



## **The Mediating Role of Mind Wandering in The Relationship Between Short Video Flow And Happiness in University Students\***

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### **ABSTRACT**

Achieving and maintaining happiness has always been a matter of curiosity for individuals. Based on this curiosity, this study examined the relationships between some variables that affect the level of happiness in university students. The aim of this study is to examine the mediating role of mind wandering in the relationship between short video flow and happiness in university students. The study group consisted of 335 students, comprising 175 females and 160 males, who were studying in various departments at Bayburt University. The Short Depression-Happiness Scale, Short Video Flow Scale and Mind Wandering Scale were used as data collection instruments. The relationships between the variables in the study were examined using the Pearson correlation coefficient, and the mediating role of mind wandering was tested within the framework of structural equation modelling using the SPSS PROCESS macro program. As a result of the analysis, it was found that there was a negative relationship between short video flow and happiness, a positive relationship between short video flow and mind wandering, and a negative relationship between mind wandering and happiness. The mediation analysis showed that mind wandering played a significant mediating role in the relationship between short video flow and happiness. The study's results can contribute to increasing awareness of digital media use among university students and provide new perspectives for mental health professionals.

**Keywords:** Happiness, mind wandering, short video flow, university student.

## **Üniversite Öğrencilerinde Mutluluk ile Kısa Video Akış Arasındaki İlişkide Zihin Gezinmesinin Aracı Rolü**

### **ÖZ**

Mutluluğu yakalamak ve sürdürmek, bireyler için her zaman merak konusu olmuştur. Bu meraktan yola çıkılarak gerçekleştirilen bu çalışmada, üniversite öğrencilerinin mutluluk düzeylerini etkileyen bazı değişkenler arasındaki ilişkiler incelenmiştir. Bu çalışmanın amacı, üniversite öğrencilerinde zihin gezinmesinin, kısa video akış ile mutluluk arasındaki ilişkide aracı rolünü incelemektir. Araştırmanın çalışma grubunu Bayburt Üniversitesi'nde çeşitli bölümlerde öğrenim gören 175'i kadın ve 160'ı erkek olmak üzere toplam 335 öğrenci oluşturmaktadır. Araştırmada veri toplama aracı olarak Kısa Depresyon-Mutluluk Ölçeği, Kısa Video Akış Ölçeği ve Zihin Gezinmesi Ölçeği kullanılmıştır. Araştırmada değişkenler arasındaki ilişkiler Pearson korelasyon katsayısı ile incelenmiş; zihin gezinmesinin aracı rolü ise SPSS PROCESS makro programı aracılığıyla, yapısal eşitlik modeli kapsamında test edilmiştir. Analizler sonucunda, kısa video akışı ile mutluluk arasında negatif bir ilişki olduğu; kısa video akışı ile zihin gezinmesi arasında pozitif, zihin gezinmesi ile

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mutluluk arasında ise negatif bir ilişki bulunduğu tespit edilmiştir. Yapılan aracılık analizi, kısa video akışı ile mutluluk arasındaki ilişkide zihin gezinmesinin anlamlı bir aracı rol oynadığını göstermiştir. Çalışma sonuçları, üniversite öğrencilerinin dijital medya kullanımına dair farkındalık kazanmalarına ve ruh sağlığı alanındaki uzmanlara yeni bakış açıları sunmasına katkı sağlayabilir.

**Anahtar Kelimeler:** Mutluluk, zihin gezinmesi, kısa video akışı, üniversite öğrencisi.

## **Introduction**

From the past to the present, it is often said that humanity has been curious about happiness and has sought to uncover the secrets of this elusive concept. This study was conducted to investigate the mediating effect of mind wandering on the relationship between short video flow usage and happiness. If we examine the definition of the concept of happiness, it is characterized as the predominance of positive thoughts and feelings about one's life, in other words, the sum of satisfaction and positive emotions that individuals experience in their lives (Kangal, 2013). The university years are a critical period in which individuals shape their personal and social development as well as their academic success (Çelik, 2015). In this process, happiness increases students' overall life satisfaction, strengthens their ability to cope with stress, and positively affects their academic performance (Traş, Öztemel & Koçak, 2020). When examining the factors that affect happiness in university students, we find that psychological, social, and environmental factors all influence happiness (Akyüz, Yaşartürk, Aydın, Zorba, and Türkmen, 2017). The importance of happiness in university students has a significant impact on an individual's academic success, social relationships, and overall quality of life. Happiness can increase students' ability to cope with stress and support their psychological resilience (Aydın & Egemberdiyeva, 2018). Furthermore, factors such as empathy and emotional intelligence have been found to positively influence happiness levels (Vasiou, Vasilaki, Mastrothanas, & Galanaki, 2024). In this context, research on increasing the happiness of university students can contribute to both their personal and social development (Akyıl, 2024).

