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Bullying, Emotional Stability, and Social Media Addiction in Adolescents: A Cross-Sectional Study

Ergenlerde Zorbalık, Duygusal İstikrar ve Sosyal Medya Bağımlılığı: Kesitsel Bir Çalışma

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ABSTRACT

Aim: This study analyzed the relationships between social media addiction, emotional stability and bullying in adolescents.

Material and Method: The study was conducted with 1198 adolescents aged 12-18 years who were studying in the secondary education institutions in the 2024-2025 academic year. Data was collected using the Social Media Addiction Scale (SMAS), Child-Adolescent Bullying Scale-9 (CABS-9) and Sense of Coherence Scale (SOC-R). The data were analyzed using the JAMOVI 2.4.8 package program using mean, standard deviation, hypothesis tests and correlation tests.

Results: The mean scores of CABS-9, SOC-R and SMAS were 15.19 ± 5.66 , 44.64 ± 7.16 and 18.60 ± 5.48 , respectively. The findings revealed that there was a moderate negative correlation between mean bullying victimization scores and emotional stability scores ($r=-0.591$), a moderate positive correlation between mean bullying victimization scores and social media scores ($r=0.392$), and a moderate negative correlation between mean emotional stability scores and social media scores ($r=-0.497$).

Conclusion: The results indicated that as bullying victimization scores increased, emotional stability scores decreased, while social media addiction scores showed an upward trend. Furthermore, higher social media addiction scores were associated with lower emotional stability.

Keywords: Bullying, Emotional Stability, Nursing, Social Media Addiction, Adolescents

ÖZET

Amaç: Bu kesitsel çalışma, ergenlerde duygusal istikrar, sosyal medya bağımlılığı ve zorbalık arasındaki ilişkiyi incelemiştir.

Gereç ve Yöntem: Çalışma, 2024-2025 eğitim-öğretim yılında ortaöğretim kurumlarında öğrenim gören 12-18 yaş aralığındaki 1198 ergen ile yürütülmüştür. Veriler Sosyal Medya Bağımlılığı Ölçeği (SMAS), Çocuk-Ergen Zorbalığı Ölçeği-9 (CABS-9) ve Tutarlılık Duygusu Ölçeği (SOC-R) kullanılarak toplanmıştır. Veriler, JAMOVI 2.4.8 paket programında ortalama, standart sapma, hipotez testleri ve korelasyon testleri kullanılarak analiz yapılmıştır.

Bulgular: Ergenlerin CABS-9, SOC-R ve SMAS ortalama skorları sırasıyla 15.19 ± 5.66 , 44.64 ± 7.16 ve 18.60 ± 5.48 olarak belirlenmiştir. Bulgular, zorbalık mağduriyeti puan ortalaması ile duygusal tutarlılık puanları arasında orta düzeyde negatif korelasyon ($r=-0.591$), zorbalık mağduriyeti puan ortalaması ile sosyal medya puanları arasında orta düzeyde pozitif korelasyon ($r=0.392$) ve duygusal tutarlılık puan ortalaması ile sosyal medya puanları arasında orta düzeyde negatif korelasyon ($r=-0.497$) olduğunu ortaya koymuştur.

Sonuç: Sonuçlar, zorbalık mağduriyeti puanları arttıkça duygusal istikrar puanlarının azaldığını, sosyal medya bağımlılığı puanlarının ise artış eğilimi gösterdiğini ortaya koymuştur. Ayrıca, daha yüksek sosyal medya bağımlılığı puanları daha düşük duygusal istikrar ile ilişkilendirilmiştir.

Anahtar kelimeler: Zorbalık, Duygusal İstikrar, Sosyal Medya Bağımlılığı, Ergenler, Hemşirelik



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INTRODUCTION

Adolescence is a vital stage of development during which the sociocultural environment plays a major role in shaping the individual, and the process of identity formation becomes more prominent. According to the World Health Organization (WHO), adolescents are individuals aged 10 to 19 (WHO, 2025). Globally, about 42% of the population roughly 3 billion people are under the age of 25, with 1.2 billion in the 10-19 age group. In our country, UNICEF reports that around 20.4 million people are aged between 10 and 24 years (Özbey & Başdaş, 2020; İnan et al., 2022; UNICEF, 2022).

