup> century. Afterwards, in 17<sup>th</sup> century, it was used by Robert Hooke, physicist and biologist, to explain flexibility of objects in technical field. Hooke’s the field of study was on how bridges show a resistance “to carry heavy loads” and resist natural disasters. Stress and strains occur because of all the loads that are placed on the bridges and the jolts that occur on bridges. As a result, all this combined causes the structure to deform (Lazarus, 1993). Another example from physics, when applying a force to an object, there is available a few options: the shape of object can change; the object can move or stop if it is moving, or it can remain stable. All these options depend on structure, position and state of object. Also, Hooke's examples mentioned on personal differences. For example, according to the type of iron, some are more brittle and more robust and their resistance to conditions is also different. Such a metaphor was used to describe individual differences and their resistance to stress in psychology. Just like the iron, people also had different characteristics (Aydm, 2004; Lazarus, 1993).

In 1878, Claude Bernard, who scientifically researches stress showed that “all living processes exist in a state of dynamic internal physiologic equilibrium, formed by organic liquid that surrounds all of the tissue elements”. Also, he noted that “all the vital mechanisms, varied as they are, have only one object, that of preserving constant conditions of life in the internal environment” (Rosmond, 2005).

Starting from this, in 20<sup>th</sup> century, other fields of science are also affected by stress, especially psychology. Social and medical scientists used ‘stress’ as a pressure (force) on humans and just like objects, every human also reacts differently depending on their personalities, genetic structures, circumstances etc.

In other words, humans and objects adapt to environmental factors after they encounter a difficulty (Aydın, 2004; Lazarus, 1993). Walter Cannon suggested “the mechanisms of maintaining physiological factors within certain limits and coined the term ‘homeostasis’ and defined it as the coordinated physiological process which maintains most of the steady states in the organisms”. Hans Selye expanded ‘homeostasis’ idea of Cannon and added people’s responses to stress. After, he developed ‘General Adaptation Syndrome’ (Rosmond, 2005). In 1950s, it became clear that there is no simple way to explain stress. The cause of stress does not depend on a single situation, also its consequences differs from person to person. While it is easier to produce solutions to problems for some people, it may more difficult for others (Lazarus, 1993).

Nowadays, stress which is used to express mental state such as tension, suspicion, nervousness, anxiety or concern takes part in central of social life. Generally, stress can be confused with panic, excitement or other similar words, especially anxiety and concern but they do not exactly define stress. It is that trying to cope with new situations or issues, and humans give some reactions to these situations. Thus, stress is a response or reaction that adapts to changes (Civan et al., 2018). “Some of the personality traits that appear to be associated with resilience include constructive thinking, hardiness, hope, learned resourcefulness, optimism-shades of Horatio Alger and Norman Vincent Peale, self-efficacy, and sense of coherence” (Lazarus, 1993).

The definition of stress is different between fields. For example, according to medical doctors, “stress is treated as a set of psychological and physiological reactions to noxious agents”. Selye explained the concepts of stress and stressor. He said that environmental stimulants (stressors) put pressure on the person, and the person reacted to pressures. Sociologists are defined “stress as the disturbing agent (e.g. social disequilibrium) and of strain as the collective reaction (e.g. a panic or riot)”. The definitions made by experts may look different; in fact there are essentially similarities (Lazarus, 1993).

Perceived stress is a term that is used everywhere and has no universal definition (Rosmond, 2005). But many scientists are depicted stress along similar lines. Cannon defined stress briefly as adaptation of organisms to environmental circumstances (Civan et al., 2018). Stress is described by Selye as the reactions of human body to environmental pressures (Akdağ & Yüksel, 2010). It is shortly defined by Siegel in 1971 as the reaction in an emergency (Civan, Özdemir, Gencer & Durmaz, 2018). Andreou and friends are defined stress as “the perceived or actual threat on physical and/or psychological homeostasis (inner homeostasis) of the human body” (Andreou, Alexopoulos, Lionis, Varvogli, Gnardellis, Chrousos, & Darviri, 2011). Lazarus and Folkman explained that stress is the result of interaction between person and environment (Aslan, 2007). According to Jones and Hardy (1990), stress is the situation that requires the individual to react in various ways to load and overcome some expectations. Franken (1994) determined that stress is a structure of neurological and physiological responses that has generally an adaptation function (Civan et al., 2018).

“Perceived stress is defined as the degree to which situations in one’s life are appraised as unpredictable, uncontrollable, and overwhelming”. It has been influencing negatively people’s life, their physiological and psychological statements such as mental health and depression level. A research showed that high level of perceived stress causes depression, negative life experiences or changes and to decrease quality of life. Also, people with high perceived stress have anxiety for future. This anxiety may affect and risk their important decisions about future or other events. People who have low level of perceived stress are seen little depressive symptom and they can cope with problems more easily than people with high level of perceived stress (Mitchell, Crane & Kim, 2008).

Another research has shown that college students remain under stress in problems which are related with relationship, economic and academic. Pharmacist students’ healthy life quality is decreasing while stress level is increasing (Beall, DeHart, Riggs & Hensley, 2015). A similar study in Pakistan mentioned that



medical school students' perceived stress is related with mental distress and causes health problems influences their own life such as academic, family, social, emotional thoughts, learning skills (Shah et al., 2010).

Stress is an extensive term which is studied on for many years. The different researchers made various definitions and developed models on stress. Some of these models are explained in this part of the current dissertation.

## **1. 2. 1. The Models of Stress**

### ***1. 2. 1. 1. The Stimulus- Based Model of Stress***

The result of the response to the stress is called adaptation. Adaptation is, to some extent, the process of maintaining an individual's internal and external balance and serves as a unifying concept for understanding human behavior. Adaptation to stressors begins to develop in infancy and ego uses the basic defense of denial. Adaptation includes both psychological and physiological well-being and may be considered as long-term coping. When the individual confronts stress, the adaptation process begins. If the adaptation is successful, the balance is maintained, if not successful, the human gets sick and then the adaptation begins (Bayık et al., 2006).

According to Holmes and Rahe, the adaptation is to get accustomed to the life event that causes change. Holmes and Rahe, psychiatrists, found that their patients became ill after experiencing any positive or negative change in their lives. They have advocated the changes in patients' lives, which is directly linked to stress and disease. They have explored why and how people experience changes in their lives. As a result of these studies, they developed an inventory which is named the "Holmes-Rahe Stress Scale" (Holmes & Rahe, 1967).

In the Holmes-Rahe Stress Scale, there are 63 life events. Each of them has a score and is ordered from the highest to the lowest. The participants choose the most appropriate options for them and in the past years they have created changes and select the events that have caused them to become stressed. A result is obtained from the sum of the scores of these events and the stress assessment of the people is done (Bayık et al., 2006; Holmes & Rahe, 1967).

According to Holmes and Rahe's adaptation theory; changes in lifestyle affect the physiological adaptation of the individual. Individuals experiencing long-term stress are more at risk of illness. As a result of exposure to stress, head, back, shoulder pains, hypertension, tachycardia, digestive system problems such as physical, easy irritability, weakness, difficulty in decision-making, lack of concentration and psychological behavior such as depression, continuous movement, behavioral symptoms such as stagnation in sexual activities occur (Bayık et al., 2006; Holmes & Rahe, 1967).

### ***1. 2. 1. 2. The Response- Based Model of Stress***

#### **a. The Perspective of Walter Cannon in Stress**

The word of 'stress' is a term that was borrowed from physical science. Just as materials or objects, external effects (forces, pressures) reduce intensely durability or resistance of humans. In 1930s, Walter Cannon had the characteristic of the first modern scientist and physiologist who explained 'stress' term on the bases of physical sciences (Hobfoll, 1989; Goldstein & Kopin, 2007). He argued that the person should maintain the physiological integrity and generated 'homeostasis' term. Also, he used 'stress-strain' terms which are originated in physics (Rosmond, 2005).

Cannon defined stress briefly as adaptation of organisms to environmental circumstances (Civan et al, 2018). He suggested "fight and flight model" which is

an acute stress response and a reaction of organisms or humans when they feel threatened or are in danger. He determined in his researches that human body can resist short-term stressors, but long-term stressors cause dysfunctions on the biological structure of humans (Civan et al., 2018; Goldstein & Kopin, 2007; Hobfoll, 1989; Rosmond, 2005). In a word, stress was accepted as a stimulus that causes physiological changes on human body (Hobfoll, 1989; Goldstein & Kopin, 2007).

### **b. The Perspective of Hans Selye in Stress**

"Every stress leaves an indelible scar, and the organism pays for its survival after a stressful situation by becoming a little older" - *Hans Selye* (Berczi, 2017).

In 1950s, Hans Selye, Canadian physiologist, continued doing researches about stress based on Cannon. He is defined stress as "the nonspecific response of the body to any demand" (Goldstein & Kopin, 2007; Hobfoll, 1989; Selye, 1950). People can face with variety stressful facts such as lack of dignity, discontent, distress, anxiety, fatigue and depressions. They must adapt to the new situation in order to restore the disturbed balance. Selye (1950) described destruction as adaptation disease. Finally, bodily exhaustion and death occur. If body defenses can withstand stresses, the general fit is working well. According to Selye, aging is the erosion of constant adaptation energy over time. In this respect, there are three important factors in the emergence of psycho-somatic results. These are the severity of stress, its chronicity, and the stage of general compliance (Bayık et al., 2006).

Selye (1950) had focused on the relationship between 'stress and stressor' in his researches. Stressors are stimuli which cause stress. There are types of three stressors: physical, socioeconomic and psychological stressors. Physical stressors are noise, environmental pollution, and food shortage, traumatic events such as

surgeries, wars, wounds, and injuries. Socioeconomic stressors include individuals, their relations and conflicts. Psychological stressors include disappointments, isolation, coping with social and physical problems and putting off solving problems (Civan et al., 2018).

The body of human reacts to all kind of stressors that they encounter, and this reaction means “General Adaptation Syndrome”. And a physiologic defense mechanism protecting human’s body against environmental stimuli or forces. It is named as “General Adaptation Syndrome”, which is a nonspecific response against any demand on body (Goldstein & Kopin, 2007; Hobfoll, 1989; Rosmond, 2005).

General Adaptation Syndrome has a loop with three levels. The first one is ‘alarm stage’ which is the initial response against to stress. External stimulus is perceived as stress. ‘Fight or flight response system’ comes into play and the hypothalamus is stimulated when the threat is noticed. Subsequently, brain releases stress hormones (“adrenaline, noradrenaline, and cortisol”) in initial stage (Civan et al., 2018; Goldstein & Kopin, 2007). It is seen an increase in cognitive activity, breathing and pulse rate. The balance of the individual is disrupted by stimuli from the environment. In order to maintain human balance, he/she tries to adapt to the conditions and goes into ‘resistance stage’ (Aslan, 2007).

The second one is ‘resistance stage’. Stress hormones are highly released and at the same time the secretion of body fluids increases such as sweating and lacrimation. Because the person tries to cope with stressors, while the person is dealing with stimuli, also resists keeping himself/herself in balance. When the person adapts to environmental stimuli, it means he/she can cope with this stress. Physiological symptoms such as heart beat, respiration, blood sugar and blood pressure are regulated. The strength of resistance begins to slowly fall slowly due to the fatigue of the body. When adaptation becomes difficult and energy is exhausted, the ‘exhaustion stage’ is reached (Aslan, 2007).

The third one is 'exhaustion stage'. Even if a person can cope with stress, he/she will go into a period of fatigue and will certainly get uncomfortable slightly or heavily. So, the stress will have negative consequences on the person in any case. If the person has an adaptation problem, the stress continues, and physiological problems may arise. The person slowly gets tired of dealing with stress. Not only temporary like pain or headache, but permanent or long-term illnesses can also be caught such as allergies, insomnia, stomach problems, heart diseases and even death (Civan et al., 2018). In addition to that, Selye likens these stages to human life. The alarm phase is childhood; the resistance phase is adulthood; the exhaustion phase means aging or the end of life (Aslan, 2007).

The nonspecific effect of stress sets general adaptation syndrome in motion. Every stressor has nonspecific effect and emerges from person to person in different ways. Stressors can create different results on the same person at different times. The reason for this, it depends on internal and external factors. Internal factors are genetic tendency, age, sex, personality etc. External factors are climate or weather conditions, diet, exhaustion, sleeplessness etc. Psychic (mental, psychological) factors are low motivation, past experiences, disturbance etc. In conclusion, every stressor generates general adaptation syndrome, but the level, intensity and incidence of syndrome differs greatly in every person (Aslan, 2007).

Initially, stress was divided by Selye into two as 'eustress' which has likeable factors due to related with positive emotions and 'distress' which has unlikeable factors due to related with negative emotions. Afterwards, it was divided into several sections such as physiologic, pharmacologic, and clinical. The current situation of stress is composed of "acute stress, episodic stress and chronic stress" (Lazarus, 1993).

According to Selye, the hemostasis of body is deteriorated in case of any stress' resources. Humans try to protect the balance of their bodies. Thus, external environment is adjusted if inner balance (homeostasis) remains stable. Otherwise,

if the body does not adjust stress, pressure or environmental forces, it encounters with various physiologic disorders (Hobfoll, 1989).

In addition, in 1982, “Selye’s International Institute of Stress has indexed more than 200,000 publications about different aspects of the stress concept” (Rosmond, 2005). He criticized the view that the stress reactions of individuals were quite similar. On the contrary, according to Selye, the response of people to stress varies in terms of their personalities, cultures, genetic structures and perceptions (Hobfoll, 1989).

### ***1. 2. 1. 3. The Transactional Model of Stress***

#### **a. The Perspective of Lazarus and Folkman in Stress**

Previous theories of stress were biology and physiology-based. But, the theory of Lazarus and Folkman (1984), Transactional Model, is psychology-based. According to Lazarus, stress creates a different effect on each individual. The perspective differs related to how the person perceives events. Transactional model is a concept that includes the complication of stress by compounding the interaction between the environment and the person (Dwyer & Cumming, 2001).

Transactional model is defined stress as a conflict of “perceived demands and perceived sources” (Lazarus & Folkman, 1984). It is generally consist of two terms: ‘appraisal’, self-evaluation about one’s own well-being, and ‘coping’, expending energy as mental and physical to manage demands. In case of personal sources’ inadequacy, people have difficulty in meeting demands and similarly coping stress is getting difficult for them (Lazarus& Folkman, 1984; Matheny, Curlette, Aysan, Herrington, Gfroerer, Thompson & Hamarat, 2002). Lazarus et al. (1985) revealed that stress is not due to the demands of the person and that the person has to evaluate the existence of resources to meet those demands. The stress occurs as a result of interaction between the person and the environment.

Lazarus et al. (1985) assumed that this interaction developed as a result of the perceptions and evaluations of individuals as a source of stress.

According to Lazarus, stress contains these: primary appraisal is “the process of perceiving a threat to oneself” (Carver, Scheier & Weintraub, 1989); or “involving evaluating the threat of the situation (e.g., irrelevant, benign, threatening)” (Dwyer & Cumming, 2001). Secondary appraisal is “the process of bringing to mind a potential response to the threat” (Carver et al., 1989); or “involving evaluating one's available resources for coping with the stressful situation (e.g., seek more information, control impulsivity)” (Dwyer & Cumming, 2001). Coping is “the process of executing that response” (Carver et al., 1989). Many studies are determined that the transactional model has several contents such as self-efficacy as a cognitive variable, social support as a social variable, and coping strategies as a behavioral variable, sense of coherence, optimism, and hardiness (Dwyer & Cummings, 2001).

### **1. 2. 2. The Literature Review of Perceived Stress**

In last century, stress is one of the most important issue that causes many health problems such as mental, physiological and psychological (Civan et al., 2018; Lu, 1999; Shah, Hasan, Malik & Sreeramareddy, 2010). It is a state that inhibits person's daily routine, causes condition of imbalance, affects people's biological health, their emotional and mental states, decreases people's lives quality (Civan et al., 2018; Eskin et al., 2013). Life conditions that are getting harder every day, changes in human relations, uncertainties are emphasized as factors increasing stress (Civan et al., 2018).

Perceived stress factors are generally divided into three: physical, individual and organizational. *Physical factors* consist of environment, e.g., “air pollution, noise, crowd, radiation, temperature etc.”. *Organizational factors* have

business conditions, personality types (A type, B type personality and others), boss and colleagues, e.g., “heavy or light work, night watch like nurses and doctors, working under time pressure, jobs that require great responsibilities and difficulties in decision making”. *Individual or psychosocial factors* contain impulse, defense mechanism, individual differences. Social stresses can be grouped under three main headings: *daily stresses* (disruption of works, traffic, delay, burning the food), *developmental stresses* (troubles in childhood and early adulthood) and *stresses of life crises* (serious disasters like cancer, death) (Bayık et al., 2006; Sabuncuoğlu & Vergiliel Tüz, 2013).

