



A Study on Phubbing, Differentiation of Self and Contribution in Adolescents

Ergen Bireylerde Phubbing, Benliğin Farklılaşması ve Katkı Üzerine Bir İnceleme

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Abstract

Aim: The present study examined the phenomenon of "phubbing" in adolescents and its potential impact on the development of self-concept.

Material and Method: The study was conducted with 436 individuals using a convenience sampling method. This study employs a quantitative research design to examine the mediating role of phubbing in the relationship between self-differentiation and contribution in adolescents. Quantitative research is a method of testing objective theories by examining the relationship between different variables.

Result: The results indicated that there was a significant difference in the total scores of emotional reactivity, self-position, differentiation of self and total scores of self-abstraction, contribution to self, contribution to community and contribution, depending on whether the participants were engaged in an activity that they found enjoyable. Furthermore, it was demonstrated that there was a significant difference in emotional reactivity, family, community and contribution total scores in participants who were engaged in an activity to feel good. This study revealed a partial mediation effect of phubbing between differentiation of self and contribution.

Conclusion: The findings of the research were discussed in the context of previous studies and suggestions were made.

Keywords: Phubbing, differentiation of self, contribution, adolescent individual

Öz

Amaç: Bu çalışmada ergen bireylerde phubbing, benliğin farklılaşması ile katkı ele alınmıştır.

Gereç ve Yöntem: Çalışma uygun örnekleme yöntemi kullanılarak 436 kişi ile gerçekleştirilmiştir. Bu çalışma, ergenlerde kendini farklılaştırma ve katkı sağlama arasındaki ilişkide phubbing'in aracılık rolünü inceleyen nicel bir araştırmadır. Nicel araştırma, farklı değişkenler arasındaki ilişkiyi inceleyerek nesnel teorileri test etme yöntemidir.

Bulgular: Analizlerde gönüllü faaliyetlerde bulunan katılımcıların kendine ve topluluğa katkı ile katkı toplam puanında anlamlı farklılık olduğu, aile ile birlikte faaliyetlerde bulunan katılımcıların aile, topluluk ve katkı toplam puanlarında anlamlı farklılık olduğu bulunmuştur. Katılımcılar keyifli olduklarında bir etkinlikte uğraşmalarına bağlı olarak duygusal tepkisellik, ben pozisyonu, benliğin farklılaşması toplam puan ile kendini soyutlama, kendine katkı, topluluğa katkı ve katkı toplam puanlarında anlamlı farklılık görülmüştür. Ayrıca kendini iyi hissetmek adına bir şeyle uğraşan katılımcılarda duygusal tepkisellik, aile, topluluk ve katkı toplam puanlarında anlamlı farklılık olduğu bulunmuştur.

Sonuç: Bu çalışmada benliğin farklılaşması ile katkı arasında phubbingin kısmi aracılık bulgusuna ulaşılmıştır. Araştırma bulguları alanyazındaki çalışmalarla tartışılmış ve önerilerde bulunulmuştur.

Anahtar Kelimeler: Phubbing, benliğin farklılaşması, katkı, ergen bireyler



INTRODUCTION

Adolescence is a period of storm and stress as well as a stage in which the identity structure of the individual is shaped. In this period, multifaceted changes such as physical, social-emotional, cognitive and physiological symptoms affect the development of the self. These changes support the development of an introverted or extroverted self-perception.^[1] Self-awareness is the individual's feeling and awareness of himself/herself as a self that is independent and separated from other individuals.^[2] Differentiation of the self is the individual's self-regulation skills in the interpersonal dimension. It includes the ability to control the desired emotional reactions in order to establish social relationships with other individuals. Differentiation of the self in individuals and families refers to a period of time and can differentiate in the process. As the level of differentiation of family members increases, the cooperation between them increases. As differentiation decreases, cooperation, bonds and sacrifices of family members decrease.^[3] It includes the individual's ability to create a flexible self while maintaining relationships with people. It includes the ability to control emotional reactivity to establish desired and social relationships.^[4]

Differentiation of the self takes place in the process, some individuals have a high level of differentiation while others have a low level. Individuals with a high level of self-differentiation maintain their sense of self when relationships are stressed and establish meaningful relationships with others. Therefore, they can manage stress and relationships in a healthier way.^[4] Individuals with undifferentiated selves are quickly affected by emotional processes. Revenge, condemnation, internal detachment behavior, cognitive fusion and emotional avoidance showing unforgiveness can be shown as barriers to the differentiation of the self.^[5] Individuals with undifferentiated selves are easily affected by emotional processes. They cannot act independently in matters of concern.^[6] Individuals with low level of differentiation cannot distinguish between facts and feelings. They act in the direction of their feelings. They make decisions according to their feelings. They spend intense energy on feelings of love and affection. They cannot realize their cognitive skills due to excitement. They tend to react instantly to their environment. They are caught between family dilemmas. They live their lives by punishing individuals they disapprove of. They often experience emotional and physical problems. They have low energy in jobs that involve them in social production.^[3]

Differentiation of the self does not have a negative connotation such as detachment from one's parents or society. What is emphasized here is expressed as a process spent in unity and solidarity by strengthening the sense of belonging with parents.^[7] Unity and uniqueness are two important forces in the differentiation of the self.