According to studies on happiness in the literature, cognitive flexibility (Asıcı & İkiz, 2015), resilience (Cantez, 2018; Kemal & Duran, 2020), and self-efficacy (Cantez, 2018) have been found to be positively related to happiness. Furthermore, loneliness and social interaction anxiety (Demir & Kutlu, 2016), as well as intolerance of uncertainty, were found to be negatively related to happiness (Sarıçam, 2015). Supportive social relationships (Akyüz et al., 2017), academic success, and optimistic expectations for the future (Gawas, 2024) are other concepts that positively influence happiness. Finally, aspects of the university environment, such as physical health and university quality of life (Kangal, 2012; Ulukan, 2020; Akyüz et al., 2017), have been found to increase students' happiness levels.

Today, technological devices make people's daily lives easier and provide them with more opportunities to communicate and interact (Ru et al., 2025). In particular, the emergence of short videos has been a major breakthrough. Platforms such as TikTok, YouTube Shorts, and Instagram Reels have enabled individuals to produce and view engaging short video content (Asif & Kazi, 2024). With advances in information technology and shifts in network users' preferences, new social media tools are emerging daily. Short videos, which emerged in 2014, have garnered significant attention in recent years. Due to their brevity, short videos have become very convenient and attractive to watch on mobile devices. In addition, users can easily share these videos on various social platforms, which has increased the frequency of use (Du, Liechty, Santos & Park, 2020). As a result, the amount of time people spend watching and producing these short videos has increased. Several studies have shown that short videos can distract us from focusing on tasks and even contribute to attention deficit problems (Asif & Kazi, 2024). Short video flow is defined as getting lost in the sequence of short video content offered on different social media platforms (Nong et al., 2023). Short video flow apps allow users to capture unforgettable moments and create short videos to document their lives and provide a lot of entertainment

to people, but it can become addictive if the duration of use is not careful (Smith & Short, 2022). College-aged youth prefer short, simple video content (Nam & Jung, 2021) and spend most of their time on short-form videos. This can lead to lower grades (Ye, Wu, Wu, Chen, & Ye, 2022; Zhang, Wu, & Liu, 2019) and problems such as distraction and poor time management (Seo, Park, Kim, & Park, 2016). Recent research has shown that the use of short videos can have a positive impact on subjective well-being and happiness, albeit for a short period, but may have negative consequences in the long term. Active interaction with short videos, such as liking and commenting, has been found to increase immediate life satisfaction, while passive use may exacerbate social anxiety (Zhai et al., 2024). The content and duration of short videos may affect users' subjective well-being differently across age groups, with young people preferring entertainment content and older adults preferring self-improvement videos (Ying & Phu-ngamdee, 2023).

There are studies in the literature on short video flow. Nong et al. (2023) concluded that short video addiction has a negative effect on students' achievement motivation and learning. Ye et al (2022) concluded that short video addiction has a negative effect on students' motivation to learn. Another study of adults concluded that long-term exposure to short videos increases stress levels (Huang, Hu, and Chen, 2021). According to studies on happiness and short video flow, Zhu et al. (2024) found a positive relationship between short video use and depression, suggesting that short video use may contribute to unhappiness. Another study concluded that the subjective well-being of students who constantly watched short videos was negatively affected (Ding et al., 2024). In another study conducted on young people, it is evident that eating problems are prevalent among those exposed to short video content on smartphones, and this situation has a negative impact on happiness (Katsaiti, 2012; Park et al., 2022). Another study found that short videos increase the urge to buy, influence consumer behaviour, improve brand performance, and increase shopping participation (Erizal, 2021). The effect of short videos on shopping behaviour reduces the long-term happiness of individuals (Erzincanlı, Akbulut, Çubukcu, & Taş, 2024).

### **The Mediating Role of Mind Wandering**

Mind wandering, a concept that has garnered the attention of researchers in recent years, is defined as the voluntary or involuntary shift of attention from the current situation and thoughts to irrelevant thought focuses (Smallwood, 2013). In other words, it is defined as the inability to focus thoughts on the task at hand and being distracted by any topic (Schooler et al., 2014). In everyday life, it has been found that individuals experience mind wandering for approximately 30-50% of their time, excluding the time spent sleeping (Kane et al., 2007; Seli, Cheyne, & Smilek, 2013). A review of research on mind wandering reports that although there are cases where mind wandering is beneficial, individuals who experience mind wandering often pay a price (Maillet et al., 2018; Mooneyham & Schooler, 2013). In the literature, mind wandering has been reported to negatively impact academic performance (Mrazek et al., 2013), trigger feelings of loneliness and isolation (Beloborodova et al., 2024), make it difficult to regulate attention (Sezgin & Yüksel, 2020), and reduce mindfulness (Şakar & Metin, 2023). Mind wandering increases in individuals who use smartphones intensively (Sumuer & Kaşıkçı, 2022), have neurotic personalities and difficulties with self-discipline (Ibaceta & Madrid, 2021), experience sleep deprivation (Poh, Chong, & Chee, 2016), and lack motivation (Robison & Unsworth, 2018). It has also been observed that mind wandering is associated with negative mood (Poerio, Totterdell and Miles, 2013). It has been found that the negative effects of mind wandering can be reduced through mindfulness activities, specifically by increasing the ability to focus on and remain in the moment (Turkelson & Mano, 2022).