The first thing that comes to mind about stress is negativity. Because, exposing to excessive stress or sustained stressors may make people sick. Stress is actually an existential necessity for human beings, especially to protect themselves under danger. Having a low level of stress is also a motivation for people to complete their tasks, to help solve the problems effectively and to provide being stronger under difficulties. At the same time, stress has a developing factor, and can be increased energy, excitement, constructiveness, mental and physical resilience in coping with difficult life conditions. As a result of the low-level stress, people can be in search of newness due to be forced into doing new things, it triggers their creativities and even, it is also said that stress is a supportive motive to move people forward (Bayık, Altuğ Özsoy, Ardahan, Özkahraman & Başalan İz, 2006).

Many studies show that stress is increased depression level and suicide or suicide attempts (Shah et al., 2010). The research of Wang (2005) also shows that genetic patterns, stressful and traumatic events negatively support depression disorder. Besides, stress influences substantially job engagement and sustainability (Lu, 1999). Workplaces are substantially stressful part of people’s lives. Wang (2005) emphasized that stress, especially work stress, triggers major depression. It appears when people are exposed to so much pressure while they try to cope with their problems (Beall, DeHart, Riggs & Hensley, 2015). In fact, there



are studies stating that stress leads to death. Cardiovascular problems have been proven to create cardiovascular problems. In addition, stressed people face the risk of having symptoms such as depression symptoms, anxiety disorder, anger outbursts, and difficulty in anger control, social relationships and serious biological problems (Eskin et al., 2013; Rice, 2012).

In workplace or house, or anywhere, under the same conditions, people show different reactions to stress. According to some people, the environment is perceived as very stressful, some of them feel less stressful and others are not at all stressed. Perception of stress varies according to individual difference, cultural value, objective or subjective perspective. Lazarus and Folkman support this view that the reason of stress caused by the interaction people and environment is to perceive events and individuals as stress factors (Aslan, 2007).

In a research of Işıkhan and Kleir in 2004, they revealed that one in six women and twelve men had a chronic depressive event. Women and men try different ways of expressing their feelings, coping with negative emotional states, overcoming stress sources and generating solutions to daily crisis. Because of social and cultural factors, women behave more emotionally than men (Bayık et al., 2006).

A research showed that high level of perceived stress causes depression, negative life experiences or changes and to decrease quality of life. Also, people with high perceived stress have anxiety for future. This anxiety may affect and risk their important decisions about future or other events. People who have low level of perceived stress are seen little depressive symptom and they can cope with problems more easily than people with high level of perceived stress (Mitchell et al., 2008).

Another research has shown that college students remain under stress in problems which are related with relationship, economic and academic. Pharmacist students' healthy life quality is decreasing while stress level is increasing (Beall,

DeHart, Riggs & Hensley, 2015). A similar study in Pakistan mentioned that medical school students' perceived stress is related with mental distress and causes health problems influences their own life such as academic, family, social, emotional thoughts, learning skills (Shah et al., 2010). Another research conducted on students related with performance shows that stress inhibits academic performance; and increases their depression and anxiety level (Dwyer & Cummings, 2001).

Some researchers have examined stress in terms of daily life events, daily difficulties or minor problems (Lazarus & Folkman, 1984) while some of them have conducted studies on major problems such as death, loss of a member of family or friend, serious illness, moving, immigration, rejection, and betrayal. Although major events seem to create more stress, researches proves the opposite. Minor or daily life events have more negative effects on people's health mentally and physically rather than major life facts (Dwyer & Cummings, 2001; Rice, 2012).

Demographic variables such as age, gender, and culture have been found to influence on perceived stress. Studies also show that marital separations increase perceived stress level (Blasco-Fontecilla et al., 2012). Age differences have effects on perceived stress. Khan and his colleagues (2013) in their study conducted on university students in Islamabad, found that younger students have highly academic stress level more than older students.

Gender differences have been found to effect on perceived stress. Many researches showed that women have reported to be stressful more than men (Dwyer & Cummings, 2001; Khan, Altaf & Kausar, 2013). Also they had said that it was an unacceptable state that women have high level stress rather than men. A different study revealed that young women have more concerns about relationship management when they compared with men. In contrast, Baum and Grunberg indicated that these differences are expected results because women are

generally more social, have more social needs, and more willing to mention about their feelings (Dwyer & Cummings, 2001). Similarly, many researches also have found the common result that women show higher levels of academic and life stress than men. Also, the responses of women towards stress are different than men. In research of Misra and McKean (2000) women reported that they experienced more physiological symptoms such as headache and emotional reactions rather than men. Studies have also found that men have an inexpressive and enduring style whereas women have an emotional expressive style (Matud, 2004).

Work life is considered one of the most affected and most stressful areas of stress. Workplace covering most of social life is the place where stress is seen most and people spend more than half of their time (Sonnentag & Geurts, 2009).

For example, Pruessner and colleagues (1999), in their research conducted on teachers, have found that perceived stress and burnout have a significant positive relationship. Teachers who have high level of stress are likely to have high level of burnout. Many of those who feel less stress have low level of burnout. Pruessner et al. also showed that cortisol level is correlated with perceived stress level. Teachers who have the high level of stress have also the high level of cortisol. In addition the study showed that increased cortisol level is related with chronic work stress and long term stress state. Also, participants who have high level stress and burnout showed the low level of self-control and self-esteem, and somatic problems (Pruessner et al., 1999). Also, it has been proved that self-efficacy has a significant relationship negatively with the level of perceived stress. People with high level of self-efficacy also have a low level of perceived stress (Dwyer & Cummings, 2001).

Flett and colleagues found that procrastination, or reprieve or delay, has positive relationship with perceived stress. As the person who has procrastination behavior delays own work or responsibilities, she/he feels under pressure and stress because procrastinators make an extra effort to complete the job in time.

The probability of negative consequences such as feeling failure and decreasing self-confidence is eventuated in mental and psychological health problems, and bad work performance (Tice & Baumeister, 1997). In contrast, Tice and Baumeister (1997) have added on the result that non-procrastinators have also high level of stress. Because many tasks are given to them in order to finish their jobs in time or before the deadline.

Personality traits are also effective on stress level. For example, Flett et al. (1998) supported with their findings that perfectionist people have high level of stress more than others. Perfectionists have reported more focus on their mistakes. The researchers also determined that these people focus on ruminative and negative thoughts. Because, perfectionism is a distress factor that affects cognitive processes and focuses on negative automatic thoughts. Further, this research emphasized that perfectionist people can be more depressive and anxious (Flett et al., 1998).

Considering the various studies, the sources of stress can be sorted with examples: *physiological* such as pregnancy, adolescence, menstruation; *pathophysiological* such as bacteria, virus; *psychological* such as self-esteem reduction, social pressure, marriage, job change; *traumatic* such as wars, wounds, surgeries, burns; *socioeconomic* such as financial problems, change in family relations, divorce; *cultural* such as moving to another city. Along similar lines, the symptoms of stress are according to the categories: *Physical symptoms* are excessive sweating, disruption of sleep patterns, heart palpitations, chest tightness, nausea, vomiting. *Emotional symptoms* are anxiety, concern, tension, anger, aggression, uneasiness. *Cognitive symptoms* are difficulty in decision making, forgetfulness, mental confusion, inattention. *Behavioral symptoms* are excessive mobility, rapid speech or stuttering, increase in tics, alcohol and substance use, or increase in use. *Social symptoms* are distrust, blame others, cancelling appointment, over-defensive, decreasing in speech (Eskin, Harlak, Demirkıran & Dereboy, 2013; Lu, 1999; Shah et al., 2010; Rice, 2012).

As it is mentioned in the studies in the literature, it is concluded that stress has a great effect on people's physical and psychological health, and their social life. Stress is a multi-faceted concept and it is associated with many variables such as health, work and personal life. People face many challenges and works that force them and feel obliged to do in every aspect of life. Some of these challenges are also in work life. It is seen as the cause of stress and health problems for most people (Bayık et al., 2006).

### **1. 2. 3. The Coping Strategies with Perceived Stress**

People's mental and psychological health; work, family and personal lives; performance are under threat as long as people do not recover from stress-related physiological effects. Since each individual has a unique structure, there are several ways to cope with stress (Sonnetag & Geurts, 2009). The ways of coping with the stress are generally divided into three strategies: problem-focused, emotion- focused, and avoidance-focused (Dwyer & Cummings, 2001; Lazarus & Folkman, 1984).

*Problem-focused coping* is an active strategy that solving harmful issues (Dwyer & Cummings, 2001), and the individual acts by believing that he / she will control stress conditions. It involved in planning, acting directly, seeking help, removing some activities of one's daily life, and trying to wait before doing something (Carver et al., 1989).

*Emotion –focused coping* is a passive strategy that reliving, controlling and directing correctly individual's reactions, and also, individual believes that he/she cannot control the situation and accept stress events as it is (Carver et al., 1989).

*Avoidance-focused coping* is a strategy that trying to remove mentally, maybe physically, oneself from threatening events and damaging circumstances (Dwyer & Cummings, 2001).

Self-efficacy is a cognitive trait which is closely related with perceived stress. It can be described as “people’s choice of actives and behavioral settings, how much effort they expend, and how long they will persist in the face of obstacles and aversive experiences”, or a mechanism that helps self-verification and self-improvement (Ferris, Lian, Brown & Morrison, 2015). In addition, according to “Social Learning Theory” of Albert Bandura, self-efficacy is that “an individual's belief in his or her abilities and skills to perform a particular task” (Kahya, 2015). People who have developed coping skills have higher level of perceived self-efficacy. Facing stressful situations stimulates emotional arousal. Our self-efficacy level is directly related to how we deal with stress, how much we can control our emotions, and our ability to solve problems (Bandura & Adams, 1977).

Using the coping strategies varies across genders. Woman use emotion-focused coping strategies while men use highly avoidance-focused and problem solving strategies. Besides, women need to seek emotionally help and social support when compared with men. In fact, the reason of different results about gender is closely related to the role concepts in social life that assigns to people, rather than biological and innate characteristics (Dwyer & Cummings, 2001).

Dwyer & Cummings (2001), in their study conducted on undergraduate students, found that stress has significant relationship with all coping strategies and avoidance-oriented strategies while emotion-focused coping strategies have correlation with social relations and support. Also, it is stated that gender differences are effective on coping strategies. Women notified that they are highly supported by their close friends rather than men (Dwyer & Cummings, 2001).

Physical activities, like doing sport, exercise or light workout, and dance are suggested by health experts in order to help reduce stress level and activate hormones (Civan et al., 2018). For example, West et al. (2004) studied the effects of Hatha yoga and African dance on college students. They concluded that African dance and Hatha yoga reduce perceived stress level and increase positive

affect. Also, it has been added to the results of the research that biology course reduces the positive affect of students (West et al., 2004).

The studies of Lazarus et al. determined that stress is not about the demands of the person; it is about that the person has to evaluate the existence of resources to meet those demands. Personality traits are highly dependent on how stress can affect a person and how to deal with stress (Lazarus, DeLongis, Folkman & Gruen, 1985).

### **1. 3. Social Exclusion**

The concept of exclusion was first used in France in the 1960s-70s. During this period, politicians, practitioners, bureaucrats, academics and journalists have mentioned about poor people as 'excluded'. The reasons behind the emergence of exclusion include poverty, inequality in income distribution, immigration, social insecurity and low education rate. In 1974, first time exclusion is not defined by Lenoir, the state minister in charge of social affairs of the Chirac Government in France, due to economic reasons. Only in the context of the decrease of social relations, an exclusion process and those who were left out of society were mentioned. Lenoir emphasized the weakening of the individual's relations with society and stated that these groups lacked social security. By the 80s, the reasons underlying the exclusion become the object of interest and continued to be investigated (Alacahan & Duman, 2011; Tartanoğlu, 2011).

Since mid-90s, for almost the last 25 years, the concept of social exclusion has often come to the fore for various reasons and attracts the attention of academia. However, there is no single definition of this concept because every scientist and researcher has defined it from a different perspective (Nezlek, Wesselmann, Wheeler & Williams, 2012). In other words, the same concept can have different meanings for every society and opinion. Also, the theoretical origin of social exclusion is based on classical sociology. The approaches that can be pioneers in this regard are the concepts such as

social integration and harmony in the work of Durkheim and Robert K. Merton, and social closure in the works of Max Weber (Kılıç, 2018).

In order to discuss and find solutions to exclusion, it is necessary to make the definition in the most comprehensive way. Social exclusion is defined as a “process by which certain groups are systematically disadvantaged because they are discriminated against on the basis of their ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status or where they live” (DFID, 2005). Social exclusion consists of the negative attitudes and attitudes of powerful groups in society towards the people they see below, such as those of rich or high-status individuals, institutions and organizations. Shortly, exclusion is defined as ignorance of individuals in their own around (Çelik & Koşar, 2015).

Exclusion is a universal phenomenon. It is associated with different demographic characteristics such as age, gender and race. There are some evidences in the literature that exclusion may lead to discordant behaviors such as a long term and repetitive severe depression. Because this term that has existed throughout history has had bad consequences for those who are excluded. Exclusion has many harmful effects on the individual's social and mental functions, and damages their sense of belonging severely which is one of the basic needs (Çelik & Koşar, 2015).

At least one person or one group is excluded in every society, and in every species. Therefore, exclusion may also be observed among children who are ignored or disregarded by play groups. Even it can be seen among different animals in the animal kingdom. Only, the degree of discrimination, the reason for exclusion, the way of exclusion may vary. For example, many women in developing or underdeveloped countries are often exposed to discrimination and the tendency to keep women in the second plan is common (Kılıç, 2018).

Women have been excluded by men from past to present, even by their fellow woman, almost in all societies. Nowadays, women still have to show them strong and must prove to deal with discrimination. Women are forced to fight against society for their economic and social independence. This discrimination is sometimes even reflected



in state laws. Intentionally, a certain group is restricted to the some rights (Costa, Silva & Vaz, 2009). For example, in an African country, Lesotho, women are in the back of the law. They can neither own property nor build business without the permission of their spouse. Also they cannot make any contract and cannot sign without permission of their spouses (DFID, 2005).

As in Africa, the situation in the eastern countries is not very different. In Pakistan, the testimony of a woman in court is not valid. However, if two women testify, it may be equal to one male. Similarly, social systems with strict rules such as the caste system dominate in south-east Asia. This situation leaves both sexes in a difficult situation. Especially women remain in the background and the poor people are ignored. The rights of the poor are less than the rich, and only those of the same layer, i.e. those of the same caste, may marry one another. This causes many conflicts, unhappiness and discrimination (DFID, 2005).

### **1. 3. 1. The Reasons and Consequences of Social Exclusion**

Social exclusion is a common problem in the world. Almost 900 million people are exposed to exclusion because of their ethnicity, race, culture and ethnic origin. At the center of exclusion is the element of social relations and the fact that individuals do not see themselves as part of the society. The reasons behind the emergence of social exclusion are poverty, inequality in income distribution, immigration, social in security and low education rate. Also, social exclusion have economic reasons such as unemployment, income and inadequacy of assets; individual reasons such as lack of education, age and gender; social reasons such as lack of social security and lack of social support and political reasons such as not being able to benefit from political rights and not to participate in political decision-making mechanisms. So, this exclusion group consists mostly of people with low economic levels, women, different cultures, religions, and race (DFID, 2005; Pınarbaşı, 2017).

Economic, political, social and cultural dimensions are examined in defining social exclusion. But economic dimension is more considered (Pınarbaşı, 2017). For example, in literature, exclusion is most associated with poverty, because, people who are economically weak are exposed to be excluded more in society. In other words, poverty causes social exclusion (DFID, 2005).

Although it is still debatable exactly how poverty and social exclusion are related, it is evident that exclusion is closely related to poverty. Some research shows that social exclusion is nothing more than the renaming of poverty. According to some, social exclusion is independent of poverty, and it is broad, relational, dynamic and multidimensional. For example, Lenoir has defined people who have been excluded cannot benefit from the consequences of economic growth in French. He stated that the excluded people were not only poor people, but also various groups. He also pointed out that 10 percent of the country's population was excluded for these various reasons. These persons are usually those who are not protected by social security programs; especially those who cannot benefit from the benefits provided by employment. Lenoir described the excluded groups as mentally and physically disabled people, criminals, sick and elderly people in need of care, abused children, drug addicts, suicidal people, lone parents, problem families, marginal and asocial people, and other socially incompatible people (Şahin, 2009).

