



The Effect of Cognitive Behavioral Psychoeducation Program, Which Aims to Reduce the Submissive Behaviors on the Interpersonal Sensitivity and Hostility *

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Abstract

The purpose of this study is to examine the impact of the cognitive behavioral psychoeducation program, which aims to reduce the submissive behaviors on the interpersonal sensitivity and hostility. The research was carried out with high school students studying at 12th class of Ümraniye Merkez Anadolu high school, located in Istanbul during 2014/2015 academic year. Submissive Acts Scale and Brief Symptom Inventory were used for selecting the experimental objects. 24 students who met the inclusion criteria were assigned randomly to experimental (n=12) and control groups (n=12). After the groups were formed, ten (10) week sessions were started for experimental group. Psychoeducation program, which was based on cognitive behavioral approach, was applied to the experiment group in order to see the decrease of submissive behaviors, whereas any program was not executed for control group. The data were analyzed by two-factors ANOVA for mixed designs (Split-Plot). According to research findings, the psychoeducation program was found to have a significant effect on the submissive behavior, interpersonal sensitivity, hostility levels of the participants in the experimental group. To determine the reason of this difference, Bonferroni Adjustment multiple comparisons tests were used. The results of Bonferroni adjustment multiple comparisons tests and the variance analysis showed that psychoeducation program is effective for decreasing the submissive behaviors, interpersonal sensitivity and hostility and it was seen that the effect continues to increase as well as being permanent after sixty (60) days. Results of this study show that the cognitive behavioral psychoeducation program can be used to reduce submissive behavior, interpersonal sensitivity and hostility levels for adolescents.

Keywords

Submissive behaviors
Interpersonal sensitivity
Hostility
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Introduction

During youth, adolescents are engaged in intensive level with the situation of taking part in one of the group of friends around the individual, establishing friendships, continuing their existing friendships, being loved and interested by their friends, and acquiring social status through friendships (Steinberg, 2013; Yavuzer, 2002; Yörükoğlu, 1986). Sometimes they show submissive behaviors such as abandoning their own desires, overestimating the importance of those whom they value, and obeying the group to be loved, drawing up interest and seeing value (Compas, Orosan, & Grant, 1993; Öngen, 2006; Özbay et al., 1991). Gilbert and Allan (1994) made a general definition of submissive behaviors:

Submissive behavior, is a collection of attributes of a character that takes great care not to hurt or offend others, tries to please everyone, has a tendency to do good, is excessively giving, cannot say no, tends to say yes to everything, finds it difficult to express discontent, has difficulty in showing anger, feels the need for constant approval and is unable to defend its own ideas and rights (Gilbert & Allan, 1994, p. 295).

Submissive behaviors may be viewed as non-aggressive, non-coercive behavior characterized by considering the power, authority, or feelings of others, while denying or not standing up for one's own feelings and beliefs (Deluty, 1981a, 1981b, 1985). Submissive people are usually very shy and earnestly endeavor to avoid upsetting others because of either fear or sensitivity. When things go wrong, submissive people assume that they are to blame in some way and accept guilt when singled out by others (Gilbert, Cheung, Grandfield, Campey, & Irons, 2003). Moreover, these individuals cannot defend themselves against blame, unfair treatment, insults and cannot object to interruptions. Submissive people attempt to behave warmly toward others even if they do not want to. They often apologize for small mistakes. They cannot express their negative thoughts and have difficulty saying "no". These people have very low self-esteem and cannot easily take initiative; hence they avoid changes, and they cannot take serious responsibilities, and cannot show leadership behavior (Gilbert, Pehl, & Allan, 1994).

Submissive behaviors, which are not independent of cultural influence, are widely seen in eastern societies. Caring about attitudes and behaviors of other people, preferring other people to oneself, conforming the group or society are ordinary in eastern societies (Türküm, 2005). In our country, the concepts of respect and obedience are mixed; it is noted that parents are expecting unconditional obedient and submissive behaviors from their children, managers from workers, and individuals who are in the upper position from the individuals who are seen in the subordinate position (Yıldırım & Ergene, 2003). Studies have shown that individuals who grow in eastern culture, experience behaviors more submissive, have social anxiety and depressive symptoms more than those in western culture (Gilbert, Allen, & Trent, 1995; Hoffmann, Heinrichs, & Moscovitch, 2004; O'Connor, Berry, Weiss, & Gilbert, 2002).

Researches stated that submissive behavior was negatively correlated with academic achievement (Yıldırım & Ergene, 2003), positive social comparison (Cheung, Gilbert, & Irons, 2004), self-esteem (Özkan & Özen, 2008) and positively with depression (Allan & Gilbert, 1997; Cheung et al., 2004; Mackinnon, Henderson, & Andrews, 1992; O'Connor et al., 2002, Öngen, 2006; Tuzcuoğlu & Korkmaz, 2001), shame, rumination (Cheung et al., 2004), fear of negative evaluation, social anxiety and guilt (Gilbert, 2000) and negative social comparison (Troop, Allan, Treasure, & Katzman, 2003).

Derogatis, Lipman, and Covi (1973) stated that interpersonal sensitivity comprises inefficacy and unworthiness because of comparing him/herself with others. Having sensitivity in interpersonal relationships lead to various problems in interpersonal relationships as it involves personal inadequacy and often misinterpretation of others' behavior. These people try not to do bad things when they are next to others, they cannot be social and assertive. (Boyce, Parker, Barnett, Cooney, & Smith, 1991). Individuals who are sensitive in their interpersonal relationships are those who are easily breakable to problems that are not important for those whom they consider important in their relationship. Therefore, they are vulnerable individuals who display an obstructive attitude in the course of the

relationship by enlarging the problems that can be easily solved and transforming them into difficulties. (Boyce & Mason, 1996). People with high interpersonal sensitivity have features such as; having other people think that they do not care about themselves, seeing themselves inferior, having the feeling of inadequacy and worthlessness (Boyce et al., 1991), showing a maximum effort not to make mistakes against others (Boyce & Parker, 1989; Davidson, Zisook, Giller, & Helms, 1989), being alert to reactions of others (Wilhelm, Boyce and Brownhill, 2004), being oversensitive to being rejected (Harb, Heimberg, Fresco, Schneier, & Liebowitz, 2002), misinterpreting the behavior of other individuals (Boyce & Parker, 1989).

Hostility can be defined as a general trait implying "a devaluation of the worth and motives of others, an expectation that others are likely sources of wrongdoing, a relational view of being in opposition towards others, and a desire to inflict harm or see others harmed" (Smith, 1994, p. 26). With respect to the affective dimension, hostility is characterized by a proneness to experience anger, a transient emotional response involving "feelings that vary in intensity, from mild irritation or annoyance to fury and rage" (Spielberger et al., 1985, p. 16). While people with hostility have anger about themselves or others, they can also hold negative thoughts and beliefs about human nature in general terms (Barefoot, 1992). Hostility is positively associated with high levels of interpersonal conflict (Smith & Frohm, 1985), less social support (Barefoot et al., 1991), greater levels of depression, and more stressful life events (Smith & Christensen, 1992).

It was found that some cognitive-behavioral group-based psychological counseling practices have an effect on interpersonal sensitivity (Hamamcı, 2002; Sapmaz, 2011; Sarısoy, 2011; Scapillato & Manassis, 2002) and hostility levels (Aytekin, 1999; Bilge, 1996; Gerzina & Drummond, 2000; Herrmann & McWhirter, 2003; Özmen, 2006; Şahin, 2006). However, a psycho-education study aimed at reducing these two concepts in the high school students is not available in the literature. In addition, there are no intervention studies with the aim of influencing the submissive behaviors of high school students available in the literature. This study carries a first feature from these angles. The only study in literature to reduce submissive behaviors is held by Köktuna (2007) in the form of individual interviews based on Solution Focused Therapy for women at the lower socioeconomic level. However, there is no previous group study to reduce submissive behaviors. It is important that the sessions applied in this program are used as psycho-educational activities and are a useful data source for planning and programming prevention and intervention studies to be taken in schools, especially at the point of reducing submissive behaviors.