Differentiation of the self is affected by these two forces that affect the relationships of individuals and that we expect to create balance in these relationships. Higher level differentiation enables the individual to maintain his/her sense of self in differentiated conditions and in positions where intense romantic/emotional relationships are active in marriages. Differentiation at a higher level also enables the individual to reduce the anxiety of others and to be psychologically robust against the anxiety developed by others that may be disruptive.^[3,8] In a study conducted by Yıldız with 283 university students on differentiation of the self, it was found that there was a moderate negative relationship between differentiation of the self and repetitive negative thoughts (rumination), obsessive thinking and deep thinking.^[4]

Differentiation of the self supports the individual's contribution to self, family and community/society. Differentiation of the self is important for the individual to contribute to himself/herself. The individual can contribute to himself/herself in three dimensions.^[9] The first is the contribution to oneself. The second is the contribution to his/her family. The third is the contribution to society.^[10] Individuals engage in different activities to feel good about themselves. These are activities such as visiting social service institutions, participating in volunteer activities, walking, knitting. These activities provide a spiritual improvement in the individual. In addition, the individual supports the spiritual strengthening of his/her parents and other people in the community. At the end of this process, they contribute to themselves, their parents and society. Inspired by positive youth change, the three-dimensional contribution is linked to positive outcomes such as self-control as well as to characteristics such as self-confidence, caring, relationships and temperament. The three-dimensional contribution is inspired by the understanding that contributions and ideologies in adolescence are influential in the development of the individual. According to the three-dimensional contribution, an individual's contribution to self, family and society is important for the development of an effective society.^[11]

The individual develops positively by interacting with the community. The community to which the individual belongs also makes positive contributions to the individual.^[12,13] Friend groups can contribute to the development of a sense of belonging. Organized events such as sports competitions and spontaneous events such as conversations have an important place in the development of positive emotions. They contribute to the active development of the individual.^[14] The individual's willing and active participation in these activities contributes positively to his/her development. Therefore, the sense of belonging develops further.^[15] From this point of view, it can be interpreted that an individual with a differentiated self will contribute more easily. Couple and family relationships are one of the areas to contribute. Polat and İlhan reported that individuals with differentiated

selves had an increase in couple adjustment. Again, differentiation of the self supports the individual to adapt better to different situations and conditions⁽¹⁶⁾. Mert and Çetiner reported that university students with differentiated selves have high levels of adjustment and can take on their own identity.^[17] Lampis, Cataudella, Busonera, and Skowron found that self-differentiation is more important than relationship fit in explaining dependent behavior. It has been revealed that people with high levels of differentiation show less dependent behaviors in relationships. This, in turn, increased relationship adjustment by establishing warmer relationships and having an optimistic approach to themselves and their partners.^[18] In Skowron and Dendy's study, people with high levels of self-differentiation have more secure ties in relationships. While the highest relationship with attachment anxiety was found in the emotional reactivity sub-dimension, a strong relationship was found between attachment avoidance and emotional detachment. In addition, it was found that there was a strong relationship between effortful control, which is defined as the ability to control one's behaviors with a conscious effort, and self-positioning.^[19] Accordingly, it was observed that individuals with high self-positioning levels were more successful in directing and focusing attention, preventing maladaptive behavior and being flexible. Ross and Murdock, in their study focusing on individualistic and collectivistic structures within culture, observed that the differentiation of the self is significantly positively related to the development of the autonomous self, while it is significantly negatively related to the relational self. In particular, strong correlations were found between relational self and interconnectedness with others and emotional reactivity. It was found that autonomous self-construal levels positively predicted life satisfaction and negatively predicted psychological symptoms.^[20] On the other hand, relational self-construal was positively correlated with life satisfaction, but also positively correlated with psychological symptoms. Emotional reactivity fully mediated the relationship between relational self-construal and psychological problems. A significant positive correlation was found between interconnectedness with others and life satisfaction.

In case of differentiation of the self, individuals support others to develop positively. However, with the integration of technology into our lives, it interrupts mutual interaction in the social environment where we come together and affects friendship and parental relationships.^[4] While the individual should be in communication with one or more people while in a social environment, the fact that there is a one-way communication and the other person is not involved in this interaction disrupts communication. Especially with the intensive use of smartphones recently, people are always interested in their phones and do not continue communication by ignoring the other person.^[21]

The widespread use of smartphones has significantly affected people's social interactions. While people interact on social networks via smartphones, they ignore the other person during social interaction when they physically come together.^[22] Instead of improving social interaction between people, the intensive use of smartphones has led to the emergence of a problem area called "Phubbing (Sociotelism)" that will negatively affect relationships.^[23] Phubbing (sociotelism) is a situation in which people do not interact in a physical social environment and focus on their smartphones, ignoring and ignoring the people in their environment. Over time, it has become a concept frequently used by researchers working on smartphone use.^[21]

Phubbing is the act of social isolation by using smartphones and tablets during social activities, constantly following social media and paying attention to social media on the smartphone, ignoring the other person.^[23,24] In other words, Sociotelism is when people focus on their smartphones instead of paying attention and listening to others while verbally interacting with them in the same environment. Not only social media but also online messaging and other chat applications are included in this act. Phubbing can be seen in any environment. Here, the person avoids interaction in the physical environment by constantly looking at the smartphone and focusing on it.^[25] People can exhibit this behavior even in activities such as eating, listening to lectures, attending meetings, and spending time with family and friends. People who engage in this behavior (Phubbers) often ignore and neglect maintaining and developing relationships with other individuals.^[26] As a result, partners' enjoyment of the relationship may decrease, jealousy and depression increase. In addition, social norms may be violated through hurtful and rude behaviors, and trust, empathy, intimacy and satisfaction from conversations between individuals may decrease.^[27]

