



INVESTIGATION OF BEREAVEMENT PERIOD EFFECTS AFTER LOSS OF PARENTS ON CHILDREN AND ADOLESCENTS LOSING THEIR PARENTS

Demet Karakartal
Cyprus International University,
Faculty of Education
North Cyprus
demkrt11@hotmail.com

ABSTRACT

Important loss (death) in individuals' life may cause various kinds of bereavement reactions. Most of the individuals cope with bereavement effects in various ways and they adapt themselves to the new situation. On the other hand, some individuals may have problems in coping with and analyzing bereavement period effects caused by loss. Parent loss in this period, may bring serious developmental and academic problems in terms of children and adolescents. In this study, the fact that how the bereavement period affects education process and sanity of children and adolescents living in Northern Cyprus experiencing parent loss, how they cope with the bereavement period, by whom and how the loss is explained them and what schoolboards and guidance services do after the bereavement period caused by a loss, are investigated. In this sense, the effects of bereavement on children and adolescents' education process and sanity and bereavement reactions are included in general. In the framework of the study done by the researcher, how parent loss bereavement period reflect their behaviours is investigated. In this way, it is found out that children and adolescents think of their death parents much more and longer than adults, their psychology, besides academic success and social relationship are affected negatively, as well. In the literature search done, it is determined that children and adolescents experiencing parent loss tend to have psychological problems in their future life and this risk can be harder in the case the death is so sudden and having no person to replace for the death one. Besides, the importance of the fact that these people' life conditions should be improved and supported by specialist and expert people, is emphasized too.

Keywords: bereavement period, loss of parents, children, adolescents

INTRODUCTION

Parallel to the fact that number of people suffering from cancer gets much more and increase in traffic accidents in recent years a lot of children lose their parents in Turkish Republic of Northern Cyprus (Kibris, 2009).

Nadeau (1998) and Dyregrov (2000), state that every child may have emotional, behavioural, physical and cognitive reactions to death of their parents. As these reactions are regarded as normal and can depend on age, personality and effect of the environment of the child, they can become stronger and heavier depending on relationship between the child and parent who dies.

Dyregrov (2000), states that a child who loses one or both of his/her parents not only feels sad but also experiences a serious confusion in his/her life and may tend to face psychological problems in their future life. Especially, the child may lose self-esteem and confidence at a high level and there may be increase in considerations of depression and suicide. This risk can be experienced more heavily in the case death is sudden and there is no one for the child to place to the death parent. Searches done on child and death recently show that some psychological disorders in adolescence years, especially suicide, are caused by divorce occurring in the first childhood years.

Papalia and Wendkos (1987), inform that researchers state a death can also affect children markedly in terms of academic success rather than only psychologically. In a search done on children who lost one or both of their parents, it was observed that almost all of the children had a sudden decrease in their success at school, they participated their lessons less and withdrawing and dealing with social life less were extensive.



The aim of the search is to investigate effects of the bereavement period after loss on education process and psychological status of children and adolescents who lost their parents. In this sense, the following questions were included.

1. By whom and how the children and adolescents experiencing the loss are informed and explained about the loss?
2. How does the loss affect psychological situation of children and adolescents experiencing a parental loss?
 - 2.1. How does the bereavement period after loss reflect on behavioral features of that children and adolescents?
 - 2.2. Which coping techniques have that children and adolescents used in the bereavement period after loss?
3. What are the effects of bereavement period on education process of the individuals?
 - 3.1. What were the effects of the bereavement period on children and adolescent's success at school?
 - 3.2. How did bereavement period affect the individuals' relationship with their friends at school?
 - 3.3. How did the school administration and guidance service help the individuals in the bereavement period occurring after loss?

Dyregrov (2000), states that it was determined that children and adolescents think of their dead relatives for a longer period of time more frequently comparing to adults, are more affected psychologically, besides, their academic success and social interactions are affected negatively, as well. In addition, children and adolescents experiencing parental loss may tend to have psychological problems in their future life. This risk can be experienced more heavily in the case death is sudden and there is no one for the child to place to the death parent.

After this search, it is aimed and hoped that parents, guides, psychological counsellors working at schools and school administration are to be instructed about bereavement after loss of a relative and its effects.

Although it is seen that a lot of studies have been done in the world and Turkey on children and death, there aren't sufficient number of studies done on how the bereavement process after loss affect children's education and psychological situation. This search is so important in terms of being an added one to a few scientific studies done before on this issue.

It is thought that this search is to light parents and psychological counsellors who deal with problems children may experience who lose their parents and problems that may occur after the loss telling what these problems may be, reinforcing for new searches to be carried out in our country.

METHOD

In this section, method, nature and sample, data gathering tools of the search, gathering data and solution of data are included.

Model of the Search

This study is carried out as a “multiple totalitarian study”. Yildirim and Simsek (2005), inform that a multiple totalitarian study aims to investigate each event one by one and then compare them. In this type of search, the researcher starts with a problem to be solved and can collect each kind of comparable data on each event.

Nature and Sample

The nature of the search includes participants who are at the age of 18 or over, studied at one of the primary and secondary education foundations in Turkish Republic of Northern Cyprus, experiencing a parental loss in the recent 10 years. 5 of the participants are girls and 5 of them are boys who were determined through easily reachable sampling method. Sample of the search is made of participants who are at the age of 18 or over, studied at one of the primary and secondary education foundations in Turkish Republic of Northern Cyprus, experiencing a parental loss in the recent 10 years. Also, it was determined that 4 of the participants experienced father loss, 5 of them lost their mother and 1 of them lost both parents. The period passed from the loss of participants who participated in the interview ranges from 3 to 10 years. Demographical features of the participants are shown in table 4.1 below.

Table 4.1: Features of the Participants

Participants	Sex	At what age experienced the loss	Parent Lost	How long passed from the loss? (year)
İbrahim	M	13	Father	10
Simge	F	16	Mother	3
Salih	M	13	Father	10
Tanem	F	14	Father	10
Süleyman	M	7	Both	10
Ayşe	F	13	Mother	7
Burcu	F	14	Mother	7
Osman	M	13	Mother	3
Sinem	F	16	Mother	10
Umut	M	16	Mother	10

M: Male F:Female

Names shown in the table aren't real names of the participants.