When examining the effect of mind wandering on happiness, it has been found to have positive short-term effects but negative long-term consequences (Salavera & Usán, 2020). However, studies

linking mind wandering to lower levels of happiness are more common (Killingsworth & Gilbert, 2010; Linares Gutiérrez et al., 2019). When the mind wanders, that is, when a person thinks about something other than what is happening around them, it can lead them to a happier place than reality, or conversely, it can lead them to a more unhappy place (Hobbiss, Fairnie, Jafari, & Lavie, 2019). Individuals typically spend about half of their waking hours thinking about something other than what they are doing, and this mind wandering often makes them unhappy (Killingsworth & Gilbert, 2010). Smallwood and O'Connor (2011) showed that negative thoughts tend to dominate during mind wandering and this situation leads to unhappiness. A study conducted in Turkey found that mind wandering decreased the level of happiness among university students (Yıldırım, 2024).

There are strong links between the effect of short video flow on mind wandering (Wang, Huang, and Qu, 2023; Lian et al., 2022). In one study, short videos were found to reduce the amount of time people spend focusing because they present continuous and rapidly changing stimuli. At this point, individuals struggle to focus their attention on long-term tasks and often experience mind wandering (Khayretdinova, 2022). For individuals immersed in intense short video flow, the experience leads to the release of dopamine, which increases the desire to constantly check the phone and may also increase mind wandering by weakening the ability to focus (Gao & Du, 2025). Short videos provide intense instant gratification. The expectation of gratification in people exposed to short video flows negatively affects their ability to focus on tasks that require patience in the future and may induce mind wandering by shortening attention spans (Chen, Li, Guo, & Wang, 2023). Based on the information provided so far, it can be said that mind wandering may play a mediating role in the relationship between short video flow and happiness.

### **Present Study**

The relationship between short video flow and happiness in university students has been proven by the results of the study presented above. Considering the increasing demand for short video content, especially in recent years, it is inevitable that short videos will take more place in the lives of university students in the future. At this point, it has become necessary to investigate the mediating variables in the relationship between short video flow and happiness. For this reason, with the support of the relevant literature, it can be assumed that mind wandering may mediate the relationship between short video flow and happiness. This study is valuable in terms of providing mental health professionals with new perspectives on the happiness of university students. Additionally, this study is significant in raising awareness among university students by highlighting the impact of short video content on daily life. The aim of the current study was to test the mediating role of mind wandering in the correlation between short video flow and Happiness. Thus, the current working hypotheses and the corresponding hypothetical model are presented in Figure 1.

Hypothesis 1. There is a significant relationship between short video flow levels and happiness levels among university students.

Hypothesis 2. There is a significant relationship between short video flow levels and mind wandering levels among university students.

Hypothesis 3. There is a significant relationship between mind-wandering levels and happiness levels among university students.

Hypothesis 4. Mind wandering plays a mediating role in the relationship between short video flow levels and happiness levels among university students.

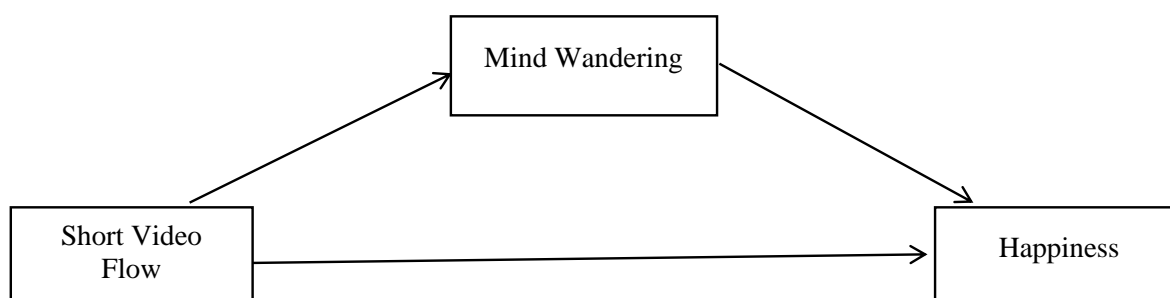


Figure 1. Hypothesis model

## Methods

### Participants

The participants in this study were 335 university students enrolled in the Faculty of Education at Bayburt University during the 2024-2025 academic year. Of the participants, 175 were female and 160 were male. The average age of the participants ranged from 20 to 25 years. The study used a correlational survey method. Convenience sampling was preferred for participant selection due to its speed and time convenience (Büyüköztürk, 2008).