Phubbing leads to social miscommunication. Intensive use of smartphones leads to a decrease in the skills of individuals in the social communication process.^[28] While interaction and friendship ties are strengthened in individuals who come together on an activity basis, these ties are weakened with phubbing.^[29] Satisfaction between relationships decreases with phubbing. At the same time, conflicts between relationships increase. However, relationship satisfaction decreases and the sense of personal peace is damaged.^[23] In addition, phubbing reduces the time spent together, negatively affects the emotional support that individuals provide to each other, and decreases the feeling of closeness.^[30] In addition to being relational, phubbing increases stress and anxiety,^[31] which can negatively affect mood. Not limited to these, phubbing damages the individual's sense of belonging.^[32] This behavior, which even causes passive social exclusion,^[33] negatively affects emotional loyalty,^[34] and causes compulsive behaviors.^[35]

The aim of this study is to examine how contributing tendencies of individuals with differentiated selves are shaped and to reveal what kind of an effect phubbing has in this process. The fact that the literature does not directly address how differentiation of self, phubbing and contribution affect each other made it necessary to conduct the current study. In addition, it was deemed necessary to reveal the mediating role of phubbing in increasing the contribution of the differentiation of the self, which helps the individual to be shaped positively.

- **RQ1.** Does differentiation of self correlate with contribution?
- **RQ2.** Does differentiation of self correlate with the phenomenon of phubbing?
- **RQ3.** Does a correlation exist between the act of contributing and the phenomenon of phubbing?
- **RQ4.** Does the phenomenon of "phubbing" serve as a mediator in the relationship between differentiation of self and contribution?

MATERIAL AND METHOD

Research Methodology

This study is a quantitative research examining the mediating role of phubbing in the relationship between self-differentiation and contribution in adolescents. Quantitative research is a method of testing objective theories by examining the relationship between different variables. The measurement of these variables is largely carried out with measurement tools and the raw data, which are thus converted into numerical form, are analyzed through statistical calculations.^[36] In addition, a correlational research design was utilized in this study.^[37] The relational survey design aims to reveal how the characteristics of the individual affect other variables.^[38]

Working Group

The study group consisted of 436 adolescents between the ages of 15 and 18. The study group was determined through convenience sampling. Convenient sampling is a method that is preferred because it minimizes the loss of time and provides savings in labor force as well as being economical.^[38] The age range of the study group varied between 15 and 18 ($\bar{x}=16.9$, $SD=1.53$). Demographic information of the individuals in the study group is presented in **Table 1**.

Gender	N	%
Female	251	57.6
Male	185	42.4
Total	436	100

When the information on the gender of the participants is analyzed in **Table 1**, 57.6% of the adult individuals are female and 42.4% are male.

Education Status	N	%
Science High School	53	12.2
Imam Hatip High School	69	15.8
Social Sciences High School	108	24.8
Vocational Technical Anatolian High School	102	23.4
Anatolian High School	104	23.8
Total	436	100

Table 2 provides information on the type of school the participants attended. It is understood that the participants received education in five different school types.

Duration	N	%
0-1 hour a day	23	5.28
2-3 hour a day	121	27.75
3-4 hour a day	138	31.65
5 hours or more per day	124	28.44
Not specified	30	6.88
Total	436	100

Table 3 shows the duration of the participants' smartphone usage during the day. Here, it is seen that the participants spend the most time with their smartphones for 3-4 hours a day (38.50%) and the least time with their smartphones for 0-1 hour a day (5.30%).

Voluntary activity	N	%
I participated in voluntary activity	65	14.91
I did not participate in voluntary activities	361	82.80
Not specified	10	2.29
Total	436	100

Table 4 shows whether the participants have participated in any volunteer activity in the last month. **Table 4** shows that the majority of the participants (82.80%) did not take part in any volunteer activity.

Doing things at leisure	N	%
Activity available	410	94
No activity	26	6
Total	436	100

Table 5 shows that most of the participants (94%) were engaged in something when they felt joyful, while very few (6%) did not do anything.

Doing something when you feel bad	N	%
Activity available	367	84.20
No activity	69	15.80
Total	436	100

When **Table 6** is analyzed, it is understood that most of the participants (84.2%) spend time doing something to feel better when they feel bad, while some (15.8%) do not spend time doing anything.

Data Collection Tools

Three different measurement tools were utilized in the data collection process. The Differentiation of Self Inventory Short Form, Three Dimensional Contribution Scale and General Phubbing Scale were used together with the personal information form created by the researchers according to the literature reviews.