In various institutions of the public sector, it is possible to find examples of informal and different forms of discrimination. In India, some teachers in schools have been cleaning up for children with Dalit, the bottom layer of the caste system. Some people are denied job applications due to illness and they are dismissed. For example, a woman who admitted to an association reported that her husband had died of HIV, and then reported that no work place accepts job applications. It is important to note that the exclusion behavior is mostly involuntary and unintentional. Exclusion is sometimes unnoticeable, for example, not involving persons with disabilities in politics, marketing and services. The most common non-intentional form of exclusion is to keep the person away from social and working life because of the language barrier. Excluded people have difficulty in communicating in order to do not know the language of country where they

live, but nobody want to help these people in the language learning process (DFID, 2005).

One of the most damaging consequences of social exclusion is conflicts, both physical and psychological. Countries like India, Pakistan, Sudan and Kosovo have experienced too much internal conflicts because of social discrimination. Such countries have suffered materially great damages. Nowadays, these events are still going on in many countries (Pınarbaşı, 2017).

For example, the conflicts in France in recent years have been caused by the ignorance of the poor people. This event has aroused great repercussions in the world. Crowded groups were barely stopped by the police. Although France is a developed country in many ways, it suffered great losses because it ignored the poor (Aljazeera, 2018).

As a result, when the exclusion is combined with conflicts, the people feel insecure, especially excluded people. When every person is not equally protected by the state and ignored by society, some people are forced to lead an insecure life. Besides, people are mostly excluded by powerful groups because of their values, attitudes and behaviors. The individual who is exposed to at least one of the reasons of exclusion encounters a number of problems at the social and individual level and feels inequality at every stage of their lives. Therefore, individuals who are at risk of social exclusion, such as those who do not have sufficient income and assets to meet their needs, long-term unemployed, elderly, disabled and women, need to be protected and supported through social policies (DFID, 2005).

### **1. 3. 2. The Differences of Ostracism, Exclusion and Rejection**

The literature has three concepts as “ostracism, exclusion and rejection”. These are mostly interchangeable terms. Although these concepts may seem similar, they are different in terms of meaning (Hitlan, Zárate, Kelly & DeSoto, 2015).

Ostracism; it consists of behaviors such as avoiding eye contact, being silent and unresponsive to individual who is excluded. Exclusion; it defines behaviors such as keeping individual who is excluded away from organizations and activities or not being invited. Rejection; it is defined as the explicit expression that individuals who are excluded do not wanted by others (Scott, 2007).

Williams (2007a) has clearly defined these terms. According to his articles, the term exclusion is mostly used for social exclusion which means 'isolation from others' or "being kept apart from others". Rejection is defined as "explicit declaration that an individual or group is not wanted". Thus, it can be concluded that the term of rejection is explicitly, even extremely, more exclusionary and rude behavior, or attitude. According to Williams (2007a), ostracism is "the act of individuals or groups being ignored and excluded from other individuals or groups". He further determines that "being ignored is different from being excluded". Being excluded indicates that individual is not considered, involved or included, e.g., not invited to join in activities. Being ignored causes attitudes which are more limited such as silent treatment, or unresponsiveness, avoiding eye contact. Ostracism is generally seen as a specific version of social exclusion (Hitlan et al., 2015; Scott, 2007).

Therefore, it is considered as a form of other interpersonal psychological maltreatment that reflects the dark side of organizational behavior, such as abusive leadership, rudeness or workplace bullying. However, there are some sensitive points that differentiate the ostracism behavior from other bad behaviors (Lutgen-Sandvik, 2008).

The first difference is the way of ostracism and other misconduct. The exclusion behavior interrupts communication with the target person, but bad behaviors such as rudeness, aggression, harassment and bullying intensify social interaction. For example, incoherent behaviors include behaviors such as interrupting the target person, speaking with a degrading tone or addressing the

rules of the profession, while ignoring the target person in the exclusion behavior (Cavaiola & Stout, 2017).

The second difference between ostracism and other misconduct such as bullying, harassment and rudeness is that the ostracism has a more uncertain nature than these behaviors. In other words, it is not clear whether or not the ostracism was made or caused when compared with other misconduct. Because of this uncertainty, the target person thinks intensively about the exclusion, why and what it means, and thus leads to emotional stress, anxiety and anger. In fact, whatever the reason, the person who implements the ostracism behavior can easily deny it. This suggests that dealing with ostracism is more difficult than dealing with other misconduct. As a result; ignoring is accepted as ‘active’ behavior when there are other bad behaviors such as bullying, harassment and rudeness. But in the case of ostracism, the behavior of ignoring is considered as ‘passive’ (Yüksel, 2017).

#### **1. 4. Workplace Ostracism**

Ostracism is a concept that existed since ancient times. For the beginning of history, ostracism takes place in life. For example, in the ancient Greek it was unanimous to exclude the individual from society as punishment. Exile is one of the most merciful behavior (Ferris et al., 2008). It is said that in the 500s AD, Athenians were named as ‘ostrakismos’ in the 1950s, and that the Athenians in the Ancient Greece emerged as a member of the community, or by throwing their votes in pots made of clay, often referred to as ‘ostraca’, to determine whether a former political leader should be deported for a period of ten years (Yüksel, 2017).

Although the phenomenon of ostracism is observed in almost all social entities (primates, lions, wolves, bison, bees, etc.); tribes all over the world, in modern industrialized societies; administrative, religious, military, criminal and educational institutions; in informal groups in close relations; in school gardens, it is seen that the

studies focusing on the explanation of the concept and the results in the social psychology literature emerged towards the mid-1990s. In the social sciences literature, there are theoretical and empirical findings related to the concept; however, the concept of ostracism has little effect on organizational psychology, although it is associated with a variety of organizational outcomes, such as work outcomes, behaviors and employee welfare (Yüksel, 2017).

Although ostracism does not appear to be an ordinary event, according to the results of the study of Nezlek et al. (2012), the participants' responses indicate that ostracism is an ordinary part of daily life.

Ostracism can be defined as “being overlooked, excluded, or ignored by other individuals or groups” (Robinson, O’Reilly & Wang, 2013; Gerber & Wheeler, 2014; Yaakobi, 2017), and isolate oneself from others (Halis & Demirel, 2016). Another similar definition is that “ostracism, or the extent to which an individual perceives that he or she is ignored or excluded by others” (Ferris et al., 2008; Kaya Özbağ & Polat Üzümcü; 2017).

Ostracism is defined by Sommer and friends as “the purposeful ignoring or shunning of an individual by others”. Ostracism consists of terms exclusion, shunning, ignoring, and rejecting. Robinson and colleagues indicated that all these kind of behaviors related to exclusion can be understood more easily by the definition of ostracism. Also, they suggested to describe as “workplace ostracism is when an individual or group omits to take actions that engage another organizational member when it is socially appropriate to do so that”. This definition states a difference between other terms that “the experience of ostracism occurs only when another violates norms that suggest one should acknowledge at the workplace” (Kaya Özbağ & Polat Üzümcü; 2017).

Ostracism is an experience that is negative (Gerber & Wheeler, 2014; Nezlek, Wesselmann, Wheeler & Williams, 2012), unpleasant (Zhang & Shi, 2017), painful in every social circumstances (Çelik & Koşar, 2015; Legate, DeHaan, Weinstein & Ryan, 2013; Naz, Li, Khan & Khan, 2017), and it is an

“interpersonal stressor” (Haq, 2014). Also, the study of Gerber and Wheeler (2014) supported that ostracism has always been found to be painful.

Social pain, like ostracism, triggers brain as physical pain (Çelik & Koşar, 2015; Legate, DeHaan, Weinstein & Ryan, 2013). Even there are many results of fMRI (“functioning magnetic resonance imaging”) that is proving this finding. The results of fMRI which is a brain imaging technique showed that the same brain area activated when humans suffered both physical pain and social rejection (Ferris et al., 2008). Thus, negative emotions begin to become dominant such as “alienation, depression, helplessness, and worthlessness”, because people who are excluded may be deprived of behaviors such as making eye contact, receiving answers, and greeting when they enter the room. In the long run, exposure to such behaviors will lead to increased anxiety, social isolation and social separation. Also, the excluded person may experience an existential questioning, pain, sadness, anxiety, fear, belongingness, the lack of self-efficacy, self-esteem and self-control (Ball, 2011; Nezlek et al., 2012; Kaya Özbağ & Polat Üzümcü, 2017).

People with high self-efficacy perform their duties internally without external motivation. Thus, they prefer to struggle rather than escape from difficulties, difficult tasks or responsibilities. For this reason, the job awareness of the persons with professional self-efficacy has improved and their performance of the task is improved positively. They are also thought that they have access to their professional and personal goals and have an efficient working life. In other words, people with high levels of self-efficacy are more successful than those with low self-efficacy to cope with difficulties because their stress and anxiety levels are lower. Finding various solutions to solve problems becomes difficult and the person's perspective narrows (Kahya, 2015). Previous studies have proven that a stressful workplace affects every people negatively, reducing performance and satisfied with work. Ostracism in the workplace is one of the most important factors (De Clercq, Haq & Azeem, 2017). Like stress, self-efficacy is also closely related with workplace ostracism. Some studies emphasize that workplace ostracism is a strong stressor that causes burnout, social isolation, poor

communication with colleagues, psychological and social suffering. All these are the reasons that increase stress and decrease self-efficacy (Naz, Li, Khan & Khan, 2017).

In an experiment conducted by Matthew Lieberman and Naomi Eisenberger in 2001, a game called 'Cyberball' which is loaded to MR, this game was programmed to eliminate participants from the game in a few minutes after it starts. The participants feel sadness and anger but almost lost their sense of belonging when randomly excluded even in this simple and short-term game. They could not understand why they were eliminated from the game. In addition, it is proved that 'dorsal anterior cingulate cortex' is a brain area that perceives both social and physical pain (Ball, 2011; Ferris et al., 2008; Yaakobi, 2017).

People who are ostracized know that negative things have been told about themselves and disliked by others. This case causes lack of self-confidence, self-esteem and self-control on them. Thus, the need of trust and esteem are also damaged. They continue to suffer and cannot do anything about it. They have already no trust anyone that the exclusion will end. As a result of all these, social death occurs, and the purpose and meaning of the existence of a person in life is threatened (Ball, 2011; Ferris et al., 2008; Williams, 2007b). Besides, it is proved that ostracism causes the wrong self-assessment, mental problems and shortened people's lives. Even in a small experiment game like Cyberball, this kind of influences can be seen in participants. After so many harmful effects of exclusion have been seen, researchers have focused on many theories. Mostly, it has been studied on the need of belonging in the pyramid of needs. The reason for the acceptance of the most critical need of belonging is that in the case of its lack, the physical and mental health of the person is in danger. Contrary to exclusion, people need to be included in order to continue their lives (Ball, 2011; Nezlek et al., 2012; Yaakobi, 2017).

From an evolutionary point of view, reacting to ostracism has given people the ability to adapt difficult situations. Being exposed to any maltreating is warning people because it means that something goes wrong. At the same time, it



supports people's efforts to find solutions, to provide reacting to wrong things and thus it is thought that they may protect themselves from pain. Even so, researches demonstrated that it does not ease the social and psychological pain of the person. The effect of ostracism on human beings is the same both in the workplace and in private life. "Even ostracism by a hated out-group, such as the Klu Klux Klan, has a negative impact on individuals" (Ferris et al., 2008).

Although social sciences were very interested in ostracism, there is still not enough research in the field of organizational psychology. Various concepts and outcomes of organizational psychology are significantly related with ostracism such as "work attitudes, behavior, and well-being". For this reason, the inadequacy on ostracism literature should be considered. The term rejection also which is underpinning ostracism has been studied from time to time over the years. It is interesting that such a common concept for humanity does not see the necessary value (Ferris et al., 2008).

Ostracism can be seen in all other settings as well as at workplaces. It can harm the business life as much as the individuals (Çelik & Koşar, 2015). Ostracism in workplace is "the extent to which individuals perceives that they are ignored or excluded by other employees in the workplace" (Haq, 2014; Wu, Yim, Kwan & Zhang, 2012). Although workplace ostracism is a very prevalent issue, limited studies were conducted about this topic (Haq, 2014; Wu et al., 2012). For this reason, it has an utmost importance to investigate the impact of exclusion on business life (Haq, 2014).

Some researches show that workplace ostracism threatens the psychological, physical and mental health of humans (Haq, 2014; Lia & Xia, 2016; Willams & Nida, 2011; Wu et al., 2012) and inhibits good performance of workers. Individuals who are exposed to ostracism generate psychological problems such as burnout, high level of anxiety, "emotional exhaustion, depression and lower job satisfaction" (Çelik & Koşar, 2015; Lia & Xia, 2016). These factors affect negatively their social life, family, work and

health. As a result, workplace ostracism has positive relationship with psychological problems (Lia & Xia, 2016).

Ostracism has several detrimental effects on the individual's social and mental functioning and threatens the sense of belonging that is a fundamental need (Çelik & Koşar, 2015). It causes to decrease social interaction or communication with other employees in the workplace (Çelik & Koşar, 2015; Haq, 2014; Wu et al., 2012). The need for social communication increases because of too much teamwork at work. In these cases, the excluded people are exchanging ideas with their colleagues and have difficulty in adopting their business (Haq, 2014). Also, workplace ostracism is a factor which influences belonging and work contributions. When ostracism increases, belonging and contribution reduces (Wu et al., 2012). Moreover, the motivation of the excluded individual decreases and its performance decreases. As a result, the individual is unable to perform his or her duty and harms the organization (Çelik & Koşar, 2015).

Ostracism is seen not only in adults but also in children. Ostracism in the school, which is evaluated under the name of peer bullying, is a psychological pressure experienced by children from different ethnic backgrounds and cultures such as Afghan, African or others (Ferris et al., 2008). Studies on students show that the academic achievement of the rejected children decreased, and alcohol addiction increased. In this study, rejection is defined as the absence of a sense of belonging and the existence of exclusion (Arslan, 2016). In addition, discrimination/ostracism is a condition not only among people but also in the animal kingdom like lions and monkeys (Ferris et al., 2008).

The researches on ostracism have supported that it is a universal concept, is a valid term globally. Because “most individuals either having ostracized others or having been ostracized themselves” (Ferris et al., 2008). Person who is ostracized at work confronts with situations such as being avoiding eye contact with him/her, ignoring his/her conversations, not being invited to meetings in social life or workplace (De Clercq, Haq & Azeem, 2017).

O'Reilly, in 2015, has demonstrated the ostracism of study of prevalence. This study demonstrated that 67% of participants had used the silent treatment, individual's reaction to others with unresponsiveness, in intimate relations; whereas 75% accepted that their friends and families had used the silent treatment on participants themselves. Being exposed to behaviors such as silent treatment and "avoiding eye contact" makes the person feel excluded (Ferris et al., 2008; Kaya Özbağ & Polat Üzümcü; 2017). In a study conducted with more than 250 employees, 66 percent of respondents indicated that they were ignored by their colleagues. 29 percent specified that their colleagues left the room consciously when they entered the room (Haq, 2014; Kaya Özbağ & Polat Üzümcü; 2017).

In most business environments, work ostracism events are carried to court. For example, a study conducted with 5 thousand employees and above showed that 13 percent of the employees were excluded at work within the last 6 months. Another study demonstrated that, "over a 5-year period, 66% of employees had been given the silent treatment; of those surveyed, 29% reported that others had left the room when they entered and 18% reported having been moved to an isolated location". Most of the time, we can ignore our friends because of our work and being busy. This is an understandable situation unless there is consciously a punitive behavior. Perhaps, this is the worst part of exclusion, whether it is deliberately excluded or not (Ferris et al., 2008; Kaya Özbağ & Polat Üzümcü; 2017).

Some researchers showed that ostracism causes maladaptive behaviors and responses. It is found by experimental researches in laboratory that individuals who are ostracized display most likely aggressive behaviors towards those who are their around. Also, the behaviors of the excluded people, such as being helpful and positive, making their jobs on time, and making good decisions, beginning to decline (Ferris et al., 2008).

Ostracism causes difficulties in adaptation problems, exhibiting deviant (unusual) behaviors, and difficulty in providing self-regulation (auto-control). This is a huge problem for both employees and employers. Therefore, it is

interesting that organizational psychologists do not give enough attention to ostracism. The reason for this is that no research has ever been carried out to measure ostracism (Ferris et al., 2008).