### Procedures

After planning the research, the necessary permissions were obtained from the ethics committee of Bayburt University. The questionnaires were then distributed to the students through the online forms prepared. They were informed about the rules of confidentiality, the completion of the scales without any incentive, and the data collection process. Participants gave written consent to participate and then completed the self-report questionnaire.

### Measurements

The Mind Wandering Scale, developed by Mrazek et al. (2013) to measure the general level of mind wandering, was adapted into Turkish by Sezgin and Yüksel (2020). The scale consists of 5 items. Additionally, a 6-point scoring system is employed, which is a single-factor approach. High scores on the scale indicate a high level of mind wandering. The factor loadings of the items ranged from .62 to .77. It was found that the overall internal consistency Cronbach alpha value of the scale was .75. The adaptation work is good based on the CFA analysis results ( $\chi^2/df = 2.23$ , RMSEA = .07, NFI = .96, GFI = .98, CFI = .98, SRMR = .04, AGFI = .94).

The Short Depression-Happiness Scale is a short measurement tool developed by Joseph et al. (2004) and adapted into Turkish by Yıldırım and Belen (2019). It aims to assess individuals' depression and happiness levels on a single scale. The scale consists of 6 items and uses a 4-point Likert-type rating (0 = never, 1 = rarely, 2 = sometimes, 3 = often). Three items of the scale consist of positive (happiness) statements, and three items consist of negative (depression) statements. High scores indicate high levels of happiness, while low scores indicate high levels of depressive symptoms. The Cronbach alpha internal consistency value of the Turkish adaptation of the scale was calculated to be .84. Confirmatory factor analysis results supported the original one-factor structure of the scale ( $\chi^2/df = 2.85$ , CFI = .97, TLI = .95, RMSEA = .07, SRMR = .03). The test-retest reliability coefficient of the scale was found to be .78 (Yıldırım & Belen, 2019).

**Short Video Flow Scale:** The scale was developed by Ye et al. (2022) and adapted into Turkish by Türk and Yıldırım (2024). It consists of 8 items and a single dimension. The scale aims to assess experiences such as liking watching short videos and is a 5-point Likert scale. There are no reverse-coded items in the scale. A higher total score indicates that the individual enjoyed the short video more and watched it for a longer period. The Cronbach's alpha internal consistency coefficient of the Turkish version of the scale was calculated to be .87. CFA results supported the original one-factor structure of the scale ( $\chi^2/df = 3.71$ , CFI = .90, IFI = .90, GFI = .90, RMR = .08). (Türk & Yıldırım, 2024).

### Data analysis

To test the study's hypotheses, Pearson product-moment correlation analyses were conducted to examine the relationships between the variables. Additionally, structural equation modeling was used to examine the mediating effect of mind wandering on the relationship between short video flow and happiness. The SPSS 27 package was used to analyse the data. Hayes' (2013) model 4 was used for the mediation effect through SPSS PROCESS (v4.2) plug-in. Before analysing the data, the normality of the distribution was examined for parametric tests. The distributions were treated using descriptive methods where skewness, kurtosis, mean, and standard deviation values were examined.

### Results

This section presents findings related to the results of the analyses conducted on the study data. The findings for each research question are analysed.

**Table 1.** Descriptive statistics results

	N	Lowest	Highest	$\bar{x}$	SS	Skewness	Kurtosis
Short Video Flow	335	8	40	24.19	8.41	-.027	-1.806
Happiness	335	0	18	7.97	5.02	.239	-1.205
Mind Wandering	335	5	30	18.72	6.23	-.262	-.756

As can be seen in Table 1, when the distribution of the scores of the university students participating in the study from the Short Video Flow Scale is examined, it can be seen that the lowest score is 8, the highest score is 40, the arithmetic mean is 24.19, and the standard deviation is 8.41. If we examine the distribution of scores obtained on the Short Happiness-Depression Scale, we observe that the lowest score is 0, the highest is 18, the arithmetic mean is 7.97, and the standard deviation is 5.02. Looking at the distribution of scores on the Mind Wandering Scale, the lowest score was 5, the highest was 30, the arithmetic mean was 18.72, and the standard deviation was 6.23.

Examining Table 1, it is evident that the skewness values of the research data range from -0.262 to 0.239, and the kurtosis values range from -0.756 to -1.806. In this direction, it was found that the skewness and kurtosis values, which are between +2 and -2, indicate that there is no excessive deviation from normality (Tabachnick & Fidell, 2013). In this study, the relationship between short video flow, happiness, and mind wandering was examined using correlation analysis, and the results are presented in Table 2.

