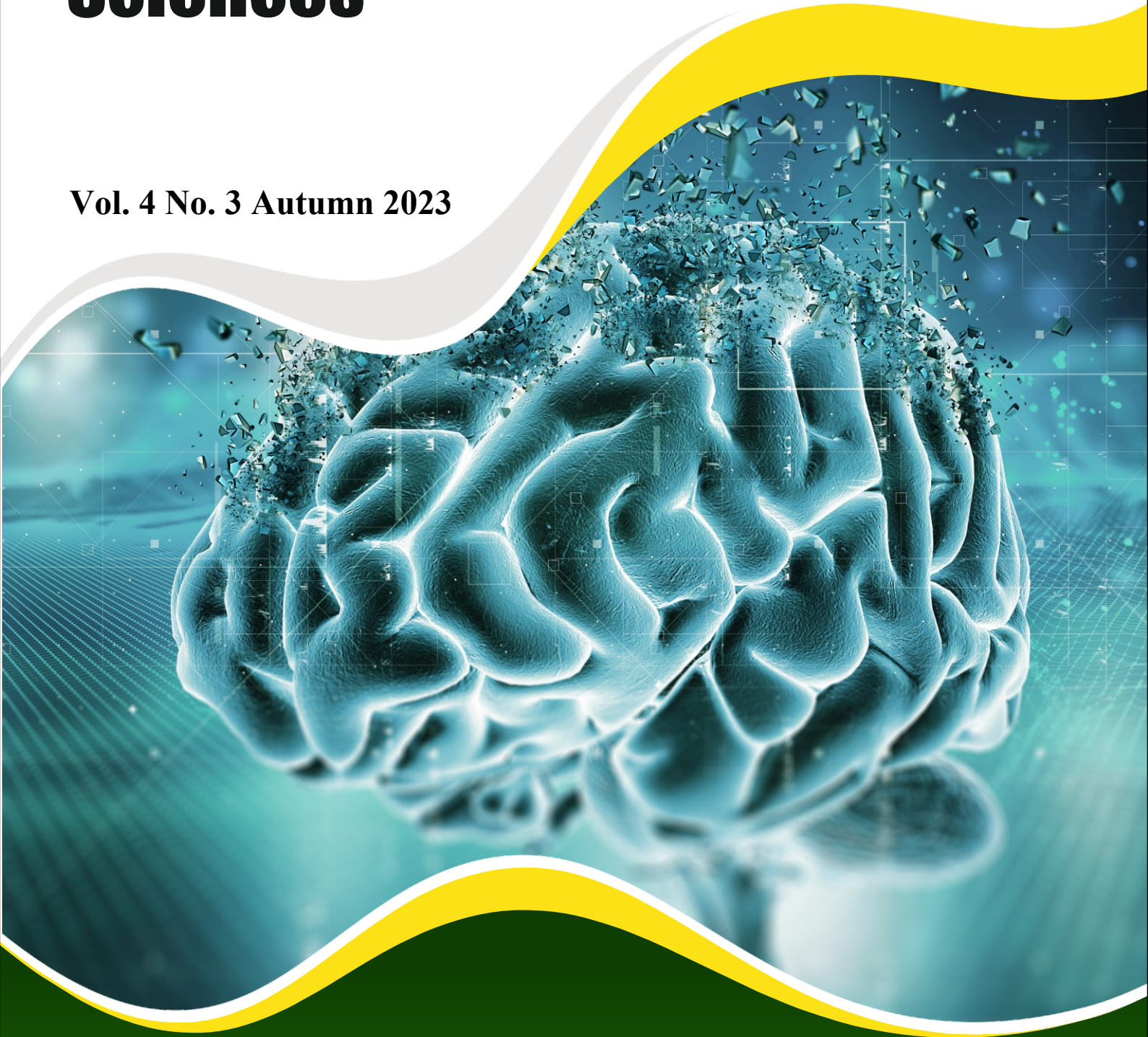


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Research Article

Analysis of the characters in *Issız Adam*¹ movie based on Schema Therapy Model

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Abstract

Cinema in the past and today; has many purposes such as giving social messages, raising awareness, conveying what individuals avoid or cannot see. Plots and characters in the cinema are the mirror of society. Therefore, even the smallest detail in the movie gives important clues in the direction of social, cultural and psychological fields. The importance of this article is that it combines cinema, a branch of art that reflects the society, with the schema therapy approach, which is closely related to and effects the society. In the study; the film analysis method was used within the framework of the Schema Therapy Model. This research was examined in accordance with the document analysis method, which is one of the qualitative research types. According to this method, *Issız Adam* is the subject of psychological analysis. The selection of this film is that it is in accordance with the Schema Theory in which the analysis will be made. Scenes containing maladaptive schemas, schema origins and schema coping styles were discussed and analyzed within the framework of theory. The movie *Issız Adam* is about the story of the main characters, Alper and Ada, unable to unite despite their intense love for each other. In the movie, Alper has fears and avoidance of intimacy due to the abandonment scheme. Whereas Ada has the emotional deprivation scheme and tries to compensate for her emotional emptiness by choosing partners who have the potential to leave her. In this article, it is aimed to analyze the attitudes of the characters who avoid intimacy due to their negative beliefs about romantic relationships in line with their past experiences, in the direction of Schema Therapy. Researchers who will carry out a similar study; In order to improve the scope of the study, it is recommended to mention the schema modes, and to be more descriptive for the readers, it is recommended to add a table to indicate the minutes in which the schemas in the movie appear.

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Introduction

When a person is born, he does not have knowledge and beliefs about himself, other people and the world; Beliefs, attitudes and knowledge are developed thanks to the existing knowledge potential. These acquired information and descriptions are schemas of the individual; It is formed by basic experiences, feelings, thoughts. The resulting schemas become rigid and unchanging over time. Schema Therapy Model based on existing maladaptive schemas; It deals with the negative and maladaptive schemas that the individual has developed about himself, other people and the world. Therapy aimed to achieve a healthy adult. Young and Klosko (2012) defined Schema Therapy as an extension of Cognitive Behavioral Therapy developed by Dr. Aaron Beck in the 1960s. Early maladaptive schemas are the sensation,

¹ "Issız Adam" can be translated as desolate man.

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affect and cognitive records of the person's experiences in early relationships (Ozaslan, 2022). The schemas begin to form in the first period of life and develop and solidify over time, thus shaping the attitudes of the individual directly and/or indirectly.

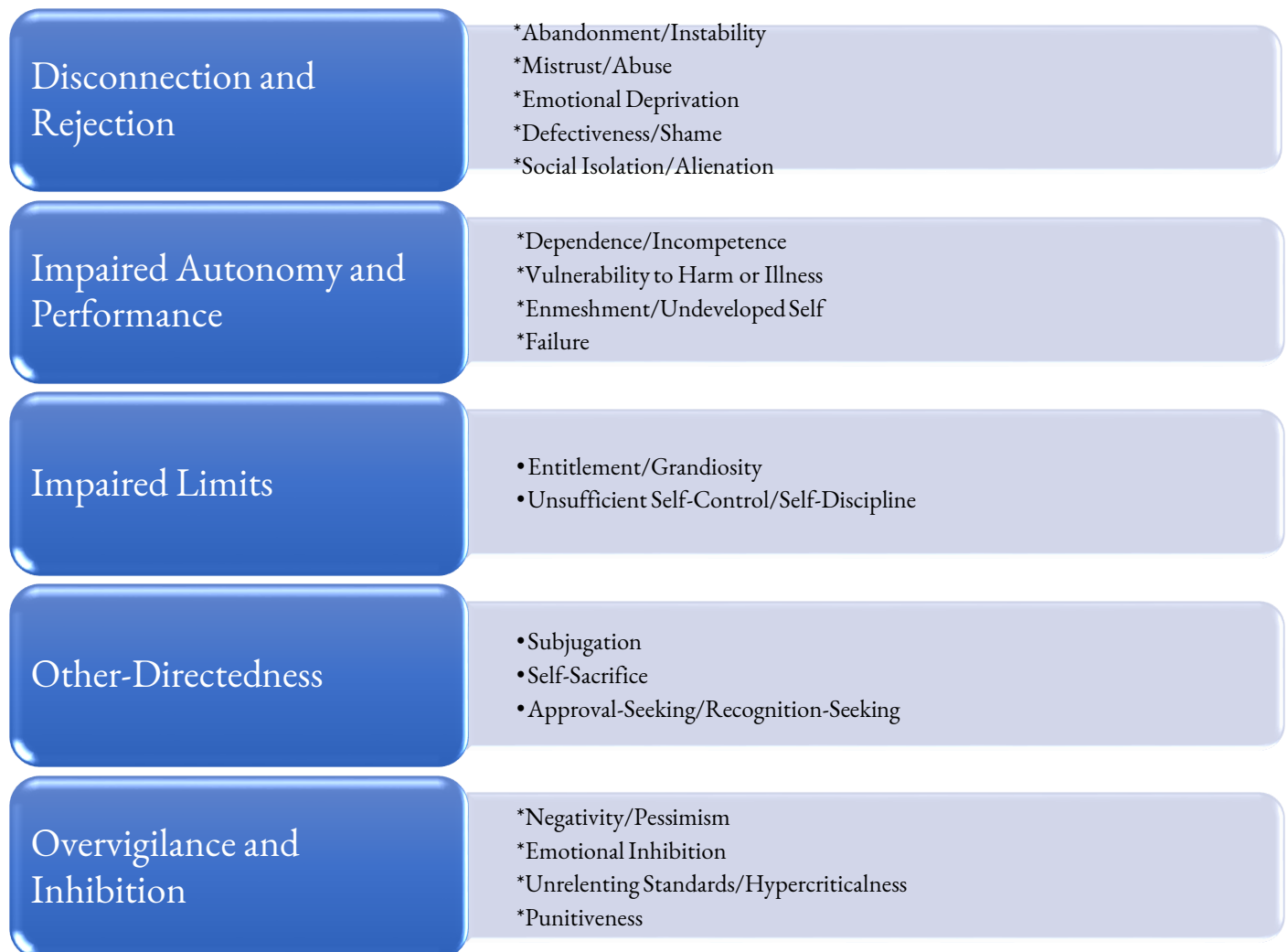


Figure 1. Early maladaptive schemas with associated schema domains (Young, Klosko and Weishaar, 2006)

Throughout history, cinema plays an important role in giving social messages and raising awareness. It is thought that the subjects and characters in the cinema are the reflection of the society and convey to the audience what they avoid or cannot see. Therefore, movies provide benefits to individuals such as educational, psychological and psychological counseling (Berk, 2009). Cinema contributes to the development of both individuals and society thanks to the messages it gives, the subjects and characters it deals with.

The approach of the Schema Therapy Model to reveal the patterns in the life of the individual through past and current experiences, and the function of the cinema as the mirror of the individual and society, giving important clues in the direction of social, cultural and psychological fields are discussed together in this research. It was thought that it would be useful to conduct a psychological analysis on the axis of the Schema Therapy Model of the movie *Issız Adam*, which is a movie that is seen as successful in revealing some of the latent elements of the society. In the literature, it is seen that Tumlü and Acar (2014) examined the Reality Therapy Model, Altan (2014) examined the concept of desolation on the axis of the movie *Issız Adam*, and also examined the concept of minority nostalgia, which was emphasized by Çağan Irmak, the director of the movie *Issız Adam*, by Özduzen (2016). In this study, the examination with the Schema Therapy Model reveals an innovation in terms of both revealing the psychological analysis power of the model and handling it for the first time.

The Schema Therapy Model deals with the maladaptive schemas that the individual has developed about himself, other people and the world. This model explains the attitudes of the individual as a result of the schemas that emerge as a result of the experiences he has gained from himself or his environment. In this direction, the Schema Therapy Model establishes a connection through the past and current life of each individual. The fact that the movie *Issız Adam* has broken a high viewership record since its release may mean that its clues to romantic and family relationships respond to the popular understanding of the society. Due to the experiences of the characters in the movie, it is about the negative beliefs and attitudes of establishing intimacy and entering into a romantic relationship. In this respect, it is quite appropriate to choose the Schema Therapy Model in the analysis of the movie *Issız Adam*.

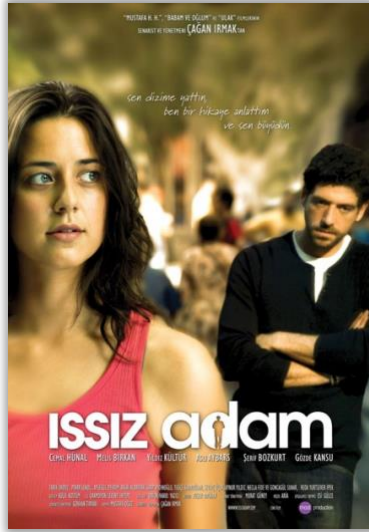


Figure 2. *Issız Adam* (Alone) movie poster

Ozguven (2016) stated that; Çağan Irmak stated that the films' touch on topics that were not talked about in the previous periods (such as population exchange, racism, dementia) revealed films in which the woman is a second and faint figure, the male-dominated family structure and the society in which the man is the most important building block of the family, which are often encountered in Turkish cinema, are blessed. Tumlu and Acar (2014) discussed the responsible choices of Alper and Ada, who are the main characters of the film, in order to satisfy their basic needs of love and belonging, freedom, entertainment, power and survival. In Altan (2014)'s research; she examined the psychoanalytic expansions of the desolation through the concept that Umberto Eco mentioned as the intention of the text, whether this film, which is described as "sexist" according to some perspectives, is in reality, the content of the concept of desolation and what this concept means, whether the text of the film contains the effects it has aroused in society.

Research Problem

In this research, it is aimed to examine the movie *Issız Adam*, which contains important social and psychological facts in Turkish cinema, within the framework of schema theory. In this study, it is aimed to concretize the schemas and cause-effect relationships with the help of the "Issız Adam" movie analysis, to contribute to the data in the literature, and to present a different perspective to the next studies. Accordingly, the main problem of the research is;

- What is the psychological analysis of the movie *Issız Adam* in the context of schema theory?

The sub-problems of the research are;

- What are the general information about the movie *Issız Adam*?
- What is the general theme of the movie *Issız Adam*?
- What are the psychological issues discussed in the movie *Issız Adam*?
- What are the maladaptive schemas and coping styles of the *Issız Adam* movie characters?

Method

This research was examined in accordance with the document analysis method, which is one of the qualitative research types. According to this method, *Issız Adam* is the subject of psychological analysis. The selection of this film is that it is in accordance with the Schema Theory in which the analysis will be made. Scenes containing maladaptive schemas, schema origins and schema coping styles were discussed and analyzed within the framework of theory.

Results

General information about *Issız Adam* movie

The movie *Issız Adam* is about the story of the main characters, Alper and Ada, unable to reunite despite their intense love for each other. Historical Istanbul streets and buildings were chosen as venues in the film. After the box office success of Irmak's movie, *My Father and My Son*, which was released in 2005, the movie *Issız Adam* also made a big impression. Cemal Hünel gives life to the character of Alper. Alper is the owner of a restaurant he opened in Istanbul after emigrating from Tarsus. He is a man who is almost a "desolate man", who has embraced solitude. He is successful in his job, has a nice house and car; however, he is emotionally deprived, trying to suppress his emotional deprivation with one-night stands. Ada, on the other hand, is a woman resentful of love, living in her own little world, which is almost a "deserted island". She sews and sells children's costumes, her family lives alone in Bursa, in her own Istanbul, played by Melis Birkan. In the movie; Alper's mother, Müzeyyen, comes to Istanbul from Tarsus for a few days due to a wedding. Müzeyyen; It gives us important clues about Alper and his diagrams, Yıldız Kültür gave life to the character.



Alper character (12.24)



Ada (12.27)

Figure 3. Alper and Ada, the main characters of the movie

The Subject of the *Issız Adam*

The movie begins with clues from Alper's life spent with one-night stands. Alper, who lives alone in Istanbul, is successful in his business and owns a restaurant; he seems to be a man who only gives place to his job and relationships devoid of emotional intimacy in his life. Small details such as the way he looks at himself in the mirror, his behavior in front of the mirror, and the fact that he has a happy expression while driving; It shows that Alper convinced himself that he was satisfied with the life he lived. One day, he and Ada cross paths in a second-hand book and record store. Although Ada and Alper have very different characters from each other, they are in that shop for a similar purpose that day; Alper went to that store for records he was passionate about, and Ada for "second-hand" books, which were his sensitive points. Unlike Alper, the character of Ada; She emerges as a lively, cheerful woman with strong social relations.

Despite Alper screaming like a 'happy child' as a result of encountering a rare record in the shop, Ada, who can't help

but laugh, meets by chance. Alper, a 'frantic' man, wanted to get to know Ada better. However, Ada appears as a woman who has built a wall between herself and her emotional relationships and did not respond to this effort of Alper. As a result, Alper's efforts increased and he followed Ada after leaving the shop. In this way, he learned the address of the shop where Ada sells children's costumes. Alper, who made successive visits, finally convinced Ada to have dinner at his house. Although they are both characters trying to keep themselves away from emotional relationships, they could not hide that they were impressed by each other on the evening they had dinner, and the story between them began. The film tells how two characters who run away from love, but are suddenly caught in love, try to adapt themselves to a romantic relationship.

Handled Psychological Issues

The subject and content of the movie can be associated with clinical psychology. In this article, *Issız Adam* movie is analyzed in line with the Schema Therapy Model developed by Jeffrey Young et al., as a unique school within the Cognitive Behavioral Therapy school. Schema Theory, Schema Therapy Model, purpose of schema therapy, basic needs, schema areas, schemas, schema origin, schema chemistry, schema coping styles and reactions are explained. Then, Alper and Ada, the main characters in the movie *Issız Adam*, were analyzed on the basis of the Schema Therapy Model.

The Turkish film *Issız Adam*, starring Cemal Hünel and Melis Birkan, was released in 2008. The film is about the story of the main characters, Alper and Ada, unable to reunite despite their intense love for each other. Historical Istanbul streets and buildings were chosen as venues in the film. After the box office success of Irmak's movie "My Father and My Son", which was released in 2005, the movie *Issız Adam* also made a big impression. Alper is the owner of a restaurant he opened in Istanbul after emigrating from Tarsus. He is a man who is almost a "desolate man", who has embraced solitude. He is successful in his job, has a nice house and car; however, he is emotionally deprived, trying to suppress his emotional deprivation with one-night stands. Ada, on the other hand, is a woman resentful of love, living in her own little world, which is almost a "deserted island". She sews and sells children's costumes, her family lives alone in Bursa, in her own Istanbul. In the movie; Alper's mother, Müzeyyen, comes to Istanbul from Tarsus for a few days due to a wedding. Müzeyyen; It gives us important clues about Alper and his diagrams, Yıldız Kültür gave life to the character. The demographic information of the movie is presented in Table 2.