“Ostracism usually has been treated as part of other, broader constructs, such as interpersonal deviance, workplace bullying or social undermining”. However, some researches have clearly proved that analyzing each term separately from the general concepts can provide more detailed, meaningful and useful results. Likewise, ostracism is more useful when examined separately, as more specific results are obtained. While measuring deviant behavior, it measures behaviors such as insult, disrespect, and anger. The ostracism scale measures the viewpoint of the excluded person. Namely, the point of view of the target person is measured directly, not others. Although the bullying applied to the excluded person is perceived as exclusion, there is a difference between their being treated badly and being excluded (Ferris et al., 2008).

The most important reason for the low number of studies is the lack of a reliable and valid scale to measure ostracism. But in 2008, Ferris and colleagues developed a Likert-type scale which is named “workplace ostracism scale”. Although it is not possible completely to fill deficiency of literature, it is highly supportive (Ferris et al., 2008).

Even though the ostracism experienced in the workplaces considered to be one of the most important social circles is widely observed, until recently, the researchers' interest in the subject remained insufficient. Recent studies show that the exclusion in the workplace has a negative effect on the psychological health of employees (depression, anxiety, emotional exhaustion and work stress), adversely affect work performance, unwanted work attitudes (job dissatisfaction and decreased emotional commitment), and abnormal behavior (Yüksel, 2017).

Ostracism is “seemingly a universal phenomenon and occurs across gender, age, and demographic lines” (Ferris et al., 2008). Ostracism, which is a widespread and universal phenomenon at nations, organizations and hierarchical levels, is often defined as ignoring or excluding the individual without any

explanation or apparent negative interest. However, it is seen that the concept is evaluated in different terms and expressed in different terms in the studies on the subject (Yüksel, 2017).

Gender, age, race, and especially the personality structure lead to different reactions to ostracism. These differences determine the shape and severity of the response to ostracism (Nezlek et al., 2012).

Increasing women's participation in business life helps to eliminate both the problems of economy and inequality. For instance, women in the South American countries, such as Brazil, and other developing countries, can contribute to the economy (Costa, Silva & Vaz, 2009).

Gender differences are also important variables while investigating the effects of ostracism in the workplace on the individual. But, the study results of Nezlek and colleagues (2012) showed that there is no significant difference between men and women in terms of reacting to exclusion when considering every type of ostracism.

According to the results of Hitlan and his co-workers' (2006) research, the ostracized men are experiencing more dispiritedness rather than women. However, their work performance, job satisfaction and their motivations diminish, and their health is more affected psychologically by the ostracism.

Another research showed that a study has shown that permanent workers exhibit more exclusionary and rejecting behavior towards employees who are considered to be temporary (Hitlan et al., 2006). This kind of maladaptive behaviors cause the excluded person to increase his / her concern about his / her environment. According to Twenge et al., people exposed to social exclusion or ostracism are less motivated towards prosocial, or positive, attitudes, and they have also fear about negative criticism or comments (Khair & Fatima, 2017).

Blackhart and his colleagues explained this concept with 'social rejection' term and described it as the rejection of social communication by others, although an individual wanted to establish temporary partnerships or relationships with others. Anderson used the concept of organizational shunning and explained the

concept as a planned and systematic abstention from the individual who was once considered a member of a group. Although there are nuance differences between these special structures, the definition of concepts refers to the exclusion of at least one individual from a social connection. In this context; based on studies on social exclusion, organizational exclusion is defined as the degree of perception that an individual is ignored or excluded by others (Yüksel, 2017).

Studies show that individuals who feel excluded by their friends have more violent impulses and are more aggressive, show less benevolence, and cut emotional connections with others. The behaviors, aiming to prevent the target person from contacting positive interpersonal relationships, work success and to be a popular person at work, and manifesting itself through actions such as not inviting the person on the way to dinner, not paying attention to his / her ideas, not receiving his salute, refusing interaction with him and avoiding eye contact, were exposed to the target person are divided into two as conscious and unconscious (Yüksel, 2017).

According to Williams (2007a), the widely known form of conscious ostracism is expressed as the 'silent treatment' characterized by loss of contact and communication. In some cases, it may involve avoiding the individual or the group from the target person. For example, after a discussion, group members may consciously want to stay away from it to calm down the target. Similarly, individuals can consciously avoid persons or groups that they think may harm themselves if they make friendships with. In addition, the group may deliberately exclude a group member who exhibits abnormal behavior for the benefit of the group (Williams, 2007a).

Hitlan and his colleagues (2015) have mentioned about a concept known as 'linguistic ostracism' which is a situation that a language that the target person does not know is spoken. According the results of their research, the anger level of the ostracized group is higher than the others. The reason for this is that a language with low competence is used while having a talk. In fact, this situation may not be an intentional behavior at workplaces (Hitlan et al., 2015).

Ostracism may not always be intentional. Sometimes people are so busy with their own work that they can ignore other people or their reactions involuntarily. Even these individuals may not even realize that they are in the exclusionary behavior towards others. Unconscious ostracism behavior, which usually occurs when an individual does not realize that someone else is socially excluded, is widely seen. For example, group members invite a colleague to lunch plans as they are outside the route; he / she may forget to add a friend to an important business note. There are no bad intentions in this form of ostracism (Williams, 2007a).

#### **1. 4. 1. Organizational and Individual Aspects of Workplace Ostracism**

Workplace is where the person is socialized, acquainted with friendship, communicates continuously, and acquires developer or instructional experiences. In such an environment, the attempt of the excluded person to accept him / herself creates an undesirable result for the organization as well as for the individual (Kaya Özbağ & Polat Üzümcü; 2017). Since people spend most of their time in the workplace, workplace ostracism is a very important stress factor, and at the same time it can trigger the psychological and social resources of employees. These stress factors are generally such as loss of confidence, lack of belonging, lack of commitment to the organization, willingness to leave work, inability to work, low job performance (Akin, Uysal & Akin, 2016). Similarly, another research mentions that the workplace is an area where people are in constant communication, help each other and exchange information. In case an employee cannot provide this communication with other coworkers, s/he is admitted to be ostracized. Therefore, as a result of workplace ostracism these are seen as follows: narrowing the social circle of the person, decreasing job motivation and the desire to work, “separation from coworkers, loneliness, alienation, stress, anxiety, tardiness, absenteeism, and aggression” (Eickholt & Goodboy, 2017).

Workplace ostracism is an issue that should be considered carefully by organizations because it is very high-cost for both employees and employers. The reason of this, employees who encounter high levels of ostracism at work are likely to have low levels of organizational identification and are less willing to engage in citizenship behavior. Many researchers have stated that employees, who are ignored and cannot express their thoughts or opinions easily, contribute to the company less than others. They may also cause adverse effects such as economic losses, company secrets and disclosure of confidential documents (Kaya Özbağ & Polat Üzümcü; 2017).

It was found that ostracism caused psychological distress and obstacles as well as the financial impact of the ostracism for the organization or workplace. Individuals who are exposed to workplace ostracism have the low level of commitment to their profession, work, colleagues, managers and organization. Besides, ostracized people's the level of burnout is more likely to increase. Such a situation also adversely affects the contribution of the individual to organizational performance. In these circumstances, the individual is trying to deal with his problem by leaving aside the behaviors for the benefit or interest of the organization (Halis & Demirel, 2016). Similarly, Hitlan et al. (2006) emphasized that workplace ostracism prevents the person to progress professionally, show their skills and communicate with people.

The most important emotions that are negatively affected by ostracism are the need for belonging and trust. Damaging of belonging and trust explains why the excluded employee keeps information about the business. Less communication, insecurity and lack of belonging can lead to negative impacts on both the organization and the individual because knowledge and developments about business are not shared with co-workers, because the feeling of belonging in the working environment supports the interests of the group, taking responsibility and task awareness. Also, 'whistle-blowing' is seen in workplace by the ostracized employee. Knowledge related with business may be shared with other companies, workplaces, or stranger workers (Hitlan et al., 2006). However, according to Zand's research in the 1970s, it was found that groups with high level of trust clearly expressed their ideas, shared more information, and found more productive



and creative solutions. In addition, a large number of researches, trust support risk taking, organizational and emotional commitment (Kaya Özbağ & Polat Üzümcü; 2017).

For this reason, ostracism is a matter of consideration for the organization in order to negative effects on employee such as the lack of motivation, lack of belonging, and the inability to exhibit (Kaya Özbağ & Polat Üzümcü; 2017; Yüksel, 2017). The current organizations carry out motivational work. They want to work with people who have willing to work and eager to learn, and they need employers who deeply commit to job (Yüksel, 2017).

Ostracism has an adverse effect on both individuals and organizations “such as poor physical health, psychological distress, pessimistic job attitudes, harmful psychological behavior, job withdrawals and declined performance at work thus these attitudes are required to be controlled” (Naz, Li, Khan & Khan, 2017).

The results of some researches confirmed that participants expressed more than 700 ostracism conditions such as being overly serious, or the silence of the partner in emotional relationships or business relationships. These situations have emerged “in formal and informal face to-face social situations, over e-mail and chat rooms, with strangers, and relatives, for reasons deemed to be oblivious, accidental, defensive, and punitive” (Nezlek et al, 2012).

Some studies state that ostracism has the same painful effect, regardless of whether it is administered by or by whom (Nezlek et al, 2012). However, according to Nezlek and co-workers (2012), ostracism by someone who is closer to us than a foreigner makes us more vulnerable, and we feel that our basic needs are more threatened.

#### **1. 4. 2. The Relationship between the Basic Needs and Workplace Ostracism**

Human is a biopsychosocial entity. It means that there are physical, psychological and social needs. Contacting social relationships, these needs are one of the most universal and vital ones. According to Maslow, although social needs are in third stage, they are as vital as primary needs. Social needs include

the concepts of belonging, acceptance, and solidarity. Human nature desires to feel accepted and belonging due to avoid from suffering like to be rejected. Since feeling a sense of belonging is a need that facilitates the establishment of social relations, rejection and exclusion are damaging the sense of belonging. Therefore, a person's failures in contacting social relationships can cause psychological destruction with loneliness and isolation (Akin, Uysal & Akin, 2016).

Ostracism, “being ignored or excluded”, is a painful and sad experience, and its effect on the individual leads to very serious negative consequences such as anxiety, stress, depression, loneliness, disappointment and desperation. Accordingly, it causes to damage the basic needs such as “belonging, self-esteem, control, and meaningful existence”. Ultimately, one's feelings are hurt and the level of aggression increases (Gerber & Wheeler, 2014). In addition, Gerber and Wheeler (2014) showed that having the expectation of rejection led to less suffering when the person was rejected. The expectation of high exposure to ostracism led to less satisfaction with basic needs (Gerber & Wheeler, 2014).

Ferris and his colleagues (2008) determine that ostracism leads to the feeling of social pain and separates the individual from the group by threatening the feeling of belonging as one of the most important human needs. In a study conducted by Williams and Nida (2011) is stated that the ostracism felt as a pain threatens the four basic needs of belonging, self-esteem, control and existence. In this respect, ostracism affects the self-esteem firstly. Because when individuals are excluded, they feel that they are doing something wrong or that they have some repulsive properties. Therefore, self-esteem is affected negatively (Akin, Uysal & Akin, 2016; Yüksel, 2017). Second, the sense of belonging is adversely affected by the removal of the individual from a group that he / she wants to be part of. Third, the ostracized people lose their sense of control because they cannot react to the actions of others and do not have an effective way of acting to end the exclusion. Finally, ostracism affects the purpose of existence, because ostracism reflects a form of "social death" and shows how life is in the absence of the individual (Williams, 2007b; Yüksel, 2017).

“Aside from its capacity to cause social pain, ostracism is an aversive behavior in that it simultaneously threatens four fundamental human needs: the need for self-esteem, the need to belong, the need for control, and the need for a meaningful existence”. These needs take quite wide place in psychology. These needs are reflected in the behavior of individuals in society. They even form the basis of community behavior. For example, belongingness is very important need. Ostracism harms seriously people’s “sense of belongingness by threatening to remove the individual from the group”. Studies have showed that even people are exposed to minimal level of ostracism, their belongingness level and identification is decreasing (Akın, Uysal & Akın, 2016; Ferris et al., 2008; Nezelek et al., 2012).

### **1. 5. Job Satisfaction**

One of the most basic concepts in work life is job satisfaction. Because people spend most of their time at work, many variables are needed to be satisfied, such as motivation. While innovative, creative, and improving jobs increase the motivation of the individuals, it is also increasing their ability to take on a task (Tietjen & Myers, 1998). Thus workers’ job satisfaction is also increasing. In addition, continuity, commitment to work, and subjective well-being increase; stress and absenteeism decrease (Tang & Kim, 1999).

In western languages, the concept of satisfaction is derived from the word of “satis” which is inferred “sufficient or adequate” in Latin. Satisfaction can be defined as actualizing desired something, reaching saturation, or satiety (Özaydın & Özdemir, 2014).

In terms of the concept of job satisfaction arising from the relationship between work and human, there are many and different definitions in the literature. Job satisfaction is the gratification of the employees. It is a phenomenon that determines the employee's satisfaction with his/her work, and

occurs when the characteristics of the work and the wishes of the employees meet each other (Aziri, 2011).

Job satisfaction is composed of workers' positive and negative feelings, or emotions, beliefs and attitudes related with their current work. Positive feelings and attitudes refer to job satisfaction; negative feelings and attitudes refer to job dissatisfaction. Job satisfaction is a result of being evaluated as a positive and pleasant feeling (Tietjen & Myers, 1998).

Job satisfaction is directly proportional to what an individual wants to achieve consciously or unconsciously. The higher the importance of the values obtained in work life, the higher the job satisfaction. Therefore, the motivation of the personnel who started to become the most important source of the business and keeping the job satisfaction level high are among the main duties of the human resources departments of the enterprises that adopt the modern management style (Tietjen & Myers, 1998).

People have some attitudes about their job, supervisors or boss or managers, and co-workers. These attitudes are affected by the behaviors of co-workers and supervisors. Satisfaction and dissatisfaction levels depend on workplace factors such as co-workers, supervisors, income, and promotion. Also, job satisfaction is also the feeling of achievement on one's job (Aziri, 2011).

Job satisfaction is closely related to the behavior of individuals at work. And, job satisfaction is affected by some factors such as productivity, subjective well-being, enthusiasm, income, promotion, and happiness with job (Aziri, 2011).

Job satisfaction occurs in two ways as internal and external satisfaction. Satisfaction obtained as a result of work, such as wages, economic rewards, is external satisfaction; satisfaction felt during the work, such as a sense of achievement, is expressed as internal satisfaction. Job satisfaction varies from person to person. This depends on the value of the individual and the importance of the values. For example, for one person, the elevation possibilities provide

satisfaction in the first place, while the pay for one person may be in the first place (Bender, Donohue & Heywood, 2005).

It can be said that a worker who takes the job he / she wants in his / her work life, takes the wage to meet his / her needs, finds the conditions that he / she wants, meets the most of his / her needs can capture the material and spiritual satisfaction. It will be peaceful in both his / her work and private life outside the work. However, as an employee who cannot do a job he / she wants in an environment where his / her wishes are constantly ignored, and an individual who does not meet his / her needs will be in a negative attitude. His / her work and non-work life will be adversely affected (Özaydın & Özdemir, 2014).

Although there are many factors that affect the job satisfaction level of the employees, it is possible to gather under two groups as individual and organizational factors in the literature (Özaydın & Özdemir, 2014).

### **1. 5. 1. Individual Factors of Job Satisfaction**

Individual factors correspond to the physical and emotional domain of the employee, and enable individuals to achieve different levels of satisfaction. Individual factors include some characteristics such as age, gender, marital status, education level, occupational position and seniority, personality, intelligence, duration of service etc. (Bender, Donohue & Heywood, 2005).

Many studies indicate that young people have lower job satisfaction than the elderly. This can be explained by the fact that young people acquire new work experiences, have high career goals, and they are insatiable and impatient. Some research conducted on the relationship between job satisfaction and age, it was concluded that job satisfaction was high in people at early ages. While job satisfaction decreases towards middle age, job satisfaction increases again as age progresses. Otherwise, some research showed that job satisfaction is decreasing in elderly ages (Sarker, Crossman & Chinmeteeputuck, 2003).

The relationship of job satisfaction and gender has inconsistent values. The reason for this is the difference between the expectations of men and women about work life. Also, the motivation factors are different among gender (Tietjen & Myers, 1998).