It is mentioned earlier that researches stated that submissive behavior was negatively correlated with academic achievement (Yıldırım & Ergene, 2003), positive social comparison (Cheung et al., 2004), self-esteem (Özkan & Özen, 2008) and positively with depression (Allan & Gilbert, 1997; Cheung et al., 2004; Mackinnon et al., 1992; O'Connor et al., 2002; Öngen, 2006; Tuzcuoğlu & Korkmaz, 2001), shame, rumination (Cheung et al., 2004), fear of negative evaluation, social anxiety and guilt (Gilbert, 2000) and negative social comparison (Troop et al., 2003). In this study, it is foreseen that while the submissive behaviors of the students in the high school age are reduced, negative perceptions and thoughts related to them are reduced and their self-esteem and positive sense of self are also increased. In this respect, this study is important.

Submissive behaviors have a feature of the inability to defend or deny one's own feelings and beliefs. These people accept the feelings and thoughts of others whom he or she sees as authority, even though it leads to anger and hostility in itself (Deluty, 1981a, 1985). From this point of view, submissive behaviors are seen to be in common with two other variables in this study, interpersonal sensitivity and hostility. Individuals with high interpersonal sensitivity have characteristics such as; having other people think that they do not care about themselves, seeing themselves inferior, having the feeling of inadequacy and worthlessness (Boyce et al., 1991), showing a maximum effort not to make mistakes (Boyce & Parker, 1989; Davidson et al., 1989), being constantly alert to reactions of others (Wilhelm et al., 2004), being oversensitive to being rejected (Harb et al., 2002), being anxious of being criticized and often misinterpreting the behavior of other individuals (Boyce & Parker, 1989). When these qualities are

examined, the general structure of submissive behaviors and the characteristics of interpersonal sensitivity overlap. The common points of these two concepts are; to act according to the individuals facing them, to try to act in accordance with their thoughts and emotions, to show compliance behavior when they are subject to criticism and negative evaluation, and to see themselves at lower level than others. It is observed that cognitive distortions may occur in interpersonal sensitivity as well as in submissive behaviors. Therefore, it is thought that the psycho-education program which will reduce these distortions will decrease the submissive behaviors and interpersonal sensitivity levels.

Hostility has a structure that is characterized by a proneness to experience anger, a transient emotional response involving feelings that vary in intensity, from mild irritation or annoyance to fury and rage (Berkowitz, 1993; Eckhardt, Bradley, & Deffenbacher, 2004; Spielberg et al., 1985). In addition, while people with hostility have anger about themselves or others, they can also hold negative thoughts and beliefs about human nature in general terms (Barefoot, 1992). From this point of view, there is anger and enmity among those who have submissive behaviors against the person whom they perceive as an authority or perceive as important, even though they seem reasonable, harmonious and willing to behave from an external perspective (Deluty, 1985). On the other side, it is stated that individuals with anger and hostility have anger sentiments or even aggressive behavior due to schemes involving automatic thinking about a behavior or event (Krahé & Möller, 2004). For these reasons, it is predicted that the level of hostility will also decrease with this program which aims to reduce submissive behaviors.

The research hypotheses are:

- 1) There will be no significant difference between experiment and control groups pretest scores of submissive behavior, interpersonal sensitivity and hostility levels.
- 2) The cognitive-behavioral psycho-education program will have a significant reduction in submissive behavior levels of applied participants compared to the participants in the control group, and this reduction will continue in the follow-up measurement sixty (60) days after the completion of the exercises.
- 3) The cognitive-behavioral psycho-education program will have a significant reduction in interpersonal sensitivity levels of applied participants compared to the participants in the control group, and this reduction will continue in the follow-up measurement sixty (60) days after the completion of the exercises.
- 4) The cognitive-behavioral psycho-education program will have a significant reduction in hostility levels of applied participants compared to the participants in the control group, and this reduction will continue in the follow-up measurement sixty (60) days after the completion of the exercises.

Method

Research Design

The purpose of this study is to investigate the impact of the cognitive behavioral psychoeducation program, on submissive behavior, interpersonal sensitivity and hostility. 2x3 (experiment/control groups X pre-test/post-test/ follow up test) split plot pattern was used in the study. In this design, the first factor shows the independent treatment groups (experimental and control), and the second factor shows the repeated-measures related with the dependent variables (pretest-posttest-follow-up test) (Büyüköztürk, 2002).

Study Group

The research was carried out with 315 high school students studying at 12th class of Ümraniye Merkez Anadolu high school, located in Istanbul during 2014/2015 academic year. Submissive Acts Scale and Brief Symptom Inventory were used for selecting the subjects of experiment and control group. A research group with 24 people was created by drawing among 43 students who scored above mean from both of the scales. Random assignment to the research groups (experiment n=12, control n=12) was realized. Although there were 12 subjects in each group at the beginning of the practice, 1

subject was lost in the experimental group and the study was completed with 23 students. This subject was not allowed to attend the session because of the problem of permission from the fourth week on, although the family had granted permission. Since the closed group work was done, no other participant was accepted.

Data Collection Tools

Submissive Acts Scale (SAS): It was developed by P. Gilbert and S. Allan in 1994 to measure the submissive behaviors of senior high school students. The adolescents were asked to indicate their degree of agreement with each statement on a 5-point scale ranging from "this is a very bad description of me to this is a very good description of me". The scale consists of 16 items (e.g., "Even if I don't like it, I do things just because other people are also doing them." and, "I allow other people to criticize and let me down and do not defend myself."). This scale, which can be applied to adults and adolescents, focuses on submissive social behaviors (Savaşır & Şahin, 1997). The Cronbach alpha internal consistency obtained from the original scale has been reported as .89 and test-retest reliability coefficient of .84 was found as a result of the application. Turkish adaptation of the SAS had been done by Şahin and Şahin (1992) and it was concluded that the Turkish version of the scale had sufficient reliability and criterion-related validity. The Cronbach alpha internal consistency obtained from the original scale has been reported as .89, while that obtained from the Turkish language version was determined as .74 (Savaşır & Şahin, 1997). In the scope of this research, the reliability coefficient obtained from the scale was also determined as .77.

Brief Symptom Inventory (BSI): This scale is a 53-item self-assessment inventory developed by Derogatis (1992). Respondents were asked to respond to items based on the intensity of distress on a 5-point scale ranging from 0 (not at all) to 4 (extremely) considering the past week. The total score range was from 0 to 212 and higher scores demonstrating higher frequency of psychological symptoms. Derogatis (1992) reported that internal consistency coefficients for the nine subscales ranged from .71 (psychoticism) to .85 (depression) in a study of 719 psychiatric patients. In addition, the test-retest reliability coefficients of 60 normal adults at two-week intervals ranged from $r = .68$ (somatization) and $r = .91$ (phobic anxiety). In the three global disturbance scales, these coefficients were found to be $r = .90$ (GSI), $r = .87$ (PSDI) and $r = .80$ (PST). The adaptation of the scale to Turkish culture has been carried out by Şahin and Durak (1994). These researchers carried out four different studies, they found that Cronbach's alpha coefficient ranged from .93 to .96 for total score; the values for the subscales ranged from .55 to .86 (Şahin & Durak, 1994). In the scope of this research, the reliability coefficient obtained from the scale was also determined as .94.

