

Predictive Relationships Between General Belonging, Nomophobia And Life Satisfaction Among University Students*

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Abstract: The purpose of this study is to examine the predictive relationship between university students' general belonging, nomophobia and life satisfaction. Relational screening model was used in the research. The study group of the study was chosen by random cluster sampling method from students studying in different departments studying in universities in Konya. 390 girls and 121 boys and 511 university students participated in the study. In order to collect data in the study, General Belonging, Nomophobia and Life Satisfaction Scale and Personal Information Form prepared by the researcher were used. In the research, pearson moments product correlation technique and regression analysis were used. It was found that there was a significant and positive relationship between the mean scores of the students on the general belonging, nomophobia and life satisfaction scale. According to the research findings, the general belonging scores were predictive on the nomophobia and life satisfaction scale scores.

Key Words: General Belonging, Nomophobia, Life Satisfaction.

1. Introduction

Belonging is a requirement that can be saturated with interpersonal relationships, and each person feels the need for belonging at different levels. Some people need more attention, social ties or love to meet this need, while others feel less need. Likewise, while some people try to feed this need of love, love and social bonds very often, others may have less social contact (Duru, 2015). According to Maslow, when the general physiological needs and safety needs of individuals are met, the individual wants to establish close relationships with other people and to take place in a group (Boeree, 2006; Maslow, 1943, 1954). The sense of belonging for psychological and physical well-being is stated as a very critical feature (Hagert & Patusky, 1995).

Happiness and general well-being in life depend on having close relationships. Accordingly, it was stated that individuals with strong bonds are happier, healthier and have less difficulty in coping with daily stresses. (Baumeister & Leary, 1995). It can be said that a person who feels insecure and rootless has lost her/his sense of belonging (Duru, 2007). As one of the basic needs of the individual, the satisfaction of the need for belonging, which indicates the harmony with the world and life satisfaction, enables the individual who is in interaction with the environment to shape and evaluate her/his own future expectations, supports the development of a harmonious personality and effective solution of problems (Trommsdorff, 1983).

As a basic need, belonging is very important for the individual, family and society, and the sense of belonging can be defined as an element of relatedness and social/emotional connectedness (Hill, 2006). In the context of a basic need, it draws attention that belonging is very important for the individual, family and society. People experience many social interactions together in their daily lives. It becomes an important need for individuals who experience these social interactions to be accepted by close family members, relatives, friends, colleagues and other important individuals in their lives (Baumeister & Leary, 1995).

Smart phones are also observed as an element that increases social interaction. It is stated that the first users of smart phones are considered as university students (Lee, Chang, Lin, & Cheng, 2014). Studies indicate that the use of smartphones is popular among university students (Yıldırım, 2014). Both the use of smartphones and the fear of being

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separated from them are increasing day by day. Recently, many developments, especially in communication and technologies, have brought about global transformations. With communication technologies, communication via computers, mobile phones and tablets is becoming more popular, as well as face-to-face communication (Chen et al., 2016).

The use of smart phones, which make daily life very easy, has become an indispensable part of life over time. Functions of smartphones can be counted as calling contacts, sending and receiving e-mails, texting, playing games, using social networks, surfing the Internet, shopping online, jotting appointments, reading, searching for information, reading news, having fun, listening to music, taking photos and videos etc. (Hoffner & Lee, 2015; Kang & Jung, 2014). It can be assumed that besides the many benefits that smartphones provide, they can also bring various problems. It is stated that these devices cause many problems such as technology addiction, smartphone addiction, digital game addiction and social media addiction (Adnan & Gezgin, 2016; Kang & Jung, 2014).

Problems caused by smartphones are common, especially among young people (Öz & Tortop, 2018). In clinical psychology, nomophobia, which comes from the English word nomophobia (no mobile phobia) and is one of the new concepts encountered in the literature, is stated as unreal fear when the individual experiences anxiety and discomfort in the absence of virtual communication tools such as computers, mobile phones and tablets (King et al. 2013; Yıldırım & Correia, 2015). Symptoms of nomophobia can be listed as follows: Owning one or more mobile devices and spending too much time with these devices; worrying about losing the smartphone, running out of charge, not being able to reach the smartphone, the smartphone being not nearby, and having no service on the phone; trying to avoid places and situations where the use of the phone is prohibited, as much as possible; checking the phone frequently to see if a message or call has been received, keeping the smartphone on at all hours of the day, going to sleep with the smartphone, preferring virtual communication rather than face-to-face communication, making large spending or debt due to smartphone use (Bragazzi Del Puente, 2014).