Table 2. Demographic information about the *Issız Adam* movie

Director	Çağan Irmak
Producer	Esi Gülce
Scenarist	Çağan Irmak
Cast	Cemal Hünel, Melis Birkan, Yıldız Kültür
Language	Turkish
Duration	103 minutes
Country	Türkiye
Vision date	November 7, 2008

Maladaptive schemas of the movie characters of *Issız Adam* and their coping styles

The movie *Issız Adam* begins with the clues of the abandonment and emotional deprivation schemes of the Alper character. The abandonment scheme includes the expectation of losing relatives or people to be attached to, and the possibility of this separation leaves an intense fear on the person. In this schema, an intense belief is developed that one day they will be abandoned by the people they are in a relationship with. In the emotional deprivation scheme; There is a belief that normal emotional needs will not be adequately met by others, and even if they are, they will be false and temporary. Attitudes such as having sexual intercourse with a married couple, superficial and lack of intimacy, keeping herself away from emotionality, happy to be alone at home, and sex addiction are actually Alper's schema avoidance behaviors. These attitudes of Alper are the intellectual, emotional and behavioral methods that he uses to escape from the disturbing situations of abandonment and emotional deprivation schemes. In the literature, ignoring distress and

sadness, consoling oneself and developing sex addiction are some of the typical schema avoidance behaviors (Young, 2003). The fact that Alper offered to spend time together after his relationship with the prostitute proves his emotional deprivation. The fact that he keeps his phone busy when his family calls, shows his inner anger towards the family and distance himself from his family as a result of this deprivation. their unkind attitude towards women and their abuse of women; It is seen that the insecurity schema, which he helped in the development of the abandonment schema, is overcompensated as a way of coping, and he avoids the insecurity schema by not trusting women and not sharing anything.

While Alper and Ada met by chance in a second-hand shop, Alper was interested in Ada because of her 'liberal' nature and wanted to meet her. However, Ada is a woman who has closed herself to the outside world and has chosen to live in the small but safe space she has set up for herself. In this context, it is thought that Ada, like Alper, has a schema of abandonment and keeps herself away from emotional union due to schema avoidance. It is because Ada keeps herself away from other people and lives in her own little world and evaluates people with malicious intent. This is the sign of the existing distrust schema. As Alper follows Ada in the later scenes of the movie, she learns the location of Ada's shop where she sews and sells children's clothes, reflecting her own safe, small but fun world. When he entered the shop, he gave Ada the book he bought in order to have a place in her mind. She said that she has a child, but she can see her child only once a week because she is divorced. Defining the story he created about his marriage that ended and a father figure who feels that he can't be there enough for his son as a 'classic story'; It proves Alper's schemas of abandonment, insecurity, emotional deprivation and pessimism. The pessimism scheme here reflects the pessimistic view he developed that every marriage will live and end unhappy. Although Ada softens by believing this story of Alper at first, when she sees the phone number written in the book she gave after Alper left, her distrust and abandonment schemes are triggered. The fact that Alper consumes alcohol alone after work every evening in the restaurant he owns shows that he avoids it in order to cope with his schemas.

Alper, who takes his phone busy when his family calls in the previous scenes of the movie, calls his family on the phone in the following process. He is slowly coming to terms with the situations he has escaped. It is possible to attribute this situation to the emotional closeness he has to Ada. When Alper is on the phone with his mother, he talks like a more naive, fragile child. These behaviors represent the inner anger or vulnerability he has developed against his family. Alper, whose emotional deprivation scheme is triggered after talking to his family, goes to Ada's shop by making a carrot cake the next morning. Ada, who was distant and rejected Alper because of her behavior and the schemas triggered as a result of her married divorce story the previous day, showed angry outbursts that she did not believe her married divorced story and that men were constantly deceiving women; "Isn't this the case of 'the unbearable attraction of a single man with a son on young girls'? You know that's why guys like you come to Bagdat Street on Sundays, right?" he reproached. In fact, although this reproach may seem like Alper's, it is Ada's generalization of men as a result of her surrendering to her scheme in order to cope with the abandonment scheme and therefore choosing partners who cannot maintain a relationship, and that every relationship ends in frustration. As a result of Ada's unsuccessful relationship experiences, the insecurity schema was reinforced, while the traces of each of these negative experiences may have triggered the instability schema in line with her beliefs that she could not cope with separations.

In the continuation of the film, as a result of Alper's intense efforts, Ada was convinced and went to Alper's house for dinner. Before going to Alper's house yet, Ada calls a close friend and asks her to stop him. It is thought that Ada developed fear due to her schemas of the events that would occur as a result of this meal. That night, the characters, who could not resist being influenced by each other, were together. Both characters are frozen this time in the face of their schemes that they always run away from and surrender to this love. However, with her regret, Ada could not resist even though she wanted to leave the house after Alper kissed her. In the movie, the love story of Alper and Ada character began in this scene.

That evening, while Alper was cooking, "When you pick up a vegetable, it will tell you how long it will cook, you

will only be able to look, see and listen to it." It is possible to make inferences from his statements that he felt that he felt that he did not receive special care by being seen as a whole with his siblings and the need for love and attachment that was not adequately met in childhood. In the continuation of the same scene, after Ada asked him to taste the food before the wine, so that he would get the real taste of the food, he said, "The first taste is the most important, because the second taste always accompanies it." your discourse; It is thought that it symbolizes the permanence of the schemas, the unpleasantness caused by the love and closeness that he does not see enough from his family, and that he continues by avoiding emotional relationships in adulthood. Alper defines the picture of his life as seeing the facial expressions of the people he cooks with in the first bite. Alper said that Ada's life is the children on the wall of her shop. It is possible to say that he preferred his profession in this direction because of the cheerful child living in Ada. Ada said that she had been an art director before, but that the job was not for her because the work was not valued enough; however, she tells that she still hasn't broken her bond and that she is now the captain of her own ship, even though she rents costumes for the movies. It is seen that Ada's thinking that her work is not valued enough and as a result, opening her own shop and continuing her life as the captain of her own ship, is a behavior belonging to the insecurity scheme. In the rest of the night, they begin to listen to the record that Ada brought as a gift on the way to Alper's house. It is seen that the lyrics of the song played on the record are "I am alone, I am alone, this is my destiny, memories leave me alone". These words symbolize both characters' schemas of abandonment and emotional deprivation.

In the movie, it is seen that both characters cannot sleep comfortably after they spend the night together. Ada is distrustful of the situation she is in, as Alper expresses that she is not used to this situation and has not shared with someone she feels emotionally close to before. Ada left the house, reproaching herself that she lived long enough to know that the reason behind Alper's desire to drink from the coffee cup he drank was not to share, but so that the coffee would run out quickly so that he could get out of the house as soon as possible. Here, Ada's negative attitude and prejudices towards relationships draw attention, pessimism and emotional deprivation schemes stand out. Ada is looking for her best friend as she leaves the house. In the face of her friend's question about whether she is in love with Alper, Ada denies being impressed. At that time, Alper preferred to have breakfast alone as he was used to. Alper's day is tense, his distracted and nervous mood is striking in the kitchen. He cut off his hand and came out of the kitchen in a fury, his hand went to the phone, he called Ada; but Ada does not want to answer, waiting for her second call. This proves Ada's search for security. Ada had to talk because her friend answered the phone. When Alper asked the reason for this attitude, he said that he returned when the road was close. Ada's main goal is to escape from Alper in order to cope with the abandonment scheme.

Despite Ada withdrawing herself, Alper continued after her and went to Ada's shop. Afterwards, they listened to music together in the bar where Alper had gone to listen to music in the previous scenes of the movie. Afterwards, they find themselves in Ada's house. Unable to resist each other due to their intense feelings, Alper and Ada have been together. When Alper continued to behave in sexual relationships with Ada without emotional attachment, this situation did not please Ada. to Alper; She wanted him to feel her, to look at her, to imagine that whatever he loved was transformed into Ada's face. This is a situation that Alper is not used to but likes. Alper was able to fill his emotional deprivation, so he told Ada that he loved her for the first time. When Ada says that she knows very little about him while they are lying together, Alper's self-definition as "I am a simple man, I am what you see, there is no more" shows the existence of a *defectiveness schema*. Individuals with the defectiveness schema develop a tendency to think that they have nothing to tell about themselves and that they are the same as everyone else. While they were lying in bed together, he said that their previous sexual intercourse and their present moment were very beautiful. The fact that Alper, who has avoided contact since the beginning of the film, says that he is happy to be in touch, allows him to break the taboos brought by the emotional deprivation scheme, thanks to his feelings for Ada.

In the later scenes of the movie, while Alper and Ada are preparing breakfast in the kitchen, Alper, who asks for the recipe for the carrot cake that Alper takes at the beginning of the movie, tells Ada that they have more time to give the

recipe and that he will not go anywhere. He made plans for the future by including Ada for the first time. . During breakfast, Ada asked why she didn't have any friends. Alper, on the other hand, tells this question that he does not need friends, he likes solitude, or that he is a difficult man, but since he got to know him, everything seems different to him and this difference is like the joy of a holiday. Alper no longer hides that he has intense feelings for Ada. In the evening of that day, while they were sleeping together, Alper wakes up and goes to a woman with whom he had a one-night stand before, but when the door opens, he returns home to Ada before he enters. Alper fights against behavioral patterns that have hardened over the years.

Alper's mother will come to Istanbul from Tarsus for a wedding. Alper smiles when Ada warns him that if there are inappropriate things in her house that her mother should not see, she should remove it, but Ada misunderstood this and said that as a result of the *abandonment scheme* triggered, she should not be afraid and that they did not get married. Afterwards, they went to pick up Alper's mother, Müzeyyen. The fact that his son Alper has a girlfriend surprised Müzeyyen and made him happy. His mother complains that Alper does not come to Tarsus to visit his family. Alper, on the other hand, displays an attitude as if he is ashamed of his mother's behavior, speech and clothes. It is possible to say that the reason behind the lack of time for his family and the attitudes he has towards his mother is the inner anger and resentment he feels towards his family as a result of his childhood experiences. Alper has almost established his own 'lonely, desolate man' life in Istanbul. Alper, who doesn't like the dress his mother is going to wear at the wedding, sends Ada and her mother to go shopping. While drinking coffee after shopping, Müzeyyen asks if she loves Alper, so Ada expressed her love for Alper for the first time. Müzeyyen said that she was the first girlfriend Alper had introduced for a long time. He added, "He was all alone around here. How can I explain my daughter, Alper is just a little bit different, they say he doesn't breathe, he's like that. He doesn't show his love, he doesn't talk, he doesn't tell his troubles, sometimes his moods are rough. Ever since he was little, he came and went, he never liked crowds, he always wanted him to sit in his room. As they say, it's human yeast, some people are always in such a closed box. I say that; Do not be afraid, my daughter, do not turn halfway. Look, he hasn't kissed me on the cheek for all these years saying that I am a mother, I know he loves me, you should know that too. Friendships, how about you flirting, anyway, it's hard, make an effort, girl, don't let it go. These are big places, they always deceive you. A person of this nature does not know or understand that he is alone; become a sound, a breath next to him". These words of Müzeyyen reveal the importance of childhood experiences and family origins in the formation of schemas. His family accepted Alper in this way and thought that the only reason for his distant nature was Alper's temperament.

In the movie, not much information is shared about Ada's family. However, when we look at the way she deals with Müzeyyen, it is seen that Ada has a longing for her mother. Meanwhile, Ada and Alper's relationship seems to be going well. After a few days, Müzeyyen will return to Tarsus. To Alper at the bus station; He told her to take good care of Ada, not to offend her and not to leave her, and that she was a great gift for Alper. Upon this, Alper hugs Ada and kisses Ada as they bid farewell to her mother and return home. When they enter the house, Ada says that she is very hungry and starts to eat. Alper said that he suddenly wanted to leave. On the other hand, Ada, on the other hand, cried and said that she thought why she was not surprised at all, that she actually knew the end, but that it was in vain even though she tried hard not to scare Alper. Ada, who seemed sad at first, later became angry; He asks why he is chasing after you, why he wants to be together if it will end like this, it seems that he overreacts to the separation by throwing the utensils in the kitchen. Ada leaves the house angrily, falls down the stairs. Alper, who comes after him, wonders if he is okay. When he touches her, Ada is startled, she thinks she will hurt him; *distrust scheme* triggered. Alper; He said that he did not deserve her and that even if he is sad now, he will thank him when he finds the right person in his life. Ada knows these words of Alper by heart because she has encountered similar situations before. Ada realizes that she has chosen a partner to leave again by *submitting the scheme*. As a result, the *abandonment scheme* has proven itself again. Ada has lost a loved one again. In the continuation, Alper says that he has lived a lot, consumed and will not recover, that he lives with a microbe in his blood, that he does not want to be involved in anyone's life and that he does not want anyone to be

involved in his life, that he came like this and will go like this, that if there was a reason for this, he would change it himself, therefore, there was something under him. He says why not to call, but that Ada is the most beautiful thing in his life. From these words of Alper; We see his belief that he has surrendered to his schemas, that his life should go on like this, and that this has a price because he blames himself for the negativities in his life. This suggests Alper's *punitiveness scheme*. Alper and Ada separated that day, and Alper returned to his old "desolate and lonely" life. This time, however, the situation is different, the character of Alper, who was happy with his loneliness before and smiling at himself in the mirror, is no longer smiling. He continues to drink alcohol alone in the evenings. He has returned to the records he loved so much. The plaques represent Alper's longing and love for the old times.

Five years later, Ada and Alper met again in a passage. They both seem very happy and excited to see each other. Alper said that he called Ada several times but could not reach him because he changed his number. Ada moved to England, got married, and has a three-year-old daughter; Seeing the picture of his daughter, Alper was very touched, he realized that he missed the good days they could spend with Ada. When they ask each other how they are doing, they both say that they are doing very well and their lives are on track, but their inner voices say otherwise. Alper said to himself, "I am not well at all Ada, I have never forgotten you. I never thought these would happen. I'm half-baked, did you get over it? Or are you taking revenge on me? You're smiling, is it real? I never thought it would be like this. The first days I left you, I felt like a bird. I thought I was doing you and myself a favor. Until a little thing broke me up... A tiny hairpin that belonged to you mocked me that day. That morning I understood you and what I had lost, there would be no more you, I would not be able to experience this again with someone else. Life continued to make fun of me, faces that looked like you, smells similar to your smell, sounds similar to your voice, or if it was just me, I don't know... You know, that hairpin that you don't know where you lost it one day is still in my pocket." meanwhile, from the outside; Instead of saying that they made Ada's old costume shop a real estate agent and that he missed his shop, he says that he passed by when he had a job in the area and that the shop was a real estate agent by chance. A buckle belonging to Ada provided the awareness of Alper's *abandonment scheme*. In return, Ada asked about her mother Müzeyyen. Alper said that he went to see his family now and that his mother is fine. From outside the island, "I miss Müzeyyen Sister, I was supposed to go to visit, I was not lucky". However; His inner voice said, "I went to see him right after you, to the house where you were born, to the town where you were born, darling, we made a little trip about you, I made him swear not to tell you, bravo, he kept his promise. I saw the house you grew up in, the bed you slept in, my love, I thought of you and your childhood. You were there and you didn't know yet that you would meet me one day. You slept on my knee, I told you a story, you grew up, a story in my head, you know I loved it, I wrote a happy ending for both of us. We sat in that house with you, we were silent, you stood beside me in silence, this was the end, it was another life, there was only us. You looked at me, blue and unhurried, we were silent.

In another life, another happy ending, we deserved it, our story is out there somewhere, it will always stay with me, it's the only way I can hold on because human fear always stays the same, I was surprised. Then, I took something that belonged to you, a small 45 record, 'Tales of Arda Kardeşin'. If you stop by the house one day you will never know how that record disappeared. You know, you're still at my house with that little record. And you don't know that. And when I close my eyes, it's you in my arms, not someone else. And you don't know that." says. Alper could not stay there any longer, he said that someone was waiting for him and he had to go. But inside he said, "No. There is no one, I am lying to you". Ada said to herself, "I know darling, there is no one, there will be no one. You will borrow other people's children, their lives, their bodies, to give back, and you will always be desolate". In the movie, it is seen that Ada emerges as a woman who avoids affection and closeness before Alper, and as a woman who complains about the lack of affection and closeness after Alper, as a result of the changes in her way of coping with her existing schemas due to falling in love. As they say goodbye, their hands are barely parted. Despite going to two separate places, they suddenly meet in the middle and hug. Alper is walking around without speaking, while Ada is looking at Alper who is leaving. While Alper is used to leaving because he avoids his schemas while dealing with his schemas, Ada is accustomed to looking after those

who have gone because he has coped with his schema by surrendering. Alper has turned his back for the last time and it is the last time they see each other in tears. Alper continues walking and mixes with the crowd, but he cannot leave that passage this time, he is passing in front of it again. The absence of Ada made Alper lose his direction. From the inner voices in the last scene of the movie, it is understood that the love stories of Alper and Ada that they could not achieve and were deprived of due to their schemas.

Conclusion and Recommendations

In the schema therapy model, maladaptive schemas that result from damaging five basic needs, excessive giving of good things, victimization or trauma, selective internalization or identification, become rigid and unchanging over time and cause maladaptive attitudes on individuals. In this direction, the interpersonal relationships of individuals are adversely affected. In the movie *Issız Adam*, the main characters Alper and Ada developed in the field of *Disconnection and Rejection* schema as a result of the damaging blocking of their basic needs for 'love and closeness'; *Abandonment*, *Emotional Deprivation*, *Mistrust* schemes, two people fleeing from love and intimacy, suddenly caught in love; but although they love each other very much, it causes them not to meet. There is no detailed information about the family of Ada character in the movie. However, it is possible to say that she is exposed to distant, cold, exclusionary, unbalanced or unreliable parental attitudes in line with her schemas. At the same time, considering his close interest in Müzeyyen, it is understood that he has a longing for his mother. Apart from Alper's description of himself as a simple man and his common schemas with Ada, it is thought that there is also the *Defectiveness* scheme in the field of *Disconnection and Rejection*. The characters' schema submission, schema avoidance and overcompensation attitudes in order to cope with *Abandonment and Emotional Deprivation* schemas caused Ada to develop Vulnerability to Harm or Illness schemas and Alper's *Punitiveness* schema. The maladaptive schemas that have arisen have caused a woman to turn into a 'desolate island' and a man to become a 'desolate man'. Alper's termination of the relationship by alienating himself from Ada with Schema avoidance, due to the understanding that "It will surely end one day" brought along by the Abandonment scheme; As a result of the *Abandonment* scheme, Ada chose spouses who could not continue the relationship due to her attempt to cope with the Schema submission, and the negative course of all their relations in general, and for this reason, *Mistrust and Emotional Deprivation* schemes were added, resulting in Alper's overreaction and emotional volatility when he wanted to leave. It has been observed that the added schemas of the underlying cause are Over-compensation attitude.