Developing the Psychoeducation Program, Which Aims to Reduce the Submissive Behaviors:

In this study, a psycho-education program for reducing the submissive behaviors of 10 sessions, which was developed on the basis of literature and based on cognitive behavioral approach, was applied to a group of 12 students including 7 girls and 5 boys. No application performed to the control group. A literature review was conducted for the program applied to the experiment group and after this review, it utilized some sources as Greenberger and Padesky's (2013) *Mind Over Mood* and Clinician's Guide to *Mind Over Mood*, Burns' (2006) "İyi Hissetmek", Erkan's (2002) "Örnek Grup Rehberliği Etkinlikleri", Kuzucu's (2006) doctoral dissertation of "Duyguları fark etmeye ve ifade etmeye yönelik bir psiko-eğitim programının, üniversite öğrencilerinin duygusal farkındalık düzeylerine, duyguları ifade etme eğilimlerine, psikolojik ve öznel iyi oluşlarına etkisi" and Ministry of National Education's (MEB, 2007) book of "İlköğretim ve Ortaöğretim Kurumları Sınıf Rehberlik Programı Ortaöğretim Etkinlikleri Örnekleri". In addition, before applying this program to the experimental group, the opinions of the three experts who were qualified for the doctorate in the field of Guidance and Psychological Counseling were taken and the program was organized according to these opinions.

This program was implemented in the multipurpose hall of Ümraniye Central Anatolian High School after the necessary permissions were obtained in 2014/2015 academic year and after the meetings with the school administration and psychological counselor. The group practice was held every Thursday after the end of the classroom hours. Ten sessions were conducted, with approximately 60 minutes per session.

The target and target behaviors of the sessions were determined in a manner appropriate to the psycho-educational group for the main purpose of reducing submissive behaviors based on the cognitive behavioral approach. Techniques involved in cognitive behavioral therapy such as cognitive restructuring, problem and goal setting, recognition of automatic and nonfunctional thoughts, determination of cognitive distortions, changing of automatic thinking, exploration of intermediate and core beliefs, down arrow technique, programming, cognitive ruler, behavioral experiment, role playing were used. In the first four sessions, the concept of cognitive behavioral model, cognitive distortions, and submissive behavior was tried to be explained and taught. In these sessions, after the meeting stage of the group, the cognitive behavioral model was introduced and the differences between thoughts, moods and behaviors in this model were discussed. Cognitive distortions that cause submissive behaviors are discussed after the activities of realizing and recognizing mood states. From the fourth to the eighth session, efforts were made to establish an evidence based questioning of automatic thoughts about submissive behavior and to replace them with realistic and alternative thoughts.

When this practice was carried out, the thought record sheet was actively used to emphasize the activities that reduce submissive behaviors. The cases such as "I cannot express it when I have a different thought or request, I do not want to break my beloved one, cannot say no, cannot express one's fault clearly" were examined and irrational thoughts and cognitive distortions constituting that make up these structures were questioned and tried to place realistic and alternative thoughts instead. Cognitive studies were conducted throughout the sessions, and behavioral experiments were applied at the 8th session. Until the 8th session, there was an act of role-playing about self-correct expression and communication skills. In the 8th session, behavioral experiments were determined due to the need for behavioral changes related to individual problems and they were encouraged to apply these experiments in their daily lives. It has been ensured that members are striving not only at the cognitive dimension but also at the behavioral dimension.

In the last two sessions, basic beliefs underlying submissive behavior were questioned. In the last session participants were expected to share freely about their changes all through the sessions. In addition, taking into account the age and developmental characteristics of the group, occasionally, session-related role-playings and practices were also included which facilitated the group communication.

Data Analysis

To collect data in the research, Submissive Acts Scale and Brief Symptom Inventory were applied to the students in the experiment and control groups three times, namely in the beginning of the sessions, at the end of the sessions, and sixty (60) days later. It has been observed that the distribution of pre-test, post-test and follow-up test is close to normal and group variances in terms of submissive behavior, interpersonal sensitivity, hostility variables are equal to each other and parametric tests can be used in this study. Two factors variance analysis technique was used for repeating measurements on one factor to determine whether there is any difference between the measurements and groups in the analysis of data collected from these measurements. Data provided that students who were under different experimental conditions affected their pre-test, post-test and follow-up test scores differently. The Bonferroni Test was used to compare respondents' scores on submissive behaviors, interpersonal sensitivity, and hostility pre-test, post-test, and follow-up measures to determine which differences were significant in the variance analysis. The Bonferroni Test, which is one of the post-hoc techniques used in this phase, is preferred because it is based on the assumption that the condition of equal sampling is not required and it reveals its level of significance in a clear and stable manner from the I. and II. type errors (Miller, 1969). The scores from three measurements (pre-test, post-test and follow-up) were analyzed by using SPSS 13 packet program with a significance level of 0.5.

Results

Hypothesis 1

To test the first hypothesis of the study, independent samples t-test was used to see whether there was a significant difference between submissive behaviors pretest scores of experimental and control groups. Findings are given in Table 1.

Table 1. The Results of the t-Test Conducted on the Assessments of the Total Pre-test Scores of Submissive Behaviors of the Students in the Experimental and Control Groups

Group	N	\bar{x}	Ss	Sd	t	p.
Experimental	11	51,63	7,77	21	.850	.156
Control	12	49,25	5,61			

When the descriptive table 1 for the pre-test scores of the experimental and control groups were examined, it is seen that the mean of pre-test score of the students in the experimental group is $\bar{x} = 51,63$, the mean of pre-test score of the students in the control group is $\bar{x} = 49,25$. As is evident from these findings, there was no significant change between the experimental and control group ($t_{(21)} = .850$; $p > .05$). According to this finding, it can be said that the individuals in the experimental and control group had the same level of submissive behaviors before the psycho-education program.

To test the second hypothesis of the study, independent samples t-test was used to see whether there was a significant difference between interpersonal sensitivity pretest scores of experimental and control groups. Findings are given in Table 2.

Table 2. The Results of the t-Test Conducted on the Assessments of the Total Pre-test Scores of Interpersonal Sensitivity of the Students in the Experimental and Control Groups

Group	N	\bar{x}	Ss	Sd	t	p.
Experimental	11	13,09	3,26	21	1,78	.848
Control	12	10,41	3,84			

When the descriptive table 2 for the pre-test scores of the experimental and control groups were examined, it is seen that the mean of pre-test score of the students in the experimental group is $\bar{x} = 13,09$, the mean of pre-test score of the students in the control group is $\bar{x} = 10,41$. As is evident from these findings, there was no significant change between the experimental and control group ($t_{(21)} = .848$; $p > .05$). According to this finding, it can be said that the individuals in the experimental and control group had the same level of interpersonal sensitivity before the psycho-education program.

Table 3. The Results of the t-Test Conducted on the Assessments of the Total Pre-test Scores of Hostility of the Students in the Experimental and Control Groups

Group	N	\bar{x}	Ss	Sd	t	p.
Experimental	11	14,36	5,40	21	,053	.769
Control	12	14,25	4,95			

When the descriptive table 3 for the pre-test scores of the experimental and control groups were examined, it is seen that the mean of pre-test score of the students in the experimental group is $\bar{x} = 14,36$, the mean of pre-test score of the students in the control group is $\bar{x} = 14,25$. As is evident from these findings, there was no significant change between the experimental and control group ($t_{(21)} = .769$; $p > .05$). According to this finding, it can be said that the individuals in the experimental and control group had the same level of hostility before the psycho-education program.

The first hypothesis of the research is confirmed in the presence of these findings. Verification of the first hypothesis of the study showed that one of the conditions required for the use of parametric tests was provided. Another requirement is that the data conform to the normal distribution. In order

to test whether this assumption has been made, the skewness and kurtosis values of the scores obtained from the pre-test measures of all the applied scales and subscales of the experimental and control groups were calculated. The obtained values are presented in Table 4.