Adolescence is a crucial stage of human development, characterized by the emergence of multiple developmental milestones. This phase involves significant physical, psychological, cognitive, and social changes (Şimşir & Koç, 2023). Adolescents frequently encounter various multifaceted challenges such as substance abuse, violence, traffic accidents, depression, anxiety, suicide, video game addiction, eating disorders, sexually transmitted infections, and adolescent pregnancy. A common issue during this period is excessive social media use, which worsens many of these difficulties. Studies show that overuse of social media negatively affects adolescent mental health, leading to increased stress, depression, low self-esteem, psychological distress, self-harm, and suicidal thoughts (Flynn et al., 2022; Lalhlunchung, 2024). Additionally, frequent social media use is linked to increased susceptibility bullying and the development of addictive behaviors in adolescents (Flynn et al., 2022).

Bullying is described as "the deliberate and repeated aggressive behavior of an individual that causes harm or discomfort to another person" (Beckman et al., 2020). A recent report indicates that, 15.0% of adolescents reported experiencing bullying at school, while 15.9% reported being victims of online bullying in the past year (Clayton et al., 2023). The consequences of bullying can be long-term, leading to a variety of physical, psychological, and psychosomatic issues in adolescents (Aslan & Polat, 2023). Adolescents who are bullied tend to experience higher levels of insecurity, anxiety, depression, loneliness, unhappiness, physical and mental health issues, and low self-esteem compared to their peers. These challenges often hinder their ability to form friendships, resulting in social

isolation and weakened peer relationships, which in turn affect their emotional stability. Emotional stability, or emotional consistency, refers to a person's ability to maintain a positive outlook and cope with challenges. According to emotional stability theory, this trait develops during childhood and adolescence, becoming more stable in young adulthood. While it generally remains consistent, it can fluctuate in response to major life events or distressing circumstances (Tekin & Kırılıoğlu, 2019). Adolescents who experience bullying may withdraw emotionally, causing a decline in emotional stability. Given that adolescents make up a large segment of both the global and national populations, early identification and intervention of psychosocial risk factors are critical. Pediatric nurses play an essential role in recognizing the traits of students involved in bullying, monitoring both bullies and victims, and providing comprehensive support to those affected by bullying. They also address the emotional instability and burnout associated with bullying and are actively involved in preventive measures to reduce peer bullying.

In the studies conducted in the literature, it has been stated that there is a relationship between social media addiction and cyberbullying in adolescents and that cyberbullying increases as social media use increases (İldırım et al., 2017; Kucuk et al., 2025; Yüksel Doğan & Demircioğlu, 2025). Furthermore, several studies have demonstrated a negative relationship between social media addiction and emotional stability in adolescents (Ngamo et al., 2023; Lin et al., 2025). However, no study evaluating these three variables together was found in the literature. Therefore, the purpose of this study is to examine the correlation between emotional stability, social media addiction and bullying in adolescents and the factors affecting these variables.

Research Questions

For this reason, this study sought answers to the following questions:

1. What are the levels of social media addiction, bullying and emotional stability in adolescents?
2. Is there a relationship between social media addiction, bullying and emotional stability in adolescents?
3. Do social media addiction, bullying and emotional stability differ according to socio-demographic characteristics of adolescents?

MATERIALS AND METHODS

Research Type

This cross-sectional study examined the relationships between emotional stability, social media addiction and bullying in adolescents and the factors affecting these variables.

Study Population and Sample

The study was conducted in secondary education schools located in a province within the Central Anatolia Region of Türkiye during the 2024-2025 academic year. Selected from the study population of approximately 55,000 adolescents enrolled in secondary education, the sample included 1,198 adolescents aged 12 to 18 ($1-\beta = 98\%$, $\alpha = 0.05\%$, $d = 0.123$) studying in grades 9 to 12 of the included institutions. The secondary schools included in the study were stratified based on the socio-economic status of their respective regions (categorized as good, medium, and poor), with two schools chosen from each category using a cluster random sampling method. Adolescents in the selected institutions were initially stratified by age and gender, and then included in the study through cluster sampling, with each adolescent assigned a number for selection.

The inclusion criteria for adolescents participating in the study are as follows: (1) aged between 12 and 18 years, (2) not having any physical or learning disabilities that would hinder their ability to read and comprehend the questions in the measurement tools, and (3) obtaining consent from both the adolescent and their parents to participate in the study.

Data Collection Tools

The study's data were collected using the Adolescent Information Form, the Child-Adolescent Bullying Scale-9 Short Form (CABS-9), the Social Media Addiction Scale (SMAS), and the Sense of Coherence Scale (SOC-R).