Data Gathering

A half structured interview form prepared by the researcher was used first in order to perform the interview. In the process of preparing the form, the half structured form was created by forming 20 interview items consulting an expert in the light of data in the literature after screening the literature. The interview form was used on May, 2009 as a pilot study with 3 participants. Interview questions were arranged again after the interview. Items on the form were made of 2 sections, introduction questions and main questions. Introduction questions were the ones related to demographical features of the participants while the main questions are the ones devoted to find out effects of the bereavement process on the individuals' psychological situation and education process. Interviews were carried out in quiet atmospheres where the participants preferred, using type recorder with awareness of the participants face to face and took 30 minutes on the average. Questions asked to the participants are stated below.

A. Introduction Questions

1. Could you tell me about yourself, please?

Name Age Educational Level
 Surname Sex Occupation

2. Which schools did you study at?



3. How were your school years like? How were your relationships with your teachers and friends? What were your upsetting and pleasing moments?
4. What was the reason of your relative's death?
5. When did you lose your parent?
6. How old you were when you lost your parent?

B. Main Questions

7. How did you learn that your parent had died? Were you with him/her while dying or someone informed you about it? If someone told, how did the person explain it to you?
8. Could you please describe the moment you saw/ learned your parent died? what did you experience?
9. Did you experience any physical problem when you lost your parent? What kind (for example: sleep, nutrition, headache, feeling dizzy, hypotension, hypertension.....)?
10. What type of emotions did you have when you lost your parent? (for example: shock, anger, anxiety, feeling guilty).
11. What were your cognitive reactions when you lost your parent? (thinking of moments continuously you had with the death parent, not believing in it, confusing, visual and audible hallucinations).
12. After how long from the loss did you start going to school?
13. Why did you go to school after ?
14. What did you do in the period of time of when you didn't go to school?
15. How did your teachers and friends welcome you when you went to school? (how did they behave towards you, did you have difficulty in communicating with them? How did you expect to be welcomed?
16. How did the loss affect your future career life? (did your success decrease)?
17. What did you do to cope with and handle with the fact? (did you get guidance service? If yes, what kind was it? If no, why didn't you get?

Data Analysis and Interpretation

The method of context analysis was used in analyzing data. Information gathered in the interview was first decoded by the researcher and then was converted into written essay type. Texts were read several times and decodings were formed. Then, codes were combined together and common points were determined. So, the main categories findings of the study were created. The codes under the stated categories were labelled in a way they are related to each other. While the findings were divided into categories interviews with individuals were dealt with one by one and were divided into categories according to their aims and contents. In the process of interpreting findings, information given by the individuals was benefitted. In addition, nick names were given to individuals in order to keep their privacy secret.

Validity and Reliability Studies

Kirk and Miller (1986), define validity in qualitative researches as; the researcher's observing the fact that is being investigated as it is and being objective as much as possible. On the other hand, reliability in qualitative researches can be defined as; sharing the main findings and results of the research with the participants and asking for their opinions. In the current search done, the researcher explained data collection and analysis methods in details and main results of the search were shared and discussed with Sinem, Osman and Ibrahim, who participated in the search. By means of the fact that findings and results of the search had the same process and they were same with what the participants gave as their opinion, provided reliability and that the questions asked in the interview form represented the desired area was determined in presence of an expert's approval and they reflect their situation in real life, validity was provided.



FINDINGS, INTERPRETATION, AND DISCUSSION

In this section, findings received as a result of data analysis that was gathered from participants, comments on these findings and result and suggestions in light of the findings are included.

Informing about the loss

It was stated in the study that the loss was informed to individuals who experienced parent loss by their primary relatives (father, mother, sibling), secondary relatives (uncle, aunt) and other individuals who aren't their relatives such as (school manager and nurses). Sinem, who participated in the study and experienced a parental loss said that the loss had been informed to her by her parents as it follows; *"my father called me on mobile and said that my mother was feeling worse and we needed to go to the hospital. When we went to the hospital we saw a crowd in front of the room in which my mother was in. My granmothers, aunts were all crying. To be honest, I was tring to understand what was happening. Then, my father approached and said we had lost my mother"*.

On the other hand, another participant, Tanem, stated that the loss of her father was informed to her by her mother as it follows;

"my father used to come home from work around 5:00 in evenings. That day, it was 6:30 and policemen came home while we were waiting form y father. I was eating with my older brother and sister. My mother started crying while she was talking to the policemen. Then, she came near us and said that we had lost our father in a traffic accident, went on crying".

Another participant, Osman, said that the loss of her mother was informed to him by his sisters with the following words;

"I arrived at home from school. There was a great crowd in our house. All my sisters, aunts, father and relatives were crying. When I walked in my sisters came near me, hugged me and said that we had lost our mother".

Although all these three participants (Sinem, Osman, Tanem), were informed about the loss by their primary relatives, it was determined that there was difference in they way of informing. People who are primary relatives (mother, father, sibling) informed about the loss to Osman and Tanem emotionally and crying while Sinem was informed about the fact and a cool and calm way. On the other hand, Ibrahim, who was informed about his father's death, said that his aunt who was a secondar relative told him about the loss as;

"on that day, I came home from school. There was a crowd at home. I understood that something bad happened. They took my sibilings away from the house as they are young and little. My mother and granmother were already crying. My aunt came near me when I walked in. She said that my father had had a traffic accident and was in the hospital. However, after I said that I wanted to g oto hospital and see my father and persisted she said 'no need to go to the hospital because your father had already died".

On the other hand, Salih, who participated in the interview said that the loss of his parent was explained to him by his uncle.

"my mother and father had gone to Turkey for my father's treatment and we got the news that he died. I was staying at my uncle's house with my older sister. My uncle was talking with someone on mobile on the day my father died. Then, he came near us with tears in her eyes and said that he was informed that our father had died."



Burcu stated that she was informed about her parent loss by her aunt with the following words;

“the day on which my mother died I was at school and we were having break. the school manager came near me and he said that he wanted to talk to me. We went to his room. When we went inside his room I saw my aunt was waiting for us there. I understood that something bad happened. My aunt turned towards me and said ‘we had lost your mother’ crying”.

Although the participants (Ibrahim, Salih, Burcu) were all informed about the loss by their secondary relatives, Ibrahim was informed about the loss by breaking the news while Burcu and Salih were informed in an emotional way.

Hence, it may be a difficult duty to inform a child that he or she lost his/her mother or father. De Spilder (1987), it is good that the loss is informed to the child by calm people within the family who has good relationship and interaction with the child or the alive parent tells about the loss without delay, keeping calm and in a way the the child can understand.