**Table 2.** Findings regarding the relationships between variables

	1	2	3
1: Short Video Flow	1		
2: Happiness	-.61**	1	
3: Mind Wandering	.71**	-.72**	.1

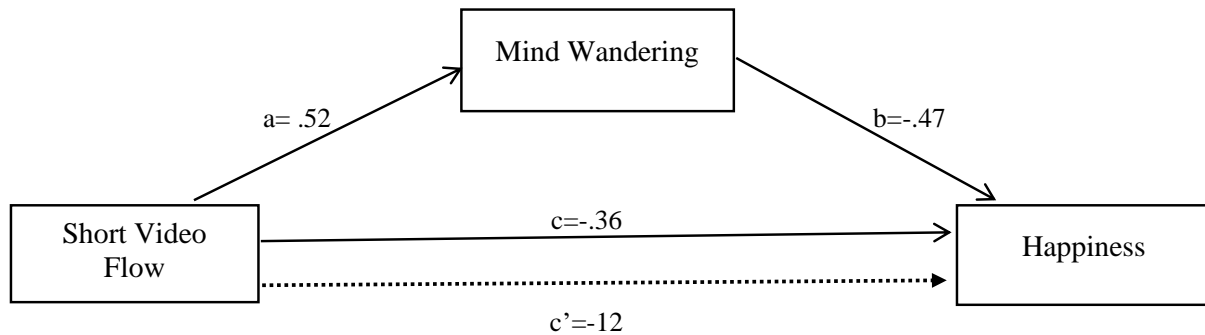
\*\*=  $p < .01$

As seen in Table 2, according to the results of the correlation analysis conducted to reveal the relationship between short video flow, happiness and mind wandering variables, there is a highly significant negative relationship between short video flow and happiness ( $r = -.61$ ), a highly significant positive relationship between short video flow and mind wandering ( $r = .71$ ), and a highly significant negative relationship between happiness and mind wandering ( $r = -.72$ ).

**Table 3.** The mediating role of mind wandering in the relationship between short video flow and happiness

Model	Mind Wandering (M)			Happiness (Y)		
	$\beta$	SE	t	$\beta$	SE	t
Short Video Flow (X)	.52	.03	18.35	-.12	.03	-3.72
Mind Wandering (M)	-	-	-	-.47	.04	-11.09
Constant	6.00	.73	8.18	19.60	.62	31.51
	R <sup>2</sup> =.50, F <sub>(1,329)</sub> = 336.71, p< .01			R <sup>2</sup> =.54, F <sub>(2,328)</sub> = 196.55, p< .01		
Bootstrap Results for Indirect Effects			$\beta$	Boot SE	BootLLCI	BootULCI
Indirect Effect	Mind Wandering		-.25	.03	-.30	-.19

Short video flow was found to positively and significantly predict mind wandering (path a;  $\beta = .52$ , SE = .03,  $t = 18.35$ ,  $p < .001$ , 95% CI [.469, .582]). Mind wandering negatively predicted happiness (path b;  $\beta = -.47$ , SE = .04,  $t = -11.09$ ,  $p < .001$ , 95% CI [-.553, -.387]). The direct effect between short video flow and happiness was negative and significant (path c';  $\beta = -.12$ , SE = .03,  $t = -3.72$ ,  $p < .001$ , 95% CI [-.179, -.055]). Both the indirect effect (path ab;  $\beta = -.25$ , SE = .03, 95% CI [-.304, -.191]) and the overall effect of short video flow on happiness via mind wandering were significant (path c;  $\beta = -.36$ , SE = .03,  $t = -14.06$ ,  $p < .001$ , 95% CI [-.415, -.313]). Consequently, looking at the indirect effect of the mediating variable at the 95% confidence interval, BootLLCI<sub>ri</sub> = -.30 and BootULCI<sub>ri</sub> = -.19 for mind wandering. Since there was no zero between the lower (BootLLCI) and upper (BootULCI) bootstrap values at the 95% confidence interval, mind wandering played a partial mediating role between short video flow and happiness. The full standardised effect size value of the mediation effect,  $K^2_{ri} = .25$ , indicates that the mediation effect is of high value (Preacher & Kelley, 2011).



**Figure 2.** The mediating role of mind wandering in the relationship between short video flow and happiness

## Discussion

In this study, a mediation model was tested using previous research to further investigate the relationship between short video flow and happiness in university students. In this model, mind wandering was hypothesised to mediate the relationship between short video flow and happiness. The results showed that mind wandering partially mediated the relationship between short video flow and happiness. In other words, as the level of short video flow among university students increases, mind wandering increases, and thus, students become unhappier. Although numerous studies have examined the factors that influence the happiness of university students (Akinci & Durmuş, 2024; Eliüşük Bülbül & Özbay, 2024; Erduran Tekin, 2025), there are very few studies on the relationship between short video consumption and happiness. The current study is valuable because it is the first study on the mediating role of mind wandering in the relationship between short video flow and happiness. It is also one of the first studies conducted with the concepts of short video flow and mind wandering on university students studying in Turkey. In this respect, it is crucial to introduce these two concepts to the country and shed light on future studies.