Considering that nomophobia behavior is common, it can be seen as a risk factor for individuals of all age groups, especially adolescents and university students (Adnan & Gezgin, 2016; Gezgin, Şumuer, Arslan & Yıldırım, 2017; Kaur, Sharma & Manu, 2015; Pavitra and Madhukumar, 2015).

Life satisfaction, which can be shown as one of the basic positive emotions created by the sense of belonging in people, refers to the satisfaction of the individual with her/his own life in general. The concept of life satisfaction, first introduced by Neugarten in 1961, refers to the result or situation obtained by making a comparison between the individual's personal expectations and what s/he currently has (Karabulut & Özer, 2003). Life satisfaction is a cognitive evaluation based on the individual judging her/his own life according to various criteria and to what extent s/he is satisfied with her/his life (Pavot & Diener, 1993).

Life satisfaction can be considered as an important quest for university students as well as for various age groups. It is stated that university students are in a critical period in terms of relieving the sense of belonging in a healthy way (Kuşat, 2003).

Based on this, the main purpose of the study is to examine the predictive correlation between university students' general belonging, nomophobia and life satisfaction.

Based on the purpose of the study, answers to the following questions were sought:

1. Is there a significant relationship between university students' general belongingness and nomophobia and life satisfaction?
2. Do university students' nomophobia and life satisfaction levels predict general belonging significantly?

2. Method

The research model is the general relational screening model. Relational screening model is used in studies aiming to determine the existence of a co-change between two or more variables and/or the degree of this change (Karasar, 2018). In this study, it is aimed to explain the general belonging levels of the university students in terms of life satisfaction and nomophobia and to reveal whether the general belonging of life satisfaction and nomophobia is meaningful or not.

2.1. Study Sample

The study group of this research consists of teacher candidates having pedagogical formation training and university students at Necmettin Erbakan University, Ahmet Keleşoğlu Education Faculty in Konya in 2019-2020 academic years. University students were selected by the simple random sampling method, in which the elements in the study universe have the chance to be selected equally (Karasar, 2018). Data was distributed to 514 university students. Data that were found to be empty or incomplete in the scales obtained were not entered. Analysis was made on 511 raw data. 390 (76%) of the participants are women and 121 (23%) are men. Participants continue their education in 1st grade (n = 73, 14.2%), 2nd grade (n = 178, 34.8%), 3rd grade (n = 118, 23%), 4th grade (n = 86, 16.8%) and above 4th grade (n = 56, 10.9%). The ages of the participants vary between 17 and 50 (sd = 4.19).

2.2. Data Collection Tools

In the study, Nomophobia Scale adapted to Turkish by Yıldırım and Correira, General Belonging Scale adapted into Turkish by Duru and Life Satisfaction Scale adapted to Turkish by Köker and Yetim were used to collect data in the study. In addition, Personal Information Form created by the researcher to collect the personal information of the students was used.

General Belonging Scale: The scale, developed by Malone et al. (2012), and adapted to Turkish by Duru (2015), consists of 12 items. It is evaluated in two dimensions. These are sub-dimensions of acceptance and exclusion (rejection). The scale has a 7-point Likert-type rating (1. Absolutely Disagree, 7 Absolutely Agree). The exclusion subscale scores of the General Belonging Scale are reversed and both the general sense of belonging total score is calculated and the scores can be used for both sub-dimensions, namely acceptance and exclusion, without reversing. It can be concluded that the higher the scores obtained from the scale, the higher the sense of belonging of the individual. Analyzes related to the reliability of the scale have shown that the internal consistency of both the subscales and the General Belonging Scale is high. The internal consistency coefficient of the General Belonging Scale was found to be .92. The internal consistency coefficient of the Acceptance/Inclusion subscale is .89, and the internal consistency coefficient of the Rejection/Exclusion scale is .91 (Duru, 2015). In this study, the Cronbach's alpha values were examined in two sub-dimensions. The acceptance sub-dimension was .88, and the exclusion sub-dimension was .89.