On the other hand, Ayse and Suleyman were informed about the loss by people who aren't their relatives. Ayse, stated that the loss was informed to her by hospital staff as;

“I came home from school. That day my mother was at our neighbor's house. She was strange as a drunk when she came back to home. She was sweating. I asked what happened but she couldn't even answer me. I started calling neighbors. They called for an ambulance. We waited near my mother until the ambulance came. By the way, my father left working and came home urgently. The ambulance came, they put my mother in and I was at the back of the ambulance with my father to go to the hospital. When we were on road I noticed that the hoot of the ambulance was off but I couldn't understand anything. When we arrived at the hospital the nurse within the ambulance came, looked at my father and me and said that my mother was dead”.

Another participant, Suleyman, said that the loss was informed to him by his school manager as follows;

“on the day when my parents had an accident, they left met o school and were to go to do something. At lucnh time they didn't come to take me. The school manager took me with him while I was waiting for my parents. As there was no one else expect than my father and mother in our family I stayed at the school manager's house until night. He told met hat my father and mother had died after an accident despite all intervention done and as I didnWt have any other relatives I would be taken into S.O.S children village. They took me there in the evening”.

It is seen that Suleyman and Ayse were informed about the loss by people who aren't their relatives and the way how they were informed was the same for both as it was directly and coolly informed and there wasn't any difference in the way of informing about the loss of the participating individuals.

It was determined that two of the participants (Umut and Simge) were with their relatives while they were dying and they witnessed that fact. It was found that this caused a psychological collapse (can be defined as; experiences that may affect individuals' emotions, thoughts or attitudes negatively for a long time causing bad results) for Umut and Simge.

Effects of parental loss on psychological state

When effects of loss on participants' psychological health and state who experienced parental loss were investigated in the study, it was determined that Ibrahim, Osman, Ayse, Tanem and Umut had psychological collapse (being hopeless, refusal, being sad, feeling guilty, thinking of the death person frequently and having it in mind always) while Simge, Burcu, Suleyman, Salih and Salih had normal



bereavement process reactions (insurrection, missing, anxiety and fear). How these elements affected their psychological state of the participants is explained below by means of quotations taken from interviews.

1. Psychological Collapse

After investigation on psychological state of the participants it was found that Ibrahim, Osman, Ayse, Umut and Tanem experienced psychological collapse (being hopeless, refusal, being sad, feeling guilty, thinking of the death person frequently and having it in mind always) and it is explained below how all these affected their psychological state.

Ibrahim, who participated in the interview stated that parental loss caused psychological collapse on him and he thought it was the end of the world. He describes his psychological state after his father's death as follows;

"I felt so sad when I knew that my father died, my body was shaking, I lost control of my power and I didn't want to accept it sure. I experienced a huge psychological collapse".

On the other hand, Osman, who participated in interviews stated that losing his parent affected him negatively and he still thinks of moments he had spent with her mother who died 3 years ago, when he is alone. He described his psychological state after the loss as; *"I was so sad when I lost my parent, I cried lots. I remember getting up crying and screaming as 'my mother left me and went'"*.

Another participant Ayse, informed that parental loss had a great effect on her psychology, formed anxieties about the future and she misses her mother much. She describes how the loss affected her psychological state as follows;

"I was so sad when I lost my parent, I was shocked, worries about the future appeared and I missed my mother much".

Umut said that the loss caused a great psychological collapse as he was with his mother while she was dying. He describes his psychological state after losing his parent as follows;

"I was shocked on the moment when my mother died, I got sad and cried. I was thinking of the moments I had spent with my mother".

Another participant who experienced a parental loss Tanem, said that she had worries for her future life after the loss and she feels so guilty for the fact that her father works for them and earn a lot of money. She describes effects of the loss on her psychological state as follows;

"I started crying when I learned that my father died. I was worried for the future. Besides, I felt guilty because my father used to go to work to earn money for us and that made me felt guilty".

2. Normal Bereavement Process Reactions

It was determined that 5 of the participants Simge, Burcu, Suleyman, Salih and Sinem had normal bereavement process reactions (insurrection, feeling of missing, worries and fear). How these affected the participants' psychological state is stated below by means of quotations taken from the interviews.

Simge, who participated in the interview stated that she was so sad after losing her father and became so hopeless for her future life and explained her psychological state after the loss as follows;

"when I lost my parent I got so sad and became very hopeless for the future life".



Another participant Burcu, stated that parental loss affected her negatively, started having huge anxiety for the future and had great difficulty in accepting the fact that her mother died in spite of the fact that she had prepared herself for that. She gave the following expressions;

“when I lost my mother I had worries about the future life such as how to study and how my life will be like”.

Sinem who lost her mother said that this fact caused a negative effect on her psychological state. She describes her psychological state after the loss in the following words;

“when I lost my mother I had experienced a shock first. I didn’t want to believe that my mother really died.”.

Another participant who experienced parental loss, Suleyman, said that he had great deal of fear after losing both parents as he was at a very early age and he describes how that loss affected his psychological state as follows;

“I was afraid as my age was so young. I was sad. As I remember I was shouting as ‘I want my mother and father’! But what to do!”.

On the other hand, Salih indicated that loss of his father didn’t affect his psychological state so badly because he prepared himself for his father’s death in the period when his father was so ill. He describes his psychological state as;

“I was shocked first when I lost my father. Then, I remember shouting angrily as ‘my father left us and passed away’!”

It was determined that participants who had psychological collapse surpassed the bereavement period in a longer period of time while participants having normal bereavement process reactions were able to surpass all in a short period of time and more healthily. Therefore, it was found that there are differences between participants who had psychological collapse and the ones who had normal bereavement process reactions.

3. Effects on Behavioral Features

When behavioral features of the participants are considered, it is seen that they either had physical (getting weak, power loss) and cognitive (being unable to accept, being unable to believe, always thinking of the death person), behavioral (irregular sleep, losing appetite, crying and lack of motivation) and emotional reactions (fear, being amazed, shock, feeling sad, refusing, anxiety, insurrection and introversion). How the loss affected behavioral features of the participants experiencing a parental loss is explained below.