The first finding of this study, the negative relationship between short video flow and happiness, is consistent with the findings of previous studies (Yu, Zhu, & Li, 2024; Zhu et al., 2024). Short video flow is a content consumption behavior in social media environments (e.g., TikTok, Instagram Reels, YouTube Shorts), where users automatically watch short videos generated by sequential and personalized algorithms (Nong et al., 2023). In the excessive use of short video content, learners unknowingly become immersed in the flow for an extended period, resulting in a loss of time that can lead to feelings of guilt or regret (Ye et al., 2022). Perfect or exaggerated situations in random content in short videos cause students to feel inadequate in their own lives and negatively affect their happiness (Ding et al., 2024). Constantly updated and quickly consumed content in short videos shortens students' attention spans and threatens academic performance (Chen et al., 2023; Ye, Cui, Wang & Ye, 2024). In addition, loneliness and depression have been observed in those exposed to short video flow for long periods of time (Qu et al., 2024; Yue et al., 2024). On the other hand, video flow has been reported to increase happiness, albeit in the short term, as it provides instant entertainment, pleasure, and social interaction (Zhang et al., 2019). In summary, students who are engaged in short video flow for long periods of time experience negative conditions such as distraction, loneliness, time loss, depression, and social comparison, which decrease happiness in the long run.

In the mediation model of this study, a significant and positive relationship was found between the first pathway, short video flow, and mind wandering. That is, students experience more mind

wandering when they are immersed in short video flow. A study with a similar finding found that exposure to intense short video flow increased fatigue and rumination in university students, leading to increased mind wandering (Lian et al., 2022). Mind wandering is defined as the voluntary or involuntary disengagement of momentary attention from work and the current environment to past, future or imaginary topics (Mrazek et al., 2013). From this perspective, it is inevitable that students immersed in the short video flow will struggle to focus on the moment and experience mind wandering. In another study, it was found that university students who frequently experienced intense short video flow on their smartphones often encountered mind wandering during their learning processes (Sumuer & Kaşıkçı, 2022). In a similar finding, it was revealed that those who were exposed to intense video flow via smartphones were more prone to mind wandering due to difficulties in directing and organising their attention (Khayretdinova, 2022).

The negative relationship between mind wandering and happiness, which is the second pathway in the current mediation model, is similar to existing studies in the literature (Killingsworth & Gilbert, 2010; Salavera & Usán, 2020). In other words, as mind wandering increases, students become unhappier and prone to depression. During mind wandering, when students are immersed in past failures or possibly negative future scenarios, symptoms of psychological distress such as anxiety and stress increase, and they become unhappy (Crosswell, Coccia, & Epel, 2020; Stawarczyk et al., 2012). Continuous mind wandering prevents students from enjoying the present moment and reduces life satisfaction (Linares Gutiérrez et al., 2019). The mind wandering that students experience during class negatively affects academic performance by making it difficult to concentrate (Wammes et al., 2016). One study found that repeated mind wandering of negative thoughts triggers depression (Seli et al., 2019). Another study found that individuals who experience mind wandering are prone to rumination and, as a result, frequently experience negative affect (Xu et al., 2024). In summary, students with high levels of mind wandering experience psychological distress, stress, low life satisfaction, academic failure, and depression, resulting in lower levels of happiness.

### **Limitations, Implications and Conclusions**

This study aimed to fill a gap in the literature regarding the effects of short video flow on university students' happiness. The results showed that mind wandering mediates the relationship between short video flow and happiness. Therefore, more attention should be paid to the role of mind wandering in the negative effects of short video flow on the happiness of university students. Despite the importance of the current study, it has some limitations. These limitations include the study's cross-sectional design, the collection of data through self-report scales, and the use of convenience sampling. In this context, the findings reveal the relationships between variables rather than establishing causal relationships.

In future research, the causal aspect of the relationship between short video flow usage and happiness can be tested more explicitly using longitudinal and experimental designs. Furthermore, studies conducted across different age groups and cultural contexts are important for assessing the generalisability of the findings. Furthermore, examining sub-dimensions such as intentional and unintentional forms of mind wandering separately may contribute to a more detailed understanding of the mediating mechanism. Future studies may also investigate whether individual characteristics such as self-regulation, digital awareness, and emotion regulation skills play a moderating role in this relationship. The study's findings highlight the need for activities aimed at raising awareness about digital media usage among the new generation of university students, who consume short video content intensively across the country. In this regard, the development of digital awareness and attention-focused psychoeducation programmes in universities may be functional in reducing the potential negative effects of short video flow usage.

Furthermore, it may be advisable to implement intervention programmes addressing digital habits, attention processes, and the relationship with happiness in the psychological counselling and guidance units of universities. This study offers a new perspective centered on cognitive processes in decision-making bodies that develop policies for the well-being and happiness of university students. In this respect, the study contributes to the literature both theoretically and practically by explaining the relationship between digital media use and happiness, not only through frequency of use but also through cognitive mechanisms such as mind wandering.