In the relationship between marital status and job satisfaction, it was revealed that married people worked more satisfactorily than singles because the situation of starting a family with marriage changes the person's perspective on work, and the person works not only for himself / herself but also for the people he / she is responsible for. Individuals who need to provide financial support enter the life of the person. With a sense of responsibility, married individuals exhibit more stable behavior in terms of absenteeism. Furthermore, the quitting rates of married ones are much lower than singles (Özaydın & Özdemir, 2014).

Occupational status is another factor affecting job satisfaction. As it is a factor that increases the prestige of the person in both business and private life, it increases the job satisfaction with the employee's motivation (Tietjen & Myers, 1998).

There is a significant relationship between job satisfaction and education. It is important that the knowledge, interests and working principles of the person correspond to the expectations of the work place or the organization. According to some research, the job satisfaction level of high school and university graduates is higher than that of primary or secondary school graduates (Janicijevic, Kovacevic & Petrovic, 2015).

### **1. 5. 2. Organizational Factors of Job Satisfaction**

The reason for the emergence of organizations is to produce profit by producing goods and services to meet the needs of people. They need human resources in this process (Özaydın & Özdemir, 2014).

Organizational factors are grouped as the nature of the work, management style and form of control, sense of security, communication, wage, development and promotion opportunities, competition, working conditions, working people and organizational environment. The ability and capacity to meet the objectives of organizations or to serve these purposes affect organizational commitment (Janicijevic, Kovacevic & Petrovic, 2015).

Compliance with personal expectations and organizational expectations is important in organizational life. In order for employees to internalize organizational goals, missions and values, to identify them with their own values and to be able to connect to the organization, job expectations and personal expectations must complement each other (Özaydın & Özdemir, 2014).

Another important factor affecting job satisfaction is the nature of the job. The nature of the work is of great importance in terms of employee satisfaction. Factors such as the freedom of the work, the attractiveness of the work, the lack of repetitive work, and the provision of status affect the employee's sense of satisfaction positively (Janicijevic, Kovacevic & Petrovic, 2015).

One of the most important factors in job satisfaction is communication with the manager. Managers should communicate well with employees. Their behaviors and attitudes should not change day by day. Establishing distance relationships with employees can adversely affect performance, motivation, satisfaction, and commitment to work (Tietjen & Myers, 1998).

Wages come from the needs of working individuals. Wages should be determined fairly according to the employee's labor and working hours. Otherwise, job satisfaction, commitment to work, motivation, continuity to work and communication behavior are adversely affected (Clark, Kristensen & Westergård-Nielsen, 2007).

## **1. 6. The Acculturation Process**

In recent years, studies on culture in social sciences have increased to make sense of cultural differences because cultural differences are noticed to cause conflicts in social and business life. Another reason is that regional and national differences are never lost, and people are always carrying their cultural values. In the researches on culture, it is stated that culture plays a great role in the formation of personalities and sense of belonging (Hofstede, 1983).

The researchers studied on acculturation have pointed out two main issues that affect both migrants and mainstream societies in countries receiving migration. While one of these issues is related to the maintenance of group characteristics, the other is about interaction and communication between groups. The researchers state that people who have to live together from different cultures because of migration interact each other inevitably, and the changes caused by this interaction result in acculturation. Acculturation is a change that occurs when a group interacts with another group (Saygın & Hasta, 2018). Ward (2008) stated that acculturation has behavioral, cognitive and emotional dimensions.

### **1. 6. 1. Behavioral Dimension**

In the view of social psychologists, people may not have the necessary skills to adapt to the new culture during the cultural transition. In this case, adapting to social life may have various difficulties. In order to overcome these difficulties, the individual is expected to learn or acquire culture-specific behavioral skills (such as language) required to communicate with the new social environment (Berry, Poortinga, Breugelmans, Chasiotis & Sam, 2013).

Ward (2008) state that second language proficiency and communication competence are central to all cultural learning approaches as well as socio-cultural adaptation. Language skills are linked to both the performance of doing daily



tasks in the new cultural community and building interpersonal relations in that culture. Cultural learning is directly related to language fluency and socio-cultural adaptation. So it emphasizes social skills and social interaction. Cultural learning facilitates socio-cultural adaptation (Ward, 2008).

In a study conducted by Gardner in Canada for the second language learning, he introduced the concept of complementarity. Complementarity is defined as an individual's attitude towards another language-speaking community, openness to other culture, and willingness to engage in social interaction with members of other language-speaking communities. In the process of adaptation to culture, the acquisition of the second language is an important concept (Berry et al., 2013).

### **1. 6. 2. Cognitive Dimension**

In the process of acculturation, while emotional and behavioral approaches are concerned with skills and behavioral changes that will help to cope with stress, emotions and daily encounters; the cognitive perspective deals with intercultural encounters with how individuals perceive themselves and others and how they think about themselves and others. In addition, acculturative stress is evaluated on cognitive characteristics. In the process of acculturation, individuals face questions about who they are and which group they belong to. Thus, Social Identity Theory, one of the cognitive theories, gets involved (Berry et al., 2013).

Social Identity Theory deals with why people define themselves as part of a social group. Previous researches have concluded that people need to belong to a group to have a strong and healthy well-being. People tend to categorize themselves and others in general. They consider themselves unrelated to some groups and are associated with some because they are part of their identity. People take a bright view of the group they belong, and this increases their self-esteem (Berry et al., 2013).

Social identity theory explores the process of acculturation in which individuals associate their identities with ethnic groups and national identity (the society in which they are experienced). Recent studies have argued that one person cannot have equal ethnicity and a strong national identity simultaneously. Identifying with both ethnic and national identity traits is defined as a "bicultural identity" and a low-level identification with both is defined as "marginal identity". On the other hand, the strong ethnic identity weak national identity is defined as "dissociated identity" while the strong national identity and weak ethnic identity are defined as "assimilation". The bi-cultural people were able to reconcile their culture with the individual characteristics. Those who cannot identify with themselves and other cultures are isolated from society, and they are closed to innovation (Berry et al., 2013).

The connection of culture with personality is very strong. This connection was demonstrated by a group of researchers working on bilingual persons. In a study on Americans with one-language (English) and Mexicans with bilingual (Spanish-English) were found that the bilingual people were more extraverted and docile when Mexicans spoke English than Spanish (Berry et al., 2013).

Assimilation occurs when people do not want to maintain their cultural heritage. They interact with the new culture, and gain new norms and new cultural values. In marginalization, people have lost their ties with their own cultures, and also there is no effort to adapt to the new culture. This situation usually arises from necessity as a result of exclusion and discrimination (Searle & Ward, 1990).

### **1. 6. 3. Emotional Dimension and Acculturative Stress**

Acculturative stress is an emotional response to life events resulting from different cultural experiences. Berry et al. (2013) has done studies on acculturative stress. It involves the emotional dimensions of acculturation and psychological well-being. According to Berry, people encountering serious difficulties in the

process of acculturation experience acculturative stress unless they change their behaviors in accordance with the process (Berry et al, 2013).

The researches on acculturative stress show that lower acculturative stress may reduce to psychological distress. Also people who feel less belongingness to culture they live in experience higher psychological distress in adaptation to new culture. Wei et al. (2012) found that identification with heritage culture was not significantly associated with acculturative stress but was negatively and weakly associated with psychological distress. Acculturative stress was positively and moderately associated with psychological distress (Wei, Liao, Heppner, Chao & Ku, 2012).

For example, people in collective culture (such as Syrians) do not reflect their distress because solving problems by oneself, covering or not sharing problems are part of the cultural structure of collectivism (Hofstede, 1983). These kinds of behaviors acquired to hurting no one are also the sources of stress. Thus, when people in collective culture (those who have high identification with heritage culture) adapt easily to the society in which they live, their acculturative stress level decreases, and their satisfaction level increase not to lay their burdens on anyone. However, it is stated that people who have low identification with heritage culture do not have any concerns about not reflecting their problems. As a result, the both groups have low psychological distress (Wei et al., 2012).

In the process of psychological acculturation, it is thought that the more the person is involved in the acculturation, the more he/she will be different. However, the link between personality (individual factors) and acculturation is more complex than predicted. There are no studies on the role of personality in the process of adaptation to culture. The reason for this is the problem of measuring and interpreting the orientation and adaptation process (Saygın & Hasta, 2018).

Research on person-environment interaction in intercultural adaptation has not been sufficiently made. Searle and Ward (1990) presented the hypothesis of

‘cultural adjustment’. The importance of person-environment interaction is emphasized. It has been observed that the adjustment between the personal characteristics and the norms in the new cultural context has a better predictive power than the personality during the adaptation process of the immigrants (Searle & Ward, 1990).

Learning second language is the most important factor to adjust to new culture or society. Wei et al. (2012) show in a study conducted out on Chinese people in USA that high level of English proficiency is decreasing acculturative stress and psychological distress. At the same time, the rate of staying in USA is also increasing. Acculturative stress is associated with age differences. Younger people have high adaptation to new culture rather than older people (Wei et al., 2012).

#### **1. 6. 4. The Consequences of Acculturation**

The acculturation requires an ecological and cultural adaptation to human behavior. The adaptation depends on how well the individual is in the process of acculturation, and it is the main consequence of acculturation and its long-term development is examined. In acculturation, the adaptation includes one's health, communication skills, and the ways of coping with self-awareness, acceptance and sense of belonging (Carmona, Van der Zee, Van Oudenhoven & Hernaiz-Agreda, 2016).

##### ***1. 6. 4. 1. Psychological and Socio-Cultural Adaptation***

Adaptation is generally concerned with ‘feeling good’ and ‘being good’. In this case, psychological adaptation refers to a person's level of satisfaction, emotional, psychological and subjective well-being. Psychological adaptation addresses the emotional dimension of acculturation, and focuses on the absence of

psychological disorders such as anxiety and depression. Socio-cultural adaptation is related to how successful an individual is in cultural skills that enable him to live actively in a socio-cultural environment. It focuses on the lack of behavioral problems, school success and social competence (Saygın & Hasta, 2018).

The two forms of adaptation are interrelated. Coping with the problems successfully, positive interaction with the members of the society increases the individual's life satisfaction and subjective well-being. It is easier to develop positive interpersonal communication when the person feels him/herself accepted.

In addition to psychological and socio-cultural adaptation, research has been carried out that acculturation affects physical health. Acculturation has been found to cause cancer, cardiovascular diseases and physical health (Heppner, Armer & Mallinckrodt, 2009). However, the health of migrants was better than the inhabitants of the new society. Similarly, the adaptation behaviors of migrants appeared to be better than other settled individuals. In addition, the first generation migrants reported that they are better adapted than the second generation immigrants (Saygın & Hasta, 2018).

Adaptation studies are generally focused on life satisfaction, self-esteem, anti-social behaviors, and adaptation to school and work (Şeker & Akman, 2016).

#### ***1. 6. 4. 2. Adaptation to Work Life***

Adaptation to work is defined as the achievement of business objectives, active performance and feeling of belonging to the workplace. For migrants and other individuals in the process acculturation, the adaptation to work is not just about performing well or successfully or fulfilling the objectives of the workplace, because this situation includes the possibility of not finding a job in the field where the person is educated, i.e. one's profession. The reason of the inconvenience of the individual in the process of acculturation (e. g. the immigrant) is the invalidation of previous university education, the lack of

appropriate cultural skills for the job, cultural and social barriers, and discrimination. In addition, even if the individual has worked for several years and has the same experience as others, he or she may be highly discriminated against in salary. For migrants, the ups and downs in work life, and the loss of professional status, may endanger the adaptation process (Irak, 2012).

Research has shown that individuals with better adaptation are satisfied with their work conditions. According to Constant et al.' study (2013) in Germany, it was found that the decision to participate in work life was linked to ethnic identity and adaptation, and they also discussed gender differences. While women integrated to culture are more productive and more efficient than assimilated women, this result cannot be applied to men (Constant, Schüller & Zimmermann, 2013).

As a result, it is linked between how people are cultured and how well they are adapted. The people who provide the best adaptation profile in psychological and socio-cultural aspects have been found to have the profile of 'integration'. It has also been found that the individuals who identify with both their own society and the society in which they live have a high degree of self-esteem. In addition, in the study on Chinese immigrants, it has been found that the people with bicultural and high level of integration have higher psychological and subjective well-being (Berry et al., 2013; Carmona et al., 2016).

## **1. 7. The Relationships of Variables**

### **1. 7. 1. The Relationship between Subjective Well-being and Perceived Stress**

Many studies mentioned that there has relationship between perceived stress and subjective well-being, and have emphasized that high level of stress is correlated with low level of subjective well-being (Dwyer & Cummings, 2001).

The common issue is that making unhealthy choices triggers stress such as smoking (Rice, 2012), eating junk food, sleeplessness and working long hours, and decreases well-being. Ryan and colleagues, in their research which is about perceived stress and well-being, demonstrated that the high level of well-being substantially depends on the low rate of stress (Ryan, Kutob, Suther, Hansen & Sandel, 2012). Another study, which mentioned on the relationship between well-being and stress, emphasized that stress has a negative impact on health, and workplaces should work on stress management to improve the employees' well-being level (Faragher, Cass & Cooper, 2005).

The study of Sheffield and friends emphasized the importance of social support. People's interaction with their social environment and getting support in difficult situations help reducing stress and increasing well-being because sharing problems relieves people (Sheffield, Dobbie & Carroll, 1994).

### **1. 7. 2. The Relationship between Workplace Ostracism and Subjective Well-being**

Subjective well-being is one of the most affected variables by workplace ostracism. Previous studies on workplace ostracism demonstrate that it has negative impacts on workers' subjective and psychological well-being (Liu, Kwan, Lee & Hui, 2013).

Youssef and Luthans (2007) stated that subjective well-being is a substantial variable in coping with ostracism in workplace. Generally, studies show that ostracism is adversely affecting on well-being level. Thus, the performance of employees and their contribution to the workplace or organization are decreasing (Kaya Özbağ & Polat Üzümcü; 2017).

Zhao and his colleagues found a positive relationship between ostracism at work and unproductive work. The person who is excluded damages the organization by working inefficiently. Because, in response to exclusion, one's

negative behavior will increase and he will be insensitive to social norms and company rules (Kaya Özbağ & Polat Üzümcü; 2017).

Bandura, in his study in 1986, emphasized that negative behaviors and experiences increase depression, anxiety, exhaustion, burnout and ostracism. In contrast, in workplaces those have workers with high level of subjective well-being, employees are more motivated and willing, their job satisfaction is high, and ostracism rate is very low (Zhang & Shi, 2017).

Hitlan and his colleagues (2006) stated that the workers with low level of well-being exhibit an inefficient and unproductive working performance. According to the research of Blumberg and Pringle, job performance includes three factors: "capacity to perform, willingness to perform and the environmental factors". But the most effective one of these factors is 'willingness to perform'. No matter how skilled an employee is, motivation and performance will always be low unless there is a desire to work (Kaya Özbağ & Polat Üzümcü; 2017).

Liu et al. (2013) found that workplace bullying and ostracism decreases employees' subjective well-being. They have added their results that excluded person in workplace experience work-family conflict because the excluded person brings stress at work to home. The study of Yoo & Lee (2018) conducted on Korean employees showed that their subjective well-being and quality of life decrease in order to expose to bullying and ostracism. Workplace bullying and ostracism also have negatively impacts on psychological distress (Liu et al., 2013; Yoo & Lee, 2018).

### **1. 7. 3. The Relationship between Workplace Ostracism and Perceived Stress**

Ostracism is a source of stress especially in workplaces. According to some researches, the level of stress in workplaces can cause such as turnover, life stress and health problems. It is shown that ostracism has a strong relationship with stress (Wu et al., 2012).



Ostracism in the workplace is considered as a behavior that causes stress in the target person (Wu et al., 2012). Similarly, Haq (2014) stated that the exclusion, which is considered as a cause of stress in the workplace, threatens the resources that allow employees to overcome their work and daily lives.

According to 'affective event theory', stress is a state that causes one's negative feelings to be expressed such as anger, resentment and anxiety. Negative emotions often drive people to speak loudly, even at work. In literature, there are three kind of workplace stressor: "job stressors, social stressors and organizational stressors". Workers make an effort emotionally, physically and cognitively to manage successfully stressful situations. In workplace where social stressors such as subordinates, bosses and colleagues are intensive, social interaction is mostly strained (Khair & Fatima, 2017).

Tension at work is likely to increase maladaptive behaviors such as incivility, aggression to mentor/boss/employee, abuse hierarchically, bullying, and negative mentorship. These factors effect negatively on perceived stress level.