Ibrahim, who experienced a parental loss stated that he became introvert person after the loss, had a big depression, faced sleeping and nutrition problems for a long time, felt so sad and had great deal of worries for the future life. He explained all as follows;

“when I lost my father I had sleep disorders for a long time. I lost my appetite and didn’t feel to it in such a situation. These were my behavioral reactions. My physical problems were that I felt tired exhausted, my emotions, I had difficulty in accepting the fact immediately. In time, I accepted the fact. I started having worries related to my future life. For sure, a 13-year old child can consider all these. I thought how my family would survive, how my siblings would study. My cognitive reactions were not willing to think of moments I had spent with my father in the first several years. I was sad and strange



when I thought of it. This was because I didn't want to accept it. However, after several years passed I thought of moments I had spent with my father".

Simge who participated in the interview said that she had sleep disorders for a long time after the loss, lost her appetite and these behaviors lasted for 1 month and then she turned to her previous physical regularity. Besides, Simge said that she thought of moments she had spent with her father frequently when she was alone, she thought that it was her father who was at the door when the bell was on if it happened almost the time when his father used to come back home from work and she described her behavioral features as follows;

"I had sleeping problems for a long time when I lost my father. I lost my appetite and this went on almost 1 month. Then, I turned back to my normal physical regularity. My emotional reactions were that, I felt so sad and anxious for the future life. As my cognitive reactions, I always dream moments I had spent with my father from my childhood to the date he died when I am alone. When the door bell rings I sometimes think that it is my father if it rings in the period of day which was the time my father used to come home from work before he died".

Another participant who experienced parental loss stated that he didn't have a physical problem after the loss but he was shocked first when he learned that his father had died in spite of the fact that he had prepared himself for this before and this was his psychological problem as he couldn't believe in the loss and felt that his father left him and went which made him angry. He explains this as follows;

"I didn't experience any physical problem after losing my father. In terms of emotional aspect, I had a shock first. Then, I remember shouting angrily as 'my father left us and went!' the fact that I didn't want to believe that my father died and I was confused, was my cognitive reactions".

Tanem stated that she always remembered moments she spent with her father, her sleep was interrupted, she felt to eat nothing and she summarizes all as follows;

"I remember that I got up in the middle of sleeping. I lost appetite. I was anxious about the future when I lost my father. Besides, I felt guilty because my father used to work to look after us and I felt guilty because of this. I always remembered moments we spent with my father frequently".

Another participant, Suleyman, said that he couldn't sleep regularly for a month after losing his parents, he got up, supposed he was home and called his mother and father and he didn't want to eat and describes all as follows;

"I couldn't sleep regularly for a month and didn't feel to eat anything. I had a great fear. I was worried with what would happen in the future. I didn't believe that my mother and father died. I got up at night, thought I was home and called my mother and father".

Ayse stated that she was very sad after the loss, first refused the reality that she had the loss, had sleep and nutrition problems for months and this caused her to lose a great deal of kilos and describes this as follows;

"I had sleep and nutrition problems for days, months. I lost lots of kilos. I felt so sad, I was shocked and had worries about the future. I missed my mother much. I always recalled moments I had spent with my mother and I felt as if she was in the house and I was talking to her".

Burcu said that she was shocked first when she learned her mother died despite preparing herself for this, she couldn't sleep regularly for days, she lost her appetite and she had hypotension frequently. She explained these as follows;



“I couldn’t sleep and eat regularly for days. I remember always having hypotention. I had worries with the future such as how to study in the future and what my life would be like. I always remembered moments I spent with my mother and I had difficulty in accepting that my mother died though I had prepared myself for that when my mother was sick”.

Osman informed that he had sleeping and nutrition problems after the loss, he got up crying sometimes and he rebelled thinking that his mother left him and passed away. He summarizes his behaviors as follows;

“I couldn’t sleep and eat for days. I got so sad, cried lot and I remember getting up shouting ‘my mother left me and went’ and I always remembered times I spent with my mother. I stil remember it even now when I am alone”.

Sinem defined that she had sleep problems for 1-2 months after loss, she lost her appetite and had frequent heacache because of migraine. She also rebelled as ‘why my mother?’ always recalling times she spent with her mother in the past and explained all as follow;

“I didn’t sleep regularly for 1-2 mohtns and I lost appetite. I had had migraine since early ages and it became worse after the loss. I experienced a shock. I didn’t want to believe that my mother really died. I rebelled ‘why my mother?’ I dreamed moments we spent with her always”.

Umut explained that he had sleeping and eating disorders after the loss and he thought of the moments he spent with his mother before she died also he didn’t want to believe that his mother died. Besides, he got so sad and cried, as well. He described all these as follows;

“I had sleep disorders, I coulnd’t eat anything as I lost my appetite. I was so sad. I always dreamed of moments I spent with my mother. I didn’t want to believe at first that she died. Then, I had to believe it already because life goes on”.

When behavioral features of the participants are considered it is seen that there are common points between behaviors they performed in the period of normal bereavement process (sleep and eating disorders, getting sos ad and becoming introverted) and when they had depression but it is expected that these behaviors that occur after the loss to get less in time and disappear. Therefore, it was observed that these behaviors increased in time and disappear in some participants while some of them continued for a longer perdioid of time.

4. Methods for Coping With Loss

When methods that participants used in order to cope with their loss were investigated, it was seen that some of the participants got help from experts and some of them tried to cope with the loss on their own without getting any help. It was determined that there was difference between the ones who tried to cope with the loss getting help and the ones who tried to handle the situation on their own without any help. The difference is that; participants who got help in the bereavement process surpassed the period more easily and healthy rather than the participants who tired to cope with the situation without getting help. Methods that the participants used to handle the loss are explained below.

Ibrahim states that he didn’t get any help from an expert or psychological counsellor of the school after the loss, he received no support from his school or family, he stayed at home and became loyal to his family much more because of the situation they were having and he approached to the fact as a matured and adult person trying to complete the role of his father as he describes all with the following words;



“I didn’t get any help from a psychologist or psychiatrist. Neither, I had no demand as ‘I am in a bad situation, help me’. What I did only was to be loyal to our home as an older and matured person because of the situation we were experiencing”.

Simge, who participated in the interview informs that she got help from the psychological counsellor of the school for 1 year after the loss in order to cope with the situation and loss. She explains this as follows;

“I attended sessions of the psychological counsellor of the school for 1 year and I managed to cope with the loss”.

On the other hand, Salih indicates that he got help from a psychologist for 6 months regularly after experiencing the loss and explains this as follows;

“I attended sessions of a psychologist with my sister who is a friend of my aunt in order to cope with the situation I was in after the loss”.