In this article, maladaptive behaviors brought about by maladaptive schemas are analyzed and reconciled through the movie "Issız Adam". By revealing the effects of schemas and coping behaviors on interpersonal relations, the importance of the Schema Therapy model was emphasized. By using the movie analysis method, the Schema Therapy model and the schema theory were concretized and made more explanatory. In the article, it is not mentioned at what minute the schematic modes and the schematics in the movie *Issız Adam* appear. Researchers who will carry out a similar study; In order to improve the scope of the study, it is recommended to mention the schema modes, and to be more descriptive for the readers, it is recommended to add a table to indicate the minutes in which the schemas in the movie appear.

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Research Article

Types of feedback and faculty examination of importance and usage

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Abstract

Feedback is an important part of the educational, teaching and learning process. Currently, in Learning Management Systems, instructors are endeavoring to engage, support, correct students, and promote higher-order thinking in their online classes. Feedback either via grades or comments regarding assignments, is one way to foster student learning. The problem is to ascertain what type or types of feedback are more useful and efficacious in this regard. Many students are eager to receive numerical feedback, some want writing feedback and still others want some validation as to their efforts. Ascertaining what type of feedback is most often used and what type of feedback is most important is imperative. This research will employ a questionnaire model using Qualtrics. Participants were college/university faculty. Qualtrics internal mechanisms were used to analyze the data. The data were analyzed both quantitatively and qualitatively and discussed. The results of this very preliminary exploratory study were reviewed. In this brief study, the authors examined the literature regarding feedback and how feedback is defined. The authors requested that faculty provide information on how substantial these various forms of feedback are and how often they utilize each. The results were reviewed and analyzed and some implications derived. Some recommendations for future study were examined and explored.

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Introduction

Faculty feedback is an essential part of the learning process. However, the types of feedback to students in an online environment can vary. Shaughnessy (2022) points out 30 different types of possible feedback that can be given to assess student learning in an online environment.

An investigation by Li et al, (2020) found that faculty feedback has the potential to impact students' performances positively. They state, "... when given effectively, feedback can improve the learning experience of students" (p. 2). They also point out that more feedback is not necessarily better. It depends on the type of feedback given. In addition, Pan and Shao (2020) investigation provided positive insights into faculty feedback and its effect on student motivation and learning engagement. They suggest that students' perceptions of feedback can have a positive and negative impact. They propose that teacher online feedback (TOF) should be interactive, positive, varied, and timely. Since COVID-19, many instructors have had to learn Blackboard, Canvas and other LMSs (Learning Management Systems) to deliver instruction. Other instructors have been teaching online, using and providing feedback to their students for years.

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However, there are different forms and types of feedback which shall be discussed, and this research will delve into the relative importance and usage of these different forms of feedback.

Students need feedback to understand their grades and the weaknesses of their work. Faculty must provide feedback to assist students in grammar, punctuation, syntax, sentence structure, and APA format. Spelling errors should also be indicated, so students know their errors and understand that words must be spelled correctly. There are different types of feedback that have been suggested by Rabidouix and Rottman (2017) one suggestion is Vocaroo. A brief description follows:

“Vocaroo allows instructors to provide verbal feedback through an audio podcast. For example, Vocaroo allows instructors to record comments concerning the student’s submission in an audio podcast format, and then place the recording link for playback with the assigned grade.”

Rabidouix and Rottman (2017) suggest that taking an online class is quite different than a face to face class. They indicate there is a loneliness, an anonymity that instructors have to address so that students at a distance feel that they are part of the class and can take part in the classroom instruction and that their contributions are valued.

Another option referred to as Jing is below :

“Jing allows instructors to combine screen capturing and verbal feedback in a video format. There are several ways online instructors can utilize this program to provide feedback to students. For example, Jing allows instructors to screen capture students’ submissions and provide verbal feedback. Instructors can also screen capture written feedback and provide additional verbal feedback that elaborates on the written comments. Once the feedback is completed, a feedback video link is provided to students with their assigned grades.”

The authors also suggest that Zoom is another palatable alternative. This is superior in that one has a “face with a name” and clarification is immediate. Rapport and a relationship can be established and tone of voice can be captured. When one reads feedback- one does not always get a sense of support or encouragement- even though the words may be there. Zoom is also helpful in terms of time management. Some students need to be reminded however as to show up on time and in a presentable format and that distractions- for example a barking dog- has to be addressed.

Gaudreau and Liu (2016) have discussed 9 types of feedback options which will be cursorily reviewed here. First appreciation- students need to feel appreciated and that their work is acceptable and meets standards and that their efforts are acknowledged. Some students appreciate links to various resources for further study, This enables students to delve into additional realms or aspects of a topic. Questions are another way to clarify or support student learning, The Socratic Method is still with us and some questions can be global and general and some need to be exact, specific and precise. Some instructors will share personal experiences- for example, the fact that they too had difficulty in a math class- be it algebra, trigonometry, or calculus or physics. Providing “next steps” in the course may help with time management, providing encouragement should be part and parcel of every course and the connecting of students to one another- for example students who may share personal experiences or interests may facilitate the learning process.

There have been many tangential issues explored in relationship to this issue. Conrad and Donaldson (2012) have written about how to engage the online learner. Since instructors cannot see and immediately interact with online learners (who may be taking their classes in the middle of the night in another time zone) this is a real provocative challenge. Getman (2005) has discussed the importance of assessment in online learning and the interaction between teacher and learner may be an important factor in the learning process. John Hattie and Timperly (2007) have written cogently about the importance of feedback. Kahai and Cooper (2003) investigated feedback immediacy. This is a central concept to this investigation.

Woods and Baker (2004) also looked at immediacy in online learning as well as teacher to student interaction. Not all students are keen to interact with the instructor. Some students want to do the bare minimum to get the highest grade possible or they may be inundated with family, personal and other issues.

Mehrabian and Weiner (1967) did foundational work in the realm of communication. In online learning the instructor must be clear exact, specific and precise as to the requirements of the course and their feedback. In the current zeitgeist students may not be receptive to feedback and thus positive remarks must be made first so that corrective feedback is absorbed and hopefully appreciated. In terms of the instructor student relationship Velez (2008) examined the realm of instructor communication behaviors and the realm of classroom climate.

This study has attempted to at least preliminarily investigate this issue using Qualtrics.

Method

Research Model

A questionnaire was developed and sent to approximately 100 faculty members in a small southwestern university. Qualtrics analyzed the data, and the data were reviewed by the three authors and discussed

The following survey questions were sent to faculty at a small southwestern university. Subjects: 34 faculty members responded: 16 males, 17 females, and one declined to respond. In terms of rank, six held the rank of Full Professor, 12 were Associate Professors, 10 were Assistant Professors, and six were Instructors.

Results

The answers of the participants to the interview questions are presented in tables.

Table 1. Participants view about interview questions

Interview Questions/Themes	Codes	f	%
Theme 1. Organization Q1. In what order do you grade your assignments?	As Submitted	13	39.3
	Alphabetical	12	36.3
	Random	7	7
	Selective student	1	3
Theme 2. Priority Q2. How do you grade assignments?	Submission in 1 Block	11	32.3
	As They are Turned in	6	17.6
	Any Combination Listed	16	47
Theme 3. Time Orientation Q3. When do you grade assignments?	By Selective Student	1	2
	Before and After Due Date	16	48.4
	Only After Due Date	13	39.3
	Before Due Date if Submitted	5	15

After receiving preliminary the preliminary data above, the Qualtrics survey defined each type of feedback and asked respondents about its importance. A 5-point Likert scale was used for each aspect.

Table 2. Participants response 5-point likert scale

Items	Opinions	f	%
Elaborative Feedback: Is asking students to provide more about theory, names and details. How important do you think this type of feedback is:	Not at all Important	0	0
	Slightly Important	3	8.8
	Moderately Important	9	26.47
	Very Important	16	47
	Extremely Important	6	17.65
Item 1. How often do you provide elaborative feedback to your online students?	Rarely	0	0
	Sometimes	3	8.82
	Occasionally	5	14.71
	Frequently	15	50
	Quite Frequently	9	26.4
Item 2. Supportive/Reinforcement feedback is defined as: You are doing a good job" "Keep up the good work" "Good" Great" Excellent, "Well Done." How important do you think this type of feedback is to online students?	Not at all Important	0	0
	Slightly Important	2	5.8
	Moderately Important	8	23.5
	Very Important	16	47.0
	Extremely Important	8	23.53
Item 3. How often do you provide Supplemental/Reinforcement Feedback?	Rarely	1	2.94
	Sometimes	1	2.94
	Occasionally	6	17.65
	Frequently	16	47.0
	Quite Frequently	10	29.41
Item 4. Validation feedback is defined as "You are right on target or correct." How important do you think this kind of feedback is to online students?	Not at all important	0	0
	Slightly Important	2	5.86
	Moderately Important	7	20.59
	Very Important	16	47.06
	Extremely Important	9	26.47
Item 5. How often do you provide validation feedback?	Rarely	0	0
	Sometimes	2	5.88
	Occasionally	10	29.41
	Frequently	11	32.35
	Quite Frequently	11	32.35
Item 6. Spelling feedback or typos is defined as "You have a few typos and spelling errors." How important do you think this type of feedback is to online students?	Not at all important	2	5.89
	Slightly Important	3	8.82
	Moderately Important	11	32.35
	Very Important	9	26.47

	Extremely Important	9	26.47
Item 7. How often do you provide typos and spelling feedback?	Rarely- 2.	2	5.89
	Sometimes 4.	4	11.76
	Occasionally7	7	20.59
	Frequently-11.	11	32.35
	Rarely- 2.	2	5.89
Item 8. Writing feedback is defined as comments on APA formatting, Writing Style and Punctuation. How important is this type of feedback to online students?	Not at all Important	0	0
	Slightly Important	3	8.82
	Moderately Important	7	20.59
	Very Important	18	52.94
	Extremely Important	6	17.65
Item 9. How often do you provide feedback on writing skills?	Rarely	1	2.94
	Sometimes	3	8.82
	Occasionally	5	14.71
	Frequently	15	44.12
	Quite Frequently	10	29.41
Item 10. Insight is defined as "You clearly understand the assignment or the question." How important do you think this type of feedback is?	Not at all Important	2	6.06
	Slightly Important	3	9.09
	Moderately Important	12	36.36
	Very Important	11	33.33
	Extremely Important	5	15.15
Item 11. How often do you provide insight feedback to your online students?	Rarely	3	8.82
	Sometimes	6	17.65
	Occasionally	18	29.41
	Frequently	11	33.35
	Quite Frequently	4	11.76
Item 12. Application feedback is defined as "I see as a teacher that you are using these types of theories or ideas." How important is application feedback to your online student?	Not at all important	1	3.03
	Slightly Important	7	21.21
	Moderately Important	8	24.24
	Very Important	10	30.30
	Extremely Important	7	21.21
Item 13. How often do you apply application feedback to your online students?	Rarely	4	11.76
	Sometimes	4	11.76
	Occasionally	11	32.35
	Frequently	9	26.47
	Quite Frequently	5	14.70

Item 14. Corrective feedback is defined as "You are in error "or "You are mistaken." How important do you think corrective feedback is to online students?	Not at all Important	1	2.94
	Slightly Important	4	11.7
	Moderately Important	8	23.53
	Very Important	12	35.29
	Extremely Important	9	26.47
Item 15. How often do you apply corrective feedback to online students?	Rarely	5	14.71
	Sometimes	4	11.76
	Occasionally	5	14.71
	Frequently	14	41.18
	Quite Frequently	6	17.65
Item 16. Suggestive/Consideration feedback is defined as suggesting additional readings and or asking students to look for more in-depth answers from authors or theories. How important is it to use suggestions/consideration feedback to your online students	Not at all Important	0	0
	Slightly Important	1	3.03
	Moderately Important	17	51.52
	Very Important	12	36.36
	Extremely Important	3	9.09
Item 17. How often do you use suggestive/considerations feedback to online students?	Rarely	1	3.03
	Sometimes	4	12.12
	Occasionally	16	48.48
	Frequently	11	33.33
	Quite Frequently	1	3.03
Item 18. Clarifying feedback is defined as "You are close to the correct analysis but you need to clarify a few points." How important do you think clarifying feedback is to online students?	Not at all Important	0	0
	Slightly Important	2	6.06
	Moderately Important	10	30.30
	Very Important	15	45.45
	Extremely Important	6	18.18
Item 19. How often do you use clarifying feedback?	Rarely	1	3.03
	Sometimes	2	6.06
	Occasionally	10	30.30
	Frequently	15	45.45
	Quite Frequently	5	15.15
Item 20. Summative feedback is defined as your overall assessment of the assignment, such as "You have summarized, integrated and synthesized well." How important is it to you to use this type of feedback?	Not at all Important	0	0
	Slightly Important	1	3.03
	Moderately Important	12	36.36
	Very Important	13	39.39
	Extremely Important	7	21.21
	Rarely	0	0

Item 21. How often do you give summative feedback to your online students?	Sometimes	1	3.03
	Occasionally	10	30.30
	Frequently	14	42.42
	Quite Frequently	8	24.24

In general, most instructors wanted more elaboration. Students seem to need more specificity and perhaps instructors need to be more clear, exact, specific and precise as to what they want in terms of a response. Broad general questions may lead to broad general answers that are not quite specific. Faculty do employ a good deal of reward and reinforcement to students and they apparently believe it important. Overall, faculty paid less attention to typographical errors and spelling errors. Validation feedback was also seen to be important though less so. It was of interest that almost 75 % of the faculty indicated that writing skills apparently were in need of feedback and clarification. This is of interest and an issue that bears further examination as to whether students are prepared to write in a grammatically correct format and in a clear concise manner or whether they need some type of assistance or remediation. Many colleges and universities have facilities whereby students can receive some assistance information and clarity and precision of thought. Summative feedback was also seen as an important element in the improvement of student responses. This is the “big picture” so to speak about a student’s overall work and endeavor.

These findings show some pervasive themes and trends but also show a lot of diversity it should be noted that not all online classes are the same. There are introductory class, graduate and undergraduate classes and some more theoretical and some quantitative in nature

Conclusion and Discussion

In general, the respondents to this survey utilize feedback and are aware of its importance but not every faculty member surveyed uses each type of feedback. Several faculty members began the survey but did not complete it. They may have felt that this information was not important or imperative in terms of enhancing instruction and improving student learning. There is no way to gauge the impact of each type of feedback on the minds of their students. Further research on faculty feedback is needed to explore the prioritization and usage differences in types of feedback. Potentially the use of faculty interviews would delve deeper into why some faculty members value certain types of feedback more than others. Additionally, do particular disciplines or courses lean more or utilize specific types of feedback, and for what reason?

This preliminary research builds on the theorizing of Shaughnessy(2022) and the work of Pan and Shao (2020) and Li (2020) and coworkers in their attempt to promote student participation in online classes. For some instructors this remains a problem. It should be noted that there is a dearth of research in this realm and this should be seen as a preliminary exploratory study .

The work of Rabidoiux and Rottman (2017) adds another layer to this realm of feedback- the face to face personal touch via ZOOM and the degree of specificity that one can receive via other less well known modalities. The work of Gaiudreau and Liu (2016) focused more on the interpersonal and rapport aspects and the emotional realm and this was not addressed in this study. There may be male female issues in this realm,

When faculty use an alphabetical approach to provide feedback, there is a potential impact on the quality and quantity of the feedback not identified by this study. Examining fatigue factors and unintentional comparisons between student performance requires additional investigation. The order in which student work is graded could be impacted by competition and comparison among students instead of focusing on growth and learning.

It is essential to examine the grading system's potential impact, including the order used by faculty as different grading systems may lead to different results and interpretations. Additionally, issues of optimal timing and frequency of different types of feedback in an online learning environment need to be researched. The study is limited to faculty members at one southwestern university in the U.S. The study should be duplicated with a larger sample size to increase the generalizability of these findings. Also, there should be comparisons among courses regarding weighting. Do instructors provide more feedback for Discussion Boards versus major papers, or are things equally distributed? Likewise, are there differences between undergraduate and graduate courses that need to be examined?

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Research Article

The psychological perspective on social alienation in Death of a Salesman by Arthur Miller

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Abstract

This study aims to analyze Arthur Miller's Death of a Salesman playwright in the framework of Fromm's perspective of social alienation of the laborer in the communities through the main character of the play, Willy Loman. Besides, it examines the social norms of American society during the Great Depression period and its effects on society. The psychology of the main character and his family is discussed and analyzed with specific instances which are dominantly emphasized by the author. It gives a broad understanding of the psychology of the laborer community in light of Erich Fromm's alienation theory.

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Introduction

About the Author

With his contribution to American Literature and Drama, Arthur Miller is a well-known playwright, essayist, and significant figure in the 20th century who focuses on social and political topics dominantly in his works. Miller's most-known plays can be listed as *Death of a Salesman*, *The Crucible*, *A View from the Bridge*, and *All My Sons*. He contributes to American Theatre with many plays which address sociological subjects such as; alienation, economic crisis, and its effect on society. The essential themes of those works are the dynamics of the family, morality, and the outcomes of social expectations.

Social Alienation Theory of Erich Fromm

According to Fromm's point of view on social alienation, it can be explained as the consequence of modernization and industrialization and their impacts on individuals in the modern period. Research conducted by Kaori Miyamoto states Fromm contends that because it speaks to the most fundamental aspect of current personality, the idea of alienation serves as the starting point for analysis of contemporary social character (Miyamoto, 2014). Hence, it can be interpreted that the modern period changes the human psyche in the meantime. Followingly, the protagonist of Death of a Salesman is a representation of a person who is changed by the necessities of the capitalist system. At that point, the alienation theory can apply to Miller's Death of a Salesman and the character Willy Loman in the aspect

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of Eric Fromm's theory. The protagonist's life as a laborer in the capitalist society leads to many problems in his life, and his feelings and psychology start to change over time. The play emphasizes the main characters' wishes and dreams of being wealthy as the representation of the American Dream in the United States during the Great Depression period in the 1930s. Therefore, the capitalist system impacted both Willy Loman and his family, and this paper proposes the examination of many symbols, elements, and perspectives which should be analyzed in the play.