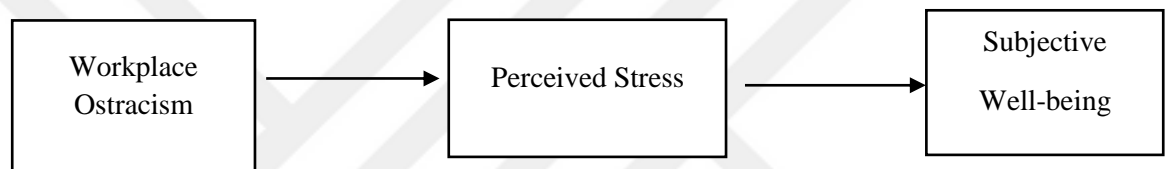
## **1. 8. Research Model and Hypotheses**

In current dissertation, it was aimed that measuring Syrian men's well-being level depends on workplace ostracism with mediating stress. The levels of well-being, stress and ostracism of people who escaped from war and took refuge in another country are thought to differ from other people. It is suggested by observations and researches that they have the trauma of war, adaptation problems to new county and difficulties in meeting their basic vital needs. Therefore, low levels of well-being, stress and ostracism are expected to be high.

The hypotheses are determined as follows:

H1: Workplace ostracism will have negative effect on Syrian men's subjective well-being.

H2: Perceived stress will a mediate the relationship between work ostracism and subjective well-being.



**Figure 1.** *The Model of Research*

## **Chapter 2 – Method**

### **2. 1. Instruments**

The instruments used in the dissertation were checked for cross-cultural and conceptual meanings since the Arabic version of the scales were not attained. In order to check for conceptual and cross-cultural meaning is the forward translation and back translation method.

Before the scales were administered to participants, a forward translation phase with two native Arab translators one of which has an academic title in Islamic History was consulted. All the scales were translated by both translators and later checked for common meaning. The scales were then applied to two Arabic speaking Syrians for conceptual misunderstandings. The two bilingual Syrian participants evaluated the statements for inadequate expressions and discrepancies in forward translation.

The scales were then administered to the participants and the data were analyzed. After the data analysis, some items raised questions about the cross-cultural meaning differences. In order to alleviate any conceptual discrepancies two other translators back translated the scales and confirmed the original meanings.

#### **2. 1. 1. Satisfaction with Life Scale (SWLS)**

It was developed by Diener, Emmons, Larsen and Griffin in 1985 (Dağlı & Baysal, 2016). It is a commonly used to evaluate person's the level of life satisfaction (Stocks, April & Lynton, 2012) and to measure cognitive judgment globally (Diener, Emmons, Larsen & Griffin, 1985). It measures subjective well-being "which means that it looks at individual's opinions of their happiness over long time periods based on their memories of those periods" (Stocks, April &

Lynton, 2012). Original format is in English and consists of five items. The Turkish adaptation study of SWLS was carried out by Süreyya Köker in 1991 (Arslan, Hamarta & Uslu, 2010). As a result of the reliability studies of the scale, test-retest reliability was calculated as  $r = .85$  and item-test correlations were calculated between .71 and .80 (Arslan, Hamarta & Uslu, 2010; Dağlı & Baysal, 2016).

### **2. 1. 2. Perceived Stress Scale (PSS)**

It was developed by Cohen, Kamarck and Mermelstein in 1983 (Augustine, Vazir, Rao, Rao, Laxmaiah, & Nair, 2011; Cohen et al., 1983). The Turkish adaptation of Perceived Stress Scale is made by Eskin, Harlak, Demirkıran and Dereboy (2013). “The PSS measures the degree to which situations are perceived to be stressful. It taps into how unpredictable, uncontrolled, and overloaded respondents find their lives. The scale has been found to predict a wide range of physical symptoms, independent of psychological distress levels”. In PSS, psychological stress is not measured. It evaluates generally stressful life situations of people (Mitchell, Crane, & Kim, 2008). PSS assesses “the degree to which situations in one’s life is appraised as stressful” (Cohen, Kamarck & Mermelstein, 1983).

In this study, it was used to measure participants’ stress level, their stressful experiences, their feelings and thoughts in the last month. This scale comprises of 14 items: 7 positive items and 7 negative items (Andreou et al., 2011; Augustine et al., 2011; Pruessner, Hellhammer & Kirschbaum, 1999). “There are seven negative and seven positive questions for which the subjects were required to choose from a scale of 5 alternatives ‘never’ ‘almost never’ ‘sometimes’ ‘fairly often’ ‘very often’ relating to their feeling of being stressed on a 0-4 scale” (Augustine et al., 2011).

Turkish version of PSS has 3 types: PSS-14, PSS-10 and PSS-4. PSS-14 was used in this thesis. Internal consistency of PSS-14 is 0.84 and test-retest reliability co-efficient of scale is 0.87 (Eskin et al., 2013).

Eskin and colleagues (2013), conducted the Turkish adaptation study of the PSS, have analyzed the items of PSS as two factors. Similarly, Mimura and Griffiths (2004) have done the validity and reliability study for the Japanese version of the English PSS-14 version. They have suggested that the items of PSS can be examined as two factors: *perceived distress* and *perceived coping*. In current study '*distress level and coping skills*' were used similar to factors which are named by Mimura and Griffiths (2004).

### **2. 1. 3. Workplace Ostracism Scale (WOS)**

It was developed by Ferris, Brown, Berry and Lian in 2008. It is a unidimensional inventory containing 13 items and with a 7-point Likert type (1 = *never* and 7 = *always*). But in this thesis study was used 10 items because 10 items are seen enough. "Alpha reliability for this scale was .92" (Haq, 2014; Ferris et al., 2008).

## **2. 2. Sampling**

This study was carried on 169 Syrian men asylum seekers who actively work in İstanbul, Ankara and Antalya. The participants are selected randomly but not selected equally in each city. They are reached via convenience sampling either through non-governmental organizations or local workplaces who recruit Syrians. The participation to the study was on a voluntary basis.

The participants were expected to answer questions regarding ostracism, stress and well-being on a questionnaire which has been translated to Arabic by

approved translators. The questionnaires were filled out by the participants themselves via paper and pencil method.

### **2. 3. Statistical Analysis**

A quantitative methodology was therefore adopted, and the results were analyzed via SPSS 23. In the study conducted on 169 participants, the mean of the responses to the questions were taken and the correlation values of the scales were calculated. In order to test the correlations and the relationships among the variables the following statistical analyses have been conducted: factor analyses, correlation analyses, reliabilities, mean, standard deviation.

## Chapter 3 - Results

In current thesis study, it is measured the effects of workplace ostracism on Syrian men' the level of perceived stress and subjective well- being.

### 3. 1. Factor Analysis

It was revealed that *Satisfied with Life Scale (SWLS)* were single-factor item (See Appendix B). *Workplace Ostracism Scale (WOS)* were single-factor tests when item 7 left out (See Table 2). The Cronbach's alpha values of SWLS and WOS were measured as 0,873 and 0,754 respectively. The KMO values of SWLS and WOS were calculated as 0,851 and 0,854 respectively.

*In Perceived Stress Scale (PSS)*, the KMO value of the scale was calculated as 0,806 and its Cronbach's alpha value is 0,684. Varimax rotation technique was used to determine factor number and thus two factors were found. PSS splits into two factors as coping skills and distress level. The items of coping skills were specified as numbers 4, 5, 6, 9, 10 and 13 and these items are turned to negative way. Distress level items were determined as numbers 1, 2, 3, 8, 11, 12 and 14. But numbers 6, 11 and 12 items have been left out due to low factor loadings. Cronbach's alpha scores were measured as 0,821 for coping skills and 0,718 for distress level (See Table 1). Also, in regression analysis, it is not found a relationship between sub-dimensions, distress level and coping skills, of perceived stress.

### 3. 2. Correlations

There is a significant difference between workplace ostracism and coping skills. Also, distress level and subjective well-being have significant relationship (See Figure 2 and Table 3). But, apart from these correlations, it is not found significant relationship with variables (See Table 3).

According to correlation results, job satisfaction affects Syrian men's subjective well-being level. Satisfied with employer or boss has a positive effect on their subjective well-being. The factor which is the most effective on subjective well-being is earning/wage. This is a logical conclusion because the essential needs for Syrian men are to make money and be able to look after their families. Also, Turkish proficiency level affects positively subjective well-being. In addition, wage has positive relationships with satisfied with boss, Turkish proficiency, number of kids and tenure (See Table 3).

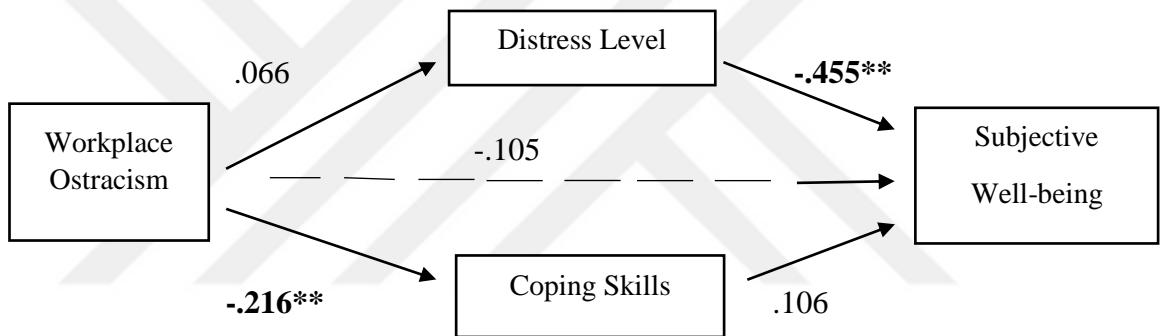
Subjective well-being has no relationship with workplace ostracism and satisfied with colleagues. Workplace ostracism does not affect to distress level. But it is expected that there will be a relationship between these variables. Also, boss, colleagues and job satisfaction have negative relationship with workplace ostracism. As these factors increase, workplace ostracism is decreasing (See Table 3).

Distress level has negative correlation with subjective well-being, satisfied with job and colleagues. Distress has no relationship with the satisfaction of supervisor. In contrast, there are positive relationships between Turkish proficiency, satisfied with job, boss and colleagues. In addition, as tenure increases, job satisfaction, Turkish proficiency and age is increasing. As age increases, the number of kids is increasing but Turkish proficiency is decreasing (See Table 3).

Problems in workplace merely effect on coping skills. Satisfied with boss and co-workers have positive effect on coping skills. As their boss and colleague satisfaction level increase, coping skills are also increasing. Workplace ostracism and coping skills have negative relationship. Individual who exposed to workplace ostracism feels insufficient himself. But low level of coping skills does not affect their subjective well-being. They focus on their own personal life instead of workplace problems, because they have more important issues that they need to care such as nourishment, sheltering, children's education and health (See Table 3).



In case Turkish language proficiency is adequate for routine activities, subjective well-being level increases and workplace ostracism level decreases. Also, Turkish language proficiency level does not affect distress level. But Turkish language proficiency of Syrians who have children is lower than other single participants. In a word, the more children they have, the more language proficiency decreases. The reason why low level of language proficiency is that learning Turkish, or foreign language become more difficult as getting older (See Table 3).



**Figure 2.** *The Model of Research with Correlation Values*

### **3. 3. Independent t-Test**

Education level -elementary and vocational school- has a significant relationship between workplace ostracism and subjective well-being. Elementary school graduates ( $M= 1.95$ ,  $SD=.871$ ,  $N=46$ ) have a higher workplace ostracism rate compared to vocational school graduates ( $t (70) =2.185$ ,  $p=.032$ ). At the same time, the level of subjective well-being of people at elementary level ( $M=1.91$ ,  $SD=.831$ ,  $N=48$ ) is lower than those who are at vocational level ( $t (72) = -2.426$ ,  $p=.018$ ). Education levels were not found a significant relationship with coping skills and distress level (the sub-factors of perceived stress) (See Appendix A).

### **3. 4. Regression Analysis**

According to the second hypothesis of current study, perceived stress would mediate the relationship between workplace ostracism and subjective well-being. It is expected that mediator should have a correlation both independent and dependent variables. But, according to the results of regression, only coping skills level has a correlation with workplace ostracism. Distress level is not correlated with workplace ostracism. Otherwise, distress level has correlated with subjective well-being. It was concluded that perceived stress was not a mediator between workplace ostracism and subjective well-being (See Table 5).

Factors and Items	Factor Loading	Eigenvalue	Cronbach's Alpha	Variance Explained (%)	Cumulative Variance Explained(%)
<b><i>Coping Skills</i></b>		3.358	0,718	30.527	30.527
4. In the last month, how often have you dealt successfully with irritating life hassles?	.716				
5. In the last month, how often have you felt that you were effectively coping with important changes that were occurring in your life?	.778				
7. In the last month, how often have you felt that things were going your way?	.669				
9. In the last month, how often have you been able to control irritations in your life?	.729				
10. In the last month, how often have you felt that you were on top of things?	.790				
13. In the last month, how often have you been able to control the way you spend your time?	.632				

Factors and Items	Factor Loading	Eigenvalue	Cronbach's Alpha	Variance Explained (%)	Cumulative Variance Explained(%)
<b><i>Perceived Distress</i></b>		2.254	0,821	20.494	51.022
1. In the last month, how often have you been upset because of something that happened unexpectedly?	.665				
2. In the last month, how often have you felt that you were unable to control important things in your life?	.706				
3. In the last month, how often have you felt nervous and “stressed”?	.614				
8. In the last month, how often have you found that you could not cope with all the things that you had to do?	.668				
14. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	.717				

**Table 1.** Factor Analysis of Perceived Scale as Coping Skills and Perceived Distress (5 Likert-Type Scale “1=Never, 2=Almost Never, 3=Sometimes, 4=Fairly Often, 5=Very Often)

Factor and Items	Factor Loading	Eigenvalue	Croanbach's Alpha	Variance Explained (%)	Cumulative Variance Explained (%)
<i>WorkplaceOstracism</i>		43.410	.819	43.410	43.410
5.Other avoided you at work.	.807				
2.Others left the are when you entered.	.701				
10. Others at work did not invite you or ask you if you wanted anything when they went out for a coffee break.	.677				
4. You involuntarily sat alone in a crowded lunchroom at work.	.673				
6. You noticed others would not look at you at work.	.666				
3. Your greetings have gone unanswered at work.	.658				
9. Others at work treated you as if you were not there.	.635				
8. Others refused to talk to you at work.	.561				
1. Others ignored you at work.	.507				

**Table 2.** Factor Analysis of Workplace Ostracism Scale (7 Likert-Type Scale “1=Never, 2=Once in a while, 3=Sometimes, 4=Fairly often, 5=Often, 6=Constantly, 7=Always)

	1	2	3	4	5	6	7	8	9	10	11	12
1. Workplace Ostracism	1											
2. Perceived Coping	<b>-.216**</b>	1										
3. Perceived Distress	.066	-.139	1									
4. Subjective Well-being	-.105	.106	<b>-.455**</b>	1								
5. Age	.084	.164	.140	-.084	1							
6. What is your weekly earning?	-.150	-.043	-.113	<b>.304**</b>	.116	1						
7. How many kids do you have?	-.112	.136	.075	-.085	<b>.606**</b>	<b>.160*</b>	1					
8. How long have you been working in your current job?	-.056	.093	.128	-.027	<b>.182*</b>	<b>.220**</b>	.087	1				
9. How satisfied are you with your job?	<b>-.340**</b>	<b>.157*</b>	<b>-.205**</b>	<b>.317**</b>	-.020	.144	.069	<b>.198*</b>	1			
10. How satisfied are you with your boss?	<b>-.326**</b>	<b>.157*</b>	-.138	<b>.233**</b>	.023	<b>.174**</b>	.053	.036	<b>.679**</b>	1		
11. How satisfied are you with your colleagues?	<b>-.416**</b>	.132	<b>-.159*</b>	.143	.069	.152	.024	.082	<b>.396**</b>	<b>.491**</b>	1	
12. What is your Turkish proficiency?	<b>-.224**</b>	-.045	-.108	<b>.254**</b>	<b>-.344**</b>	<b>.259**</b>	<b>-.190*</b>	<b>.265**</b>	<b>.265**</b>	<b>.174*</b>	<b>.170*</b>	1
Mean	1.7157	2.9762	2.8695	2.1373	32.95	373.00	2.04	3.695	6.76	6.78	7.01	38.43
Standard Deviation	.71606	.85205	.76024	.95367	10.097	111.888	1.948	3.7971	2.186	2.306	2.091	21.619
N	163	161	164	166	146	165	167	167	169	169	168	167

**Table 3. Correlation Table.** \*p< .05 \*\*p< .01

	Education	N	Mean	Std. Deviation	t	df	p
WO	Elementary	46	1.9517	.87132	2.185	70	.032
	Vocational school	26	1.5299	.60476			
SWB	Elementary	48	1.9167	.83113	-2.426	72	.018
	Vocational school	26	2.4538	1.04086			

**Table 4.** *Independent t-Test.* The relationship of education level with WO and SWB.  $p < .05$  (WO= *Workplace ostracism*, SWB= *Subjective well-being*)

<b>Model</b>	<b>B</b>	<b>SE</b>	<b>β</b>	<b>t</b>	<b>p</b>
<i>Model 1</i>					
(constant)	2,316	.205		11,312	.000
W. Ostracism	-.136	.111	-.098	-1,222	.223
<i>Model 2</i>					
(constant)	3,968	.355		11,167	.000
W. Ostracism	-.087	.103	-.063	-.838	.403
Coping Skills	-.021	.089	-.018	-.231	.818
Distress Level	-.577	0.94	-.415	-6.123	.000

**Table 5. Regression Analysis** Model 1:  $R^2 = ,010$ ;  $F= 1.494$  ( $p < 0,001$ )

Model 2:  $R^2 = ,215$ ;  $F= 19.807$  ( $p < 0,001$ ) \*  $p < 0,001$



## Chapter 4 – Discussion

The current dissertation was aimed to evaluate that the effects of workplace ostracism on Syrian men's perceived stress (coping skills and distress level) and subjective well-being. It is found that workplace ostracism has a significant correlation with coping skills. Also, there has a significant relationship between distress level and subjective well-being.