Table 4. Values related to the scores obtained by the students in the Experimental and Control Groups on the SAS and BSI scales

Scale	Group	N	\bar{x}	Ss	Median	Mode	Skewness	Kurtosis
SAS	Experimental	11	51,63	7,77	51,00	45,00	,614	-,912
	Control	12	49,25	5,61	50,00	50,00	,727	,106
BSI	Experimental	11	27,45	8,18	29,00	15,00*	-,289	-1,020
	Control	12	24,66	7,24	25,00	26,00	,175	-,141

When Table 4 is examined, it is seen that the scores of the participants in the experimental group, taken from the SAS pre-test measures, are slightly positively skewed and platykurtic. Participants in the control group seem to be slightly positively skewed and leptokurtic in their scores from the SAS pre-test. Participants in the experimental group seem to have slightly negatively skewed and platykurtic scores from the CSE pre-test measurement. Participants in the control group seem to have slightly positively skewed and platykurtic scores on the CSE pre-test measurement.

Elde edilen bulgular bir bütün olarak değerlendirildiğinde Boyun Eğici Davranışlar Ölçeği (BEDÖ) ve Kısa Semptom Envanteri (KSE) ön-test, son-test ve izleme testi ölçümlerinden elde edilen dağılımın normal dağılımdan çok az bir sapma göstermekle birlikte normale yakın olduğu ve tüm grupların varyanslarının birbirine denk olduğu görülmüş ve araştırmada parametrik testlerin uygulanabileceği sonucuna varılmıştır.

When the findings were evaluated as a whole, it was found that the distribution obtained from pre-test, post-test and follow-up test measures of Submissive Acts Scale (SAS) and Brief Symptom Inventory (BSI) showed a little deviation from the normal distribution and was close to normal and that all groups' variances were found to be equal to each other. Thus, parametric tests can be applied in this study.

Although the distribution according to the arithmetic mean, median, mode and kurtosis, skewness values obtained from the pre-test measures is considered normal, it is not a criterion for these statistics (Büyüköztürk, 2009). The scores obtained from pretest, posttest, and follow-up measures were also examined by the Shapiro-Wilk test to indicate if it's a normal distribution or not, and it was considered more appropriate to evaluate this test together with the results. If the group size is less than 50, the selected Shapiro-Wilk (Büyüköztürk, 2009) test was used to test the fitness of the normal distribution curve. The Shapiro Wilk test results are shown in Table 5.

Table 5. Shapiro-Wilk Normality Test Results of the Pre-Test, Post-Test and Follow-up Measurements of the Students in the Experimental and Control Groups

Scale	Group	Measurement	W	Sd	P
SAS	Experimental	Pre-test	.895	8	,096
		Post-test	.860	8	,070
		Follow-up	.913	8	,256
	Control	Pre-test	.867	8	,226
		Post-test	.929	8	,736
		Follow-up	.908	8	,503
BSI	Experimental	Pre-test	.954	8	,592
		Post-test	.881	8	,431
		Follow-up	.842	8	,399
	Control	Pre-test	.901	8	,653
		Post-test	.941	8	,443
		Follow-up	.931	8	,537

When Table 5 is analyzed, it is seen that there is no statistically significant difference between the distributions observed in all the measures taken for dependent groups and the estimated distribution for all groups ($p > .05$). According to this finding, it is accepted that the distribution of scores obtained from both experimental and control groups is normal.

Mauchly's Test of Sphericity (Gamst, Meyers, & Guarino, 2008) investigates whether assumption of sphericity is applicable to the application of variance analysis for repeated measures in the context of the work objective. Variance analysis results were obtained using the Greenhouse-Geisser correction (Tabachnick & Fidell, 2006), where a single variant approach was preferred when the assumption of sphericity was not available. The results of the Mauchly Sphericity Test conducted to examine whether the assumption of sphericity is achieved are given in Table 6.

Table 6. Mauchly's Test of Sphericity Results of Points Obtained from Experiment and Control Group Pre-Test, Post-Test and Follow-Up Test Measurements

Epsilon Scale	Within-group Effect	Mauchly's W	χ^2	Sd	P	Greenhouse-Geisser Correction	Huynh-Feldt Correction
SAS	Time	.324	22,55	2	.000	,597	,642
BSI	Time	,080	50,61	2	,000	,521	,550

According to the results of the Mauchly's Test of Sphericity given in Table 6, when the values obtained for the repeated measurements from the SAS are examined, it is seen that the assumption of sphericity is not achieved ($W_{(2)} = .324$, $p < .05$). Similarly, it seems that the assumption of sphericity has not been achieved for repeated measurements taken at different times from BSI. ($W_{(2)} = .080$, $p < .05$). For this reason, the F-ratios automatically calculated by Spss were used for Greenhouse-Geisser correction while the within-group effect was examined with respect to the measurements taken from these scales.

Following the normality test in the study, homogeneity of variance, which is another of the assumptions required for the use of parametric tests, has been investigated (Büyüköztürk, 2009). The variance analysis is performed to determine whether participants in the experiment and control groups are equal to each other, in other words, whether they represent the same universe. The Levene Test was used when testing whether this assumption was met, in other words by examining the variance homogeneity of the scores obtained from the pre-test, post-test and follow-up test measures of the groups. The Levene Test results of the study data are shown in Table 7.

Table 7. Results of Variance Homogeneity (Levene) Tests Applied to Points Obtained from Pre-test, Post-Test and Follow-Up Measurements of Students in Experiment and Control Group

Scale	Measurement	n*	Sd1	Sd2	F	p
SAS	Pre-test	23	1	21	2,16	.156
	Post-test	23	1	21	.004	.949
	Follow-up	23	1	21	.326	.574
BSI	Pre-test	23	1	21	.540	.470
	Post-test	23	1	21	.033	.857
	Follow-up	23	1	21	.138	.714

*Total number of experimental and control groups

In the homogeneity test of the variances given in Table 7; It is seen that there is no significant difference between the groups' variances ($F = .2,163$, $p > .05$ for SAS, $F = .540$, $p > .05$ for BSI) when the values obtained before the process are examined in both the experimental and control groups. In other words, according to the pre-test measures, the assumptions of the experimental and control groups seem to be homogeneous for all dependent variables. When the values obtained for the post-test measures are examined, it is seen that homogeneity of variance is provided in SAS ($F = .004$, $p > .05$) for BSI ($F = .033$, $p > .05$). When the values obtained from the follow-up test of the groups are examined, it is

seen that the variances are homogeneous among the groups ($F = .326, p > .05$ for SAS; $F = .138, p > .05$ for BSI). When the data obtained from the homogeneity test of the variances given in Table 7 were evaluated as a whole, it was decided that the variances of the experimental and control groups were homogeneous among all the variables.

The Box's M test was used to test equality of covariance matrices of dependent variables in the study. An analysis of the Box's M table, it was decided that the assumption of multiple normality was met for submissive behaviors (Box's M = 19,691) and psychological symptoms (Box's M = 5,182). When all the studies on the obtained data are evaluated as a whole, it is concluded that the necessary assumptions for the two-way analysis of variance for repeated measurements are fulfilled.

Hypothesis 2

The scores of submissive behaviors obtained by the participants in the experimental and control groups before the application, after the application and sixty (60) days after the application were calculated. Findings are given in Table 8.