Tanem informs that she didn’t get any psychological help to handle the loss because she couldn’t afford it and no one offered her such a support and help. She started working to contribute to her family’s budget leaving her school and she eliminated negative feelings and emotions getting away from the negative atmosphere within the house and describes this as follows;

“I didn’t get any help to handle the situation. Already, I didn’t have a good economical condition to be able to get help. I started working at a hairdresser’s in order to handle. I focused on my work and family”.

Another participant who attended interview, Suleyman, states that he got help from a psychologist at the S.O.S children village where he was taken after the loss and explains this with the following words;

“I got help from the psychologist in S.O.S children village in order to cope with the loss and this is still going on”.

Ayse says that he got help from a psychologist, had regular walks in the nature and was loyal to her father much more in order to cope with the loss. She summarizes all these as follows;

“I attended sessions of the psychologist regularly. Apart from this, I walked in the nature regularly and became more loyal to my father”.

Another participant Burcu, informed that she didn’t get any help from a psychologist, the psychological counsellor of the school didn’t help her as he was busy with the university exams of the students (OSS) and in order to handle the situation she accepted that losing a parents is a part of the life, it is a condition and everyone can experience it, everyone may get sad and need a period of time to recover this, as she talks about all these with the following words;

“I didn’t get any help from anyone to handle the situation. To be honest, no one offered me such an advice as our psychological counsellor of the school was dealing with students’s university exams and placements to schools and already I didn’t have such a demand, as well. So, I didn’t go to him and ask for help for myself after the loss. I thought that everyone can experience a loss or die as it is the rule of our life and tried to surpass all on my own”.



On the other hand, Osman says that he didn't get any help from an expert in order to cope with the loss and he tried to take on a new lease of life with support and advices of his friends and teachers and he explains this as;

"I got no help from anyone. I tried to take a new lease of life by means of support and advices from my friends and teachers".

Another participant, Sinem, says that she didn't get help from any expert to recover the situation as a method, she thought that everyone has this problem and she is not the only one to experience such a bad thing and gives the following expressions;

"I didn't get any help from anyone to cope with this situation. I tried to handle it saying myself 'this is the reality of the life and everyone dies as they are born and I managed at last. However, if I hadn't had the loss I could have graduated from university and had a job".

Another participant Umut, states that he didn't get help from anyone to cope with the situation and handled the situation by accepting it and explains this as follows;

"I didn't get help from anyone, I just accepted the fact".

Effects of bereavement period on education processes

When effects of the loss and bereavement process on education processes of the participants are considered, it is seen that education processes of Umut, Burcu, Sinem, Tanem and Ibrahim were affected negatively while the education processes of Osman, Simge, Suleyman, Ayse and Salih weren't affected. It was observed that the participants whose education processes were affected negatively, had lower rates of success at school, less participation in courses, being absent and not going to school and acted in the role of the death parent which were all behaviors after the loss while the participants of whose education processes weren't affected didn't have lower levels of success at school and they went on going to school. What participants of whose education processes were affected negatively and the ones of whose weren't affected explained, is stated below.

Ibrahim says that the bereavement process and loss affected his education negatively, he couldn't motivate on his courses, his education was interrupted and explains all with the following words;

"I couldn't go on my education after the loss. As I am the oldest among my siblings I had some responsibilities to do after my father. I had to do those as my father passed away. So, I couldn't complete my education".

Another participant who attended the interview, Sanem, states that the loss affected her education process negatively and she had to quit school after his father's death and explains all as follows;

"I abandoned school and decided to work at a hairdresser's in order to learn the occupation".

Sinem states that she couldn't go on studying as she had to do things at home left by her mother so she left school at lycee. She explains how the loss affected her education and school life as follows;

"I could study only until lycee after the loss because my father and younger brother needed someone to look after them obliged me to do housework. I couldn't study after lycee and left school to look after them".

On the other hand, another participant, Burcu, says that it affected her education process negatively and she couldn't study after lycee. She gives the following comments to explain all;



“The loss affected my future career negatively because I didn’t feel to study my courses and do my homework. As a result, my success at school reduced. However, as my teachers knew about my situation they helped and tolerated me to pass”.

Another participant whose education process was affected negatively, Umut, states that he couldn’t study after lycee and wasn’t able to go to the university and he explains this as follows;

“The loss and bereavement period affected my education negatively, my grades became worse. Already, I had to join the army. I preferred joining the army to studying”.

On the other hand, Simge says that her father’s death didn’t affect her future life career and explains this in the with the following words;

“I don’t believe that my father’s death affected my course grades negatively because I already focused on them and devoted myself to my courses in order to eliminate and recover depression. Besides, our neighbor who is a psychologist, my teachers and my guide teacher helped me in recovering the bereavement period fast and soon. So, my school and career life weren’t affected negatively”.

Another participant Osman, indicates that it didn’t affect his future career life as he is still studying being a successful student and explains this as follows;

“My success at school and grades decreased in the first year after my mother’s death. However, I took on a new lease of life by means of caring and support of my teachers and I have good grades now”.

Suleyman says that it didn’t affect his education life and explains this as follows;

“The loss didn’t influence my education negatively because I went on studying”.

Likely, Ayse states that her education wasn’t affected negatively as she says the following;

“The loss didn’t affect my future career life that much because I went on attending sessions of a psychologist continuously. The psychologist helped me in motivating on school and going on studying”.

Salih says the same, as well that the loss didn’t affect his education life and gives the following speech;

“I don’t believe that the loss affected my future career life”.

1. Effects on Success at School

When effects of the bereavement period after the loss on participants’ success at their school are considered it was seen that Umut, Sinem, Burcu, Tanem and Ibrahim’s success at school were affected negatively after the loss and bereavement process, they had lower grades and they stopped studying and what they said on this issue is stated below.

One of the participants, Tanem, states that the loss and bereavement period influenced her success at school negatively and her success came down as she didn’t go to school.

On the other hand, Umut also states that it affected his success at school negatively, he didn’t feel to study and had a sudden decrease in his success and mostly got low grades.



Another participant, Ibrahim, indicates that it affected his success at school negatively, he couldn't focus and motivate himself for his lessons after his father died having little attention on his courses which caused decrease in his success at school.

Also, Sinem states that she had lower grades and was less successful after the loss. Likely, Burcu expresses the same too.

On the other hand, it is stated that Salih, Ayse, Simge and Suleyman's success at school didn't change and there wasn't any decrease in their success while Osman had decrease in his success at school for 1 year after his parental loss but then he did well again by means of support from his friends and teachers. He could adapt and motivate himself for school and became successful again.