The unexpected results are: (a) Workplace ostracism has no relationship with distress level and subjective well-being, (b) There is no relationship between coping skills and subjective well-being, (c) There is no relationship between coping skills and distress level.

According to the current results, workplace ostracism and coping skills have a significant relationship. In general, many studies show that there is no significant relationship between coping skills and workplace ostracism. In contrast, according to some studies, it is found that coping skills and workplace ostracism have a negative significant relationship. So, if a person who has high level of coping skills is exposed to ostracism at work, he/she is affected slightly by the workplace ostracism. People with low coping skills are more affected by being ostracized in the workplace (Wu et al., 2012). In a similar perspective, Luthans and Youssef (2007) suggested that workers' subjective well-being has importance coping with workplace ostracism. Person with higher subjective well-being can improve coping skills or strategies to protect oneself from workplace ostracism. Bandura, in 1986, asserted that worker's well-being level decreases with aversive behaviors such as anxiety, exhaustion, depression, and tension in workplace (Wu et al., 2012). Also, coping skills or strategies mitigate the negative impacts and outcomes in workplace (Zhang & Shi, 2017). These findings support the significant relationship between coping skills and workplace ostracism.

In current dissertation, another expected result is that subjective well-being has negative significant correlation with distress level. Similarly, some researches

supports that the high level of subjective well-being is related with the low level of psychological distress (Barnet & Marshall, 1991).

In literature, previous studies showed that workplace ostracism have positive correlation with psychological distress. Similarly, Wu et al. (2012) found a positive relationship between workplace ostracism and psychological distress. But, in current study, it was not found a relationship between workplace ostracism and distress level.

Additionally, it was concluded that the level of workplace ostracism of Syrian men was quite low. The low level of workplace ostracism experienced by Syrian men may be due to the fact that these men are employed by Syrian employers and thus do not experience radical forms of alienation. The numbers of Syrians who are working with foreigners or Turkish people are generally very low in Turkey. Therefore, they may not be exposed to ostracism at work, and therefore, it is likely that their subjective well-being level is unaffected.

The study of Işık et al. (2017) supports the results of current dissertation. According to Işık et al.'s research (2017), most of the Syrians stated that they were able to cope with communication problems at work and stress situations at work. They suggest that the pressure on the workplace partially reduces the quality of life. But a great majority emphasized that they could not do their original job. They added, therefore, that they cannot afford salaries in accordance with their skills and quality of education. In accordance with the results of the current thesis, Syrians stated that they were generally satisfied with their colleagues and bosses. In addition, although Syrians felt alone in Turkey and stated that they have their restricted social life, they felt that they did not specify ostracism in the workplace. They often feel freedom to in Turkey and partially are reported to be well satisfied (Işık, Fahmi, Kanca & Seven, 2017).

One of the hypotheses of the current study was that perceived stress would mediate the relationship between workplace ostracism and subjective well-being. Mediation requires that the mediating variable be correlated with both the

independent and the dependent variables. In the research model, workplace ostracism and perceived stress are expected to be in a negative relationship. However, the results support this contention for only the coping skills of stress and it indicates that there is no significant relationship between workplace ostracism and distress level. These results suggest that the source of distress of Syrian men is non-work oriented, since there is no significant correlation between ostracism and levels of distress. However, as workplace ostracism increase, Syrian men experience a lack of coping skills which is just one dimension of perceived stress. The results can also be tied to the fact that the ostracism directed at the Syrian men comes from their co-workers rather than their supervisors. The source of ostracism in this context is rather social and does not pose great risk for unemployment. Since employment is critical for the survival of the refugees, they may tolerate workplace ostracism and may be somewhat immune to its negative psychological effects.

In most of the culture-related research, it is mentioned that life satisfaction and subjective well-being level can differ from culture to culture. The level of many variables such as subjective well-being and the responses of people vary from culture to culture. Furthermore, since this study is conducted on people who have experienced war trauma, their reactions to events are different from other people (Yetim, 2003).

In Syria, notions such as psychological states, life satisfaction and subjective well-being are not understood by the Syrian nation. Suffering is quite ordinary and is seen as a part of everyday life. Negative emotions such as suffering are common and normal for Syrians. Therefore, other variables do not have a significant effect on their life satisfaction or subjective well-being level (UNHCR, 2015). This study demonstrating the cultural orientation supports the current study. In this respect, workplace ostracism and coping skills variables are not related to subjective well-being of Syrian men.

It is mentioned that Syrians are concerned about the safety of their families and own lives. The fact that they lost the basic things they had in their lives such

as property, family, job, even country caused many psychological impacts on them. Syrians are widely feeling hopeless and experience future anxiety. These stressors they face are quite difficult to deal with and require long-term support. Therefore, most studies have shown that their stress levels are high, and consequently, their life satisfaction or subjective well-being levels decrease (Hassan et al., 2016).

The findings show that there was no relationship between the two factors of perceived stress (coping skills and distress level). According to Eskin and colleagues, the relation between the sub-dimensions of perceived stress (coping skills and distress level) is calculated as “eigenvalue = 4.75; variance % = 33.9;  $\alpha = 0.81$ ” for coping skills and “eigenvalue = 1.77; variance % = 12.6;  $\alpha = 0.76$ ” for distress level. Although the items of coping skills and distress level belong to the same scale, they were perceived as very different and could not be associated with each other.

Another explanation for the reason why Syrian men were not affected by the variables of workplace ostracism, perceive stress and subjective well-being is that they came from the war zone. War trauma, as the name implies, is the result of exposure to war, conflict and terror. The person is physically damaged and at the same time witnesses the damage to his / her social environment. The person is mentally affected at the acute or chronic level. Psychological disorders such as “post-traumatic stress disorder, adjustment disorder, acute stress disorder”, anxiety and depression begin to emerge. At the same time, experiences such as natural disasters (loss of assets and lives), physical and psychological violence, sexual abuse, traffic accidents, serious injuries (organ loss) and domestic violence are stressing factors as much as wars (Şar, 2017).

War is both an acute and a major or long-term trauma. It develops suddenly and affects all people who experience the same event. It can cause the person to change entirely his / her mindset, social communication and life style. Moreover, the person must cope with physical and psychological damage for a long time. For example, in the New York terror attack, those who witness the

collapse of the twin towers have increased their alcohol consumption after the incident. Two years after the incident, they continued to drink less. However, there were significant results from those who lost their relatives and those who were directly affected by the incident (Şar, 2017). Another example, in France, after the bombings in the mid-90s, similar effects were observed in humans, such as stress disorder. In different countries, or cultures, it is similar with the reaction to war and terrorist events, but the way people cope is different (Shiloh, Güvenç & Önköl, 2007).

Another example from the Middle Eastern culture is about Ezidis. Several studies have been performed on Ezidis who another group due to the war from Iraq to Turkey like Syrians. In one of these studies, a high rate of posttraumatic stress and major depression were observed. The incidence of these disorders was higher in women. While women felt a feeling of extreme unease as they remembered their experiences, men reacted away from the environment and people. Some conditions may occur after trauma such as the avoidance behavior of things that recall traumatic memories, disturbing the mind as a result of experiences, the tension, the excessive control of the emotions and introversion (Şar, 2017).

The most appropriate strategy for coping with post-traumatic stress is receiving information from the family and the environment, exchanging information and receiving social support. In a region where conflict and armed attacks were frequently experienced in Turkey, in a study conducted on military health workers, more than half of the employees confronted at least one traumatic event. His friends or a relative who lost in an attack, revealed more traumatic symptoms than others who only witness to traumatic event (Şar, 2017).

Another effect of war trauma is that it allows people to focus on their basic needs such as eating, drinking, shelter, earning money etc. Therefore, they generally ignore workplace ostracism, life satisfaction or well-being and stress factors. There are more important needs that need attention. This issue can be expressed clearly considering the theory of Maslow. Maslow's Hierarchy of

Needs Theory splits people's needs into five categories: physiological (breathing, eating, drinking, sleeping, shelter, sexual intercourse), security (job, house, family, and body), belongingness (love, friendship), esteem (self-esteem, success, esteem, showing respect) and self-actualization (problem-solving, detachment, creativity or originality). People need to fulfill every stage starting from physiological to reach self-actualization (Sabuncuoğlu & Vergiliel Tüz, 2008; Maslow, 1943). The other needs are social needs except physiological and trust needs. If a person feels the deficiency of needs at a stage, she or he cannot tend to his or her other needs. For example, the person who fulfills the need for food in a difficult way cannot think of the security of himself or herself, his/her house and its surroundings. When he or she doesn't feel trust, he/she cannot turn to an upper stage and cannot feel the society to belong to him or herself (Maslow, 1943; Şeker, 2014).

Considering Syrians' job satisfaction, it is associated with subjective well-being, distress level, workplace ostracism, Turkish proficiency level, satisfied with boss and colleagues. The higher their job satisfaction level, the higher also their subjective well-being, satisfied with boss and colleagues; and the lower workplace ostracism because their coping skills increase. The primary concern is that if the Syrians do their jobs –actual works-, instead of the jobs they are now working, their subjective well-being levels will increase. The fact that the reason why they are in lower stages of the pyramid of Maslow is that they probably do not have real jobs in the countries they migrated. In their own countries, even if they were on self-actualization stage, they had to start from the beginning in Turkey and other countries.

A research showed that Maslow's hierarchy of needs differs for collectivist societies or cultures. Belongingness is the most important need for collectivist societies. Self-esteem is abolished. Self-actualization is obtained via the purpose of meeting socially common development needs (Gambrel & Cianci, 2003). Due to the war, the priorities of Syrian people seem to have changed. A collectivist society like Syria, which placed great importance on collective belonging had to

cope with the war trauma and thus had to behave in more individualistic patterns to survive.

Syrians have lost almost everything in the war: their families, relatives, houses, works, health and more. Those who survive their families consider themselves fortunate. Because of that, they are now focused on physiological and security needs. The results from this thesis show that the most important issue for Syrian men is monetary gain, because they work primarily to meet the needs of food and shelter. Most of them are in the first and second stage in Maslow's pyramid. There are very few Syrians in the belongingness stage and above of pyramid. Most people did not pass through the stage of belonging because they had difficulty in meeting their physiological and confidence needs. Their main purpose is to earn money and to look after their families and to provide education to their children. Feeling of belonging does not matter to them in these conditions. That is why, being ostracized in the workplace and being job dissatisfied can remain in the background for them much more.

In this thesis study on Syrian men, the expected results could not be obtained. However, some other important information and data were obtained about Syrians. Firstly, it was concluded that they should be able to cope sufficiently from war trauma and to feel belongingness.

The methods of coping with trauma and the ability to withstand difficulties vary according to personality, cultural structure, family and social environment. After major traumas that influence a society like war, people should not be victims. On the contrary, their strength of survival should be supported (Şar, 2017).

#### **4. 1. Suggestions for Future Research**

The current study was conducted on only Syrian men in working life, reaching to women is quite difficult. The majority part of Syrian women takes care with child care and housework in their homes. In order to not participate to social life, their Turkish proficiency level is low. Also, women do not attend to work life mostly in the cultural structure of Syria. If both women and men could be reached, different results could be achieved.

In Arabic, the meanings of the words alone change the meaning within the sentence. A word has more meanings than we think. It is necessary to ensure that many people from that country and culture contribute translation if possible.

In the literature studies in this thesis, subjective well-being, stress, exclusion, adaptation to new country and culture, language learning and more, mainly emphasize the concept of belonging. Researchers who conduct cultural studies on Syrians or other nations may be advised to focus on feeling of belonging.

#### **4. 2. Limitations of Study**

During this study, Syrian men employees were available more easily than Syrian women, because the woman working in Syria is quite difficult to find. Also, all scales and forms were translated into Arabic by translators and checked repeatedly. The comprehensibility of the scales was also examined, but there may be difficulties in understanding the language and the questions because in Arabic language is obtained different meanings from a word. The difference in language and culture may have affected our results.



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**APPENDICES**



**Appendix A: Independent t-Test Tables of Education level and Variables**

Group Statistics					
	Education	N	Mean	Std. Deviation	Std. Error Mean
Workplace Ostracism	elementary	46	1.9517	.87132	.12847
	vocational school	26	1.5299	.60476	.11860
Coping Skills	elementary	46	3.1739	.81191	.11971
	vocational school	25	2.9667	.92296	.18459
Distress Level	elementary	49	2.8735	.72651	.10379
	vocational school	26	2.6462	.81448	.15973
Subjective Well-being	elementary	48	1.9167	.83113	.11996
	vocational school	26	2.4538	1.04086	.20413

**Independent Samples t- Test**

		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)
		F	Sig.			
WORKPLACE	Equal variances assumed	.473	.494	2.185	70	.032
	Equal variances not assumed			2.412	66.909	.019
OSTRACISM	Equal variances assumed	1.155	.286	.979	69	.331
	Equal variances not assumed			.942	44.257	.351
COPING SKILLS	Equal variances assumed	.774	.382	1.236	73	.220
	Equal variances not assumed			1.193	46.270	.239
DISTRESS LEVEL	Equal variances assumed	2.603	.111	-2.426	72	.018
	Equal variances not assumed			-2.269	42.551	.028
SUBJECTIVE WELL BEING	Equal variances assumed					
	Equal variances not assumed					

## Appendix B: Factor Analysis of SWLS

	Component
	1
1. In most ways my life is close to my ideal.	,808
2. The conditions of my life are excellent.	,853
3. I am satisfied with my life.	,837
4. So far I have gotten the important things I want in life.	,805
5. If I could live my life over, I would change almost nothing.	,774

## Appendix 1: Informed Consent (Turkish)

Sayın katılımcı,

Bu çalışma, Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans tezi olarak, Suriyeli erkeklerin iş yerinde dışlanma düzeylerinin, stres ve yaşam doyumu üzerindeki etkisini ölçmek için yürütülmektedir. Araştırmada elde edilen veriler bilimsel amaçla kullanılacak, bilimsel etik ve gizlilik ilkeleri içerisinde değerlendirilecektir. Anketin veya çalışmanın hiçbir bölümünde kimlik bilgileriniz yer almayacaktır. Soruları samimiyetle cevaplamanız araştırmanın güvenilirliği açısından büyük önem taşımaktadır. Ankete katılım tamamen gönüllülük esasına dayanmaktadır ve sorular yaklaşık olarak 10 dakikanızı alacaktır. Araştırmanın sonuçları, istediğiniz takdirde, sizinle paylaşılacaktır.

Katkılarınız için teşekkür ederiz.

Araştırmacı: Fatma Nur Bayır [fnurbayir@gmail.com](mailto:fnurbayir@gmail.com)

Danışman: Doç. Başak Uçanok [basak.ucanok@bilgi.edu.tr](mailto:basak.ucanok@bilgi.edu.tr)

Araştırmaya katılmayı kabul ediyorum.