Table 8. Arithmetic Mean and Standard Deviation Values of Pre-test, Post-test and Follow-up Test Scores of Submissive Behaviors of Experimental and Control Groups

Groups	SAS pre-post-follow-up scores	N	\bar{x}	Ss
Experimental	Pre-test	12	51,63	7,78
	Post-test	11	37,09	6,85
	Follow-up test	11	34,91	5,80
Control	Pre-test	12	49,25	5,61
	Post-test	12	50,17	6,53
	Follow-up test	12	50,08	6,49

When the descriptive table 8 for the pre-test, post-test and follow-up test scores of the experimental and control groups were examined, it is seen that the mean of pre-test score of the students in the experimental group is $\bar{x} = 51.63$, the post-test score was $\bar{x} = 37.09$ and the follow-up test score is $\bar{x} = 34.91$. It is seen that the mean of pre-test score of the students in the control group is $\bar{x} = 49.25$, the post-test score was $\bar{x} = 50.17$ and the follow-up test score is $\bar{x} = 50.08$. As is evident from these findings, there was no change in the control group, as there was a decrease in the mean of the post-test and follow-up test scores according to the pre-test mean of the experimental group.

Two-factor analysis of variance was used for repeated measures to determine whether this change was statistically significant and the results of the analysis are given in Table 9.

Table 9. Results of Two Factor Analysis of Variance of Pre-test, Post-test, and Follow-up Test Scores of Submissive Behaviors of Experimental and Control Groups

Source	Sum of Squares	Df	Mean Square	F	P	η^2
Between-Subjects	3759,536	22				
Group (E/C)	1279,688	1	1279,69	10,83	,003	,340
Error	2479,848	21	118,09			
Within-Subjects	2113,492	46				
Factor (pre-post -follow-up)	848,420	2	424,21	85,11	,000	,802
Group*Factor	1055,724	2	527,87	105,785	,000	,835
Error	209,348	42	4,99			
Total	5873,028	68				

As shown in Table 9, participants in the experimental and control groups were found to have a significant group effect as a result of analysis of variance on the mean scores of the Submissive Acts Scales' pre-test, post-test and follow-up measures ($F_{(1,21)} = 10,83$; $p < .05$). Accordingly, it can be said that there is a significant difference between the mean scores of the experimental and control groups on the Submissive Acts Scale, without distinction between pre-test, post-test and follow-up measures.

It was also found that the difference between participants' mean scores of pre-test, post-test and follow-up measures without group discrimination was significant ($F_{(2,42)} = 85,11$; $p < .05$). This finding suggests that the submissive behavioral levels of the participants varied according to the experimental process when no group distinction was made. Moreover, it is seen that the score obtained as a result of the examination of the common effect (group * factor effect) which is important for this research is significant ($F_{(2,42)} = 105,785$; $p < .05$). The Bonferroni Test, which is one of the post-hoc techniques used in this phase, is preferred because it is based on the assumption that the condition of equal sampling is not required and it reveals its level of significance in a clear and stable manner from the I. and II. type errors (Miller, 1969). Table 10 shows the results of the Bonferroni tests showing the mean scores of pre-test, post-test and follow-up tests of the participants in the experimental and control groups to determine the significant difference between the groups according to these findings obtained from the analysis of variance.

Table 10. Results of Bonferroni Test of Pre-test, Post-test, and Follow-up Test Scores of Submissive Behaviors of Experimental and Control Groups

		Experimental			Control		
		Pre-test mean difference (I-J)	Post-test mean difference (I-J)	Follow-up test mean difference (I-J)	Pre-test mean difference (I-J)	Post-test mean difference (I-J)	Follow-up test mean difference (I-J)
Experimental	Pre-test	-	14,54*	16,72*	2,455		
	Post-test	-14,54*	-	2,18*		-13,00*	
	Follow-up	-16,72*	-2,18*	-			-15,00*
Control	Pre-test	-2,45			-	-,91	-,83
	Post-test		13,00*		,91	-	,08
	Follow-up			15,00*	,83	-,083	-

When the Bonferroni comparison results in Table 10 are examined, it is seen that the difference between the pre-test mean score ($\bar{x} = 51,63$) and the post-test mean score ($\bar{x} = 37,09$) obtained from the submissive behaviors of the experimental group is significant ($-14,54 * p < .05$). Similarly, it was found that the difference between pre-test mean score ($\bar{x} = 51,63$) of the experimental group and the mean score ($\bar{x} = 34,91$) obtained from the follow-up test was significant ($16,72 * p < .05$). It is seen that there is a significant difference ($2,18 * p < .05$) between the post-test mean score ($\bar{x} = 37,09$) of the experimental group and the follow-up test mean score ($\bar{x} = 34,91$). In other words, the difference between the test group mean scores of pre-test and post-test, post-test and follow-up test was found to be significant.

The results of analysis made to test the first test of the study are also indicated by the change graph. The change graph for the Anova test is given in figure 1.

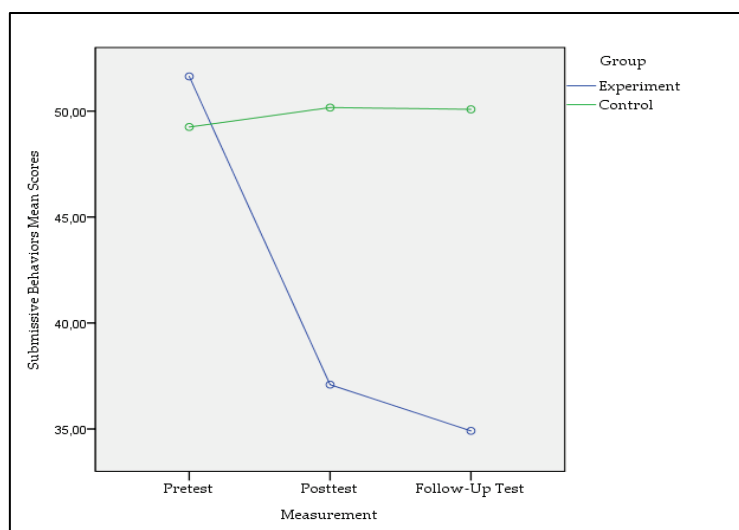


Figure 1. Measurement and Group-Related Changes in Submissive Behavior Scores

After examining the change graph, it was observed that the submissive behavior scores of the individuals in the experimental group decreased whereas the submissive behavior scores of the individuals in the control group increased. Sixty (60) days after the completion of the experimental procedure, the submissive behavior level in the experimental group continued to decrease.

Hypothesis 3

The arithmetic means and standard deviations of the Brief Symptom Inventory interpersonal sensitivity scores obtained before, after and sixty (60) days after the application of the participants in the experimental and control groups were calculated.

Table 11. Arithmetic Mean and Standard Deviation Values of Pre-test, Post-test and Follow-up Test Scores of Interpersonal Sensitivity of Experimental and Control Groups

Groups	IS pre-post-follow-up scores	N	\bar{x}	Sd
Experimental	Pre-Test	12	13,09	3,26
	Post-Test	11	8,18	2,60
	Follow-up Test	11	8,00	2,23
Control	Pre-Test	12	10,41	3,84
	Post-Test	12	11,33	3,86
	Follow-up Test	12	11,41	3,70

When the descriptive table 11 for the pre-test, post-test and follow-up test scores of the experimental and control groups were examined, the pre-test mean score of students in the experimental group $\bar{x} = 13,09$, post-test score mean $\bar{x} = 8,18$ and the follow-up test score mean $\bar{x} = 8,00$. The pre-test mean score of the control group is found to be $\bar{x} = 10,41$, post-test score mean $\bar{x} = 11,33$ and the follow-up test score mean $\bar{x} = 11,41$. As is evident from these findings, there was no change in the control group whereas there was a decrease in the mean of post-test and follow-up test scores as compared to the pre-test mean score in the experimental group. Two-factor analysis of variance was used for repeated measures to determine whether this change was statistically significant and the results of the analysis are given in Table 12.