Eric Fromm is a psychologist and psychoanalyst who improved a theory on alienation shaped by the framework of the essence, interpersonal relationships, a distraction from work, a detachment from nature, and experiencing fulfillment. Social alienation can depend on many reasons which stem from the capitalist society, consumerism, machinery, and other sociological problems. Followingly, his understanding is mostly based on the psychoanalysis of alienated individuals in the modern period.

Aim of Study

This study aims to examine one of Miller's plays *Death of a Salesman*, which accepted his masterpiece and won numerous awards, in terms of social alienation and the consequences of social expectations of the main character and his feelings. The quantitative research method is utilized in this study to show the readers his inner life and the transformation of his feelings depending on his environment and the harsh conditions of his life. In this sense, Erich Fromm's theory is utilized to enhance the knowledge of what social alienation is and what are the impacts of a capitalist environment on the protagonist's and his family's life from a psychological perspective.

Research Method

The protagonist of the play is examined in this paper to show how social alienation is interpreted in terms of Eric Fromm's idea of social alienation by utilizing the quantitative research method. This study may lead the readers to grasp the impact of the capitalistic system on labor's life in *Death of a Salesman*, with the understanding of the ideology behind alienation. The resources utilized in this study are selected concerning the subject matter of Fromm's theory of alienation and its criticism in different sources.

Findings

The first key aspect of Fromm's perspective of alienation is about the essence which is related to inner fulfillment and capacity for growth. However, individuals often experience a sense of disruption from their essence in modern capitalist societies. It shows up in the communities when materialistic values, social norms, and external pressures inhibit the improvement of authentic selves. According to research on *Erich Fromm's theory on alienation* conducted by Miyamoto, it is stated Fromm asserts that modern science and technology, however, have eradicated these aspects of human nature as well as human connections to nature and spirituality (Miyamoto, 1911). The second key aspect of Fromm's understanding can be explained by the estrangement of others which emphasizes the significance of genuine human connection. It highlights the meaningful relationships of human beings with other people in society. The capitalist system can cause the destruction and decrease of deep emotional bonds. The idea of competitiveness is promoted in the modern economy and educational system, which can compete with and even sever traditional relationships like familial connections by raising the concept of achievement. (Miyamoto, 1911) In this sense, it refers to societal problems of society which cause many psychological side effects on human beings. The third aspect is described as the alienation from the work which is the cornerstone of the realization of self and the existence of human beings. However, many individuals experience alienation from their work in terms of exploitation, division of labor, and monotony. The division of labor means the separation of tasks, and each person can focus on a specific part of the production. He never sees the final part of the production since he works in the condition of division, and that leads to "dehumanization". Given the information from Marx's own work *Economic and philosophic manuscripts of 1844* (1988), it is argued that the social dimension of labor inside the alienation is expressed in political economy

through the division of labor. The division of labor is therefore nothing more than the estranged, alienated positing human activity as a real activity of the species or as activity of man as a species being, since labor is only an expression of human activity within alienation, of the living of life as the alienating of life. (Marx & Engels, 1988:128) In this sense, it is possible to refer that the division of labor is a problematic issue according to Marx. On the other hand, Fromm suggested the ideal society can be shaped by the communities which are constructed by people who are alienated from society. (Miyamoto, 1987:41) The fourth aspect can be explained by alienation from nature which means the separation of the human being from his own nature and environment. Modern societies lead to the disconnection from nature in which the societies are driven by consumerism and industrialization. This alienation can cause detrimental impacts on human beings and they feel isolation and loneliness. The last aspect of Fromm's perspective on alienation is the escape mechanism which is exemplified as the way of fleeing from the problems of a modern society driven by authoritarianism, destructiveness, and a focus on material possessions. These mechanisms give temporary relief and prevent people from true fulfillment. According to the research given *Erich Fromm's theory on alienation* (2014), it is argued only in his ideal environment, where the "new Han" is willing to renounce "all forms of having," i.e., material possessions, where he is trying to "reduce greed," or is "not a bundle of greedy desires," is necessary for this become actuality (Miyamoto, 1911).

From all the collected information, it can be understood that Fromm's perspective on alienation is dominantly about the psychological aspect of the capitalist society. It depicts the significance of finding meaning in business life, being harmonious with nature, and nurturing the human soul in terms of relationships. In this sense, it is essential to focus on the feelings of human beings. The next part of this paper aims to analyze the psychology of the protagonist of Arthur Miller's play *Death of a Salesman* in the aspect of Fromm's alienation theory. In the play, the main character is represented as an average man who struggles with the harsh conditions of the capitalist society and suffers from alienation. This alienation impacts the protagonist's life and transforms his feelings during the period of the Great Depression in the United States. Erich Fromm's theory can be summarized under the terms such as; existence and essence, estrangement from others, alienation work, alienation from nature, and escape mechanism. Modern society can change human psychology in a negative way that it contains capitalism, consumerism, individuality, and division itself. The conducted researches given in this part show that alienation created itself within the society where capitalism exists.

The well-known play by Arthur Miller, *Death of a Salesman*, is about a man who suffers from a capitalist society, and psychological transformations brought by modernism. Arthur Miller, as a successful playwright, emphasizes the themes of identity, morality, American Dream. The main character, Willy Loman, experiences a deep sense of alienation and struggles with the problems of capitalist society. As a salesman, Willy Loman is challenged with the loss of identity, estrangement from family, escapism, and fantasies, mental health-psychological fragility, and social alienation and rejection. In this sense, Erich Fromm's theory can be applied to the text in terms of the alienation of the protagonist. Willy Loman as a salesman had a deteriorating mental state and fading career. The story is about a man who wants to be a successful salesman in the late 1940s and the early 1950s. The story revolves around Willy Loman, his wife Linda, and his sons Biff and Happy. Willy is a character who is obsessed with the idea of success and he believes being well-liked is needed for that. However, Willy Loman starts to decline and he becomes disappointed with his life.

As a salesman in a capitalist society, it is hard to cling to life, however, the harsh condition of the modern period. Throughout the play, Willy Loman's inner voice is emphasized and represented as an imaginary character called Billy. Billy always reminds him to be more wealthy and prestigious in business life, and this is the consequence of living in a capitalist society. However, Loman feels insufficient as a worker because of his age in the further period of his life. From the text: "I was fired, and I'm looking for a little good news to tell your mother because the woman has waited, and the woman suffered. The gist of it is that I haven't got a story left in my head, Biff." (Miller, A., & Bigsby, C.,

1998:83) It can be understood that the author highlights the brutal side of work life in the modern period where people reduce their capacity and feel alienated and isolated from society. In this sense, the main character's emotions are full of feeling lonely and not being emphasized by people.

When focusing on his relationship with his family, shows us that communication between them revolves around a nervous atmosphere. For instance, his sons and Willy Loman have a strained connection which is caused by capitalist systems' needs, such as; being successful in work life, adapting to modern society, and the need for good conditions in their lives. The text contains escapism, alienation from work, failure to connect with nature, estrangement from others, and alienation from essence. Firstly, the protagonist has material expectations from life which leads to his isolation from the self. Given in the play, Willy Loman has some illusions to escape from his miserable reality and fill them with past successful memories and ideals. It causes his destructive psychological behavior to cope with alienation. The urban environment in the play is driven by materialism and consumerism alienates him from nature. However, it is not given directly in the play, and it emphasizes the theme of dehumanization and disconnection from the environment in the modern world.

Conclusion

In conclusion, it can be interpreted themes of alienation are utilized mostly in the play to demonstrate the reader's protagonist's inner-self in the capitalist system. Although this psychological statement of Willy Loman does not directly relate to Erich Fromm's theory, it can be said that the themes and the characterization are compatible with each other in terms of alienation. Together with the elements of the play, social alienation is a result of the capitalist environment. In modern societies, social alienation becomes more common and impacts communication among people. Hence, the main character of *Death of a Salesman* is the reflection of an average man in modern societies who are forced to adapt and stand behind the production. For Erich Fromm, this alienation can be prevented with the help of connecting to nature, being more integrated with what they produce, and finding their essence in themselves. The modernization of society during the Great Depression period in America impacted the average class of communities, specifically the workers. Willy Loman is the model of the average man who tries to survive many economical problems. His isolation and suicide given in the play are exemplified by the author, through the real-life clips. In this sense, Erich Fromm's alienation theory shows significant relation with the main character's psychological statement in *Death of a Salesman*. Research findings show that alienation can be caused by capitalism, a sense of inadequacy, and being posterior to the new age. All the troubles that the main character has experienced in the process of adapting to his environment have led to his psychological collapse.

The protagonist feels lonely and defenseless within the harsh conditions of the business environment, and his family is also challenged by his attitude. Since the main character felt separated and alienated, another character formed in his mind to realize what he wanted to do. With his hallucinations and imaginary characters in his mind, it can be seen that the author wants to emphasize his alienation and its results in the main character's life. On the other hand, Erich Fromm suggests the solution to this alienation is; the ideal society can be formed by marginalized individuals. When implementing Fromm's theory in *Death of a Salesman*, it can be claimed that people can be marginalized and isolated from the capitalist society since they are challenged with timely sociological issues. This study examines the psychology of the alienated individual regarding its theoretical framework suggested by Erich Fromm and highlights both the problems of the working class and their solutions in communities. This paper can help the readers to understand how social alienation affects the psychology of individuals as well as the thematic background of Arthur Miller's *Death of a Salesman*.

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Research Article

Immigrant students: An investigation on loneliness and psychological well-being

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Abstract

The internationalization of higher education is an increasing phenomenon. However, there is not much research on how immigrant students are affected psychologically by this situation. In this study, an examination was made on the psychological well-being and loneliness of immigrant students. The research is a quantitative research and regression analysis was used in the research. Participants are 273 undergraduate students who have a variety of ages, grades, and faculties at State University of Malang, Indonesia. Data collection was carried out using a loneliness scale based on Bruno's theory (2000) which was constructed by Silvia (2014) with a reliability value of 0.745 and a psychological well-being scale developed by Eva (2020) with a reliability value of 0.790. Data analysis technique using multiple linear regression. The results showed that psychological well-being had a significant influence with a contribution value of 61% on loneliness experienced by migrating students, with four influencing dimensions namely self-acceptance, positive relationships, environmental mastery, and self-development.

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Introduction

In the era of globalization and modernization, reforms and improvements in the field of education are carried out massively with the aim of taking on various challenges that exist in accordance with the times. The challenges faced by the education system include equity, relevance, quality, and effectiveness or effectiveness in education (Hidayat, 2018). Equitable education in facilities and infrastructure is believed to be one of the joint efforts that can advance and improve the quality or quality of education throughout Indonesia. Efforts to improve facilities and infrastructure have in fact not made education in Indonesia evenly distributed, thus causing students to choose to migrate (Lingga & Tupattinaja, 2012) explains that students who live outside their area of origin with the aim of studying knowledge to achieve an expertise in college high is the explanation of overseas students.

Students generally migrate to Java Island because quality and superior tertiary institutions are dominated by universities located on Java Island (Kompas.com, 2017). The top ten tertiary institutions, both public and private in Indonesia, are all located on the island of Java. In line with this, Irawati (2013) argued that the desire to obtain a proper education is one of the reasons why students want to migrate. Obtaining proper and satisfactory education and learning is the right of the Indonesian people. If in the area of origin there is no proper place for education, then the individual tries to reach his goals by migrating. Therefore, nomads are often found on campuses throughout Indonesia, especially on the island of Java.

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Loneliness in migrating students

Lee et al, (2004) explained that for new students who live life as immigrants to carry out education in a new environment or area, the problems that will definitely be faced are adjustment to a foreign and new culture, a new social environment, and an education system that may be different. . Overseas students will try to adapt to the new environment. They are required to be able to adapt to changing conditions. Therefore, demands in adapting to the environment and various kinds of changes that occur quickly and continuously can cause stress for new students or overseas. This source of stress, if sustained, will trigger feelings of loneliness for overseas students due to separation from parents, friends, friends, siblings, as well as the emergence of feelings of isolation or isolation, as well as inferiority that exists in different economic strata from new friends (Saputri et al, 2012).

Loneliness is a condition in which individuals experience feelings of discomfort such as loss and feeling unsuited to existing social life (Taylor & Shelley, 2012). Furthermore, Baron & Byrne, (2005) explained that loneliness is a cognitive and emotional condition of individuals who experience feelings of unhappiness, caused by the failure to achieve expectations to engage in an intimate social relationship. Someone who experiences a high level of loneliness is accompanied by anxiety, feelings of unhappiness, dissatisfaction with life related to pessimism, feelings of depression, and shame. In addition, Myers (2010) explained that individuals who experience loneliness will tend to self-blame or blame themselves for bad social relationships. Perceptions of individuals who feel lonely towards other people also tend to be negative so that it is very difficult to build relationships, both individually and in groups. High levels of loneliness suffered over a long period of time can have negative consequences for individuals, such as physical illness, consuming alcohol and illegal drugs, to suicide (Perlman & Peplau, 1982). Loneliness can suppress the sufferer's hormones and slowly lose the body's immunity so that it is susceptible to disease (Myers, 2012). In addition, a psychologist from the University of Chicago also stated that the loneliness experienced by a person affects blood vessels, where blood vessels tend to harden, triggering inflammation or infection in the body, high blood pressure and impaired memory.

Besides threatening physical health, loneliness also threatens mental health. According to Peplau & Goldston (1984) there is a study on the depression scale, namely the Beck Depression Inventory which apparently detects a strong relationship between loneliness and depression, which means that loneliness experienced can trigger depression in individuals. Based on research conducted by a neurologist in America, it was also stated that high loneliness can increase an individual's tendency to experience early death by 45%, this number is higher than the obesity factor which can cause early death by 20% (University of Bolton, 2013).). In line with this, Taufik et al (2012), also explained that individuals who continue to experience loneliness throughout their lives have a tendency to live shorter lives compared to individuals who do not experience loneliness. This loneliness phenomenon can be experienced by everyone, regardless of gender, age, or social status. Taylor et al (2009), argued that no community group or age group is immune or resilient to feelings of loneliness, even though there are some people who have a greater risk based on certain factors.

Besides threatening physical health, loneliness also threatens mental health. According to Peplau & Goldston (1984) there is a study on the depression scale, namely the Beck Depression Inventory which apparently detects a strong relationship between loneliness and depression, which means that loneliness experienced can trigger depression in individuals. Based on research conducted by a neurologist in America, it was also stated that high loneliness can increase an individual's tendency to experience early death by 45%, this number is higher than the obesity factor which can cause early death by 20% (University of Bolton, 2013).). In line with this, Taufik et al (2012), also explained that individuals who continue to experience loneliness throughout their lives have a tendency to live shorter lives compared to individuals who do not experience loneliness. This loneliness phenomenon can be experienced by everyone, regardless of gender, age, or social status. Taylor et al (2009), argued that no community group or age group is immune or resilient to feelings of loneliness, even though there are some people who have a greater risk based on certain factors.

Santrock (2003), suggests that leaving the area of origin and family is one of the factors that causes feelings of anxiety in students because of difficulties in adapting to the environment, such as meeting new people and trying to create social relations from these new people. High loneliness is usually experienced by students studying at university (Goossens et al, 2014). Research conducted by Williams & Braun (2019) suggests that adolescents and early adults are more prone to experiencing loneliness. Research conducted in England also proved that as many as 48% of participants aged 18 to 34 years experienced loneliness (AVIVA, 2014). In line with these results, a study was also conducted in 2018 conducted by a global health company, namely Cigna which proved that the highest loneliness scores were experienced by individuals in the age range of 18 to 22 years or those who were in early adulthood. Another study, according to Gil (2014), stated that individuals in the age range of 18 to 34 year's experience loneliness more often than individuals over 55 years of age. Furthermore, Taylor, Peplau, & Sears (2006) also suggested that loneliness is more common in adolescence and early adulthood.

Research related to loneliness in overseas students has also been carried out. Halim & Dariyo (2017) explain that loneliness experienced by overseas students is very likely to occur, especially for students who are far apart from their parents and live outside their hometown. In Indonesia alone a survey related to loneliness conducted by Misyaroh (2016) stated that loneliness was in the moderate category as much as 50.7% of 75 subjects in individuals who did that, research conducted by (Saputri, Rahman, & Kurniadewi, 2012) also stated that as many as 60% of 30 Bangka-based overseas students experienced loneliness in the high category where most of these students were in the age range of 18 to 21 years. In Malang, research related to loneliness was conducted by Asih (2017) which stated that 56 overseas students at the University of Muhammadiyah Malang experienced loneliness in the high category as much as 15% and 255 students in the medium category as much as 68% of the total 375 subjects studied. In line with that, research according to Salsabila (2022) stated that as many as 192 overseas students at the University of Muhammadiyah Malang experienced loneliness in the medium category and 31 overseas students were in the high category. Therefore, research related to loneliness will be conducted with different subjects, namely overseas students at Malang State University.

Based on the results of interviews with several overseas students at Malang State University on September 24 2022, students with the initials (A) said that (A) as an overseas student often felt alone and didn't have anyone, especially when in a boarding house. (A) also feels that he lacks friends or friendships because it is difficult to socialize and is the type of person who is not very friendly or friendly. In addition (A) also stated that he found it difficult to adapt and sometimes felt that he was not accepted by certain groups, this was what made him feel lonely. In line with statement (A), (L) who came from outside Java also felt the same way. (L) stated that he often felt lonely when his friends couldn't accompany him to go out. Moreover (L) also has an introverted personality, so he doesn't have too many friends. In addition, in his hometown, (L) has more friends, in contrast to Malang, that's what causes (L) to often feel lonely abroad. The next interview was conducted on (Y) who stated that (Y) often felt homesick because of being separated from his family, relatives, and friends during high school. Often (Y) returns to his hometown because he feels he can't be alone in his boarding house. Based on the results of the three interviews, it can be concluded that there is a tendency to experience loneliness among overseas students.