Adolescent Information Form: This form includes eight questions addressing the descriptive characteristics of adolescents.

Child-Adolescent Bullying Scale-9 Short Form (CABS-9): This scale was developed by Vessey et al. (2019). Kırıcı and Ekşi adapted the measurement tool into Turkish in 2022 as a 9-item 4-point Likert-type scale. The scale is designed to identify children who are victims of bullying. A score between 4-36 is obtained from the scale. A high scale score indicates an increase in bullying

victimization. The total score is obtained by summing the numerical values given to the items. In this study, Cronbach's Alpha (Cra) value of the scale was 0.88.

Sense of Coherence Scale (SOC-R): The scale was developed by Bachem and Maercker in 2016. It was adapted into Turkish by Tekin and Kırlioğlu in 2019. The scale is a 13-item scale using a five-point Likert scale. A score between 5-65 is obtained from the scale. High scores obtained from this measurement tool, which evaluates the level of emotional consistency, indicate a high level of emotional consistency. In this study, the Cra value of the scale was 0.81.

Social Media Addiction Scale (SMAS): The SMAS, developed by Schou Andreassen et al. in 2016, is a five-point Likert scale consisting of 6 items. A score between 5-30 is obtained from the scale. In 2019, this scale was translated into Turkish by Demirci and the high scores obtained in this scale indicate a high level of social media addiction. In this study, the Cra value of the scale was 0.83.

Data Collection

Data collection was conducted within a single class period (40 minutes) to ensure it did not disrupt the adolescents' learning process. Before data collection, course schedules were coordinated with the administrators of each institution. Before administering the questionnaire, adolescents received information about the research for approximately 15 minutes, during which their written consent was obtained. The questionnaires were distributed, and the adolescents were given time to complete them. The average duration for filling out the questionnaires was about 25 minutes.

Ethical Aspects of the Research

Permission to use the measurement tools used in the study was obtained from the authors. Ethics committee (Decision No: 2024/101) and institutional approval (E-47882400-602.04.01-102679224) were obtained before the study. The adolescents and their parents who participated in the study were informed about the study and their consent was obtained. This study is not derived from a thesis and has not been presented at any national or international congress.

Data Analysis

Data was analyzed using JAMOVI 2.4.8 software package. Number (n), percentage (%), mean (\bar{x})

and standard deviation (SD) are given as descriptive statistics. The conformity of the data to normal distribution was evaluated by Shapiro-Wilk test. Independent Sample t-Test and Kruskal-Wallis H Test were used as hypothesis tests in the study. Spearman Correlation analysis was used to evaluate the relationship between CABS-9, SOC-R and SMAS scores.

RESULTS

The study revealed that 54.1% of the adolescent participants were male, while 61.3% belonged to the 16-18 age bracket. Additionally, 48.1% reported their family's income status as good, 51.1% engaged in physical activity, 51.4% expressed satisfaction with their weight, and 49.1% had daily screen exposure ranging from 4 to 6 hours (Table 1).

Table 1. Information on the Descriptive Characteristics of Adolescents (n = 1198)

Variables	n	%
Gender		
Female	550	45.9
Male	648	54.1
Age		
12-15 years	464	38.7
16-18 years	588	61.3
Income status		
Bad	106	8.8
Moderate	516	43.1
Good	576	48.1
Physical activity status		
Yes	612	51.1
No	586	48.9
Weight satisfaction status		
Yes	616	51.4
No	582	48.6
Screen time status		
1-3 hours	357	29.8
4-6 hours	588	49.1
7 hours and over	253	21.1

Adolescents' mean CABS-9, SOC-R, and SMAS scores were 15.19 ± 5.66 , 44.64 ± 7.16 , and 18.60 ± 5.48 , respectively (Table 2).

Table 2. Mean CABS-9, SOC-R, and SMAS Scores of Adolescents (n = 1198)

Scales	Mean ± SD	Median (Minimum-Maximum)
CABS-9	15.19 ± 5.66	14.00 (9.00-36.00)
SOC-R	44.64 ± 7.16	45.00 (17.00-65.00)
SMAS	18.60 ± 5.48	18.00 (6.00-30.00)

CABS-9: Child-Adolescent Bullying Scale-9 Short Form
SOC-R: Sense of Coherence Scale
SMAS: Social Media Addiction Scale

A moderate negative correlation was observed between the CABS-9 and SOC-R scores ($r = -0.591$). In contrast, a moderate positive correlation was identified between the CABS-9 and SMAS scores ($r = 0.392$). Furthermore, a moderate negative correlation was found between the SOC-R and SMAS scores ($r = -0.497$) (Table 3).