Table 12. Results of Two Factor Analysis of Variance of Pre-test, Post-test, and Follow-up Test Scores of Interpersonal Sensitivity of Experimental and Control Groups

Source	Sum of Squares	df	Mean Square	F	P	η^2
Between-Subjects	646,956	22				
Group (E/C)	29,007	1	29,00	,98	,332	,045
Error	617,949	21	29,42			
Within-Subjects	283,657	46				
Factor (pre-post -follow-up)	62,527	2	31,26	15,43	,000	,424
Group*Factor	136,034	2	68,01	33,668	,000	,615
Error	85,096	42	2,02			
Total	930,613	68				

As shown in Table 12, participants in the experimental and control groups were found to have a significant group effect as a result of analysis of variance on the mean scores of the Interpersonal Sensitivity pre-test, post-test and follow-up measures ($F_{(1-21)} = ,98$; $p < .05$). Accordingly, it can be said that there is a significant difference between the mean scores of the experimental and control groups on the interpersonal sensitivity, without distinction between pre-test, post-test and follow-up measures.

It was also found that the difference between participants' mean scores of pre-test, post-test and follow-up measures without group discrimination was significant ($F_{(2-42)} = 15,43$; $p < .05$). This finding suggests that the interpersonal sensitivity levels of the participants varied according to the experimental process when no group distinction was made. Moreover, it is seen that the score obtained as a result of the examination of the common effect (group * factor effect) which is important for this research is significant ($F_{(2-42)} = 33,57$; $p < .05$). Table 13 shows the results of the Bonferroni tests showing the mean scores of pre-test, post-test and follow-up tests of the participants in the experimental and control groups to determine the significant difference between the groups according to these findings obtained from the analysis of variance.

Table 13. Results of Bonferroni Test of Pre-test, Post-test, and Follow-up Test Scores of Interpersonal Sensitivity of Experimental and Control Groups

		Experimental			Control		
		Pre-test mean difference (I-J)	Post-test mean difference (I-J)	Follow-up test mean difference (I-J)	Pre-test mean difference (I-J)	Post-test mean difference (I-J)	Follow-up test mean difference (I-J)
Experimental	Pre-test	-	4,91*	5,09*	2,72		
	Post-test	-4,91*	-	,18		-3,18	
	Follow-up	-5,09*	-,18	-			-3,45*
Control	Pre-test	-2,72			-	-,91	-1,00
	Post-test		3,18		,91	-	,083
	Follow-up			3,45*	1,00	-,08	-

When the Bonferroni comparison results in Table 13 are examined, it is seen that the difference between the mean score ($\bar{x} = 13,09$) and the post-test mean score ($\bar{x} = 8,18$) obtained from the pre-test of interpersonal sensitivity of the experimental group is significant ($-4,91^*$ $p < .05$). Similarly, it was found that the difference between pre-test mean score ($\bar{x} = 13,09$) of the experimental group and the mean score ($\bar{x} = 8,00$) obtained from the follow-up test was significant ($5,09^*$ $p < .05$). It is seen that there is no significant difference ($,18$ $p > .05$) between the post-test mean score ($\bar{x} = 8,18$) of the experimental group and the follow-up test mean score ($\bar{x} = 8,00$). In other words, the difference between the test group mean scores of pre-test and post-test, post-test and follow-up test was found to be significant. The results of

the analysis made to test the first test of the study are also indicated by the change graph. The change graph for the Anova test is given in figure 2.

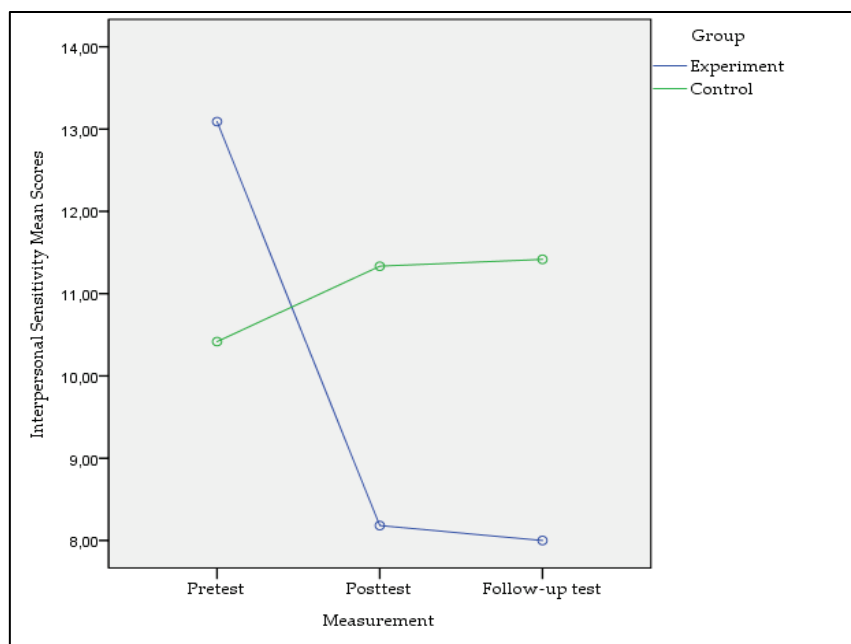


Figure 2. Measurement and Group-Related Changes in Interpersonal Sensitivity Scores

When the change graph is examined, it was observed that the interpersonal sensitivity scores of the individuals in the experimental group decreased whereas the interpersonal sensitivity scores of the individuals in the control group increased. 60 days after the completion of the experimental procedure, the submissive behavior level in the experimental group continued to decrease. In the control group, there was no significant change in interpersonal sensitivity scores.

Hypothesis 4

The arithmetic means and standard deviations of the Brief Symptom Inventory hostility scores obtained before, after and sixty (60) days after the application of the participants in the experimental and control groups were calculated.

Table 14. Arithmetic Mean and Standard Deviation Values of Pre-test, Post-test and Follow-up Test Scores of Hostility of Experimental and Control Groups

Groups	Hostility pre-post-follow-up scores	N	\bar{x}	Sd
Experimental	Pre-Test	12	14,36	1,56
	Post-Test	11	8,72	1,24
	Follow-up Test	11	8,54	1,17
Control	Pre-Test	12	14,25	1,49
	Post-Test	12	14,33	1,19
	Follow-up Test	12	14,66	1,12

When the descriptive table 14 for the pre-test, post-test and follow-up test scores of the experimental and control groups were examined, the pre-test mean score of students in the experimental group $\bar{x} = 14,36$ post-test score mean $\bar{x} = 8,72$ and the follow-up test score mean $\bar{x} = 8,54$. The pre-test mean score of the control group is found to be $\bar{x} = 14,25$ post-test score mean $\bar{x} = 14,33$ and the follow-up test score mean $\bar{x} = 14,66$. As is evident from these findings, there was no change in the control group whereas there was a decrease in the mean post-test and follow-up test scores according to the pre-test mean score in the experimental group. Two-factor analysis of variance was used for

repeated measures to determine whether this change was statistically significant and the results of the analysis are given in Table 15.

Table 15. Results of Two Factor Analysis of Variance of Pre-test, Post-test, and Follow-up Test Scores of Hostility of Experimental and Control Groups

Source	Sum of Squares	df	Mean Square	F	P	η^2
Between-Subjects	1418,957	22				
Group (E/C)	258,025	1	258,02	4,66	,042	,182
Error	1160,932	21	55,28			
Within-Subjects	330,415	46				
Factor (pre-post -follow-up)	114,850	2	57,42	30,87	,000	,595
Group*Factor	137,459	2	68,73	36,95	,000	,638
Error	78,106	42	1,860			
Total	1749,372	68				

As shown in Table 15, participants in the experimental and control groups were found to have a significant group effect as a result of analysis of variance on the mean scores of the hostility pre-test, post-test and follow-up measures ($F(1-21)= 4,66$; $p<.05$). Accordingly, it can be said that there is a significant difference between the mean scores of the experimental and control groups on the hostility, without distinction between pre-test, post-test and follow-up measures.