### **Research and Publication Ethics**

In this study, all the rules specified in the Directive on Scientific Research and Publication Ethics of Higher Education Institutions were followed. None of the actions described in the guideline under the title "Actions contrary to scientific research and publication ethics" were carried out. The ethics committee approval was obtained from the Ethics Committee of Bayburt University with the decision dated 12.03.2025 and number 104.

### **Authors' Contribution Rate**

The first author contributed 60% and the second author contributed 40% to the study.

### **Conflict of Interest**

There is no conflict of interest.

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## Geniřletilmiř Özet

### Giriř

Geçmiřten günümüze insanođlunun mutlu olmak ve mutluluđun sırlarını arařtırmak ile ilgili merak içinde olduđu çokça dile getirilir. Bu çalıřma da aslında bu merak sayesinde ortaya çıkmıřtır. Mutluluk kavramının tanımına bakacak olursak; kiřinin yařamıyla ilgili olumlu düřünce ve duyguların baskın olması, bir bařka deyiřle, bireylerin yařamlarından aldıkları doyum ve olumlu duyguların toplamı olarak tanımlanmaktadır. Üniversite yılları, bireylerin kiřisel ve sosyal geliřimlerinin yanı sıra akademik başarılarını da řekillendirdikleri kritik bir dönemdir. Üniversite öđrencilerinde mutluluđun önemi, bireylerin akademik başarısı, sosyal iliřkileri ve genel yařam kalitesi üzerinde büyük bir etkiye sahiptir. Mutluluk, öđrencilerin stresle bařa çıkma becerilerini artırabilir ve psikolojik dayanıklılıklarını destekleyebilir.

Bilgi teknolojisindeki ilerleme ve ađ kullanıcılarının tercihlerindeki deđiřimle birlikte her gün yeni sosyal medya araçları ortaya çıkıyor. 2014 yılında ortaya çıkan kısa videolar son yıllarda yoğun bir řekilde ilgi görmeye bařladı. Kısa yapısı nedeniyle kısa videolar mobil araçlarda oynatmak için olduđuca uygun ve dikkat çekici hale gelmiřtir. Bunun bir sonucu olarak, insanların bu kısa videoları izlemeye ve üretmeye ayırdıkları zaman süresinde bir artış oldu. Kısa videoların yaygınlařması ile birlikte kısa video akıř kavramı ortaya çıkmıřtır. Kısa video akıřı, farklı sosyal medya platformlarında sunulan kısa video içeriđinin sıralamasında kaybolmak olarak tanımlanmaktadır. Üniversite çađındaki gençler kısa süreli video içeriklerini izlemeyi tercih etmekte ve zamanlarının çođunu kısa biçimli videolarda geçirmektedir. Bu durum üniversite öđrencilerinin, derslerden daha düşük notlar almalarına ve dikkat dađınlıklıđı ve kötü zaman yönetimi gibi sorunlara yol açabilir. Yapılan son arařtırmalar, kısa video kullanımının öznel iyi oluřu ve mutluluđu kısa süreli de olsa olumlu yönde etkileyebileceđi ama uzun sürede olumsuz sonuçlar doğurabileceđini göstermiřtir.

Son yıllarda arařtırmacıların dikkatini çeken kavramlardan biri olan zihin gezinmesi, dikkatin mevcut durum ve düřüncelerden istemli veya istemsiz olarak alakasız düřünme odaklarına kayması olarak tanımlanır. Diđer bir deyiřle düřüncelerin eldeki iře odaklanamaması ve herhangi bir konu üzerine dađılma durumu olarak tanımlanmaktadır. Zihin gezinmesi ile ilgili çalıřmalara bakıldıđında her ne kadar zihin gezinmesinin faydalarının olduđu durumlar belirtilse de çođunlukla zihin gezinmesi yařayan bireylerin bedel ödediđi raporlanmıřtır. Literatüre bakıldıđında zihin gezinmesinin akademik başarıyı olumsuz etkilediđi, yalnızlık ve izolasyon tetiklediđi, dikkati düzenlemeyi zorlařtırdıđı, bilinçli farkındalıđı düşürdüđu raporlanmıřtır. Yođun akıllı telefon kullanan, nevrotik kiřilikli ve öz disiplin sorunu yařayan, uyku eksikliđi deneyimleyen ve motivasyon eksikliđi hisseden bireylerde zihin gezinmesini artmaktadır. Zihin gezinmesinin mutluluk üzerindeki etkisi incelendiđinde kısa süreli olumlu etkileri olsa uzun vadede olumsuz sonuçlara yol açtıđı görülmüřtür.