Psychological well-being on loneliness in migrating students

Loneliness is caused by a variety of factors, Miller, Perlman, & Brehm (2007), states that these factors can be in the form of a relationship that has changed and there is no significant attachment so that individuals are not satisfied with the relationship they have. In line with this, Heinrich & Gullone (2006) explained that humans have an urge to become members of a group and there is an attachment to this social life. If these needs are not met, a feeling of loneliness will arise, and this loneliness can be overcome by the positive traits possessed by individuals through their psychological well-being (Susanti et al, 2021). Furthermore, research conducted by Simanjuntak (2021), explains that several dimensions of psychological well-being can directly predict the level of loneliness. These dimensions are the dimensions of positive relationships with others, self-acceptance, environmental mastery, and independence. In this study it was also explained

that in dealing with loneliness, psychological functioning of students is needed which can be seen through the level of psychological well-being.

Research conducted by Rezan (2007) also explains that psychological well-being is a major factor in predicting individual loneliness, especially in the dimensions of positive relationships with others. In this study it was also explained that the lack of knowledge of the life that is currently being lived leads to low psychological well-being and causes loneliness. Roux, (2012) also suggested that depression and psychological well-being significantly affect loneliness. This study also explains that negative things that happen to an individual's life will affect the psychological well-being of the individual and can lead to loneliness. In line with this statement, Çeçen & Cenkseven (2007) also stated that the loneliness experienced by overseas students is related to the psychological well-being of these students. Halim & Dariyo (2017) also explained that if an individual's psychological well-being is not disturbed, the possibility of feeling lonely tends to be minimal.

Psychological well-being or psychological well-being (PWB) according to Ryff (1989) is a description of a person's attitude that has a bearing on what the individual feels in carrying out daily activities and influences the expression of personal feelings. In line with this, Ryff & Keyes (1995) also stated that psychological well-being is related to the process of achieving self-actualization which includes mental, physical and social conditions of individuals and affects the mental health of these individuals. Wikanestri & Prabowo (2015) suggest that individuals who are prosperous are defined as individuals who are able to accept the life they are currently living (self-acceptance), ability to face obstacles, have goals in life, have good relationships with people around them, have suitable environmental conditions, and have a desire in self-potential development. Ryff & Singer (2008) explained that the dimensions of psychological well-being are self-acceptance, namely self-acceptance, environmental mastery, namely self-adjustment and the ability to manage the environment, personal growth, namely self-development, positive relationships with others, namely positive relationships with people around them, purpose in life, namely have a purpose in life, and autonomy or independence. Psychological well-being which consists of six dimensions is needed to face various challenges in life (Compton & Hoffman, 2013). These six dimensions can also fulfill individual psychological functioning which is directly related to the physical, mental, and social aspects of a person (Pramitha, & Astuti, 2018)

Research related to psychological well-being and loneliness has been previously conducted by Halim & Dariyo (2017) with the subject of overseas students studying in Jakarta. The results of this study are that there is a negative relationship between psychological well-being and loneliness in college students. Furthermore, research by Pramitha (2018) also suggested that overseas students in Yogyakarta found a relationship in a negative direction between psychological well-being and loneliness. Based on some of the research that has been described above, the researchers make psychological well-being or psychological well-being as a variable that influences loneliness. Research on how each dimension of psychological well-being affects loneliness is scarce. Therefore, researchers want to know how psychological well-being contributes to loneliness in overseas students at Malang State University.

Problem of Study

Based on the theoretical explanation of the studies above, the hypothesis of this study was compiled, namely:

- There is a contribution of psychological well-being to loneliness among overseas students at Malang State University.
- There is a contribution of the dimension of self-acceptance to loneliness in overseas students at Malang State University
- There is a contribution of the dimensions of positive relationships with other people towards loneliness in overseas students at Malang State University.
- There is a contribution of the independence dimension to loneliness among overseas students at Malang State University.

- There is a contribution of the environmental mastery dimension to loneliness among overseas students at Malang State University.
- There is a contribution of the dimension of life goals to loneliness among overseas students at Malang State University.
- There is a contribution of the self-development dimension to loneliness among overseas students at Malang State University.

Method

Research Model

This research design is in the form of correlational quantitative. This study aims to determine whether there is a contribution of psychological well-being to loneliness among overseas students at Malang State University. There are two variables that will be used, namely psychological well-being as the independent variable (X) or the predictor variable and loneliness as the dependent variable (Y) or the outcome variable.

Participants

The subjects used were undergraduate students who migrated to Malang State University. According to the Academic Directorate, Registration and Learning Management Section of the Graha Rectorate, the total population of overseas students is 25,155 people (as of March 1 2023). The number of samples is 273 respondents. The sample was selected based on several criteria or using the purposive sampling method, with the criteria being active students of the 2019-2022 class at Malang State University, coming from outside Malang Raya (Malang City, Malang Regency, and Batu City), aged 18-24 years, and do not live with people who have family relations because based on a survey conducted by researchers, there are many overseas students who live with relatives so they are not fully overseas students. The researcher chose subjects from outside Malang Raya in accordance with the history of the Malang residency which stated that the City of Malang, Kab. Malang, and Batu City are one demographic area which is also stated in the District Regulation Malang Number 14 of 2018. In addition, the researcher chose the age of the subject from 18 to 24 years because 18 years is the initial age for the subject to enter the world of lectures, and age 24 is the age of the final student who is still found on campus.

After collecting the data, it is known that the results of the description of the participant's data based on age are mostly 22 years old with a total percentage of 25.6%. In terms of class, most of the respondents came from the 2019 class with a percentage of 38.1%. The next description is in terms of gender, with the majority of respondents being women as many as 213 subjects (78%). Judging from the origin of the faculty, it can be seen that most of the subjects came from the engineering faculty with a total of 42 respondents or 16.1%. Based on overseas origin, the majority came from East Java with a total of 108 respondents or 38.2%. If viewed using a graph, the graph of each participant's characteristics is as follows.



Figure 1. Participants' structures' graphical representations

Data Collection Tools

The data of this research were collected by an online Likert scale. The participants are asked to choose the following statements.

Psychological Well Being Scale

The psychological well-being scale is a scale adapted by Eva (2020) from the original Psychological Well-being Scale by Ryff & Singer (2006). This scale contains 18 statements, with six dimensions, namely self-acceptance, positive relationships, independence, environmental mastery, purpose in life, and self-development. Reliability on the psychological well-being scale is 0.790.

Loneliness Scale

The loneliness variable is measured using a scale constructed by (Silvia, 2014). This loneliness scale consists of 50 statements consisting of 8 aspects by Bruno (2000). These aspects of loneliness consist of isolation, feeling misunderstood, feeling unloved, closed off, not having friends, bored, and anxious with four alternative answers. Reliability on this scale is 0.745.

Data Analysis

The technique in analyzing and presenting data uses descriptive analysis which will categorize the answers of the research subjects. The categorization is carried out on each dimension of psychological well-being and is divided into three categories, namely High, Medium and Low categories. Furthermore, a normality test was carried out using the Kolmogorov-Smirnov test, a linearity test using a test for linearity, a multicollinearity test, a heteroscedasticity test using the Glesjer method, and a hypothesis test was also carried out using multiple linear regression.

Results

In this section, testing the hypotheses of the research and presenting the relevant findings were made.

Descriptive analysis of immigrant students' psychological well-being and self-acceptance of loneliness

Table 1. Descriptive analysis of immigrant students' psychological well-being and self-acceptance of loneliness

Variable	Empirical Mean	S.D. of Empirical	Mean Hypothetical	S.D. Hypothetical
PWB	79,35	12,942	72	18
SAL	113,55	22,204	125	25

PWB :Psychological Well Being SAL: Self-acceptance of Loneliness

Based on the descriptive data, it is known that psychological well-being has a higher empirical mean than the hypothetical mean, while loneliness has a lower empirical mean than the hypothetical mean. This means that the reality of the level of psychological well-being of overseas students is better than what was predicted by scale. Meanwhile, the reality of the loneliness level of overseas students is lower when compared to what was predicted by the scale. In more detail, descriptive data is presented in table 1.

Table 2. Descriptive analysis of immigrant students' psychological well-being and self-acceptance of loneliness sub-dimension scores

Dimension	Categorization	Frequency	Percentage
Loneliness	High	14	5,1%
	Moderate	190	69,6%
	Low	69	25,3%
Self-Acceptance	High	34	12,5%
	Moderate	127	46,5%
	Low	34	41%
Positive Relationship	High	9	7,3%
	Moderate	244	89,4%
	Low	20	3,3%
Independence	High	81	29,7%
	Moderate	163	59,7%
	Low	29	10,6%
Environmental Mastery	High	112	41%
	Moderate	147	53,8%
	Low	14	5,1%
Life Purpose	High	99	36,3%
	Moderate	143	52,4%
	Low	31	11,4%
Self Development	High	181	66,3%
	Moderate	86	31,5%
	Low	6	2,2%

Based on the results of data collection, the loneliness experienced by overseas students is in the moderate category at 69.6%. While the psychological well-being described in tables 3 to 8 it is known that in the self-acceptance dimension, most are in the moderate category of 46.5%. In the dimensions of the positive relationship most are also in the medium

category of 89.4%. Furthermore, on the independence dimension the majority of respondents are in the medium category at 59.7%. In the dimensions of environmental mastery and life goals, the majority of respondents are in the medium category, amounting to 53.8% and 53.4% respectively. Finally, on the self-development dimension, most of the respondents were in the high category, namely 66.3%.

Testing the hypothesis to prove the contribution of psychological well-being to loneliness in overseas students was carried out using multiple regression analysis. Before carrying out multiple regression analysis and testing the hypothesis, it is necessary to test the assumptions first. The assumption tests performed are the normality test, linearity test, multicollinearity test, and heteroscedasticity test.

Table 3. Normal distribution tests of psychological well-being and loneliness scales

Variable	Sig. (2-tailed)	Description
Self-acceptance	0,200	Normal
Positive relationship	0,200	Normal
Independence	0,200	Normal
Environmental mastery	0,200	Normal
Life purpose	0,200	Normal
Self-development	0,200	Normal

The first assumption test that was carried out was the normality test using the Kolmogorov-Smirnov method which had the aim of testing whether the data in this study were normally distributed or not. Based on the normality test results presented in table 9, it is known that the Sig (2-tailed) result is 0.200 which means greater than 0.05. Therefore the data is stated to be normally distributed and the assumption of normality in the regression model is said to be fulfilled.

Table 3. Linearity tests of psychological well-being and loneliness scales

Variable	Sig.	S.D.
Self-acceptance	0,000	0,060
Positive relationship	0,000	0,071
Independence	0,000	0,145
Environmental mastery	0,000	0,057
Life purpose	0,000	0,600
Self-development	0,000	0,066

The next assumption test is the linearity test with the test for linearity method. The linearity test was carried out with the aim of knowing whether the variables have a significant linear relationship or not. Based on the results of the linearity test shown in table 10, it is known that all 6 dimensions of psychological well-being have a significance value of 0.000. Because the p value <0.005, the relationship between variables can be explained well by a linear model or which means that the variables have a significant linear relationship. Sig. Value Deviation from Linearity of all 6 dimensions of psychological well-being is also worth above 0.05. This means that the value of $p > 0.05$ which states that there is no deviation. Thus, the assumption of linearity in the regression model is fulfilled.

Table 4. Multicollinearity tests of psychological well-being and loneliness scales

Variable	Tolerance	VIF
Self-acceptance	1	1
Positive relationship	1	1
Independence	1	1
Environmental mastery	1	1
Life purpose	1	1
Self-development	1	1

The next assumption test is the multicollinearity test. Based on the table of results of the multicollinearity test analysis above, it is known that the six dimensions of psychological well-being have a tolerance value of $1 > 0.10$ and a VIF value of $1 < 10.00$. So, it can be concluded that there is no multicollinearity. Accordingly, the assumption of multicollinearity in the regression model is fulfilled.

Table 5. Heteroscedasticity tests of psychological well-being and loneliness scales

Variable	Sig.
Self-acceptance	0,052
Positive relationship	0,072
Independence	0,093
Environmental mastery	0,060
Life purpose	0,087
Self-development	0,106

The heteroscedasticity test has the objective of testing whether there is residual inequality or variance from the observations made in the regression model. Based on the results of the heteroscedasticity test shown in the table above, it is known that the Sig. the overall dimension on psychological well-being is greater than 0.05. Based on this, it is known that there are no symptoms of heteroscedasticity and the assumptions of heteroscedasticity in the regression model are fulfilled.

Based on the results of the classical assumption test, all declared fulfilled. Furthermore, hypothesis testing was carried out using multiple regression analysis. Multiple regression analysis is a regression model that is carried out if it uses more than one independent variable (Ghozali, 2018).

Table 6. Regression analysis on psychological well-being and loneliness levels of immigrant students

Variable	B	t Calculate	Sig	Conclusion
1 (Constant)	216,490	33.404	0.000	
Self-acceptance	11,742	-5.696	0,000	Affected
Positive relationship	-1.140	-2,471	0,014	Affected
Independence	0,144	0,421	0,674	Unaffected
Environmental mastery	-1,809	-4,464	0,000	Affected
Life purpose	-0,255	-0,967	0,335	Unaffected
Self-development	-2,713	-6,753	0,000	Affected
F Sig. Regression		0,000		Affected
R Square		0,610		

The results of testing the hypothesis of psychological well-being on loneliness are attached in table 13. In the t test, it is known that the value of Sig. the dimensions of self-acceptance, environmental mastery, and self-development have a value below 0.05 which means they have an influence on loneliness. The other dimensions, namely positive relationships, independence, and life goals have values > 0.05 , which means they have no effect on loneliness. Furthermore, on the F test, it is known that the value of Sig. of $0.000 < 0.05$ which means simultaneously, psychological well-being contributes to loneliness by 61%. The value of the contribution of psychological well-being to loneliness is seen from the value of the determinant coefficient or R Square of 0.61.

Discussion and Conclusion

Based on the results of the descriptive analysis, overseas students at Malang State University as a whole have a moderate level of loneliness. Loneliness is defined by Bruno (2000) as an emotional and mental state characterized by a feeling of alienation and a lack of meaningful relationships with other people. Aspects of loneliness according to Bruno (2000) are divided into 8, namely isolation, feeling misunderstood, feeling unloved, closed, not having friends, bored, and anxious. Loneliness is in the moderate category as many as 190 respondents (69.6%). This is also in line with research conducted

by Asih (2017) which stated that 68% of students at the University of Muhammadiyah Malang experience loneliness in the moderate category. Loneliness in the medium category means that even though individuals feel dissatisfied with the intimacy in their social relationships, individuals still try to increase the intensity of social interactions with those closest to them (Tranggono et al, 2022). Individuals who are in the medium category according to Perlman & Peplau (1982) also have a tendency to be able to understand the feelings experienced by themselves so that they will try to find other individuals to listen to them, or suppress thoughts related to no one understanding them.

Meanwhile, loneliness in the low category consisting of 69 respondents (25.3%) means that individuals have good social relations with people around them and have attachment and intimacy to these social relations so they do not feel alone and alienated (Tranggono et al, 2022). According to Perlman & Peplau (1998), individuals with a low level of loneliness realize that they are experiencing loneliness and try to find solutions to the feelings they are experiencing, such as finding friends to tell stories to listen to their problems so that the individual always feels that there are other individuals who will listen to him and reliable.

The other category is the high category which consists of 14 respondents (5.1%). Individuals who are in the high category mean that they experience high loneliness which is characterized by low intensity of social interaction with family, relatives, and close friends, and even though they already have social relationships, individuals still feel alone because there is no intimacy or attachment in these relationships even though the individual is incorporated in a large social network (Tranggono, 2022). This can be explained that it is not only the number or number of relationships that is important, but also the quality (Wawera and McCamley, 2020). Loneliness can also be caused by the social relations he is currently experiencing that are not in accordance with his wishes, resulting in a feeling of dissatisfaction in living his social relations (Dianelia & Sembiring, 2017). It is this feeling of loneliness that makes it difficult for an individual to communicate, feel bored, feel alienated, isolate himself, and find it difficult to solve the problems he is currently facing (Cosan, 2014).

Psychological well-being consists of six dimensions, namely self-acceptance, positive relationships, independence, mastery of the environment, purpose in life, and self-development. Based on the results of descriptive analysis, in this study it was found that most overseas students at Malang State University had moderate levels of self-acceptance, positive relationships, independence, environmental mastery, and life goals. While the dimension of self-development has a high level. These dimensions of psychological well-being are needed by individuals to fulfill their psychological functioning related to various aspects, such as physical, mental and social (Compton & Hoffman, 2013).

The dimensions of psychological well-being really help individuals in facing life's challenges, one of which is loneliness. (Simanjuntak et al, 2021). Based on the results of the descriptive analysis, the dimensions that influence loneliness are self-acceptance, positive relationships, environmental mastery, and self-development. The results of this study are in line with previous studies which state that several dimensions of psychological well-being have a high correlation with loneliness, namely the dimension of self-acceptance (Halim & Dariyo, 2017). Furthermore, research conducted by Pramitha (2018) also suggests that there is a negative correlation between the six dimensions of psychological well-being and loneliness.

The dimension of self-acceptance is an attitude in which individuals are able to accept everything that is in them, both in the form of weaknesses and strengths of the individual (Ryff & Singer, 2008). This concept of self-acceptance is related to individual self-esteem, which is believed to be a buffer in dealing with various kinds of stress in life, one of which is loneliness (Simanjuntak et al, 2021). Self-acceptance which is part of student self-actualization is also suggested to have a negative relationship with loneliness (Perjan, Sanduleac, & Plamadeala (2017).

The next dimension that has an influence on loneliness is the positive relationship dimension. A positive relationship is an individual's ability to have trust in other people, so that they are able to establish relationships accompanied by affection, sympathy and empathy, as well as intimacy (Ryff & Singer, 2008). Lack of positive relationships with others can make individuals feel lonely, hopeless, and worthless (Aronson, Wilson, Akert, & Sommers, 2016). Relationships

that have intimacy and meaning are able to meet a person's expectations about their social relations so that they do not cause individuals to feel lonely (Hawkins-Elder, Milfont, Hammond, & Sibley, 2018). Furthermore, positive relationships with others can also be a protection for people who have experienced bullying who feel isolated (Reid, Holt, Bowman, Espelage, & Green, 2016). Approaches through the dimensions of positive relationships are also found in various loneliness interventions (Cruwys et al, 2014). Several intervention models for loneliness according to Cacioppo et al (2015) are one-on-one intervention methods, community interventions, and group therapy.