Nomophobia Scale: In the study, Nomophobia Scale, which was developed by Yıldırım and Correira, and adapted to Turkish by Yıldırım et al. (2015), was used, and here nomophobia was translated as fear of being detached from cell phone. The scale consists of a total of 20 items, and 4 sub-dimensions: "(1) not being online, (2) losing communication, (3) lack of device, (4) not being able to access information". Nomophobia level increases as the scores obtained from the scale increase. There is no reverse scored item. Cronbach's alpha reliability coefficient of the scale was determined as .94, and its Turkish version was determined as .92. The Cronbach alpha reliability coefficient of this research was found to be .90.

Life Satisfaction Scale: Designed to measure general life satisfaction and developed by Diener, Emmons, Larsen and Griffin in 1985, the scale consists of one dimension and 5 items in total. The scale is a 7-point Likert type (1. Absolutely agree and 7. Absolutely disagree). There is no reverse scored item in the scale. In the scale, the highest score is 35 and the lowest score is 5. The higher life satisfaction level means the higher scores.

In studies conducted by Diener et al. (1985), for the general life satisfaction scale, the Cronbach alpha reliability coefficient is found to be .87. The criterion for dependency validity is .82 coefficient. Turkish adaptation studies of the scale were carried out by Yetim (1991) and Köker (1991). In the studies of Köker (1991), the reliability coefficients were

found as .85 with the test-retest method. Yetim found the reliability coefficients as .85 with the test-retest method in his research. In Yetim's study, the test-retest reliability of the scale was found to be .73 and the Cronbach alpha internal consistency coefficient as .86. In addition, Yetim (1991) conducted a face validity study. In this thesis study, he found the Cronbach alpha value of the scale as .86.

Personal Information Form: The personal information form developed by the researcher includes information about the participants' gender, age, school type, grade level, number of siblings, parents' education level, parental relationship status, economic status of the family, and whether there is a romantic relationship.

2.3. Collection of the Data

During the application, the students were informed about the purpose of the application and the instructions of the scales were read. The application lasted approximately 15-20 minutes. During the data collection process, some ethical issues (informed consent and confidentiality) were taken into account.

2.4. Analysis of the Data

The data collected in the study were analysed through an appropriate statistical program. The data of the study were analysed using SPSS 21.0 (Statistical Package for the Social Science) program. Frequency, reliability, factor and regression analyses were carried out to analyse the obtained data. Pearson Moments Product Correlation Analysis processes were carried out to perform correlational operations in the study.

3. Findings

Table 1. Correlation Results of the Relationship between General Belonging, Nomophobia and Life Satisfaction Levels

Variables	General Belongingness	Nomophobia	Life Satisfaction
General Belongingness	1		
Nomophobia	-.114**	1	
Life Satisfaction	.424**	-.062	1

** p< .01, *p<.05

When Table 1 was examined, it was found that there was a significant negative correlation between the mean scores obtained by university students from the general belonging scale and the nomophobia scale ($r = -.11, p < .05$). It was found that there is a significant and positive relationship between the mean scores of the university students obtained from the general belonging scale and the life satisfaction scale ($r = .42, p < .01$). No significant relationship was found between the mean scores of university students obtained from the nomophobia scale and the life satisfaction scale ($r = -.06, p < .01$).

Table 2. Regression Analysis Results Related to General Belonging Means

Variables	B	SE	β	T
Nomophobia	-.08	.03	-.08	-2.19
Life Satisfaction	.83	.08	.42	10.51

$R=0.436, R^2=0.19, F(2,507)=59.363, p<.001$

When Table 2 is examined, it is seen that the general belonging scores of university students show a significant relationship with the variables of nomophobia and life satisfaction. ($R = .436, R^2 = 0.19, p < .01$) predicts 19% of the total variance in general belonging together with the predictor variables. According to the standardized regression coefficient

(beta), the relative importance order of independent variables on general belonging is as follows; life satisfaction ($\beta = .42, t = 10.517, p < .001$), nomophobia ($\beta = -.08, t = -2.196, p < .001$).

4. Discussion and Conclusion

In this study, it was investigated whether there is a significant relationship between the nomophobia and life satisfaction variables and the general belonging scores of university students. It was found that there was a significant and low negative relationship between the mean scores of university students from the general belonging scale and the scores from the nomophobia scale. When the studies on this subject are examined, the following results are found: It is seen that the sense of belonging plays an important role in smartphone addiction. Individuals prefer smartphones and the internet for various reasons, usually for their need to be accepted and to establish relationships (Arpacı, Baloğlu, Özteke Kozan & Bıçak, 2017). It was concluded that individuals who are rejected or excluded by their environment may turn to the Internet and try to meet their psychological needs there, which may cause internet addiction (Kavaklı, 2018).