Kısa video akıřın zihin gezinmesi üzerinde etkisine bakıldıđında güçlü bađlantılar mevcuttur. Kısa videolar sürekli ve hızlı deđiřen uyarılar sunduđu için bireylerde odaklanma süresini azaltmaktadır. Bu durum bireyin uzun süreli iřlere dikkatini yönlendirmedi zorlanmasına ve kendisinde zihin gezinmesine yol açar. Yođun kısa video akıřına kapılan bireylerde, video akıřı dopamin salgılanmasına yol açarak kullanıcıların sürekli telefonlarını kontrol etme isteđini artırır ve ana odaklanma becerilerini zayıflatarak zihin gezinmesini artırabilir. Kısa videolar yođun anlık tatmin sunmaktadır. Kısa video akıřına maruz kalan bireylerdeki tatmin beklentisi, ilerleyen zamanlarda sabır gerektiren görevlere odaklanmayı olumsuz etkilemekte ve dikkat sürelerinin kısaltmakla zihin gezinmesini tetikleyebilir. Buraya kadar verilen bilgilerden hareketle bu kısa video akıř ile mutluluk arasındaki iliřkide zihin gezinmesinin aracılık rolü üstlenebileceđi söylenebilir. Özellikle son yıllarda kısa video içeriklerine yönelik artan rađbet düřünüldüđünde, gelecekte kısa videoların üniversite öđrencilerinin hayatlarında daha çok yer alacađı kaçınılmazdır. Bu noktada kısa video akıř ile mutluluk

ilişkisinde aracı değişkenlerin neler olduğunun araştırılması bir ihtiyaç haline gelmiştir. Bu çalışmanın amacı, kısa video akışı ile Mutluluk arasındaki ilişkide zihin gezinmesine aracılık rolünü test etmektir.

### **Yöntem**

Bu çalışmanın katılımcıları 2024-2025 yılında Bayburt Üniveristesi Eğitim Fakültesi'nde öğrenim gören 335 üniversite öğrencisinden oluşmaktadır. Katılımcıların 175'i kız, 160'ı erkektir. Katılımcıların yaş ortalamaları 20,25'dir. Okulları belirlemek ve katılımcılara ulaşmak için iki aşamalı bir örnekleme prosedürü kullanılmıştır. Araştırmada kesitsel ilişkisel tarama yöntemi kullanılmıştır. Katılımcıların seçiminde hız ve zaman kolaylığı sağlaması açısından uygun örnekleme yöntemi tercih edilmiştir.

Araştırmanın verileri Mrazek ve arkadaşları tarafından geliştirilen ve Sezgin ve Yüksel tarafından Türkçeye uyarlanan "Zihin Gezinmesi Ölçeği", Joseph ve arkadaşları tarafından geliştirilen ve Yıldırım ve Belen tarafından Türkçeye uyarlanan "Kısa Depresyon-Mutluluk Ölçeği" ve Ye ve arkadaşları tarafından geliştirilen ve Türk ve Yıldırım tarafından Türkçeye uyarlanan "Kısa Video Akış Ölçeği" kullanılarak toplanmıştır. Araştırmanın hipotezlerini test etmek amacıyla değişkenler arasındaki Pearson momentler çarpımı korelasyon analizleri incelenmiştir. Ayrıca kısa video akışı ile mutluluk arasındaki ilişkide zihin gezinmesinin aracılık etkisini incelemek amacıyla yapısal eşitlik modellenmesi yapılmıştır. Verilerin analizini yapmak için SPSS 27 paket programı kullanılmıştır. Aracılık etkisi için SPSS PROCESS (v4.2) eklentisi üzerinden Hayes (2013) Model 4 kullanılmıştır.

### **Sonuç ve Tartışma**

Araştırma sonuçlarına baktığımızda kısa video akışı ile mutluluk arasındaki negatif ilişki bulunmuştur. Bu sonuca göre öğrencilerde kısa video akışı bağımlılığı arttıkça mutluluk düzeyleri düşmektedir sonucuna varılabilir. Ayrıca bu araştırmanın aracılık modelindeki birinci yol olan kısa video akışı ile zihin gezinmesi arasında pozitif anlamlı bir ilişki tespit edilmiştir. Yani öğrenciler kısa video akışına kendilerini kaptırdıklarında daha sık zihin gezinmesi yaşamaktadırlar. Mevcut aracılık modelinin ikinci yolu olan zihin gezinmesi ile mutluluk arasındaki negatif ilişki bulunmuştur. Yani yoğun zihin gezinmesi içindeki öğrencilerde; psikolojik sıkıntı, stres, düşük yaşam tatmini, akademik başarısızlık, depresyon görülmesinden dolayı mutluluk seviyelerinin düşmektedir. Araştırma sonuçlarını genel olarak toparlayacak olursak kısa video akışı ile mutluluk arasındaki ilişkide zihin gezinmesinin aracılık etkisi olduğu sonucuna ulaşmaktayız. Bu nedenle, kısa video akışının üniversite öğrencilerinin mutlulukları üzerindeki olumsuz etkisinde zihin gezinmesinin rolüne daha fazla dikkat etmemiz gerekmektedir.