Differentiation of self inventory short form: The Differentiation of Self Inventory Short Form (DSI-SF) was developed.^[39] The scale consists of 20 items in a 6-point Likert-type scale ranging from "not at all suitable for me" to "completely suitable for me". The sub-dimensions of the scale are emotional reactivity, self-positioning, emotional detachment and intertwining with others. There are reverse items in the instrument. Cronbach's alpha reliability coefficient for the entire instrument was .88; emotional reactivity .80, self-positioning .70, emotional detachment .79 and intertwining .68. The test-retest reliability coefficients for the measurement tool were .85, .82, .74, .81 and .72, respectively. The Turkish adaptation of the measurement tool and its reliability and validity studies were conducted.^[40] Confirmatory factor analysis was conducted for the construct validity of the measurement tool. In this context, the analyses were conducted with 20 items in the measurement tool. After the analyses, it was seen that the goodness of fit values of the measurement tool were at acceptable values (RMSEA=.07, AGFI=.86, CFI=.91, IFI=.91, GFI=.89). In the reliability analysis studies of the measurement tool, Cronbach's alpha internal consistency coefficient was found to be .82 for the total score, .61 for the self-position sub-dimension, .78 for the emotional reactivity sub-dimension, .66 for the emotional detachment sub-dimension, and .72 for the internalization sub-dimension.^[40] For the current study, the Cronbach's alpha internal consistency coefficient of the BFE-CFS was calculated as .67 for the total score, .54 for the self-position subscale, .71 for the emotional reactivity subscale, .70 for the emotional detachment subscale, and .66 for the internalizing subscale.

Three dimensional contribution scale: The Three-Dimensional Contribution Scale was developed.^[9] The adaptation process of the measurement tool into Turkish was carried out.^[41] The validity and reliability studies of the scale were conducted with 207 individuals. The original structure of the scale consists of three sub-dimensions and a total of 15 items. There are no reverse items in the five-point Likert-type measurement tool. The lowest score that can be obtained from the measurement tool is 15 and the highest score is 75.^[9]

The factor structure of the scale was confirmed by confirmatory factor analysis and it was found that the three-dimensional structure of the scale showed acceptable fit (RMSEA= .07, AGFI= .86, GFI= .90, IFI= .93, RMR=.07). The Cronbach alpha internal consistency coefficient was calculated as .86 in the reliability analysis of the scale. In

order to determine the similar scale validity of the scale, a significant relationship of .85 was determined between the scale and the five-dimensional well-being scale for adolescents.^[41] These findings show that the Three-Dimensional Contribution Scale is a valid and reliable measurement tool. In this study, the Cronbach alpha internal consistency coefficient of the measurement tool was calculated as .88 for the total score, .78 for the self-contribution dimension, .80 for the family contribution dimension, and .77 for the community contribution dimension.

General Phubbing Scale: The General Phubbing Scale (GPS) was developed.^[42] The adaptation process of the measurement tool into Turkish was carried out.^[43] The validation study of the measurement tool in adolescent individuals was conducted.^[44] The validity and reliability studies of the scale were conducted with 206 adolescents. The original structure of the seven-point Likert-type scale consists of four sub-dimensions and a total of 15 items. There are no reverse items in the five-point Likert-type scale. The lowest score that can be obtained from the measurement tool is 15 and the highest score is 105.^[44]

The factor structure of the scale was confirmed by confirmatory factor analysis and it was found that the four-dimensional structure of the scale showed an acceptable fit (RMSEA= .08, CFI= .95, TLI= .94, IFI= .95). In the reliability analysis studies conducted for the scale, Cronbach alpha internal consistency coefficients were 0.78, 0.85, 0.92, 0.77 and 0.94 for nomophobia, interpersonal conflict, self-isolation, problem acceptance sub-dimensions and total score, respectively.^[44] These findings indicate that the GPG is a valid and reliable measurement tool. In this study, the Cronbach alpha internal consistency coefficient of the instrument was calculated as 0.83, 0.81, 0.88, 0.66, and 0.90 for nomophobia, interpersonal conflict, self-isolation, problem acceptance sub-dimensions and total score, respectively.

Table 7. Normality Analysis of the Distribution

	n	Min	Max	Average	SS	Skewness	SH	Kurtosis	SH
DSI	436	25	115	71.66	12.75	.123	.117	1.480	.233
GPS	36	15	105	44.78	18.67	.843	.117	.603	.233
TDCS	36	15	75	54.92	10.87	-.398	.117	.303	.233

Table 7 shows the minimum-maximum values, mean and standard deviations, skewness kurtosis coefficients and standard errors of the participants' scores obtained from the differentiation of self, three-dimensional contribution and general phubbing scale. In order for the data to be considered normally distributed, the skewness coefficient should take a value between -3, +3 (or -2, +2).^[45] Based on the results obtained, it was seen that the scale scores exhibited a normal distribution.

Personal Information Form: It was prepared to determine the status of individuals according to various variables.

Data Collection Process

Ethics committee permission was obtained for the research and the process started. The quantitative data of the study were collected in two different ways, online and offline. Individuals who volunteered to participate in the study were administered the DSI-SF, Three-Dimensional Contribution Scale, and General Phubbing Scale along with the personal information form. The research was conducted with 436 individuals. The data of 436 individuals were analyzed in this study.

Data Analysis

IBM SPSS 21 and AMOS programs were used to process and interpret the quantitative data collected from the individuals who participated in the study. The raw data were first transferred to these programs and made ready for analysis. IBM SPSS 21 and AMOS programs were then used for analysis. In the data analysis process, frequency analysis and percentage for descriptive statistics; Pearson correlation analysis and structural equation modeling^[46-48] were used for the series of relationships and predictors between CPI-CF, contribution and Phubbing.

Ethics of the Study

This study was approved by the ethics committee of Tokat Gaziosmanpaşa University on 30 January 2024, with decision number 01-65.