Table 3. Correlation Between Adolescents' CABS-9, SOC-R and SMAS Mean Scores (n = 1198)

Scales	CABS-9	SOC-R	SMAS
CABS-9	1		
SOC-R	-0.591*	1	
SMAS	0.392*	-0.497*	1

* $p < 0.05$

CABS-9: Child-Adolescent Bullying Scale-9 Short Form; SOC-R: Sense of Coherence Scale; SMAS: Social Media Addiction Scale

The analysis revealed that adolescents who perceived their family's income status as poor and expressed dissatisfaction with their weight had higher CABS-9 scores ($p < 0.05$). However, gender, physical activity status, and screen exposure did not significantly influence CABS-9 scores ($p > 0.05$). Additionally, male adolescents exhibited higher SOC-R scores ($p < 0.05$), while income status, physical activity status, weight satisfaction, and screen exposure did not significantly affect SOC-R scores ($p > 0.05$). Furthermore, female adolescents, those who did not participate in physical activity, and those with screen exposure of seven hours or more had higher SMAS scores ($p < 0.05$). Income status and weight satisfaction did not have a significant impact on SMAS scores ($p > 0.05$).

DISCUSSION

Social media addiction significantly heightens the risk of both perpetrating and experiencing bullying. According to social learning theory, individuals who spend significant time on social media may show increased aggressive behavior, view aggressive individuals as socially successful role models, and mimic these behaviors. Moreover, the desire to belong by adhering to group norms can further encourage group bullying behaviors (Lee et al., 2023). In a study, it was found that adolescents' CABS-9 and SMAS scores were moderate (Table 2), with a moderate positive correlation between the two scores ($p < 0.05$; $r = 0.392$) (Table 3). Previous research has explored the connection between social media addiction, bullying, and cyberbullying.

Table 4. Scale Score Distribution According to The Descriptive Characteristics of Adolescents (n = 1198)

Variables	CABS-9	SOC-R	SMAS
Gender			
Female	15.42 ± 5.62	44.10 ± 6.70	19.51 ± 5.52
Male	15.01 ± 5.69	45.10 ± 7.51	17.82 ± 5.33
	<i>t</i> : 1.245 <i>p</i> = 0.213	<i>t</i> : -2.420 <i>p</i> = 0.016	<i>t</i> : 5.381 <i>p</i> ≤ 0.001
Income status*			
Bad	745.79 ^a	601.07	636.66
Moderate	613.24 ^b	576.34	604.67
Good	560.27 ^b	619.96	588.03
	<i>x</i> ² : 27.435 <i>p</i> ≤ 0.001	<i>x</i> ² : 4.337 <i>p</i> = 0.114	<i>x</i> ² : 1.997 <i>p</i> = 0.372
Physical activity status			
Yes	15.34 ± 5.80	45.29 ± 7.30	18.02 ± 5.34
No	15.04 ± 5.52	43.96 ± 6.96	19.20 ± 5.57
	<i>t</i> : 0.934 <i>p</i> = 0.351	<i>t</i> : 1.234 <i>p</i> = 0.191	<i>t</i> : -3.724 <i>p</i> ≤ 0.001
Weight satisfaction status			
Yes	14.90 ± 5.63	45.28 ± 7.27	17.96 ± 5.50
No	15.51 ± 5.68	43.97 ± 6.99	19.28 ± 5.38
	<i>t</i> : -3.932 <i>p</i> ≤ 0.001	<i>t</i> : 0.966 <i>p</i> = 0.318	<i>t</i> : -1.199 <i>p</i> = 0.218
Screen time status*			
1-3 hours	578.63	578.99	443.92 ^a
4-6 hours	599.55	608.00	627.64 ^a
7 hours and over	628.84	608.69	753.63 ^b
	<i>x</i> ² : 3.149 <i>p</i> = 0.207	<i>x</i> ² : 1.791 <i>p</i> = 0.408	<i>x</i> ² : 126.707 <i>p</i> ≤ 0.001

t: Independent Samples t Test, *x*²: Kruskal-Wallis H Test

*Comparison between groups was evaluated with Bonferroni correction

Superscripts (a, b, c) are used to indicate within-group differences. Measurements with the same letters are similar.