It was found that individuals whose success at school was influenced negatively had lower grades and decrease in their success and left studying while individuals whose success wasn't affected didn't decrease their success and went on studying. Therefore, it was seen that there was difference between individuals whose success was affected and the ones whose success at school wasn't influenced.

2. Effects on Relationship with Friends

When participants' relationships with their friends and pers are considered when they went back to school after the loss and bereavement period, it was seen that relationships of Salih, Ayse, Sinem, Simge, Burcu, Suleyman, Umut and Osman's weren't influenced while other participants, Ibrahim and Tanem's relationships with their friends were affected negatively. It was determined that the participants of whom relationships weren't influenced negatively, were the ones who got social support from their pers usually. Participants of whom success was influenced negatively, were the ones who weren't supported by their friends and got away from their friends after the loss as they became introverted. Owen (2007), states that individuals may need people who can help and support them when they are back to school after the loss and bereavement period and the presence of such people is important for them. It was determined that relationships of individuals who couldn't find such people were influenced negatively while the others' relationships who found such people to help and support them weren't influenced.

Inbrahim states that the bereavement period after the loss affected his relationships with his friends negatively and he became far from his friends getting introvert and explains all as follows;

"I had difficulty in getting closer with my friends as our relationship ended. I preferred to stay alone while they were talking to each other and playing".

Another participant Simge, states that her relationship with her friends continued and remained the same after the loss when she was back to school and she had no difficulty or any problem in communicating with her friends and explains this with the following expressions;

"When i was back to school my friends condoled me and I didn't have any difficulty in communicating and getting on well with them".

Another participant, Salih states that the bereavement period after the loss didn't influence his relationship with his friends and he became more loyal to his friends because of their great support.

"When I went to school I was welcomed by my friends in a comforting and sincere way. I had no difficulty in clicking with them".

Tanem informs that the bereavement period affected her relationship with her friends and she was estranged from her friends comparing to the past and explains this as follows;



“When I went to school my friends condoled. I had difficulty in clicking with my friends. I got estranged comparing to the past”.

Another participant, Suleyman didn't say that his relationship with his friends was affected negatively or wasn't affected because as he was taken to S.O.S children village from his school after losing his parents there was already no friend of him and gives the following comments;

“I didn't go to my previous school after the bereavement period because my old school was in the village. My school changed after I started staying at S.O.S children village”.

Ayse, who participated in the interview, informs that her relationship with her friends wasn't influenced when she was back to school after the loss, she didn't have any difficulty in clicking with her friends, her friends supported her socially and they were more loyal to each other. She explains all these with the following expressions;

“When I went to school, all my friends came near me, they supported me and condoled. We got more loyal to each other. I had no difficulty in clicking with them”.

On the other hand, Burcu states that there was no difference in her relationship with her friends when she was back to school after the loss and she had no difficulty in clicking with her friends as she explains all as follows;

“When I went to school, my best friends and teachers came near me and condoled. I didn't have any difficulty in clicking with them”.

Likely, Osman says that his relationship with his friends wasn't affected by the bereavement period after the loss and his relationship got even better after the fact. He describes this as follows;

“My friends came to my house when they heard my mother died. They supported me. Their caring and support continued when I went to school”.

Sinem states that her friends condoled and told her that they are sorry for her loss supporting her as she explains this by the following words;

“When I went to school my friends and teachers came near me and condoled as they heard my mother had died. They said they were sorry. I didn't have any problem in clicking with them”.

Umut says that his relationship with his friends didn't change when he was back to school after the bereavement period and loss and his friends supported him psychologically and explains these as follows;

“My teachers and friends came to our home after my mother's death and their support went on when I went to school, as well”.

3. Interventions of School Administration/ Guidance Services

It was determined that guide teachers and psychological counsellors of the schools had intensive care on Osman, Ayse, Suleyman, Simge and Salih as they helped these students and motivated them for their courses when they were back to school after the loss and bereavement period. Umut and Sinem were supported by comforting words and supportive behaviors of their school manager and teachers. Another participant, Burcu, wasn't supported by school manager, guide teacher and psychological counsellor or other teachers except their wishes to condole. On the other hand, Tanem stated that the school manager invited her to his room and warned her not to miss her courses and to go on coming to



school without condoling and she wasn't supported by other teachers, psychological counsellor or guide teacher. Another participant, Ibrahim, stated that only his class teacher and guide teacher condoled and assistant director gave him some advices in order to help him take on a new lease of the life, motivate him by giving examples of what he experienced in the past.

It was seen that interventions of guide teachers or psychological counsellors of the school were to motivate the students who experienced parental loss on their school and courses while school managers and teachers intervened by comforting words and supporting the students. Therefore, it was determined that there was difference between interventions of school managers and teachers and guide teachers or psychological counsellors within the school. Interventions applied to participants are stated below.

Ibrahim states that only his class teacher and guide teacher condoled and assistant of the school manager gave him some advices in order to help him take on a new lease of the life, motivate him by giving examples of what he experienced in the past. He explains all as follows;

“My class teacher and the guide teacher condoled only. The assistant director contributed to me in getting better and going on coming to school by means of his advices and support”.

On the other hand, another participant, Simge says that the school administration and psychological counsellor welcomed her in a very sincere way when she was back to school after the loss and bereavement period as they dealt with her intensively and explains all by the following words;

“When I went to school my teachers condoled. Especially my teachers tried to comfort me one by one. Also, my guide teacher had sessions with me for 1 year in particular days of the week and helped me take on a new lease of the life. I didn't face any problem in clicking with them”.

Another participant, Salih, says that he was welcomed in a sincere way by his teachers and especially the guide teacher by comforting words and they were so caring for him to surpass the period quickly in a healthy way. He gives the following comments to explain all;

“When I went to school I was welcome in a sincere way and with comforting words especially by the guide teacher. I didn't have any difficulty in clicking with them”.

On the other hand, Tanem states that the school manager called her into his room and warned her not to give up school when she was back to school after a long period of time from the loss without condoling and she got no support from the school administration and guidance services, psychological counsellor. She explains all by the following words;

“When I was back to school the school manager called me to his room and warned me not to hinder and give up school”.

Another participant, Suleyman, informs that he couldn't get any help from school administration or guidance services as he was in S.O.S but not at school and explains all as follows;

“I didn't go to my old school again after the bereavement period because my old school was in the village. I changed my school after I started living in S.O.S caring house”.