Findings

Table 8. Distribution of Age, Duration, Scale Total and Sub-dimensions of the Volunteer Activity Group

Variables	Participation in any voluntary activity in the last month		p
	Yes	No	
	Ort±SS	Ort±SS	
Age	16.77±0.84	16.93±1.64	0.438
duration	2.58±0.88	2.66±0.82	0.491
DSI_emotional_cutoff	3.15±1.45	3.26±1.32	0.555
DSI_emotional_reactivity	3.73±1.17	3.76±1.1	0.818
DSI_fusion_with	2.77±1.06	2.91±1.1	0.355
DSI_I position	4.45±0.98	4.12±0.93	0.009
DSI_TOTAL	3.53±0.62	3.51±0.68	0.878
GPS_nomophobia	14.29±6.64	14.62±6.31	0.699
GPS_interpersonal conflict	8.69±4.99	10.42±6	0.029
GPS_self-isolation	9.09±5.79	10.8±6.33	0.043
GPS_problem_acknowledgment	8.85±4.42	9.85±4.63	0.106
GPS_TOTAL	40.92±16.87	45.7±18.88	0.057
TDCS_to_self	21.6±3	18.96±3.99	<0.001
TDCS_to_family	18.74±4.92	17.81±4.52	0.135
TDCS_to_community	19.14±4.21	17.2±4.33	0.001
TDCS_TOTAL	59.48±9.94	53.98±10.67	<0.001

Note: Significance test was used for the difference between two means.

When **Table 8** is examined, it is seen that there is a significant difference in the self-position dimension of DSI ($p=.009$), self-contribution ($p=.001$), community-contribution ($p=.001$)

and total mean scores ($p<.001$) of the PPIQ compared to those who did not participate in volunteer activities in the last month. In this context, the participants who took part in voluntary activities were as follows: taking part in a Red Crescent aid organization ($f=1$), collecting money to help a baby with SMA ($f=1$), participating in any voluntary activity ($f=15$), participating in a knowledge contest ($f=1$), taking part in a poetry reading activity ($f=3$), attending a martyr condolence ($f=1$), acting as a presenter ($f=1$), reading activity ($f=9$), participating in a project ($f=1$), taking care of the students who came as part of erasmus ($f=6$), preparing food for a bazaar ($f=3$), participating in a school club activity ($f=1$), participating in the Human Rights and Freedoms Humanitarian Relief Foundation (IHH) ($f=7$), participating in an essay ($f=1$), preparing a Tübitak project ($f=2$), playing a match on the astroturf ($f=1$), accompanying kindergarten students on a university trip ($f=1$), attending TEKNOFEST ($f=2$), participating in a quiz ($f=1$), going to the movies ($f=1$), going to a football match ($f=3$), chatting with friends ($f=1$), playing games with friends ($f=1$), sharing food with friends ($f=1$), participating in sportive activities ($f=6$), feeding animals ($f=1$), donating blood ($f=1$), playing instruments ($f=1$), taking part in Disaster and Emergency Situations (AFAD) ($f=1$), participating in excursions ($f=1$).

Table 9. Distribution of Age, Duration, Scale Total and Sub-dimensions of the Family Activity Group

Variables	What You Do to Spend Time with Your Family		p
	No activity	Activity available	
	Ort±SS	Ort±SS	
Age	16.85±0.78	16.91±1.57	0.844
Duration	2.46±0.9	2.66±0.83	0.236
DSI_emotional_cutoff	3.32±1.35	3.22±1.34	0.721
DSI_emotional_reactivity	3.43±1.11	3.77±1.1	0.126
DSI_fusion_with	3.03±0.93	2.87±1.1	0.471
DSI_I position	3.97±0.82	4.19±0.95	0.245
DSI_TOTAL	3.44±0.77	3.51±0.66	0.571
GPS_nomophobia	13.04±5.81	14.58±6.37	0.230
GPS_interpersonal conflict	10.58±5.32	10.12±5.91	0.701
GPS_self-isolation	11.77±7.31	10.39±6.21	0.276
GPS_problem_acknowledgment	9.04±4.18	9.72±4.62	0.461
GPS_TOTAL	44.42±19.01	44.81±18.68	0.919
TDCS_to_self	18.42±4.3	19.47±4	0.198
TDCS_to_family	15.12±4.1	18.14±4.57	0.001
TDCS_to_community	15.08±3.8	17.71±4.38	0.003
TDCS_TOTAL	48.62±9.5	55.32±10.84	0.002

Note: Significance test was used for the difference between two means.

Table 9 shows that there is a significant difference in the mean scores of contribution to family ($p=.001$), contribution to community ($p=.003$) and total score ($p=.006$) of the UCBS for individuals who do something to spend time with their families compared to those who do not share anything. At this point, the participants who did something to spend time with their families had the following activities: picnics ($f=4$),

spending time together in the evenings (f=3), shopping (f=3), chatting (f=53), going out (f=37), eating together (f=156), doing activities (f=15), going to the village (f=37), cooking (f=15), drinking coffee (f=1), spending time in the garden (f=1), playing games (f=41), visiting family elders (f=39), helping with housework (f=43), playing games (f=1), discussion sessions on history (f=1), traveling (f=72), going to the movies (f=103), hiking (f=69), helping with housework (f=54), playing chess (f=9), playing games (f=61), drinking tea (f=75), knitting (f=7).