It is stated that needs such as belonging and self-esteem can be satisfied with the use of social media (Nadkarni & Hofmann, 2012). There is a significant relationship between the density of Facebook use, which is one of the ways to satisfy the sense of social belonging, and smartphone addiction (Traş & Öztemel, 2019).

Another finding of this study is that there is a significant and moderately positive correlation between the mean scores of university students from the general belonging scale and the mean scores from the life satisfaction scale. It was found that one of the variables that most predicted subjective well-being was psychological need satisfaction. In other words, as university students' level of meeting basic psychological needs such as competence, autonomy and relatedness increases, their subjective well-being levels also increase (İlhan & Özbay, 2010). In a longitudinal study, it was found that the increase in students' level of meeting psychological needs positively affects their subjective well-being levels (Sheldon & Elliot, 1999).

It was concluded that individuals experience high levels of positive emotions and vitality, and low levels of negative emotions as the levels of meeting their competence, autonomy, and relatedness needs increase during the day (Sheldon, Ryan & Reis, 1996). It shows that the satisfaction of three basic psychological needs, namely autonomy, competence, and relatedness, determine the level of well-being (Cihangir-Çankaya, 2005; Deci & Ryan, 2000; Deci et al., 2001). It was observed that subjective well-being, which is affected by daily activities, changes according to the satisfaction of basic psychological needs (Reis et al., 2000).

As a result of another study, it was found that subjective well-beings of adolescents do not differ according to the behaviors of parents towards their children (Çakır, 2015). In a study conducted with adolescents, it was observed that individuals who perceive their parents in a tolerant and democratic way have higher intra-family relationship satisfaction, life satisfaction and well-being compared to individuals who perceive their parents as authoritative (Özkan, 2014). In a study conducted with adolescents, it was concluded that parental perceptions of adolescents are related to their subjective well-being (Kocayörük, 2012). Again, in a study conducted with adolescents, it was concluded that parents' supportive attitudes were effective in subjective well-being of adolescents (Park, 2004).

Another finding of this study is that a significant and low level negative relationship was found between the mean scores of university students from the nomophobia scale and the life satisfaction scale. In another study examining the relationship between smartphone addiction and happiness levels of university students, it was found that there was a significant negative relationship (Süler, 2016).

The predictive variables in this study predicted 19% of the total variance in general belonging. The results of some of the studies on similar topics are as follows: In a study conducted with university students, it was observed that satisfaction with basic psychological needs explained subjective well-being by 41.7% (Türkdoğan, 2010) Autonomy, relatedness and competence psychological needs were observed to predict subjective well-being by 58% (Özer, 2009). In a study, in which need satisfaction variables are examined as well as well-being, it is seen that there is a high level and positively significant relationship and the variables explain 65% of the variance in well-being (Cihangir-Çankaya, 2009).

In some studies, it was observed that family support is also effective in predicting life satisfaction of individuals (Gallagher & Brodrick, 2008). In a study conducted on the relationship between individuals' perceived family support and subjective well-being, it was observed that family support explained subjective well-being by 32% (Çevik, 2010). There are research findings revealing the significant role of variables of perceived satisfaction from friends and family relationships (Biswas-Diener & Diener, 2001; Diener & Diener, 1995) and the need to be related, which defines feeling a sense of social belonging in predicting the subjective well-being level (Cihangir-Çankaya, 2009; Reis et al., 2000). In a research, it was determined that basic psychological needs, family belonging, mother perception and father perception variables explain subjective well-being by 39% in total (Gök, 2009).

5. Recommendations

Findings show that the general level of belonging among university students is predicted by nomophobia and life satisfaction. It may be useful to examine these variables with various longitudinal studies. The developmental differences in the perception of belonging by various age groups can be examined. When we look at the scores of belonging according to the attitude perceived by university students while they were raised, the belonging to the family with a democratic attitude differed significantly from the family with a negligent attitude. As a result, conscious parenting education can be given by public education centers and universities to raise awareness in families. The mean scores of university students who receive support from friends are higher than those who do not receive support. Based on this result, students can be supported to participate in social clubs and trips at universities.

6. References

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