The dimension of environmental mastery also has an influence on loneliness. Environmental mastery or environmental mastery is an individual's capability to control a complicated or complex environment (Ryff & Singer, 2008). In addition, individuals are also able to take advantage of all the opportunities they get and adapt to the environment. In line with the explanation from (Nicolaisen & Thorsen, (2014), external events experienced by individuals play a major role in creating a person's subjective experience of experiencing loneliness. According to Myers (2012), lonely people often blame themselves for social relationships that bad and feel unable to take control or control various things. This control refers to the context of the social environment (Cacioppo & Cacioppo, 2014)

Self-development is a potential capability possessed by individuals, such as openness to new opportunities and experiences, seeing oneself as an individual who is able to develop, and believing in one's own potential (Ryff & Singer, 2008). Self-development also influences the loneliness experienced by overseas students. The existence of self-development allows students to change their behavior by opening themselves up and adapting to their surroundings (Buecker, Maes, Denissen, & Luhmann, 2020).

Based on the results of the descriptive analysis, the dimensions of independence and life goals have no effect on the loneliness experienced by overseas students. The independence dimension itself is explained as an attitude that is able to make choices and decide something for himself (Ryff & Singer, 2008). Theoretically, the higher a person's independence, the lower the level of loneliness experienced by the individual (Simanjuntak et al, 2021). Loneliness itself is a form of dependence on other people. However, empirically no effect was found between independence and loneliness, so it can be explained that the loneliness experienced by overseas students is not caused by dependence on other people.

Another dimension, namely the purpose of life for overseas students, also has no effect on loneliness. The purpose of life itself is defined as an individual's belief that the behavior carried out by him has a clear meaning and purpose (Ryff & Singer, 2008). In line with research conducted by Simanjuntak et al (2021), the dimension of life goals is not a predictor of loneliness experienced by students.

Overall, these six dimensions of psychological well-being have a significant contribution to the loneliness experienced by overseas students at Malang State University by 61%. Psychological well-being has a negative effect on loneliness, which means that the psychological well-being of students is able to reduce the loneliness they experience. Previous research also proved that there was a contribution of psychological well-being to loneliness among overseas students in Makassar with a value of 31.3% with a negative influence direction (Tranggono et al, 2022). Other researchers at Cukurova University, Turkey also explained that psychological well-being is a predictor of loneliness experienced by students with the biggest predictor being in the dimension of positive relationships with others by 47% (Çeçen & Cenkseven, 2007)

This study has seven hypotheses. The results showed that the first hypothesis which stated that there was a contribution of psychological well-being to loneliness in overseas students at Malang State University was accepted with a contribution value of 61%. Furthermore, the second, third, fifth, and seventh hypotheses which state that there is a contribution to the dimensions of self-acceptance, positive relationships, environmental mastery, and self-development towards loneliness in overseas students are accepted. The results of the hypothesis testing that were rejected were the fourth and seventh hypotheses, which stated that there was a contribution to the independence dimension with a Sig value. 0.674 (> 0.05) and life goals with a value of Sig. 0.335 (> 0.05) on loneliness among overseas students.

The results of this study indicate that psychological well-being has a significant influence with a contribution value of 61% on loneliness experienced by overseas students, with four influencing dimensions namely self-acceptance, positive relationships, environmental mastery, and self-development.

Recommendations

There are several recommendations hereby: overseas students can reduce the loneliness they experience by trying to improve their psychological well-being, especially in the dimensions of self-acceptance, positive relationships, environmental mastery, and self-development. Recommendations that can be given to future researchers are the use of different methods such as qualitative methods in order to know more deeply about the loneliness experienced by overseas students. Another thing is to look for other factors that influence and contribute to loneliness. Future researchers can also broaden the reach by adding other variables related to overseas students such as ethnicity, race, and social class.

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Research Article

Examining of trauma and post traumatic stress disorder in terms of neuroscience perspective

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Abstract

Trauma is an unexpected and terrifying event that has the potential to damage a person's bodily integrity or risk death. After this event, some negative emotional, cognitive and behavioral reactions are observed in people. If it has been one month or more after the event, and if the person shows avoidance behavior in addition to these negative reactions, or experiences the event over and over with flashbacks and has increased arousal, it can be mentioned that the person shows the symptoms of post-traumatic stress disorder (PTSD). Just as every behavior we do during the day has a neurobiological basis, the reactions shown during and after trauma also have a neurobiological basis. The stress at the time of trauma causes various activities in the brain and as a result of these activities, changes occur in the person's feelings, thoughts and behaviors. So we can talk about a two-way interaction. This interaction of different systems helps us understand PTSD.

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Introduction

Trauma, traumatic event is an event or situation that a person has directly experienced or witnessed, which negatively affects the person cognitively, emotionally and behaviorally. Although there is no single definition of trauma for everyone, events such as unexpected events with a high risk of loss of life, natural disasters, traffic accidents, exposure to sexual violence are events that can traumatize the person. These events do not have the same effect for everyone. Events that we can call trauma for some may not have the same effect and trauma for others.

In the acute period of a few weeks after trauma, people experience negative mood, various involuntary physiological reactions, and negative cognitive changes. Over time, these trauma effects lessen. However, it has been observed that these negative effects do not decrease after trauma, and that these effects continue for months or even years. In this case, we can talk about Post Traumatic Stress Disorder (PTSD). In this disorder, where the effects after trauma last longer than 1 month; Flashbacks of the event, sleep disorders, emotional insensitivity and memory registration disorders are frequently seen (Tanor, 2021). According to DSM-V (Diagnostic and Statistical Manual of Mental Disorders-V) there are the diagnostic criteria for PTSD for those over 6 years old. These are; directly experiencing the traumatic events or witnessing the event as it occurred to others or learning that traumatic event occurred to a close family member or friend, extreme exposure to aversive details of the traumatic events. After these; recurrent, involuntary distressing memories of traumatic event, dreams are related to traumatic event, dissociative reactions, intense and prolonged psychological

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distress, avoidance memories, thoughts or feelings associated traumatic event and external reminders such as people or places, negative alterations in cognitions and mood, irritable or self-destructive behavior (APA, 2013a, p.271-272).

Criteria of the PTSD are the results of a series of changes that occur in the brain after trauma. The events that take place in the brain during trauma stem from the person's survival instinct. Rather than processing and examining the information received during the event in a long and detailed way, the brain is alerted in faster ways to keep the person alive. This sometimes causes people to act irrationally. Like people jumping out of windows in earthquakes. After such traumatic events, the brain may not easily come out of the alarm state. Changes that occur during trauma may be permanent for a while. Here, we see PTSD symptoms for months or even years in people whose brain cannot fully come out of the alarm state.

Having the opportunity to reach social support after trauma is very important for recovery. The fact that the environment in which people are in the acute period is safe, that they can meet their urgent needs, and that they know that they can reach help whenever they want helps people to spend this period better. Still, the effects can last a long time and lead to PTSD. Today, there are proven methods in the treatment of PTSD. If people have not been able to get rid of these effects for a long time and these effects interfere with the daily work and life of the person, they should receive regular treatment. After the treatment, it was observed that the patients were involved in daily life again and did not show PTSD symptoms any more.

Although it was thought that trauma was experienced only after wars, people who started to show the same symptoms after different events showed that more research should be done about trauma and PTSD. As more research has been done, it has been discovered that trauma and post-traumatic stress disorder have many different aspects that need to be understood (Yehuda & LeDoux, 2007). One of these aspects was neurological activities. Looking at trauma and post-traumatic stress disorder from a neuroscience perspective has been helpful in developing treatment (Zoellner et al., 2003). As the neurological foundations were understood, there were developments in drug therapy (Albucher & Liberzon, 2002). In addition, it was discovered that physical activity is effective in the treatment of PTSD due to its effect on neurological activities, and interventions were made in this direction in the treatment process (Oppizzi & Umberger, 2018)

When PTSD and its treatment are the subject of study, it is necessary to know and understand the neurological effects in order to better understand both this psychopathology and the effects of its treatment. This psychopathology, which directly causes changes in neurological activities, cannot be understood without looking at it from the perspective of neuroscience (Ross et al., 2017). It is not possible to talk about the success of the treatment without making the necessary interventions in the neurological activities that have become unusual (Albucher and Liberzon, 2002). Therefore, in this study, trauma and PTSD will be discussed from the perspective of neuroscience. Thus, it is aimed to fully understand this psychopathology and to explain what the success of the treatment depends on.

The Effect of Trauma on the Brain

In order to understand what happens in our brain during and after trauma, we need to know the regions and functions that play a role in these moments. At the time of trauma, different activities occur in different parts of the brain. Since the risk of death or harm is high in trauma, the brain quickly goes into an alarm state and focuses on survival. For this reason, information does not come to the cortex and is not processed in detail here. In other words, upper cortical cognitive processes are disrupted. In such trauma situations, more thalamus, amygdala, hippocampus, that is, our lower brain, which allows us to react more quickly, is active. In this rapid information processing and reaction process, some information is processed incorrectly, distortedly and stored in the memory in that way. This can lead to many problems, especially long-term post-traumatic stress disorder. In some people, after a few weeks of acute phase, the brain's information processing system and overstimulated alarm state may return to normal, while in others, this may take much longer and recovery may not occur without assistance. In trauma situations, the systems that are mainly affected in the brain can be counted as cognitive, emotional and neurotransmitter systems (Tanör, 2021).

Cognitive System and PTSD from a Neuroscience Perspective

Cognitive systems, which are heavily affected during trauma and continue to be affected afterwards, play an important role in post-traumatic stress disorder. The first point to be mentioned in cognitive systems is the memory system. During trauma, the thalamus sends external information directly to the amygdala and hippocampus before the cortex. These structures are also part of the emotional system. It is known that both of these structures are related to memory and storing what has been learned in memory. In particular, the amygdala, the structure responsible for fear, causes fear with information from the thalamus and puts the body in "fight or flight" mode. This mode, which means that the sympathetic nervous system is active, causes many symptoms such as an increase in respiration, a decrease in blood pressure, and sweating. All of the information that comes during the trauma, such as sound, image, contact, is thus associated with fear and the "fight or flight" response. Since this associated information does not go to the cortex, it is recorded in the memory in this way. It is also known that the hippocampus has many tasks such as long-term memory and consolidation in memory. At the same time, all fear-inducing stimuli brought here by the thalamus are recorded in the long-term memory. For this reason, it is understandable for someone who has experienced a trauma at some point in their life to remember the trauma very clearly.

Another cognitive system affected is executive functions and the prefrontal cortex responsible for them. The prefrontal cortex is the region of our brain that is responsible for many executive functions such as reasoning, attention, problem-solving, planning, abstract thinking, and personality. Since the primary goal during trauma is to survive, it is important to ensure that the body responds quickly. Therefore, stimuli are not processed in this area of the brain because this area is located at the top and front of the brain and will not help the "fight or flight" situation. During and after trauma, the prefrontal cortex partially loses its function. It cannot process the information in detail and come to a logical conclusion, which prevents us from acting more rationally.

In post-traumatic stress disorder, the prefrontal cortex is not fully functional. The hyperarousal state of people with PTSD stems from this. The fact that there are patients who are as afraid of every loud sound as in the moment of trauma is because they cannot process the incoming stimulus in detail and enter the "fight or flight" mode again and again. In addition, distorted and incomplete information recorded in memory causes people to develop new beliefs. For example, a person now believes that being outside at the time of the traumatic event in daily life is dangerous and avoids being outside. Avoidances are already among the symptoms of PTSD and are caused by new beliefs formed by post-traumatic distorted information.

Emotional System and PTSD from a Neuroscience Perspective

The name of the emotional system responsible for emotions in our brain is the limbic system. The hippocampus, amygdala, cingulate gyrus, corpus mamillare, some higher cortical centers, such as anterior parts of the thalamus, and right superior temporal and insula, are parts of the limbic system. This system, which is responsible for the control of emotions and emotional response, is one of the systems affected during trauma. Information coming to the limbic system through the thalamus during trauma usually causes negative emotions such as fear, anxiety, sadness, and shame. Living with these feelings for a long time means that the amygdala and insula are working for too long. Studies have shown that overworking the amygdala and insula causes the hippocampus to shrink (Tanor, 2021). This can lead to difficulties with memory and emotions. All these interacting structures play a major role during and after trauma. The fact that the person is constantly in a state of fear and anxiety in post-traumatic stress disorder indicates that the limbic system is still operating under the influence of the trauma moment and cannot return to its normal order due to the distorted information in the memory. Conversely, people may experience numbing during or after trauma. Numbing is a biological process whereby emotions are detached from thoughts, behaviors, and memories. (Substance Abuse and Mental Health Services Administration, 2014). It is the state of not feeling anything about the event at the time of or after the trauma. In this case, people say that they are not emotionally affected and that they cannot feel anything.

Neurotransmitter System and PTSD from a Neuroscience Perspective

Another system affected by frightening and unexpected trauma is the neurotransmitter system. Neurotransmitters are chemical carriers that provide communication between neurons in our body. Thanks to neurotransmitters, the incoming information is transmitted to the necessary structures throughout the entire nervous system. There are two groups of neurotransmitters that act as inhibitors or excitators. Neurotransmitters have specific receptors and become functional by binding to them. Various neurotransmitters such as dopamine, noradrenaline, serotonin, histamine, acetylcholine, glutamate, GABA, glycine have various effects on the human body.

During and after trauma, stress-induced deterioration occurs in the balance of neurotransmitter system, as in many systems. At the same time, cortisol secretion in the body increases due to the stress signals sent by the hypothalamus to the pituitary gland. This causes an increase in blood pressure and sugar. It also plays a role in triggering the noradrenergic system. In trauma situations, hypothalamic-pituitary-adrenal axis activity changes with unstable and variable cortisol level. In addition, low cortisol level has been found to be associated with post-traumatic stress disorder. (Substance Abuse and Mental Health Services Administration, 2014).

During trauma, the noradrenergic system is highly active. This plays an important role in trauma and post-traumatic stress disorder. Noradrenergic neurons release transmitter throughout the brain; this is associated with an increase in alerting and vigilance behaviors, critical for coping with acute threat. (Substance Abuse and Mental Health Services Administration, 2014). Noradrenaline release is the body's response to physiological and psychological stress. It causes a state of arousal. The brain, which is in a "fight or flight" mode during trauma, commands the release of noradrenaline. Thus, behaviors that increase the chances of survival are facilitated. However, long-term activation of the noradrenergic system causes negative effects. Hyperarousal, which is a symptom of post-traumatic stress disorder, is due to the imbalance of this system. This imbalance can also bring flashbacks and inappropriate thinking styles.

Contrary to the noradrenergic system, the activation of the serotonergic system decreases during and after trauma. The serotonin neurotransmitter is associated with our mood. It also plays a role in the formation and symptom manifestation of many mental illnesses. It also plays a role in various conditions such as blood pressure, heart rate, respiration, appetite, and sexual behavior. The fact that SSRIs (Selective Serotonin Reuptake Inhibitors) work in the treatment of PTSD shows that this neurotransmitter has a role in PTSD (Eryilmaz and Gogcegoz, 2015). Serotonin levels, which decrease during the trauma and remain low afterward, are effective in the depressed mood of people.

Prevalence of PTSD

It is known that not every event will have the same effect on every person. Individuals have different genetic characteristics, psychological backgrounds and coping mechanisms with stress. Therefore, not everyone feels and thinks the same for the same event. In the emergence of PTSD, the nature of the trauma, its severity, previous traumatic events and post-traumatic conditions will be the determining factors (Aydin and Ozgen, 1999). The prevalence of PTSD also differs accordingly.

PTSD entered the literature because of the disorders seen in humans after World War II. In other words, the prevalence of PTSD is much higher in people who are under risk factors such as war, conflict, murder, natural disaster. The prevalence in this group can reach up to 58% (Aydin and Ozgen, 1999). It is known that the prevalence of PTSD in the general population is between 1% and 14%, and the prevalence of PTSD is higher in women, people with low socioeconomic status, and people with limited access to social support. In addition, the rate of developing PTSD after rape increases to 48% in women and to 10% after unexpected death or serious injury in men (Kessler et al. 1995).

Comorbidity of PTSD

PTSD symptoms cover a wide spectrum. We can think of it as an intersection of different mental disorders, especially panic disorder and depression. Therefore, differential diagnosis becomes difficult. In PTSD, which is often seen together with other mental disorders, the lifetime risk of developing comorbid mental disorders is around 70% (Aydin and Ozgen, 1999). Studies have found that depression, phobic disorder, obsessive-compulsive disorder, panic disorder and alcohol

addiction are the most common with PTSD. Many of these diseases experience similar changes in the brain. These changes also cause certain symptoms. Therefore, there are many common symptoms in these diseases.

Treatment of PTSD In the Light of Neuroscience

Understanding trauma and PTSD from a neuroscience perspective has led to increased success in treatment. Differences in neurological activities have been understood, and different treatment methods have been developed to return these activities to their normal state. It has been researched which neurologic activities are corrected by different drugs and the most appropriate treatment for PTSD has been tried to be established. In addition, PTSD has been started to be studied with different therapy methods and the healing power of the therapy has been tried to be increased.

Organizing the physical environment of the people after the trauma and providing social support to the traumatized people provide healing effects in the acute period. However, these are not enough in post-traumatic stress disorder. People need regular and effective treatment. Treatments for post-traumatic stress disorder are quite effective. The aim of the treatment is to enable the person to continue his/her social and daily life and to cope with the intense feelings and thoughts about the traumatic event. At the end of the treatment, this goal is achieved.

One of the methods used in the treatment of post-traumatic stress disorder is psychotherapy. In general, trauma-focused cognitive behavioral therapies have been found to be quite effective. Cognitive behavioral therapy (CBT) is a structured treatment method that includes methods such as cognitive reconstruction, prolonged exposure, cognitive processing therapy (Unveren and Izci, 2017). CBT is also a treatment that includes techniques for coping with anxiety such as relaxation. With CBT, the person's non-adaptive cognitive processes are detected and efforts are made to replace them with more adaptive processes. With a healthy exposure, the person gradually confronts their fears and learns how to deal with negative emotions. In addition, cognitive distortions are often seen in people after trauma. The person may not always remember the event as it is, so the person may have unrealistic feelings and thoughts. These distortions can be corrected with cognitive restructuring.