It was also found that the difference between participants' mean scores of pre-test, post-test and follow-up measures without group discrimination was significant ($F(2-42)= 30,87$; $p<.05$). This finding suggests that the hostility levels of the participants varied according to the experimental process when no group distinction was made. Moreover, it is seen that the score obtained as a result of the examination of the common effect (group * factor effect) which is important for this research is significant ($F(2-42)= 36,95$; $p<.05$). Table 16 shows the results of the Bonferroni tests showing the mean scores of pre-test, post-test and follow-up tests of the participants in the experimental and control groups to determine the significant difference between the groups according to these findings obtained from the analysis of variance.

Table 16. Results of Bonferroni Test of Pre-test, Post-test, and Follow-up Test Scores of Hostility of Experimental and Control Groups

		Experimental			Control		
		Pre-test mean difference (I-J)	Post-test mean difference (I-J)	Follow-up test mean difference (I-J)	Pre-test mean difference (I-J)	Post-test mean difference (I-J)	Follow-up test mean difference (I-J)
Experimental	Pre-test	-	5,63*	5,81*	,54		
	Post-test	-5,63*	-	,18		-5,09*	
	Follow-up	-5,81*	-,18	-			-5,27*
Control	Pre-test	-,54			-	-,08	-,41
	Post-test		5,09*		,08	-	,33
	Follow-up			5,27*	,41	-,33	-

When the Bonferroni comparison results in Table 16 are examined, it was seen that the difference between the pre-test mean score ($\bar{x}=14,36$) and the post-test mean score ($\bar{x}=8,72$) obtained from the pre-test of hostility of the experimental group is significant ($-5,63^* p<.05$). Similarly, it was found that the difference between pre-test mean score ($\bar{x}=14,36$) of the experimental group and the mean score ($\bar{x}=8,54$) obtained from the follow-up test was significant ($5,81^* p<.05$). It is seen that there is a significant difference ($,18 p>.05$) between the post-test mean score ($\bar{x}=8,72$) of the experimental group

and the follow-up test mean score ($\bar{x}=8,54$). In other words, the difference between the test group mean scores of pre-test and post-test, post-test and follow-up test was found to be significant. The results of the analysis made to test the first test of the study are also indicated by the change graph. The change graph for the Anova test is given in figure 3.

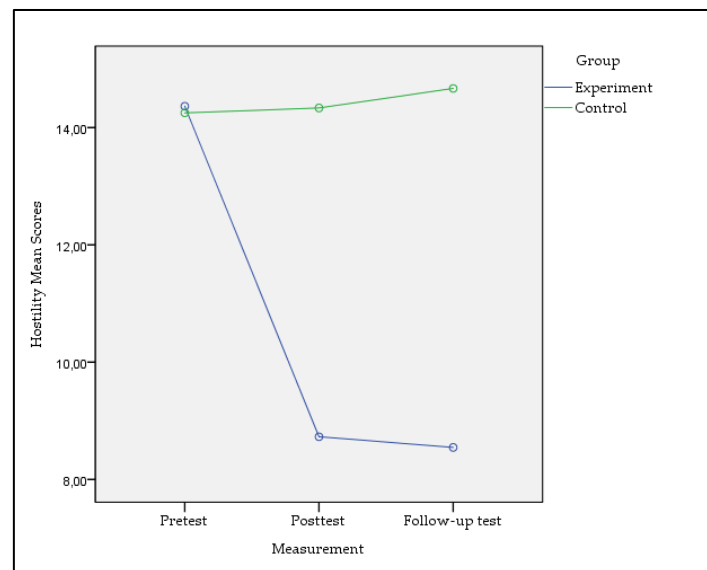


Figure 3. Measurement and Group-Related Changes in Hostility Scores

When the change graph is examined, it was observed that the hostility scores of the individuals in the experimental group decreased whereas hostility scores of the individuals in the control group increased. Sixty (60) days after the completion of the experimental procedure, the hostility level in the experimental group continued to decrease.

Discussion, Conclusion and Suggestions

Findings from the research show that psycho-educational practice based on cognitive behavioral approach reduces participants' submissive behavior, interpersonal sensitivity, hostility levels in the experimental group.

It was aimed to reduce the levels of the concepts in this study by a psycho-education study based on cognitive-behavioral basis. The aim of the cognitive behavioral therapy is to change elements such as irrational thinking, core belief and negative self-worth (Trigoboff, 2004). Throughout this therapy process, the therapist encourages the client to analyze the thoughts leading to distress in order to be aware of the imperfect forms of thought. The therapist cooperates with the clients to change these forms of thought into realistic and logical ideas and beliefs (White, 2000). Cognitive-behavioral therapy, with its methods and techniques, enables people to raise self-awareness and cope with problematic thoughts. This helps the client to develop and solve their problems (Dobson, 2001).

Individuals with submissive behaviors cannot defend their own feelings and beliefs, and often deny them. They accept the feelings and thoughts of others whom he or she sees as authority, even though it leads to anger and hostility in itself (Deluty, 1981a, 1985). From this point of view, submissive behaviors are seen to be in common with two other variables in this study, interpersonal sensitivity and hostility. Individuals with high interpersonal sensitivity have characteristics such as; having other people think that they do not care about themselves, seeing themselves inferior, having the feeling of inadequacy and worthlessness (Boyce et al., 1991), showing a maximum effort not to make mistakes (Boyce & Parker, 1989; Davidson et al., 1989), being constantly alert to reactions of others (Wilhelm et al., 2004), being oversensitive to being rejected (Harb et al., 2002), being anxious of being criticized and often misinterpreting the behavior of other individuals (Boyce & Parker, 1989). Hostility is characterized by a proneness to experience anger, a transient emotional response involving "feelings that vary in

intensity, from mild irritation or annoyance to fury and rage" (Spielberger et al., 1985, p. 16). While people with hostility have anger about themselves or others, they can also hold negative thoughts and beliefs about human nature in general terms (Barefoot, 1992). Based on this information, it can be said that the concepts of interpersonal sensitivity and hostility also include cognitive distortions and automatic thoughts. In general, the three variables discussed in this study (submissive behavior, interpersonal sensitivity, hostility) are directly related to factors such as irrational belief, thought of inadequacy and failure, low self-esteem, depression and social avoidance (Allan & Gilbert, 1997; Gilbert, 2000; Kaya, Güneş, Kaya, & Pehlivan, 2004; O'Connor et al., 2002; Özkan & Özen, 2008; Tekin & Filiz, 2008; Wilhelm et al., 2004; Yöndem & Bıçak, 2008). From this point of view, it is seen that there are many common concepts related to these three variables as well as being related to one another. In addition, according to the mentioned studies, it was necessary to make a cognitive-behavior based study to reduce the levels of these three concepts, in which individuals with these qualities have cognitive distortions and automatic thoughts.