Table 10. Distribution of Age, Duration, Scale Total and Sub-dimensions of the Leisure Group

Variables	What You Do to Spend Time with Your Family		p
	No activity	Activity available	
	Ort±SS	Ort±SS	
Age	16.88±0.82	16.9±1.56	0.948
Duration	2.54±0.86	2.66±0.83	0.485
DSI_emotional_cutoff	3.12±1.31	3.24±1.35	0.656
DCI_emotional_reactivity	3.18±1.05	3.79±1.1	0.006
DCI_fusion_with	2.72±0.87	2.89±1.1	0.446
DCI_l position	3.77±0.94	4.2±0.94	0.023
DCI_TOTAL	3.2±0.72	3.53±0.66	0.014
GPS_nomophobia	12.27±7.04	14.63±6.28	0.066
GPS_interpersonal conflict	11.23±7.1	10.08±5.79	0.333
GPS_self-isolation	12.88±7.86	10.31±6.14	0.043
GPS_problem_acknowledgment	8.85±4.83	9.74±4.58	0.339
GPS_TOTAL	45.23±23.97	44.76±18.33	0.901
TDCS_to_self	17.5±4.57	19.53±3.96	0.012
TDCS_to_family	17.12±4.44	18.01±4.6	0.333
TDCS_to_community	15.38±4.12	17.69±4.38	0.009
TDCS_TOTAL	50±10.32	55.23±10.84	0.017

Note: Significance test was used for the difference between two means.

When **Table 10** is examined, a significant difference was observed in the mean scores of the participants who did something when they were pleasant compared to the participants who did not do anything, in the emotional reactivity (p=.006), self-position (p=.023) and total score (p=.014) dimensions of the DSI, in the self isolation (p=.043), in the self-contribution (p=.012), in the community-contribution (p=.009) and in the total score (p=.017) dimensions of the PPCQ. When the participants' annotated responses were examined, it was seen that the participants who did something when they enjoyed it were listening to music (f=12), eating (f=10), reading books (f=39), spending time with friends (f=12), spending time with family (f=15), doing sports (f=6), watching TV series (f=10), playing guitar (f=3), drawing pictures (f=12), spending time on the phone (f=11), texting with friends (f=1), picnicking (f=1), eating olives (f=1), playing chess (f=2), traveling (f=2), cycling (f=2), spending time in the kitchen (f=1), playing games (f=21), eating (f=10), playing basketball (f=1), playing games on the playstation (f=1), playing football (f=6).

Table 11. Distribution of Age, Duration, Total and Sub-dimensions of the Activities to be Done to Feel Good When Feeling Bad

Variables	When you feel bad. what do you do to feel good? Explain.		P
	No activity	Activity available	
	Ort±SS	Ort±SS	
Age	16.99±0.7	16.89±1.64	0.629
Duration	2.61±0.93	2.66±0.81	0.661
DSI_emotional_cutoff	3.19±1.27	3.24±1.36	0.783
DSI_emotional_reactivity	3.5±1.09	3.8±1.1	0.044
DSI_fusion_with	2.87±1.12	2.88±1.09	0.942
DSI_l position	3.99±0.93	4.21±0.95	0.067
DSI_TOTAL	3.39±0.66	3.53±0.67	0.100
GPS_nomophobia	14.12±6.23	14.56±6.37	0.595
GPS_interpersonal conflict	11.28±6.99	9.93±5.63	0.082
GPS_self-isolation	11.3±7.1	10.31±6.11	0.228
GPS_problem_acknowledgment	9±4.69	9.81±4.57	0.179
GPS_TOTAL	45.7±21.87	44.62±18.04	0.660
TDCS_to_self	18.61±4.14	19.56±3.99	0.072
TDCS_to_family	16.54±4.84	18.23±4.5	0.005
TDCS_to_community	16.58±4.48	17.73±4.36	0.045
TDCS_TOTAL	51.72±11.41	55.52±10.67	0.008

Note: Significance test was used for the difference between two means.

Table 11 shows that participants who did something to feel good when they felt bad compared to participants who did nothing showed a significant difference in the mean scores of DSI's emotional reactivity (p=.044), PPI's contribution to family (p=.005), contribution to community (p=.045) and PPI's total score (p=.008). When the explanatory responses of the participants were examined, it was found that when they felt bad, they took a walk (f=6), listened to music (f=74), ate (f=7), slept (f=42), read a book (f=20), stayed alone (f=11), spent time with their lovers (f=1), and lay down on the bed (f=3) to feel better, showering (f=5), skin care (f=1), playing games with friends (f=2), sharing with friends (f=1), playing football (f=3), sharing family (f=8), watching movies (f=7), spending time in nature (f=2), watching favorite videos (f=1), sleeping (f=9), going out with mother (f=2), playing sports (f=7), writing poetry (f=1), spending time on social media (f=2), thinking about good things (f=3), playing volleyball (f=2), not thinking about things that make you feel bad (f=2), praying (f=4), reading the Quran (f=1), doing social activities (f=1), playing chess (f=1), cycling (f=2), playing computer games (f=7), painting (f=7), thinking about their dreams (f=2), crying (f=6), talking to someone (f=7), spending time with a sibling (f=1), riding a motorcycle (f=6), watching tiktok (f=1), praying (f=1), waiting calmly (f=1), playing betting coupons (f=1) and giving motivational speeches (f=2).