In addition to cognitive behavioral therapy, another method with proven effectiveness in the treatment of PTSD is EMDR (Eye Movement Desensitization and Reprocessing). EMDR is a psychotherapy method that combines elements of cognitive, behavioral and client-centered approaches, which are used in the treatment of many different problems such as phobia, performance anxiety, panic disorder, body image disorder, trauma symptoms in children, grief, as well as emotional problems caused by traumatic experiences (Shapiro, 2001). This 8-phase method is thought to stimulate information processing through eye movements and other two-way sound and tactile stimuli. Information cannot be fully processed when a traumatic event occurs. Perceptions remaining in memory, distorted thoughts will lead to PTSD symptoms. With EMDR, eye movements will enable to process the unprocessed information and depersonalize the frozen information remaining in the memory. This will neutralize the negative impact and allow positive thoughts to be re-established (Unveren and Izci, 2017).

Another method used in the treatment of PTSD is pharmacological treatment. After the neurological effects of post-traumatic stress disorder are understood, drug therapy, which becomes more effective, yields results in patients (Albucher, Liberzon, 2002). In pharmacological treatment with proven efficacy, Selective Serotonin Reuptake Inhibitors (SSRIs) are first given to patients. First, we can talk about SSRIs such as sertraline and fluoxetine. Van der Kolk et al. (1994) found in their study that fluoxetine was particularly effective on startle, emotional blunting, and depressive symptoms. Sertraline studies have also shown that it is effective in reducing intrusive thoughts and avoidance levels (Gokalp, 2000). In addition to SSRIs, the effectiveness of antidepressants and mood stabilizers has been shown in various studies. An important point to be considered in pharmacological treatment is comorbidity. If there are disorders seen together with PTSD, the drugs to be given should be selected from drugs that will also be effective on comorbid diseases.

PTSD treatments are treatments that give very positive results. But the point to be considered is to remember that each person is unique and to choose the most appropriate treatment method for the person's condition. If every event

does not have the same effect on every person or if not everybody experiences their trauma in the same way, not every treatment is suitable for everybody. For some, only psychotherapy is sufficient, while for others, pharmacological treatment may be necessary in addition to psychotherapy. For this reason, the specialists who will give the treatment should determine the symptoms and needs of the person well and decide which method can best meet these needs. After the right road map is drawn, the end of the road leads to recovery.

Conclusion

Working as a whole, the brain responds to external stimuli. When stimuli are transmitted to the brain, different parts of the brain show different functions, leading to the behavior, feelings and thoughts of the person against the stimulus. In the event of trauma, stimuli comes to the brain are perceived as dangerous and the body enters "fight or flight" mode to survive in dangerous situations. At the same time, this process, which affects many different systems in the body, shapes not only our behaviors but also our feelings and thoughts.

In case of trauma, the affected brain may have difficulty returning to normal for a while after the trauma. Distorted cognitions, incomplete or incorrect memory are the factors that have emerged due to trauma and may negatively affect the mood of the person after the trauma. Due to these factors, the person's hyper-arousal and anxiety may continue for a while. Post-traumatic social support can help this negative process pass more easily and quickly. However, as this negative process continues, the risk of being diagnosed with post-traumatic stress disorder increases. Post-traumatic stress disorder is the continuation of the effects of the traumatic event after 1 month or more after the traumatic event. Symptoms manifest themselves in many specific ways such as reminiscing and experiencing the event over and over during the day, that is, flashbacks, avoiding things related to the event or things that will remind of the event, emotional insensitivity, sleep disorder, memory recording disorder, and hyperarousal state. All of these symptoms are caused by the many changes that occur in the brain during trauma and their persistence.

In other words, the brain, which is affected by various aspects during trauma, may cause a mental disorder in the post-traumatic period as a result of these effects. Cognitive system affected by trauma creates new beliefs and thoughts, memory records the event moment incompletely or incorrectly. These become permanent and shape one's behavior. Again, the limbic system affected during trauma is related to our emotions. The high activation of the amygdala associated with the feeling of fear, as well as the affected neurotransmitter system, the increase in adrenaline and the decrease in serotonin direct the mood of the person. Hyper-arousal and depressed mood are caused by them. These effects, which can be permanent in the post-traumatic process, play a role in post-traumatic stress disorder.

As a result, we can talk about a multi-faceted interaction here. External stimuli affect the brain, and these effects in the brain affect the emotions, thoughts and behaviors of the person. We can understand the symptoms and causes of many mental disorders by looking at brain activity, and we can understand post-traumatic stress disorder in the same way. The brain, which shapes a person from his/her character to his/her emotions, has given us information about many disorders and has shown the way for treatment processes. This was also the case for trauma and post-traumatic stress disorder.

Recommendations

This study is a review study on post-traumatic stress disorder, which is one of the disorders that seriously impair the quality of life and functionality of individuals, from a neuroscience perspective. The aim of the study is to provide a better understanding of the neurological infrastructure of post-traumatic stress disorder. It is recommended that more quantitative and qualitative studies be conducted in this area in the future. It is recommended to researchers in the field to investigate neurological activities in patients diagnosed with post-traumatic stress disorder and in the treatment process. In addition, studies can be conducted on what neurological differences are observed before and after trauma.

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Research Article

Analysis of predictive variables for the fear of missing out on social media users: a systematic review

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Abstract

The development of technology has facilitated our lives, but alongside its positive outcomes, it has also brought negative effects. Due to these negative impacts, the fear of missing out on advancements (FoMO) has emerged in our lives. The purpose of this research is to explain and discuss the predictors of the fear of missing out on advancements. Since the concept of FoMO is relatively new in the Turkish literature, this study will provide guidance and contribute to future research. Nine thesis studies related to the fear of missing out on advancements, published only in the field of psychology after 2020, were included in this research through the National Thesis Center. Due to the limited number of studies and the qualitative research method used, it is not possible to generalize the results. The fear of missing out on advancements has been examined particularly in relation to nomophobia, problematic mobile phone usage, internet addiction, and social media addiction. The majority of existing studies in the literature are correlational. To strengthen the significance levels of these findings, increase causal research, include qualitative studies, employ objective measurement tools, and conduct research with more generalizable results are recommended.

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Introduction

The need to communicate is a human necessity throughout the ages. With the development of technology, this need has begun to be met with technological tools more easily and without the need to be face to face. It is seen today that these technological tools are constantly changing and diversifying (Hızarcı, 2018). The internet is developing rapidly and it has become possible to access the internet easily with smart phones (Karatay, 2018). Human communication needs; It has led to the emergence of social media software along with the internet and smart phones. These social media tools have also enabled people to make the one-way communication mutual and continuous provided by the tools such as radio and television that they used before. These new communication tools make life and communication easier, but their use in non-functional ways brings along various problems (Hızarcı, 2018). In this respect, the conscious use of these social media tools is very important.

Individuals can now learn about sections of the lives of the people around them, developments and what they are doing at that moment from their social media accounts. In this way, people can introduce themselves to their followers as they wish, as well as face to face, and communicate with them. People can follow the person they want on their social media accounts, see what they are doing as soon as they share and be aware of the developments about them. People may

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want to have simultaneous access to a large number of social media resources, and this may make communication difficult and reduce the functionality of these tools, as they try to reach a lot of information (Hizarci, 2018).

With the development of technology and the updates of social media applications, the concept of FoMO has entered our lives. This concept expresses the intense anxiety of not being able to stay in touch with the experience and that the people around him have a rewarding experience despite their absence. People who want continuous access to these social resources are in need of social media tools. While quick and easy access to social resources is a great benefit for all users, a great thing for FoMO residents is a good thing for them (Przybylski, Murayama, DeHaan, & Gladwell, 2013). Although this situation seems to be an advantage for individuals in the short term, it is a disadvantage in the long term. As the individual's probability of socializing with different people and in different environments increases, the probability of choosing the best socialization environment will decrease, and this confusion will increase FoMO even more (Cakir, 2020). As the person spends time on social media, they will not be able to find out what the best experience is for them, and this may create stress for them.

The fact of FoMO includes thoughts that come to mind due to the lack of chronic or conditional factors in the fulfillment of psychological needs. Social media tools help to meet the need for socialization. The psychological needs mentioned here are autonomy, competence, and establishing close relationships. It is inevitable to examine the high level of FoMO, as well as low well-being and low life satisfaction due to the inability to meet these needs. It is possible to associate this with the excess of time spent on the Internet (Przybylski et al., 2013). Although the use of social media seems to facilitate socialization, it also has a side that increases loneliness..

The individual is afraid that others will have a better time in his absence than he spends. He fears that his environment will have more motivating experiences. He worries about his friends having fun at events he is not invited to. He gets stressed because he doesn't know what his friends are doing. It is important for them to understand that when their friends are trying to prank them, it is not serious. Sometimes he wonders if he has too much time to learn about what's going on around him. Being deprived of motivating activities with friends makes him uncomfortable. When he has a pleasant time, he wants to share the details of it online. Feels uncomfortable missing a planned event. He wants to keep informed about what his friends are doing even when he is on vacation (Przybylski et al., 2013).

Technological social media applications have established an algorithm based on keeping users inside (Przybylski et al., 2013). Online times will increase even more when there is FoMO in user profiles. With the increase in the duration, problematic mobile phone use will occur (Elhai, Levine, Dvorak, & Hall, 2016). It is also thought to be an important factor in explaining problematic social media use (Franchina, Vanden Abeele, Van Rooji, Lo Coco, & De Marez, 2018). With the increase in the time spent online, the level of information received from social sources will also increase. This loneliness and depressive state will increase as the individual sees that his environment spends more quality time than himself (Hunt, Marx, Lipson, & Young, 2018). Besides the advantages of technology, the effects of disadvantageous situations can also be great.

FoMO research is increasing day by day. It is very important for researchers to determine the course of these studies.

Problem of Study

In this study, it was aimed to examine the theses made in Turkey to determine the explanatory and predictive variables of FoMo. Thus, this research will guide new studies on FoMO. At the same time, the predictors of FoMO will be determined, and protective measures against possible negative consequences will be determined. There is a limited discussion in the literature due to the scarcity of thesis studies on the subject and the uniformity of research models. At the same time, it is not possible to generalize all the thesis studies included in the study to Turkey.

Method

This research is a systematic review to explain FoMO and determine its predictive variables. The literature review includes thesis research published after 2020. The reason for this is that the thesis studies on FoMO started towards the

end of the 2010s. Since 2020, the number of studies is more. Only the theses found in the system by the "Turkey National Thesis Center" were included in the research and only those with "Psychology" in the subject section were taken into account. As a result of the scanning process, 71 theses on FoMO were found on the "Turkey National Thesis Center" site, and after the theses that did not meet the above-mentioned criteria were eliminated, the findings of a total of 9 theses were examined in the research (See Appendix 1).

Results

Examination of Thesis 1

In Çakır's (2020) thesis study, a negative and significant relationship was determined between secure attachment style and FoMO. A positive and significant relationship was determined between insecure attachment and FoMO. When the relationship between self-construal and FoMO is examined; While a negative and significant relationship was found between autonomous self-construal and FoMO levels, a positive and significant relationship was found between relational self-construal and FoMO. Positive and significant relationships between depressive symptoms and anxiety and FoMO were examined. When we look at the duration of social media usage, the participants who use the Youtube application '1-3 hours' have a significantly higher FoMO than the participants who use '1 hour or less' and the participants who use '3 hours or more' than the participants who use '1-3 hours'. determined to live. No difference was found in social media applications such as Facebook, Instagram, Whatsapp and Twitter. No significant relationship was found between perceived social support and fear of missing out. No significant relationship was found between the demographic characteristics of 226 university students, whose age range was 18-26, such as age, psychiatric illness, relationship status, place of residence, and FoMO.

Examination of Thesis 2

In the study of Çiftçi (2021), a negative and significant relationship was determined between social comparison and FoMO levels. He determined a positive and significant relationship between loneliness and the fear of missing out. He determined a negative and significant relationship between subjective well-being and fear of missing out. Constituting the sample of the research; There was no significant relationship between FoMO and demographic characteristics of 1000 students studying at state high schools in Sivas, such as age, gender, grade level, school type, perceived parent type, purpose of internet use, and frequency of checking social media accounts.

Examination of Thesis 3

In Özcan Karaboğa's study (2021), a positive and significant relationship between FoMO and depression was investigated in individuals with high levels of self-dissociation. A positive and significant relationship was determined between FoMO and depression in individuals with a high level of dependence on others, which is a sub-dimension of self-dissociation. A positive and significant relationship was determined between FoMO and depression in individuals with high level of emotional disconnection, which is a sub-dimension of self-dissociation. A positive and significant relationship was determined between depression and FoMO. Demographic characteristics such as income status, education level, number of children, type of birth of the youngest child, planned/unplanned pregnancy, pregnancy history, family type, feeding method of the baby, and daily social media usage time of the 410 participants who gave birth in the last 13 months were included in the sample of the study. No relationship was found between the fear of missing out and the fear of missing out.

Examination of Thesis 4

In Saatçi's (2021) study, a positive and significant relationship was determined between sociotelism and FoMo. A positive and significant relationship was determined between Nomophobia and FoMO. A positive and significant relationship was found between the tendency to acquiescence and FoMO, a positive and significant relationship between the tendency to aggression and FoMO, and a positive and significant relationship between the tendency to disconnection and FoMO (Saatçi, 2021). A total of 730 undergraduate and associate degree students from 3 different

universities, gender, age, faculty, grade level, whether they have received psychological support before, purpose of internet use, social media applications they use, daily internet usage time, daily smartphone usage time, relationship status and No significant relationship was found between FoMO and demographic characteristics such as the means of communication with which social media is accessed.

Examination of Thesis 5

In Şahin's (2022) study, a positive and significant relationship was determined between compulsive online buying behavior and FoMO. A negative, weak and significant relationship was determined between life satisfaction and FoMO. There was no significant relationship between FoMO and demographic characteristics such as age, gender, marital status, education level, perceived income level and how many credit cards they have in the 439 participants with a wide (18-57 age range).

Examination of Thesis 6

In Şener's (2022) study, a positive and significant relationship was determined between cognitive completion and FoMO. A negative and significant relationship was determined between emotional balance and FoMO. A positive and significant relationship was determined between the duration of social media use and FoMO. High school students who use social media for 0-1 hours a day have the lowest SSQ scores, while students who use social media for more than 3 hours a day have the highest score. It has been determined that the students whose family income is 6000 TL and above have a significantly higher FoMO level than the students whose family income is between 0-3000 TL and 3000-6000 TL. The average FoMO score of high school students who use the Internet for gaming and shopping; Internet use was significantly higher than high school students whose purpose was social media use, watching video-films and studying. There was no significant relationship between the sub-dimensions of personality traits such as extraversion-introversion, agreeableness-incompatibility, responsibility-irresponsibility, openness-conservatism and FoMO. No significant relationship was found between the age, gender and grade levels of 296 high school students and their fear of missing out.

Examination of Thesis 7

In Taş's (2022) study, a positive and significant relationship between neuroticism and fear of missing out was examined; A negative and significant relationship was determined between responsibility and FoMO. No significant relationship was found between FoMO and agreeableness, openness to experience, and extraversion. He determined a positive and significant relationship between problematic mobile phone use and fear of missing out. It was studied that women experienced significantly more FoMO than men. The FoMO levels of the 10th grade high school students are significantly higher than the 9th and 12th grade students. There was no significant difference according to mother's education level, father's education level and income level of 673 high school students who participated in the study.

Examination of Thesis 8

In Tecdelioğlu's (2021) study, a positive and significant relationship was determined between partner sociotellism and FoMO. A positive and significant relationship was determined between emotional loneliness and FoMO. No significant relationship was found between the gender, age, relationship status, duration of smartphone use, number of times a day, and the social media platforms used, and FoMO, of the 478 participants in a romantic relationship.

Examination of Thesis 9

In Tekin's (2022) study, a moderately positive and significant relationship was determined between social media addiction and FoMO. 18- and 19-year-old participants found FoMO significantly higher than 22-year-old participants. The FoMO levels of the participants whose marital status was single were significantly higher than the FoMO levels of the participants whose marital status was married. The FoMO levels of the participants with a university education level were found to be significantly higher than the FoMO levels of the participants with a high school education level. In 400 high school students aged between 18-22, no significant relationship was found between FoMO's gender, being constantly connected to the internet, the most frequently used social media application, and the level of depression.

Table 1. Analyzing the theses about FoMO in terms of their structures

No	Type	University	Method	Participants	Predictive variables
Thesis 1	Master	İstanbul Medipol University	Quantitative	226 students studying at the undergraduate and graduate levels of İstanbul Medipol University, aged between 18 and 38	Demographic characteristics, Social media usage, Attachment style, Self construal, Depression, Anxiety, Perceived social support
Thesis 2	Doctoral	Ondokuz Mayıs University	Quantitative	1000 studying students in Sivas state high schools	Demographic characteristics, Subjective well being, Social comparison, Loneliness
Thesis 3	Master	Fatih Sultan Mehmet University	Quantitative	410 women have given birth in the last 13 months	Demographic characteristics, Social support, Differentiation of self
Thesis 4	Master	Trabzon University	Quantitative	There are 730 undergraduate and graduate levels students	Demographic characteristics, Phubbing, Neurotic tendencies, Nomophobia
Thesis 5	Master	Fatih Sultan Mehmet University	Quantitative	439 individuals aged between 18 and 57 years old	Demographic characteristics, Compulsive online shopping, Life satisfaction
Thesis 6	Master	Aksaray University	Quantitative	296 high school students	Demographic characteristics, Need for cognitive closure, Personality traits
Thesis 7	Master	Kırıkkale University	Quantitative	673 high school students	Demographic characteristic, , Problematic cell phone use, Personality traits
Thesis 8	Master	Hasan Kalyoncu University	Quantitative	478 participants who are in a romantic relationship	Demographic characteristics, , Phubbing, Loneliness
Thesis 9	Master	İstanbul Aydın University	Quantitative	400 students aged between 18 and 22, studying in high school and university	Demographic characteristics, Social media addiction, Depression

As seen in Table 1, only one of the theses examined is a doctoral thesis. 4 of the theses were made at a state university and 5 of them were made at a foundation (private) university. Quantitative research method was used as research method in all theses. Most of the participants in the studies were selected from high school and university students. Life satisfaction, depression, loneliness, phubbing, personality traits, nomophobia, neurotic tendencies, social comparison were chosen as the variables in the studies.