Ayse informs that all of her teachers, the guide and psychological counsellor teacher of the school condoled and the guide teacher helped her in motivating herself on her courses and school with a great deal of interest and she gives the following comments;



“When I went to school all my teachers came near me supported and condoled. We got more loyal to each other. Also, the guide teacher came and talked to me about the loss and tried to relax me. I faced no difficulty in clicking with them”.

Burcu states that her teachers, the school manager and guide and psychological counsellor didn't help her except condoling and she explains this as follows;

“When I went to school my best friends and teachers came near me and condoled. I didn't have difficulty in clicking them”.

Osman says that teachers and psychological counsellors of the school came to their home after the loss and supported him in terms of everything and their caring and attention went on when he was back to school after the bereavement period. He explains all as follows;

“My teachers came to our house when they heard my mother died. They supported me and their support continued when I went to school again”.

Another participant, Sinem, states that her teachers and the guide teacher only condoled. She gives the following comments;

“My teachers came near me and condoled when I went to school. They said they were sorry for me. I didn't have any difficulty in clicking with them”.

Umut indicated that his teachers and the guide teacher were in his house during the first days of the loss and they supported him being with him and their support continued when he was back to school. He explains all as follows;

“My teachers came to our house after my mother's death and they supported me. Their support continued when I was back to school”.

RESULTS

In this research, it is assumed that individuals who lost one or both of their parents in the last 10 years who live in Turkish Republic of Northern Cyprus remember all correctly, provide true and real information about what they experienced on the issue of losing one or both of their parents during their school age.

The research is done aiming to investigate effects of the loss on the individuals' psychological state and education after losing one or both of their parents in children and adolescents who live in Turkish Republic of Northern Cyprus. How the bereavement period influenced psychological state and education life of the individuals who experienced parental loss, how they handled the situation, how and by whom the loss is informed the children or adolescents and interventions of school administration and guidance services after the loss and bereavement period are investigated in the search.

In the search, it is determined that the loss was informed the children or adolescents by their primary relatives, secondary relatives, some other people who aren't relatives of them or they witnessed the death as they were with their parents while they were dying. It was seen that when participants were informed the loss by their secondary relatives or others who aren't their relatives, that affected their bereavement process negatively and when participants witnessed death of their parents as they were together with them while they were dying caused psychological collapse in children and adolescents.

All participants had physical (getting weak, losing power), cognitive (being unable to accept, not believing), behavioral (eating and sleep disorders, crying) and emotional reactions. These reactions



were observed heavy and at high levels in some participants and this affected their nature and daily life negatively causing damage.

In addition, it is determined that it was very difficult for the participants who experienced a parental loss to cope with the situation when they had negative emotions and children and adolescents need external factors in order to recover and surpass the period in a healthy way. They need support and help of these factors and agents.

It was determined in the search that children and adolescents think of their death parent(s) much more and longer comparing to adults and experiencing a parental loss influence both psychological state and academic success of children and adolescents (Papalia and Wendkos, 1987).

It was observed that some of the children who participated in the search had to do duties and responsibilities of their death parent(s) and they became at the place of their death parent(s) after they died. Besides, some of the participants had decrease in their success at school, got lower grades, participated into course less and they were less interested in social activities.

It was observed that some of the participants got help in order to cope with the loss and bereavement period while some didn't get help and tried to cope with all on their own. It is seen that the participants who got help to surpass the bereavement period could manage it quickly and more healthily rather than participants who didn't get any help and tried to surpass the bereavement period on their own.

It was noticed that some of the participants' friendship relations were influenced negatively when they were back to their school after the loss while some of the participants' friendship relationships weren't affected. It was seen that the participants whose relationships were influenced negatively were the ones who didn't get social support from their friends when the participants whose relationships weren't affected were the ones who took social support from their friends.

It was observed that some of the participants were helped and supported by the guide teacher or psychological counsellor of the school when they were back to school after the loss and bereavement process while some participants were helped and supported by teachers and school manager. It was determined that the guide teacher or psychological counsellor helped the students in motivating themselves on their courses and school by dealing with their loss closely. On the other hand, school manager and teachers supported the students who experienced a parental loss by comforting and supportive words. The results of this study and others done in Turkey are supportive of each other and same (Warren, 2005).

RECOMMENDATIONS

The universe of the research is limited as the participants were only 18 or over individuals who experienced a parental loss of their one or both parents in the last 10 years living in Turkish Republic of Northern Cyprus during studying at any primary or secondary education foundations. It was determined by the researcher that the children or adolescents who experienced a parental loss in Turkish Republic of Northern Cyprus had a difficult process in which they had to cope with the loss in the bereavement period and they needed external agents and factors in order to surpass the period quickly and in a healthy way. Worden (2001), states that, therefore, it is necessary that experts take necessary measurements and precautions in order that the children and adolescents surpass the period quickly and in a healthy way. As school atmosphere is the place in which children and adolescents spend most of their time after their home after the loss, school administrations and guide teachers or psychological counsellors are accountable for a series of responsibilities.

**Recommendations devoted to application**

It is suggested by psychological counsellors that the children and adolescents who are in the bereavement period after a parental loss and trying to cope with the negative emotions should be explained first that these emotions are normal as the first step. Owen (2007), stated that such children and adolescents should look for help and social support from their teachers, friends and teachers and as psychological counsellors suggest, they should go on doing sports, their hobbies and relax by means of physical activities besides.

Owen (2007), states that guide teachers and psychological counsellors working at schools should determine the psychological state of the students at that point and help them understand that their parent(s) are no longer available. That they make efforts to make them adapt the fact may be so important. In addition, such efforts may help the individuals be able to adapt themselves to the life and environment again in the absence of their parents, increase their motivation and attention on their school and courses, direct them into social activities at school and prevent collapse they may have in their social interactions (introversion, decrease in interest on social activities). Providing the individuals personal counselling services, being able to understand emotions of the students aiming to help them eliminate the negative emotions may be so important in their survival in a healthy way.

Having psychological sessions in groups devoted to such children and adolescents who experienced a parental loss may be beneficial and relaxing in making their life normal and sharing problems they are experiencing with someone in order not to feel alone.