Table 12. Pearson Correlation Analysis for the Relationships Between DSI, TDCS, and GPS

	DSI	TDCS	GPS
DSI	1		
TDCS	.12**	1	
GPS	.10**	-.18**	1

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

When **Table 12** is examined in detail, a positive ($r = .12, p < .01$), negative ($r = -.18, p < .01$) and positive ($r = .10, p < .01$) significant relationship was found between DSI and TDCS, and GPS, and DSI and GPS, respectively.

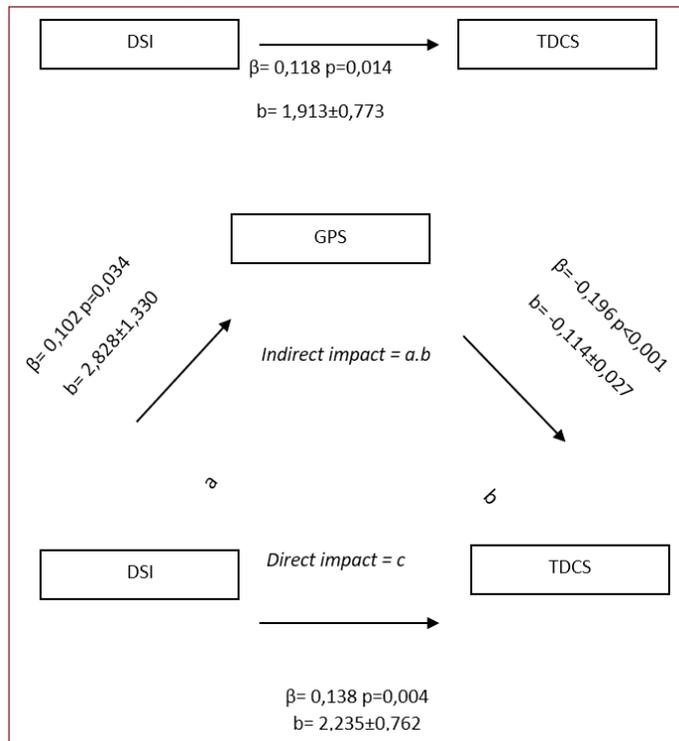


Figure 1. The mediating role of gps in the effect of dsi on. The mediating role of gps in the effect of dsi on tdcsc

Indirect Impact+ Direct Impact= Total Impact

$$a.b \ c=a.b+c$$

$$(2,828 \times -0,114) + (2,235)=1,913$$

In the model established in Figure 1, according to the results of the regression analysis, the assumption that DSI, which is required for mediation analysis, has a significant effect on TDCS is provided ($\beta = 0.118, p = 0.014$). Upon examination of Figure 2, the results of the regression analysis within the established model indicate that the assumption that DSI, which is required for mediation analysis, also has a significant effect on GPS is met. ($\beta = 0.102, p = 0.034$). Similarly, since GPS, which is another mediating variable assumption in Figure 1, also meets the assumption of significance of GPS on TDCS ($\beta = -0.196; p < 0.001$), it is understood that GPS is a mediating variable.

Therefore, GPS has a mediating effect in the relationship between DSI and TDCS. It is understood that the effect of DSI on TDCS is an indirect effect. Because, after the model in Figure 1 is established, the direct effect from DSI to TDCS maintains its significance ($\beta = 0.138, p = 0.004$). Therefore, the GPS acts as a partial mediating variable. Here, the ratio of the indirect effect to the total effect, calculated as $(a.b/(a.b+c))$ $(2.828 \times -0.114 / 2.828 \times -0.114 + 2.235) = -0.169$, is 16.9%. This ratio can be interpreted as 16.9% of the direct impact on DSI is provided as indirect impact.

DISCUSSION

In the study, it was concluded that there was a significant difference in the total scores of self-positioning, self-contribution, community participation and contribution of individuals who had participated in any volunteer activity in the last month. It is thought that participating in volunteer activities positively empowers the individual. It is seen that the findings obtained in the literature overlap with the results of the current analysis. Aldemir reported that when dealing with anyone, the person has a positive mood, reaches an awareness, connects to life, creates a purpose for life, can cope with negative moods and can more easily overcome their prejudices.^[49] Lerner vd, also found that contribution enables the individual to have positive emotions, thoughts and experiences by taking actions. In the same study, it was also revealed that participating in social activities, using leisure time meaningfully and interacting with other people have a significant impact on an individual's well-being.^[50] Seligman states that the factors that determine an individual's level of happiness are attitudes towards happiness, living conditions and participation in voluntary activities.^[51] Morrow-Howell, Hinterlong, Rozario and Tang, who looked at the relationship between participation in volunteer activities and well-being, also reported that individuals who participated in volunteer activities increased their well-being levels.^[52]

In the current study, it was concluded that the activities carried out with the family created a significant difference in the individual's contribution to the family, contribution to the community and contribution total scores. It is acknowledged that the outcomes align with those observed in other studies. Eccles, Early, Frasier, Belansky and McCarthy posited that positive experiences within the family environment facilitate the acquisition of positive experiences in other contexts, including school and peer groups.^[53] Cook, Herman, Phillips and Settersten revealed that an individual who has positive experiences with his/her social environment will gain positive experiences with other interaction areas (family, school, etc.) and himself/herself (autonomy).^[54]