Submissive behaviors, which are the most fundamental variant of this study and desired to be reduced, include cognitive distortions and automatic thoughts. Submissive behavior, is a collection of attributes of a character that finds it difficult to express its thoughts, restricts themselves, cannot say no, tends to say yes to everything, takes great care not to hurt or offend others, tries to please everyone, has difficulty in showing anger, feels the need for constant approval and is unable to defend its own ideas and rights, tries to please other people by making concessions (Gilbert & Allan, 1994). With the effect of cognitive distortions, individuals have the following automatic thoughts as: "If I express my thoughts clearly, he/she gets angry; if I say no, he/she will be upset; I should not show my anger; I'm not important, I must do what he/she wants". Examining the findings of our study, it was observed that the submissive behavior scores of the individuals in the experimental group decreased whereas the submissive behavior scores of the individuals in the control group increased. Sixty (60) days after the completion of the experimental procedure, the submissive behavior level in the experimental group continued to decrease. Very few studies in literature investigate the submissive behaviors of adolescents at high school level. Some relational studies in our country have examined the submissive behaviors of adolescents at high school level (Atik, Özmen, & Kemer, 2012; Öngen, 2006; Yekeler & Pehlivan, 2015; Yıldırım, 2004; Yıldırım & Ergene, 2003). There are no studies found to be effective on submissive behaviors for the high school age group. Because of this need, a psycho-education program for high school students was prepared. There is only one study in the literature conducted by Köktuna (2007) in the form of individual interviews based on Solution Focused Therapy for women at the lower socio-economic level with the aim of reducing submissive behaviors. The results showed a significant decrease in the post-test scores, compared to the pre-test results for the Submissive Acts Scale. While there was no significant difference between pre-test and post-test scores of the Submissive Acts Scale of the working women in the experimental group, the decrease in post-test scores of the non-working women was found to be significant. It can be said that this result supports the findings of cognitive-behavioral psycho-education program we applied. This can be explained by the reduction of automatic thoughts and cognitive distortions underlying the submissive behaviors mentioned earlier. There is no intervention study with any previous group to reduce submissive behaviors. This study has been considered to fill the void in the area, as it is a first in terms of being a group program to reduce submissive behaviors.

The concepts of interpersonal sensitivity and hostility are also being studied in academic studies in recent years. Cognitive-behavioral group-based psychological counseling practices were found to be effective on interpersonal sensitivity (Hamamcı, 2002; Sapmaz, 2011; Sarısoy, 2011; Scapillato & Manassis, 2002) and hostility (Aytekin, 1999; Bilge, 1996; Gerzina & Drummond, 2000; Herrmann & McWhirter, 2003; Özmen, 2006; Şahin, 2006), which are the variables of this study.

When the findings of our study examined, it was observed that the interpersonal sensitivity scores of the individuals in the experimental group decreased whereas the interpersonal sensitivity scores of the individuals in the control group increased. 60 days after the completion of the experimental

procedure, the submissive behavior level in the experimental group continued to decrease. There are some researches to support this finding in the literature. In the study of Scapillato and Manassis (2002), one of the investigations of the effect of cognitive behavioral therapy on interpersonal sensitivity, participants' coping skills increased after cognitive-behavioral group and interpersonal group intervention. The Hamamcı (2002) study found that cognitive-behavioral approach-based group practice reduced the cognitive distortions of university students in interpersonal relationships. In the same way, Sarısoy (2011) found that the level of interpersonal sensitivity of the university students participating in the psychological counseling program with cognitive behavioral therapy group decreased with the application and this effect continued for three months. Finally, Sapmaz (2011) also found that interpersonal susceptibility levels of university students fell in his study of psychological counseling based on cognitive behavioral approach. It can be said that the findings of group practice based on this cognitive behavioral approach support the findings obtained from our study.

Examining the findings of our study, it was observed that the hostility scores of the individuals in the experimental group decreased whereas hostility scores of the individuals in the control group increased. Sixty (60) days after the completion of the experimental procedure, the hostility level in the experimental group continued to decrease. Numerous researches are available in the literature to support this finding. In one of the studies that examined the effect of cognitive behavioral therapy on hostility, Aytekin (1999) conducted an experimental research on anger control in adolescents. As a result of this research, the anger control program applied to the adolescents in the experimental group was found to be effective on anger control. Şahin (2006) found that individuals who received anger control training in an experimental study showed a significant decrease in their aggression scores as a result of this training, and that this decline continued at the end of 60 days. Akgül (2000) conducted an empirical study of the effects of anger control training on the anger control skills of middle school students. As a result of this anger control training, it was determined that the students in the experimental group showed significant decrease in the internal anger, external anger and continuous anger scores and the scores of the anger control scale increased significantly. Özmen (2006) conducted a program to deal with anger with university students on the level of anger toward the inside. It has been found that this training program significantly reduces the level of anger towards students. Gerzina and Drummond (2000) developed a cognitive-behavioral-oriented anger-control program and applied it to a total of 26 security personnel. According to the information obtained from the pretest-posttest-followup measurement data of this program, automatic and unreasonable belief levels decreased and relaxation skills increased significantly. Furthermore, when the differences between the experimental and the control group were examined, it was noticed that levels of anxiety, anger and hostility decreased significantly. Herrmann and McWhirter (2003) found that levels of anger and aggression decreased significantly as a result of an experimental practice of controlling anger, aggression and hostility. Despite not being significant at the level of anger control, a decrease was detected at this level. Looking at the follow-up test scores, it was seen that bullying behaviors, aggression and anger decreased significantly. As a result of an anger management program based on cognitive behavioral techniques performed by Kelleci, Avcı, Erşan, and Doğan (2014) high school students, the mean scores of the students in the experimental group were lower than the control group in terms of continuous, internal and external anger subscale scores. Yavuzer and Üre (2010) applied a psycho-education program to high school students to prevent aggression. It was determined that this psycho-education program was effective in reducing students' aggression total, physical aggression and hostility scores and this effect continued 60 days later. In another study, Kıran Esen, Bozkur, Gökçakan, and Baykal (2016) examined the effect of the psycho-education program on continuing anger and anger control of secondary school students. As a result, it was observed that the students in the experimental group participating in the program had a significant decrease in continuous anger and outwardly reflected anger scores compared to the students in the control group who did not participate.

The results of these studies support the findings of this study. However, a psycho-education study aimed at reducing interpersonal sensitivity and hostility in high school students is not available in the literature. From a universal point of view, this research is also the first experimental work in terms

of examining the concepts of submissive behavior, interpersonal sensitivity and hostility together, as well as a psycho-education study to reduce the levels of these variables.

Considering the limitations of the work, some suggestions were made based on the findings and discussions. This program is limited to certain age and school group. In this respect, new researchers can adapt the program and apply it to different age groups. Submissive behaviors prevent the individual from gaining the cognitive competence, affective traits and behavioral skills that must be earned in the educational process, so that the educators can do in-class and extracurricular activities that reduce these behaviors inspired by this program. Furthermore, experimental studies can be done with variables such as depression, fear of negative evaluation, and social anxiety, which are associated with submissive behaviors. On the other hand, when it is thought that this work reduces the levels of interpersonal sensitivity and hostility, it may be useful for educators to create programs to work on cognitive distortions and irrational thoughts that are effective in the formation of these constructs.

New forms of cognitive-behavioral psycho-education that aims to reduce the submissive behaviors can be developed including parental and teacher education. Additionally, in this study, the follow-up test was conducted sixty (60) days after the completion of the psycho-education group. More than one follow-up test can be performed at different intervals to test whether the effectiveness of the study is long termed. This group psycho-education program was prepared with only cognitive-behavioral orientation. Different approaches such as solution-focused brief therapy and reality therapy may be preferred in a new group study. From this point of view, the program can also be tested with group psychological counseling or individual counseling as cognitive behavioral orientation. Moreover, individual sessions can be held with participants in coordination with the psycho-education program, which reduces submissive behaviors. It is considered that the individual sessions to be coordinated with the group work will increase the effectiveness of the program. Finally, psychological counselors can adapt this psycho-education program to the needs of the group of students they work with, their institutional and environmental factors, and use it in guidance studies, to be done in larger groups of adolescents.

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