Informing parents on trauma and its effects may be so important for the alive parents and other members of the family in minimizing the problems they may face and being able to surpass undesired events, enabling the ability of coping with all. Therefore, it is advised by the researcher that programmes that train mothers and fathers should be organized, there should be organizations such as seminars at schools on family information and perform programmes by means of the media which teaches effects of parental loss on children. Also, by means of seminars, meetings and preventing organizations in which how children of different ages perceive such loss, how to explain and inform them about death, what type of reactions should a family have in case of a death, can be so helpful and beneficial. So, the children who experience a loss can surpass the period of bereavement more quickly.

It is supposed that school administrations and teachers should be informed about loss and its effects and teachers should be careful and self-sacrificing in order that such students can focus on their courses well. Also, it is thought that informing the student's parents about the student's participating in social activities and cooperation with the parents devoted to this, can be so beneficial.

Recommendations devoted to further studies

That there is no research on the same issue which is parental loss and its effects which include university students as well and investigates psychological state of the left parent and university students, how the bereavement period affect the education of university students and there is no search on counselling for university students of all ages cause a scientific lack and blank. It is believed that searches on the left parents (still alive ones after the death of other parent) and university students in our country in order to be able to help such people are necessary and it is suggested by the researcher that the scientific lack should be completed by means of such further searches.

REFERENCES

Albayrak A. (Ağustos, 2009). (Trafik Kazaları Hayat Tüketiyor) Kıbrıs gazetesi.

American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders (DSM-IV)*. Washington D.C: American Psychiatric Association,



- Carey, S. (1985). *Conceptual change in childhood*. Cambridge Mass: MIT Pres.
- Çileli, M. (2004). *Ölüm, gelişim psikolojisi içinde*, 6. Baskı, Ankara: İmge Kitapevi.
- Cohen, J. A, Bernett, W., & Dunne, J. E. (1998). Practice parameters for the assessment and treatment of children and adolescents with posttraumatic stress disorder. *J Am Acad Child Adolesc Psychiatry*, 37(10), 4-26.
- Corr, C.A. & Corr, D. M. (1996). *Handbook of childhood death and bereavement*. New York: Springer
- Deits, B. (2004). *Life after loss*, Published by Lifelong Books.
- De Spilder, S. (1987). *The last dance: encounter death and dying*. Palo Alto: Mayfield Pub. Co.
- Dora, B. (1997). *Psychological trauma: A developmental approach*. RCPsych Publications
- Dyregrov, A. (2000). *Çocuk, kayıplar ve yas*. Ankara: Türk Psikologlar Derneği Yayınları.
- Eileen, H., J. (2001). *Bibliotherapy for bereaved children: Healing reading*.
- Eubanks, S. (2006). *Death and dying*, Greenhaven Press.
- Frankl, V. E. (1996). *Duyulmayan anlam çılgılığı-psikoterapi ve hümanizm*. (Çev: S. Budak). Ankara.
- Freud, S. (1999). *Sanat ve edebiyat*. (Çev: E. Kapkın, A.T. Kapkın). İstanbul: Payel Yayınevi.
- Fromm, E. (1995). *Sahip olmak ya da olmak*. (Çev: A. Arıtan). İstanbul: Arıtan Yayınevi.
- Gençtan, E. (1990). *Varoluş ve psikiyatri*. İstanbul: Remzi Kitapevi.
- Gençtan, E. (2005). *Psikanaliz ve sonrası*. İstanbul: Metis Yayınları.
- Green, B. L., Grace, M. C., Vary, M. G., Kramer, T. L., Gleser, G. C., & Leonard, A. C. (1994). Children of disaster in the second decade: a 17 year follow-up of Buffalo Creek survivors. *J Am Acad Child Adolesc Psychiatry*. 33(1), 71-79.
- Holland J. (2001). *Understanding children's experiences of parental bereavement*. Jessica Kingsley Publishers
- Karaca, F. (2000). *Ölüm psikolojisi*. İstanbul: Beyan yayınları.
- Kostenbaum, P. (1998). *Ölüme yanıt var mı?* (Çev.: Yılmaz Akgünlü). İstanbul: Mavi Yayınları.
- Kuşcu, H. (1991). *Türkçe sözlük*. Ankara: AS Matbaacılık.
- Lindemann, E. (1994). Symptomatology and management of acute grief. *Am J Psychiatry*. 151(6):155-60.
- Mestçioğlu, Ö. ve Sorgun, E. (2003). *Travmatik yas. içinde aker t. ve önder m.e. (ed.), psikolojik travma ve sonuçları*. İstanbul: SUS Yayınları, Epsilon Reklamcılık.
- Morgan, J. D. (1995). *Living our dying and our grieving: historical and cultural attitudes*, in H. Wass and R. A. Neimeyer (eds) *Dying: Facing the Facts*, 3rd edn London: Taylor and Francis
- Nader, K, Pynoos, R. S., Fairbanks, L. A, & Frederick, C. (1990). Children's PTSD reactions one year after a sniper attack at their school. *The American Journal of Psychiatry*, 147(11), 1526-1530.
- Nadeau, W. J. (1998). *Families making sense of death*. SAGE Publications, Inc.
- Nagy, H. M. (1965). *The child's view of death, the meaning of death*. Ed. Herman Feifel, New York, McGraw-Hill Book.
- Noppe, C., & Noppe, D. L. (1997). Evolving meanings of death during early, middle, and later adolescence. *Death Studies*, 21(3), 253-275.
- Onur, B. (2006). *Gelişim psikolojisi*. Ankara: İmge Kitap Evi Yayınları.
- Papalia, E. D., & Sally, W., & Olds, S. W. (1987). *A child's world*, New York: McGraw-Hill Book.
- Terr, L. C. (1991). Childhood traumas: An outline and overview. *Focus*, 1(3), 322-334.



Thomas, K. R., & Siller, J. (1999). Object loss, mourning, and adjustment to disability. *Psychoanalytic Psychology*, 18, 179-197

Wahl, C. W. (1959). *The fear of death, in the meanin of death*, Ed.: Herman Feifel.

Warren, J. (2004). *Facing death*. New York: Oxford University Press.

Worden, J. W. (2001). *Grief counselling & grief therapy: A handbook for the mental health practitioner*.

Yanbastı, G. (1990). *Kişilik kuramları*. İzmir: Ege Üniversitesi yayınları.

Yalom, I. (2001). *Varoluşçu psikoterapi*. İstanbul: Kabalcı yayınevi.

Yıldırım A. ve Şimşek H. (2005). *Nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.

Zhang, A. (1998). *Grief and loss*. Australia: Sydney Marling Collage.