İmza:

## **Appendix 2: Informed Consent (English)**

Dear participant,

This study is conducted for the partial fulfillment of master in Organizational Psychology in Bilgi University. The main aim of the dissertation is to measure the effects of workplace exclusion on Syrian males' level of stress and well-being. The data collected will only be used for scientific purposes and will be evaluated in accordance with ethical conduct and confidentiality. The participation in the study is on a voluntary basis and any information regarding your identity will be confidential. It is of great importance that you read and sincerely answer each question for the reliability of the research. The questionnaire will take up approximately 10 minutes of your time. The results of this study will be shared with you if requested.

Thank you for your contributions.

Researcher: Fatma Nur Bayır [fnurbayir@gmail.com](mailto:fnurbayir@gmail.com)

Advisor: Assoc. Prof. Bařak Uçanok [basak.ucanok@bilgi.edu.tr](mailto:basak.ucanok@bilgi.edu.tr)

I agree to participate in the study.

Signature:

### Appendix 3: Informed Consent (Arabic)

عزيزي المشترك

تم إجراء هذه الدراسة لقياس مستوى استبعاد الرجال السوريين في مكان العمل ، والإجهاد ورضا الحياة كأطروحة في جامعة بيلجي،

قسم علوم النفس التنظيمي. وسوف تستخدم البيانات التي تم الحصول عليها في البحث لأغراض علمية وسيتم تقييمها ضمن المبادئ

الأخلاقية والسرية العلمية. لن يحتوي أي جزء من البحث أو العمل على معلومات هويتك. الإجابة بصدق على الأسئلة هو في غاية

الاهمية لموثوقية البحث المشاركة في البحث تطوعية تماما، وسوف تستغرق الأسئلة حوالي 10 دقائق سيتم تقاسم نتائج البحث

الخاصة بك معك إذ كنت ترغب في ذلك .

نشكرك على مساهماتك

الايمل : [fnurbayir@gmail.com](mailto:fnurbayir@gmail.com)

الباحثة : فاطمة نور باير

الايمل : [basak.ucanok@bilgi.edu.tr](mailto:basak.ucanok@bilgi.edu.tr)

المستشارة : باشاك اوكانوك

أوافق على المشاركة في التحقيق

التوقيع :

الاسم :

#### Appendix 4: Questions (Turkish)

Yaş:

Eğitim durumu: İlkokul  
Lise  
Yüksek okul (2 yıllık üniversite)  
Lisans (4 yıllık)  
Yüksek lisans

Meslek:

Medeni hal: Bekar  
Evli  
Dul  
Boşanmış

1. Bakmakla yükümlü olduğunuz kaç kişi var?
2. Hanenizde çalışan başka kişiler var mı?
3. Eğer varsa, kaç çocuğa sahipsiniz?
4. Nerede çalışıyorsunuz, şu an yaptığınız iş nedir?
5. Haftalık ücretiniz ne kadar?
6. Ne süredir aynı işyerinde çalışıyorsunuz?
7. Kaç iş değiştirdiniz?
8. Türkçe'ye ne kadar hakimsiniz?

Aşağıdaki 3 soruyu, 1'den 10'a kadarki aralığa memnuniyet derecenize göre işaret koyarak yanıtlayınız.

9. Yaptığınız işten ne derece memnunsunuz?

1 ..... 10

10. Patronunuzdan ne derece memnunsunuz?

1 ..... 10

11. İş arkadaşlarınızdan ne derece memnunsunuz?

1 ..... 10



## Appendix 5: Questions (Arabic)

العمر :

حالة التعليم : مدرسة ابتدائية

مدرسة إعداديه (بكالوريا)

مدرسة التعليم العالي (سنتين)

جامعة (اربع سنوات)

ماجستير

المهنة :

الحالة الاجتماعية : اعزب

متزوج

ارملة

مطلق

١ كم شخص مسؤول عن رعايتهم ؟

٢ هل لديك أشخاص اخرين يعملون معك ؟

٣ إذا كان الجواب نعم ، كم عدد الأطفال لديك؟

٤ أين تعمل، وماذا هو عملك؟

٥ كم المبلغ الذي تحصل في الأسبوع؟

٦ كم سنة وأنتم تعملون في نفس المهنة لديكم؟

٧ كم عدد المهن التي قمتم بتغييرها؟

٨ ما هو معدل اللغة التركية لديكم؟

يتم الإجابة على الأسئلة الثلاثة عن طريق وضع علامة وفقا الى مستوى الارتياح الخاصة بكم . العلامة من (١١) الى (١٠)

٩ ما هي درجة رضاك عن عملك؟

من علامة ١ ..... حتى ١٠

١٠ ما هي درجة رضاك عن مسؤول عملك؟

من علامة ١ ..... حتى ١٠

١١ ما هي درجة رضاك عن أصدقائك في العمل؟

من علامة ١ ..... حتى ١٠

## Appendix 6: Scales (Turkish)

### Yaşam Doyumu Ölçeği

Aşağıda genel olarak yaşamınız ve yaşamınızın bazı alanlarındaki doyumunuz ile ilgili birtakım ifadeler verilmiştir. Lütfen söz konusu ifadeleri size uygunluğu açısından çarpı (X) işareti koyarak değerlendiriniz.	Hiç uygun değil	Kısmen uygun	Uygun	Oldukça uygun	Tamamen uygun
1. Yaşamım idealime büyük ölçüde yaklaşıyor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Yaşam koşullarım mükemmel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Yaşamımdan memnunum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Yaşamda su ana kadar istediğim önemli şeylere sahip oldum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Yaşamımı bir daha yasasaydım hiçbir şeyi değiştirmek istemezdim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### İşyerinde Dışlanma Ölçeği

Aşağıda şu anda kendinizle ve kurumunuzla ilgili düşünebileceğiniz durumlar tanımlanmıştır. Lütfen aşağıda yer alan ifadelere ne ölçüde katıldığınızı ifadenin karşısına [X] işareti koyarak belirtiniz	Hiçbir zaman	Nadiren	Ara sıra	Bazen	Sıklıkla
1. İşyerindeki çalışanlar beni umursamaz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. İşyerine girdiğimde diğerleri ortamı terk eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. İşyerinde selamlarım alınmaz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. İşyeri yemekhanesinde kalabalıkta yalnız otururum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. İşyerinde çalışanlar benden uzak durur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. İşyerinde çalışanlar yüzüme bakmazlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. İşyerindeki sohbetlere katılırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. İşyerinde çalışanlar beni sohbetlerine almazlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. İşyerinde çalışanlar benimle konuşmak istemezler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. İşyerinde çalışanlar ben yokmuşum gibi davranırlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

### Algılanan Stres Ölçeği

Aşağıda geçtiğimiz ay içerisindeki kişisel deneyimleriniz hakkında bir dizi soru yöneltilmektedir. Her soruyu dikkatlice okuyarak size en uygun seçeneğin altındaki kutuya bir çarpı işareti koyarak cevaplayınız. Soruların doğru veya yanlış cevabı yoktur. Önemli olan sizin duygu ve düşüncelerinizi yansıtan yanıtları vermenizdir.	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1. Geçen ay, beklenmedik bir şeylerin olması nedeniyle ne sıklıkta rahatsızlık duydunuz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Geçen ay, hayatınızdaki önemli şeyleri kontrol edemediğinizi ne sıklıkta hissettiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Geçen ay, kendinizi ne sıklıkta sinirli ve stresli hissettiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Geçen ay, ne sıklıkta gündelik zorlukların üstesinden başarıyla geldiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Geçen ay, hayatınızda ortaya çıkan önemli değişikliklerle etkili bir şekilde başa çıktığınızı ne sıklıkta hissettiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Geçen ay, kişisel sorunlarınızı ele alma yeteneğinize ne sıklıkta güven duydunuz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Geçen ay, her şeyin yolunda gittiğini ne sıklıkta hissettiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Geçen ay, ne sıklıkta yapmanız gereken şeylerle başa çıkamadığınızı fark ettiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Geçen ay, hayatınızdaki zorlukları ne sıklıkta kontrol edebildiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Geçen ay, ne sıklıkta her şeyin üstesinden geldiğinizi hissettiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Geçen ay, ne sıklıkta kontrolünüz dışında gelişen olaylar yüzünden öfkelenediniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Geçen ay, kendinizi ne sıklıkta başarmak zorunda olduğunuz şeyleri düşünürken buldunuz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Geçen ay, ne sıklıkta zamanınızı nasıl kullanacağınızı kontrol edebildiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Geçen ay, ne sıklıkta problemlerin üstesinden gelemeyeceğiniz kadar biriktiğini hissettiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix 7: Scales (English and Arabic)

### Work Ostracism Scale

The following statements are about situations you could have gone through. Please indicate how often this happened to you in the past 6 months.	Never	Once in a while	Sometimes	Fairly often	Often
1. Others ignored you at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Others left the area when you entered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Your greetings have gone unanswered at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. You involuntarily sat alone in a crowded lunchroom at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Others avoided you at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. You noticed others would not look at you at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Others at work shut you out of the conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Others refused to talk to you at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Others at work treated you as if you were not there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Others at work did not invite you or ask you if you wanted anything when they went out for a coffee break.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Satisfaction With Life Scale

Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.	Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree
1. In most ways my life is close to my ideal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The conditions of my life are excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am satisfied with my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. So far I have gotten the important things I want in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. If I could live my life over, I would change almost nothing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Perceived Stress Scale

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling how often you felt or thought a certain way.	Never	Almost never	Sometimes	Fairly often	Very often
1. In the last month, how often have you been upset because of something that happened unexpectedly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In the last month, how often have you felt nervous and “stressed”?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. In the last month, how often have you felt that things were going your way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In the last month, how often have you found that you could not cope with all the things that you had to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. In the last month, how often have you been able to control irritations in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. In the last month, how often have you felt that you were on top of things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. In the last month, how often have you been angered because of things that were outside of your control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

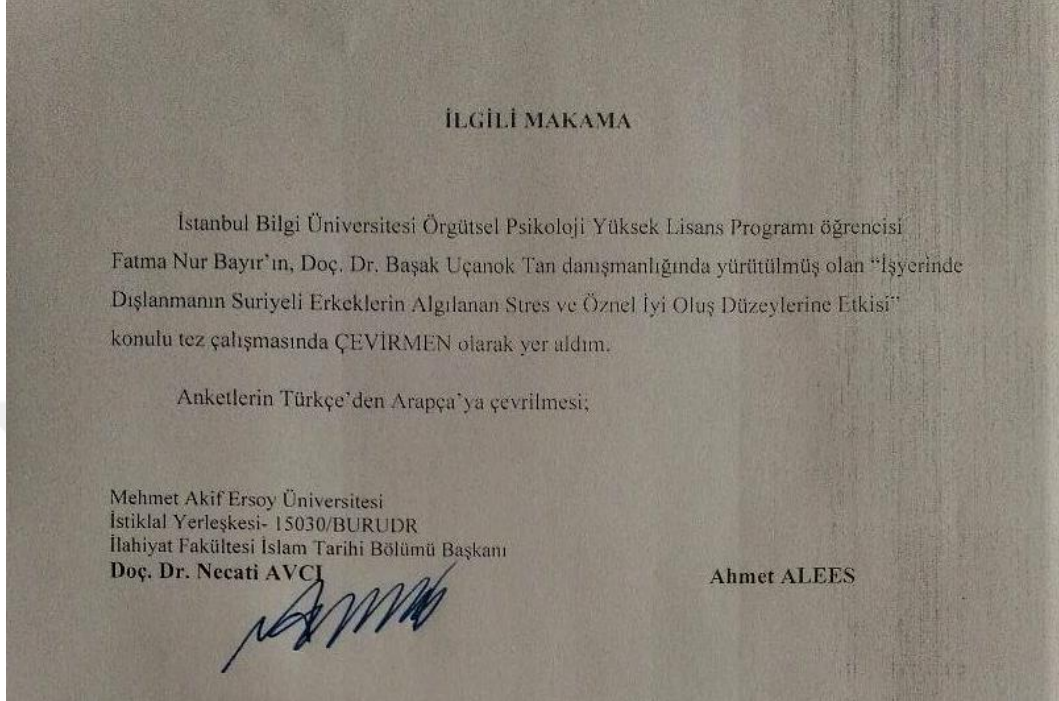
<b>مقياس الرضا عن الحياة</b>					
أبداً	نوعاً ما	تناسبني	تناسبني جداً	تناسبني تماماً	
					في الأسفل بعض التعابير لمقياس الرضا عن حياتكم عامة أو قسم من حياتكم. الرجاء أن توثقوا على ما يناسبكم منها بـ (x)
					1. حياتي قريبة من نموذجي جداً
					2. ظروف حياتي جيدة جداً
					3. أنا راضٍ عن حياتي
					4. أملك ما أنا راغب في حياتي لحد الآن
					5. لو قدر لي الحياة ثانية لأخترت نفسها

<b>مقياس الإلتباز في محل العمل</b>							
أبداً	بينَ بينٍ	أحياناً	بكثرية	عادةً	في الغالب	دائماً	
							في الأسفل تعريف لما تفكرون به في محل عملكم فيما يخصكم حالياً. الرجاء أن توثقوا على ما يناسبكم منها بـ (x)
							1. العاملون في محل عملي لا يابهون بي
							2. عند دخولي محل عملي يغادره الآخرون
							3. لا يردون على تحيتي في محل عملي
							4. أجلس وحيداً في مطعم محل عملي رغم حضور الكثيرين
							5. يبتعد العاملون عني في محل عملي
							6. لا يلتفت العاملون عليّ في محل عملي
							7. أشترك في المجاملات في محل عملي
							8. لا يشاركني العاملون في محل عملي في مجالاتهم
							9. لا يشاركني العاملون في محل عملي الحديث
							10. يتصرف العاملون في محل عملي كأنني غير موجود





## Appendix 8: The Signatures of Translators



İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek  
Lisans Programı öğrencisi Fatma Nur Bayır'ın, Doç. Dr.  
Başak Uçanok Tan danışmanlığında yürütülmüş olan  
"İşyerinde Dışlanmanın Suriyeli Erkeklerin Algılanan Stres ve  
Öznel İyi Oluş Düzeylerine Etkisi" konulu tez çalışmasında  
TERCÜMAN olarak yer aldım.

Anketlerin Türkçe'den Arapça'ya çevrilmesi;

Mehmet Akif Ersoy Üniversitesi  
İlahiyat Fakültesi İslam Tarihi Bilim Dalı  
**Doç. Dr. Necati AVCI**

**TERCÜMAN  
AHMET AKKIF ALEES**

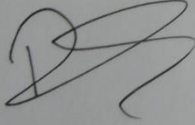


İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans Programı öğrencisi  
Fatma Nur Bayır'ın, Doç. Dr. Başak Uçanok Tan danışmanlığında yürütülmüş olan "İşyerinde  
Dışlanmanın Suriyeli Erkeklerin Algılanan Stres ve Öznel İyi Oluş Düzeylerine Etkisi"  
konulu tez çalışmasında ÇEVİRMEN olarak yer aldım.

Anketlerin Arapça'dan Türkçe'ye çevrilmesi;

Noter Yeminli Tercüman

**Rana TANER**



Anketlerin Arapça'dan Türkçe'ye çevrilmesi;

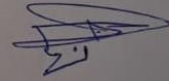
Noter Yeminli Tercüman

**Rana TANER**

Bağcılar Devlet Hastanesi

Çevirmen

**NIHAL TÜRKMEN**



Ankara'da veri toplama sürecine destek oldum.

Meslek/statü/kurum: Öğretim Görevlisi - Ankara Yıldırım Beyazıt Üniversitesi

İsim-soyisim: M. Radwan ALİBRAHİM

İmza:




İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans Programı öğrencisi  
Fatma Nur Bayır'ın, Doç. Dr. Başak Uçanok Tan danışmanlığında yürütülmüş olan "İşyerinde  
Dışlanmanın Suriyeli Erkeklerin Algılanan Stres ve Öznel İyi Oluş Düzeylerine Etkisi"  
konulu tez çalışmasında ÇEVİRMEN olarak yer aldım.

İstanbul'da veri toplama sürecine destek oldum.

Meslek/statü/kurum: Tercüman

İsim-soyisim: Ahmet Askif Alizes

İmza: 

Antalya'da veri toplama sürecine destek oldum.

Meslek/statü/kurum: BOBİNAJ

İsim-soyisim: AREF - AL ALİ

İmza: 

Antalya'da veri toplama sürecine destek oldum.

Meslek/statü/kurum: DANIŞMAN / OTEL

İsim-soyisim: Feriye Nalbant

İmza: 