Problematic social media use, internet and smartphone addiction, and extended screen time all contribute to increased instances of bullying and victimization (Malaeb et al., 2020; Feijóo et al., 2021; van Duin et al., 2021; Beal, 2022; Demircan et al., 2022; Durmaz and Ateş, 2022; Saied et al., 2022; Vessey et al., 2022; Eid et al., 2023; Ganson et al., 2024). The results obtained in the studies provide strong support for the current findings, illustrating that social media addiction increases the level of bullying and cyberbullying in adolescents.

Problems such as depression, stress, anxiety, and sleep disorders can be seen in adolescents who are exposed to bullying, and these conditions can adversely affect the emotional state of adolescents (Saldıraner & Gızır, 2021). The present study revealed that adolescents exhibit moderate emotional stability (Table 2), and emotional stability scores decreased as bullying victimization scores increased ($p < 0.05$; $r = -0.591$) (Table 3). A recent systematic review concerning bullying victimization and emotion regulation difficulties in adolescents has also shown that bullying victimization experiences in adolescence

may weaken emotion regulation processes, thereby contributing to an increase in risk-taking behaviours (Holmes et al., 2019; Herd & Kim, 2021). Kennedy and Brausch (2024) reported that adolescents who experienced bullying victimization exhibited greater emotional regulation difficulties. Additionally, studies have found a significant positive relationship between emotional dysregulation and bullying victimization (Garner & Hinton, 2010; Morelen et al., 2016; Bäker et al., 2023). Negative emotions increase in adolescents who experience bullying victimization and negatively affect the emotional development of adolescents, especially in this period which is risky in terms of development.

Beyond serving as a medium through which emotions are conveyed, social media negatively affects the mood of individuals. The longer a person scrolls through social media and experiences this process of social comparison, the more it produces a depressive response due to the emergence of the 'loneliness together' effect. Social media is an environment that can provide external stimulation that triggers emotional states or mood swings. Therefore, social media can be an

additional source of stress for adolescents. In the study, it was found that as the social media addiction scores of adolescents increased, their emotional balance scores decreased ($p < 0.05$; $r = -0.497$) (Table 3). Similarly, Ngamo et al. (2023) found a moderate negative relationship between adolescents' social media addiction scores and emotional stability scores. These results are consistent with the research of Supriadi, and Hatta (2021) stated that addictive behaviour on social media is negatively related to emotional stability, that is, the higher a person's social media addiction, the lower his/her emotional stability, and the higher the emotional stability, the lower the social media addiction.

In this current study, it was determined that adolescents who perceive their family's income status as poor have higher scores of bullying victimizations ($p \leq 0.001$) (Table 4). Çalışkan et al. (2019) similarly found that adolescents from low economic status backgrounds experience greater exposure to bullying. Another study involving adolescents indicated that income inequality increases the likelihood of both being bullied and engaging in bullying behaviour (Pabayo et al., 2022). It has been reported that immigrant students with lower socio-economic status in Italy experience bullying victimization more frequently (Palladino et al., 2020). In addition to economic factors, another group identified with high scores of bullying victimizations comprises adolescents who are currently dissatisfied with their weight ($p \leq 0.001$) (Table 4). Wilson et al. (2013) highlighted that perceived weight status has a stronger connection to bullying experiences than actual body weight. They explained that this link between perceived body weight and bullying victimization aligns with peer values and social dynamics. Other studies have similarly found that overweight students are more likely to be victims of bullying (Kovalskys et al., 2016; Liu et al., 2016; Çalışkan et al., 2019).

Women tend to prioritize social activities on social media platforms to improve communication and interaction with their peers, leading to more frequent sharing on these networks (Victor et al., 2024). In the current study, it was found that women had significantly higher social media addiction scores ($p \leq 0.001$). This result aligns with previous research (Afacan et al., 2019; Monacis et al., 2020; Zhao et al., 2021; Masya et al., 2022; Xu et al., 2022; Victor et al., 2024). These findings suggest that women spend more time on social media than men. This difference can be attributed

to women's greater enjoyment in expressing emotions, engaging in communication, and their generally stronger social skills compared to men.