The other result of the study was that participants who engaged in an activity when they were enjoying themselves showed a significant difference in emotional reactivity, self-position, DSI total score, self-abstraction, self-contribution, contribution to the community and TDCS total score. The considerable divergence observed in both positive and negative dimensions may be attributed to the activities undertaken by the participants. Accordingly, it suggests that there may be situations where the usefulness of the activity is ignored while the participants prefer activities that they think will be good for them. When the literature is examined, it is understood that there are similar studies that overlap with the results. Bailey and Fernando^[55] found that participating in leisure time activities and spending this participation in a quality way creates an inner pleasure, which helps the individual to be happy. Şahan^[61] reported that sportive

activities will help the individual to be away from concepts such as self-interest and benefit. In the same study, the researcher reports that sportive activities are also important in gaining the skills of being sincere, being fair and belonging. Kelly, Miller-Ott, and Duran reported that excessive use of smartphones will negatively affect communicative expectations.^[56] Wirth vd, reported that excessive phone use leads to passive social exclusion.^[33]

In this study, when the participants were asked what they were dealing with when they felt bad, it was concluded that there was a significant difference in emotional reactivity, contribution to the family, contribution to the community and TDCS. In the result obtained, the significant difference in the positive and negative dimensions in order to feel good may be due to whether the participants personally participate in the actions they perform. The findings of the Dupuis and Smale^[57] study, which was conducted with individuals aged 55 and over, indicated that those who engaged in hobby and handicraft activities on a regular basis exhibited higher levels of psychological well-being than those who engaged in these activities on a moderate or infrequent basis. Vernon, Modecki, and Barber found a positive relationship between problematic use of social media, which is among leisure time activities, and depressive mood.^[58]

In this study, it was concluded that there was a low level positive significant relationship between differentiation of self and contribution. It is understood that the result is similar to the results of the research in the literature. Yildiz^[4] reported that differentiation of self helps individuals to establish meaningful relationships with other people. Sandage and Jankowski,^[5] on the other hand, revealed that the undifferentiated self leads the individual to be in destructive relationships with other people. In different studies, it has been reported that a high level of differentiation of the self helps the individual to reduce his/her worries and helps him/her to remain psychologically strong against the worries that other people may cause on the individual.^[4,8] In their 2017 study, Lampis and colleagues observed that individuals with high levels of self-differentiation exhibited less dependent behaviours in relationships. Skowron and Dendy found that individuals with a high level of self-positioning are better at being flexible, preventing maladaptive behavior, and directing attention. Therefore, it can be interpreted that individuals with differentiated selves make positive contributions to themselves and other people.^[19]

Another result obtained from the research is that there is a low level positive significant relationship between differentiation of self and phubbing. It is thought that the sub-dimensions are effective in obtaining such a result in the research. It is understood that the results obtained overlap with the results in the literature. Roberts and David reported that phubbing reduces satisfaction between relationships and leads to conflicts. In the same study, it was revealed that phubbing reduces relationship satisfaction between individuals,

damages feelings of personal peace and negatively affects communication.^[23] McDaniel and Coyne reported that phubbing reduces the time spent together, leads to a feeling of lack of emotional support and causes a decrease in the feeling of closeness.^[30] Karaaziz and Keskindağ reported that frequent smartphone use is associated with stress and anxiety.^[31]

Another result^[3] obtained in the current study is that phubbing has a low level negative relationship with contribution. It is seen that the result obtained overlaps with different study problems when the literature is examined. Kelly, Miller-Ott, and Duran reported that excessive use of smartphones will negatively affect communicative expectations and lead to dissatisfaction.^[56] Ranie and Zickuhr stated that phubbing can lead to negative and hurtful consequences in human communication.^[59] Han, Min, and Lee revealed that the sense of belonging of people exposed to phubbing may be damaged.^[32] In different studies, it has been reported that phubbing causes passive social exclusion,^[33] negatively affects emotional loyalty,^[34] and causes compulsive behaviors.^[35]

Another result obtained from the study is that GPS has an indirect effect on DSI's prediction of TDCS. When the literature is examined, it is understood that phubbing has a disruptive effect on an individual's self-regulation and interaction with individuals. In this context, it is understood that the results obtained overlap with the results in the literature. Ang vd, revealed that phubbing leads to social disconnection and undermines communication skills.^[28] Al-Saggaf & O'Donnell reported that phubbing increases depression, decreases relationship satisfaction, negatively affects empathic care and weakens the relationship bond.^[27] Ergün et al, reported that individuals exposed to phubbing may have anxiety, depression and negative self-perception.^[60]

CONCLUSION

There may be an increase in contributing actions due to the differentiation of the individual's self. However, the presence of attitudes and behaviors that will affect the individual negatively, such as phubbing, may cause the process to be shaped negatively. It would be useful to include topics such as self-regulation, regulation of emotions, differentiation of the self and contribution in the life of the individual in intervention and prevention studies to be carried out for situations that will negatively affect the individual such as technology addiction. In addition, directing adolescents to semantically rich, process-oriented actions that they will personally participate in will help them both shape their selves in a healthy way and increase their well-being by interacting with different people. Participating in volunteer activities, taking part in social responsibility activities and participating in club activities will help individuals develop these aspects.

ETHICAL DECLARATIONS

Ethics Committee Approval: The study was carried out with the permission of Tokat Gaziosmanpaşa University Ethics Committee (Date: 30.01.2024, Decision No: 01-65).

Informed Consent: All patients signed the free and informed consent form.

Referee Evaluation Process: Externally peer-reviewed.

Conflict of Interest Statement: The authors have no conflicts of interest to declare.

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