The inability to live a life without using social media and the inability to control oneself is defined as social media addiction (Hou et al., 2019). Although the advantages of technology and the internet are indisputable, they have also resulted in considerable physical issues (such as eye strain, neck discomfort, poor body posture, hand problems, insomnia, and irregular eating habits) and social challenges (including reduced physical activity, increased screen time, negative effects on academic performance, difficulties in relationships, poor time management, limited participation in diverse activities, and a lack of communication with friends outside of online platforms) among individuals (Kudubes & Efe, 2024). The intensive use of social media has caused individuals to experience difficulties fulfilling their responsibilities. It has hindered their daily activities (such as physical activity and socialisation), leading them to spend more time on social media and thereby increasing screen exposure (Watson et al., 2020). In this study, it was found that adolescents who do not engage in physical activity and have screen time exceeding 7 hours have higher scores of social media addiction ($p \leq 0.001$) (Table 4). Similar findings in previous studies indicate that adolescents with higher social media addiction engage in less physical activity (Lissak, 2018; Domoff et al., 2019; Viner et al., 2019; Han et al., 2021) and experience more screen exposure (Kuss and Griffiths, 2017; Han et al., 2021; Hjetland et al., 2021; Korhonen, 2021). Considering the results obtained from this study together with previous studies, it can be said that the risk of social media addiction increases in adolescents who do not engage in physical activity and have high screen time.

Emotion regulation is essential for navigating developmental transitions and managing new emotional states, particularly during adolescence. It is very important for adolescents' social relationships and psychosocial health (Eichengreen et al., 2023; King et al., 2023). When examining emotion regulation by gender, research indicates that women who receive adverse reactions from their parents or friends live more emotion regulation problems (Fombouchet et al., 2023). This present study identified that males demonstrated had higher levels of emotional stability ($p = 0.016$) (Table 4), underscoring

significant gender differences in emotion regulation among adolescents. It has been observed that boys foster closeness in friendship through behaviours like helping rather than emotional expression and conversation (Lindsey, 2021). Studies support that women are more likely to talk about and discuss their feelings with their friends than men (Legerski et al., 2015). Women's friendships tend to provide greater emotional support, while men's friendships often involve teasing and humor when addressing emotional matters. Consequently, females are more likely than men to express their feelings to their friends and do not use suppression as an emotion regulation strategy (Rose et al., 2012). Emotion regulation and profoundly influenced by internalized societal expectations regarding gender roles. Society often expects men to exhibit active behaviour and be success-oriented, while women are expected to display emotional and relationship-oriented behaviour. Therefore, women may suppress negative emotions and struggle to act according to these societal norms. Similarly, societal norms restricting women from expressing anger may lead to difficulties understanding and distinguishing such emotions from others (Atalay & Özyürek, 2021).

Study Limitations

The study's findings are confined to the self-reported responses provided by the adolescents who consented to participate. Therefore, the results can only be generalized to the adolescents included in this study.

CONCLUSION

Adolescents were found to have moderate levels of bullying victimization, emotional stability, and social media addiction. The study revealed that as bullying victimization scores increased, emotional stability scores decreased, and social media addiction scores increased. Additionally, higher social media addiction scores correlated with lower emotional stability scores. Specific findings included that adolescent from families with poor income and those dissatisfied with their weight had higher bullying victimization scores. Male adolescents tended to have higher emotional stability scores. In contrast, female adolescents, along with those who did not engage in physical activity and those with screen exposure exceeding 7 hours, had higher social media addiction scores. In line with these results, it is recommended to implement adolescent, family, and peer-based

interventions to reduce social media addiction and bullying in adolescents, to meet their psychosocial needs in improving their emotional stability levels and to make interventions to solve the problem in future studies.

Ethics Committee Approval

Ethics committee approval was received for this study from the Erciyes University Social Sciences Scientific Research Ethics Committee (Date: 26.03.2024, and Approval Number: 101).

Author Contributions

Idea/Concept: H.Ö., T.T., B.Ç., K.B., Z.K., R.K., M.Ç., A.Ç., F.U.; Supervision/Consulting: H.Ö.; Analysis and/or Interpretation: H.Ö.; Literature Search: H.Ö., T.T., B.Ç., K.B., Z.K., R.K., M.Ç., A.Ç., F.U.; Writing the Article: H.Ö., T.T., B.Ç., K.B., Z.K., R.K., M.Ç., A.Ç., F.U.; Critical Review: H.Ö., T.T., B.Ç., K.B., Z.K., R.K., M.Ç., A.Ç., F.U.

Peer-review

Externally peer-reviewed.

Conflict of Interest

The authors have no conflict of interest to declare.

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