Conclusion and Discussion

In this research, it is a qualitative research in which the predictive variables of FoMO were examined and 9 thesis studies selected according to the criteria were systematically examined. For this reason, the aim is only to describe, and causal inferences are not made in terms of variables. In this study, predictive relationships of FoMO with different variables emerged and similar studies in the literature (Baumeister & Leary, 1995; Blackwell, Leaman, Tramosch, Osborne & Liss, 2017; Doğan, 2019; Elhai, et al., 2016; Franchina et al., 2018; Gökler, Aydın, Ünal, & Metintaş, 2016; Hızarcı, 2018; Hunt et al., 2018; Milyavskaya, Saffran, Hope & Koestner, 2018; Mueller, Pearson, Muller, Frank & Turner, 2010; Roberts & David, 2019; Rozgonjuk, Sindermann, Elhai and Montag, 2021; Stead and Bibby, 2017; Uram and Skalski, 2020). In the systematic review, it was determined that there was only one doctorate-level theses related to FoMO made in Turkey. This may indicate that FoMO studies are not studied very much at the doctoral level. In addition, it has been determined that all theses are based on quantitative research methods. The majority of theses were done in private universities. It can be said that the predictive variables of FoMO are related to the psychological effects that may occur in the individual with the effect of FoMO, and these are related to personal characteristics such as life satisfaction, depression, and loneliness. Among the variables selected as predictors of FoMO, the most frequently researched ones were social support, personality trait, depression, and anxiety.

In further studies, metaanalysis can be done. Thus, more comprehensive and detailed information can be accessed.

Limitations

This research is limited to 9 theses in Turkey selected according to certain criteria. Since the number of studies on the fear of missing out is low, studies before 2020 can also be evaluated. Apart from the thesis work, articles can also be evaluated. A cause-effect relationship cannot be established because all of the 9 theses examined look at quantitative and correlational relationships.

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Research Article

European Cyberbullying Intervention Project Questionnaire (ECIPQ) instrument adaptation for adolescents

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Abstract

Cyberbullying is an unjustified act of aggression to hurt or harass through electronic media which creates an imbalance of power between the perpetrator and the victim. This problem can occur in any country regardless of the level of socio-economic development of a region. Cyberbullying has a negative impact on the psychological and psychosocial aspects of adolescents. Considered to be a widespread problem among children and adults, it is attracting increasing research interest with a distinct focus on cyberbullying and the similarities and differences between countries and cultures. The purpose of this study was to adapt the European Cyberbullying Intervention Project Questionnaire (ECIPQ) instrument to adolescents in Indonesian. The subjects in this study involved 1.567 teenagers in junior high schools. Confirmatory Factors Analysis (CFA) was used for the European Cyberbullying Intervention Project Questionnaire (ECIPQ). The results of this study are of the 22 items in the measurement found fit model 16 items consisting of 8 items of cyber-victimization and 8 items of cyber-aggression, ECIPQ fulfills the factor loading requirements with a value of more than 0,5, and its reliability has a higher from 0,7. The ECIPQ instrument is needed to detect the involvement of adolescents who are victims or aggressions so that researchers and those who apply ECIPQ can handle cyberbullying at school or university.

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Introduction

In recent years, society has shown increasing interest in the phenomenon of *cyberbullying* that often appears in relationships on social media among young people and adolescents (Fenaughty & Harre, 2013). *Adolescence* is a period that often experiences biological changes such as secondary sexual development, changes in psychosocial behavior in behavior, attraction to the opposite sex, and also social relationships with the environment. These changes can occur with dimensions in the development process. Its dimensions are cognitive, behavioral, and affective (Zimmer Gembeck et al., 2008). Adolescence is characterized by a significant increase in negative emotions, higher sensitivity regarding social

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interactions with peers, the search for greater rewards, and greater involvement aimed at the long term and more socially complex (Nelson et al., 2005).

Based on the Digital 2023 analysis reported in *We Are Social and Hootsuite* by Kemp (2023), around 212.9 million internet users in Indonesia and as many as 191.4 million active social media users. Around 77% of the human population in Indonesia has used the internet. This year, internet users are 3.85% higher than last year. The data explains that the widely used social media are Youtube, TikTok, Instagram, and *WhatsApp*. A study by the Faculty of Nursing, Universitas Airlangga students found that 83% of adolescents could not be separated from social media (Social et al. Week Team, 2016).

Along with the development of technology, the innovation of these media as a means of electronic communication or correspondence in the computerized world also developed. With the progress of this innovation, it also has positive and negative impacts. In the era of digitalization, technology is very beneficial for adolescents and humans because it can be used to learn, share information, and facilitate communication between humans. However, there is a phase where the negative impact that makes adolescents experience sexual violence and *cyberbullying when using social networks so that they are vulnerable to becoming victims or perpetrators* of cyberbullying (Sartana & Afriyeni, 2017).

Problems in *cyberbullying* are often associated with victims and perpetrators. In a literature study, there is much research on *cyberbullying*, but what is studied by most perpetrators or victims only rarely found research that discusses victims and perpetrators in one study.

The results of the *Discussion Group Forum* with 10 teenagers, 7 out of 10 children have experienced *cyberbullying* with media used *WhatsApp* and *Instagram*. Teenagers are often bullied through *chats*, *WhatsApp* stories, and *Instagram* direct messages with anonymous accounts. One of the teenagers talked bad things without the knowledge of the person concerned with his *circle* of friends via *WhatsApp*, insulted through social media, in *Instagram* direct messages with an anonymous account. *Cyberbullies* are mostly teenage girls because they are afraid to bully directly.

Cyberbullying is a deliberate, aggressive act of intimidation using electronic media that creates an imbalance of power between the perpetrator and the victim (Herrera-Lopez et al., 2017). Bullying acts using social media from instant messaging, *chat* on social media, text messages, and others. Kowalski and Limber (2013) suggest that *cyberbullying is a continuation* of traditional bullying *carried out in a new way; 75 out of 284 (26%) victims of bullying are also victims of cyberbullying*. From the study results, it was explained that *cyberbullying* through the use of images/video clips or electronic messages has a greater effect than *bullying*. Juvonen and Gross (2008) suggest that higher levels of social anxiety among victims of *bullying* at school and *cyberbullying* occur, revealing individual secrets and deceiving friends through social media.

Cyberbullying instruments in Indonesia do many constructs using Williard's theory (2007) which proposes seven aspects of *cyberbullying*. *Williard's theory explains cyberbullying behavior or cyberbullying perpetrators*. Research on *cyberbullying is very limited to the adaptation and testing of cyberbullying instruments*, but instruments used to measure victims or perpetrators of *cyberbullying* are indispensable. Taufiq and Herdi (2020) suggest that instrument adaptation and testing must be carried out to obtain standard and useful measuring instruments in providing interpretation according to research objectives.

Elipse et al. (2017) explained that *the cyber victimization emotional impact scale (CVEIS)* could measure the emotions of victims and the perceptions of people around them. The emotions measured in this instrument are negative and positive. In foreign research, many measure a person's involvement in *cyberbullying*, both perpetrators and victims. Several instruments involve someone who is a perpetrator or perpetrator, including *the Cyberbullying and Online Survey Instrument, Revised Cyberbullying Inventory (RCBI), European Cyberbullying Intervention Project Questionnaire, and Cyberbullying Questionnaire (CBQ)*. Of several instruments that measure *cyberbullying*, both perpetrators and victims, this study chose *the European Cyberbullying Intervention Project Questionnaire* because it has been conducted in several

European countries and the subjects are more than 10,000, and variable tests and reliability tests have been carried out so that the ECIPQ instrument is expected to be used in Indonesia

In a previous study on the European Cyberbullying Intervention Project Questionnaire instrument, *Del Ray et al. (2015) examined the structural validation of the European Cyberbullying Intervention Project Questionnaire*. The subjects in the study were 5679 secondary school teenagers from six European countries (Spain et al.). In this study, validation focused on two main dimensions: victims of cyberbullying and perpetrators of cyberbullying. The results showed a CFI value greater than 0.90 and an ECVI index value not exceeding 0.6. Based on the low ECVI value and the CFI value's adequacy, the model's suitability for different samples can be assumed. These two indices measure the close fit between two or more models, so the smaller the value obtained, the greater the match (Bandalos, 1993). *Cyber-aggression* and *cyber-victimization* become part of cyberbullying, not only from a theoretical angle (Vollink et al., 2013) but also with practical experience supporting. This has strengthened the conception of *cyberbullying* as a dynamic phenomenon that states that attacking and being attacked is relevant in the field (Casas et al., 2013).

Herrera-Lopez et al. (2017) examined ECIPQ validation for Colombian adolescents. The subjects in the study involved 3,830 adolescents (1,931 Colombian adolescents and 1,899 Spanish adolescents) grouped into two countries, namely Colombia and Spain. The results of this study show the suitability of the instrument and the advantages of using the instrument can be used to evaluate and integrate psychoeducational interventions aimed at preventing *cyberbullying* in countries with little research.

Zhu Yuhong et al. (2020) made adaptations in Chinese and validated instruments. The Chinese version of the ECIPQ instrument consists of 14 items (seven *cyber-aggression* items and seven *cyber-victimization* items). The instrument is developed based on relevance and conformity to Chinese culture, cultural and linguistic adaptation, and norm measures with adolescent Chinese language samples. Subjects in the previous study were 452 samples of adolescents randomly, and this study was divided into two subsamples, namely exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The EFA results show that the Chinese version has good results from divergent and discriminant validity. The CFA results show the suitability of measurement models in *cyber-aggression* and *cyber-victimization* assessments. Based on this explanation, this study aimed to adapt the European Cyberbullying Intervention Project Questionnaire (ECIPQ) instrument to adolescents in Indonesia.

Problem of Study

Adolescence is a period that often experiences biological changes such as secondary sexual development, changes in psychosocial behavior in behavior, attraction to the opposite sex, and also social relationships with the environment. Researchers should continually seek to develop and evaluate all cyberbullying instruments. Various instruments developed and used to measure cyberbullying previously are mostly limited to measuring perpetrators in cyberspace (Calvete et al., 2010) or only to measuring victims of cyberbullying in cyberspace (Muller et al., 2014). Based on this, this study aims to adapt to ECIPQ to obtain a valid and reliable ECIPQ that can be used in Indonesia.

Method

Participants

The study was conducted on adolescents. There were 1567 teenagers aged 12 to 18 years or from junior high school to college students, consisting of girls (50.9%) and boys (49.1%). The duration of social media use was between 3 to 6 hours a day, most had wifi networks, and all had mobile phones. This research is done by filling in the adapted ECIPQ instrument. The sampling of this study used *non-probability sampling* with *incidental sampling techniques*.

Instruments

European Cyberbullying Intervention Projects Questionnaire

In this study using the *European Cyberbullying Intervention Projects Questionnaire* instrument, this scale was validated by Herrera-Lopez et al. (2017) developed by Brighi et al. (2012) consisting of 2 dimensions (*Cyber-*

victimization & Cyber-aggression) with 22 items. ECIPQ uses five options i.e. never (0), once or twice (1), once or twice a month (2), about once a week (3), and more than once a week (4). An example of an item on this scale is "Someone threatened me via text message or online". The validity of this study was tested using confirmatory factor analysis or CFA. The reliability for this instrument uses construct reliability.

Research Procedure

This research adapts to the stages, namely initial translation, translation synthesis, reverse translation, expert assessment, pre-final version test, and submission of documents to the developer or coordination committee to assess the adaptation process (Beaton et al., 2000).

The stages carried out include:

- Initial translation, *doing the original scale translation of English to Indonesian by translator 1 (T1) and translator 2 (T2), translator one is done by translators who understand the concept of the scale to be used. In contrast, translator 2 (T2) is done by translators who understand English or literature.*
- Synthesis of the translations *is synthesizing or equalizing the meaning of the results of T1 and T2 translation with adjustments to theoretical concepts and Enhanced Spelling. Back translation, translating the results of T1 and T2 synthesis into English so that they can be compared with similarities with the original item.*
- Expert judgment, after a *back translator* is carried out, a discussion is carried out with experts who understand the measuring instrument. *The expert judgment in this study is a psychologist.*
- Test of the pre-final version, *the researcher conducted an instrument readability test with five respondents. The readability test was given as a measuring instrument to the respondents. The readability test aims to see the extent of the respondent's understanding of items and see unambiguous statements (Periantalo, 2015). Then the readability test results are used for evaluation materials in improving the item, and then the field trial stage is carried out.*
- Submit documentation to the developers or coordinating committee to appraise the adaptation, *submitting the adaptation results to the original developer—the second implementation stage, in schools and universities through Google form. The last stage of the research tested the suitability of the measurement model on each dimension of the Indonesian version of the cyberbullying instrument using confirmatory factor analysis (CFA). In this study, reliability analysis uses Composite Reliability.*

Data Analysis

The validity of this study was tested using confirmatory factor analysis or CFA with the help of JASP 0.17.1.0. CFA is used to confirm indicator variables that can be used to confirm a factor (Ferdinand, 2014). Evaluation with the CFA model uses two criteria, namely (1) *Model convergence* and (2) *Fit indices*.

- *Model convergence and acceptable range of parameter estimate*
In the maximal *likelihood estimation* (MLE) model, this involves an iterative process in which matrix covariance is observed and compared with theoretical matrices to reduce differences (residuals)
- *Fit indices* are seen from the *goodness* of fit data CFA. The fit criteria are classified into *absolute fit indices*, *comparative or incremental*, and *parsimony*.

Results

Table 1 shows that the measurement model, in general, still needs to be fit. The amateur fit values of GFI, RMSEA, NFI, IFI, CFI, and TLI are still below the established criteria (Hair et al., 2010). The model of *cyberbullying* and the factor loadings of each item can be shown in Figure 1.

In this initial result, many criteria still need to be met to show model fit, so researchers make modifications to get a better model by removing items whose factor loading is below 0.5. Like ECIPQ 1 (Someone says bad things to me or insults me via text message or online.), ECIPQ 2 (Someone says bad things about me to others online or via text message),

ECIPQ 10 (I am ostracized or ignored by others on social media or *chat* rooms on the internet), ECIPQ 12 (I say bad things to someone or insult them using text messages or online messages), ECIPQ 13 (I say bad things about someone to others online or via text message), and ECIPQ 21 (I ostracize or ignore someone on social media or *internet chat* rooms). So that the final model does not use the six items above, the final model's precision parameters can be seen in Table 2 after removing the eight items.

Table 1. ECIPQ Model Precision Parameters before modification

Category	Parameter fit	Output	Criterion	Information
Absolur Fit	Goodness of fit index (GFI)	0,846	≥ 0,90	Not fit
	Root mean square error of approximation (RMSEA)	0,096	≤ 0,08	Not fit
	Normal fit index (NFI)	0,796	≥ 0,9	Not fit
	Incremental fit index (IFI)	0,806	≥ 0,9	Not fit
Incremental Fit	Comparative fit index (CFI)	0,806	≥ 0,9	Not fit
	Tucker-Lewis Index (TLI)	0,785	≥ 0,90	Not fit
Parsimonious Fit	Parsimonious Normal Fit Index (PNFI)	0,716	0,60-0,90	Fit

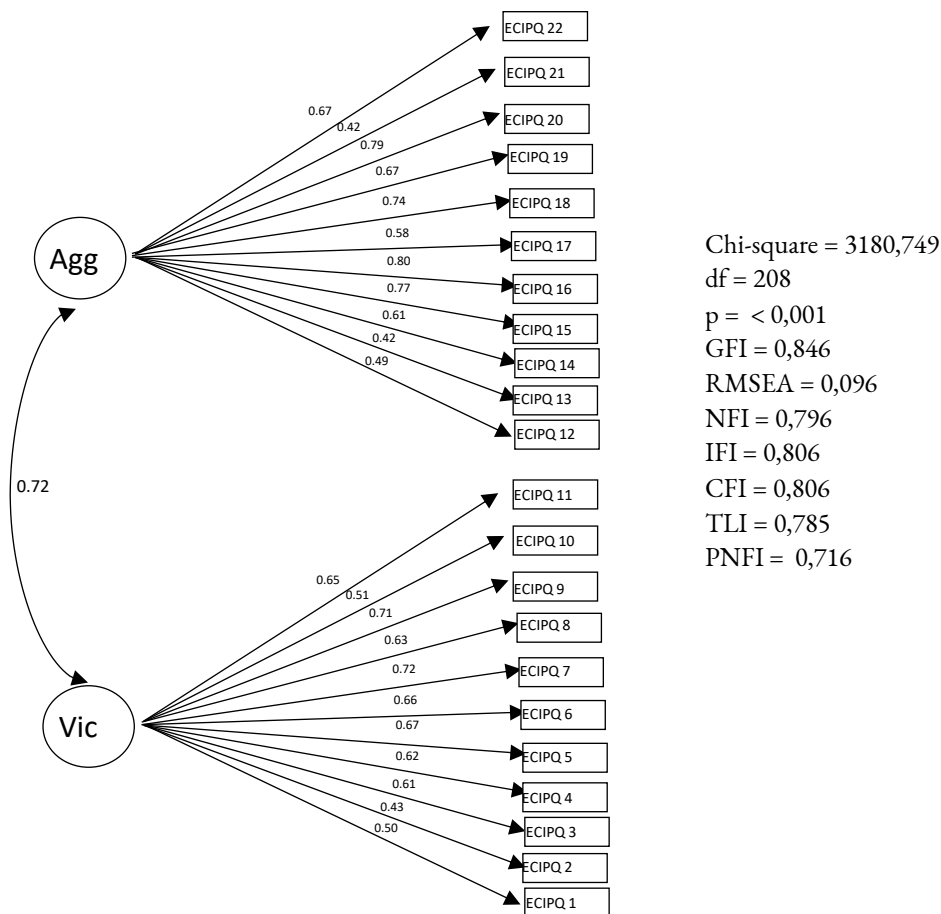


Figure 1. ECIPQ Instrument Initial Measurement Model1

The results of the model modification in Table 2 show the fit parameters. In other models, such as GFI, RMSEA, NFI, IFI, CLI, TFI, and PNFI, the value has met the criteria set to get a fit model (Hair et al., 2010). The complete model fit and factor loading of each item can be seen in Figure 2.

Table 2. Modified ECIPQ Model Precision Parameters

Category	Parameter fit	Output	Criterion	Information
Absolur Fit	Goodness of fit index (GFI)	0,943	≥ 0,90	Fit
	Root mean square error of approximation (RMSEA)	0,065	≤ 0,08	Fit
	Normal fit index (NFI)	0,935	≥ 0,9	Fit
	Incremental fit index (IFI)	0,943	≥ 0,9	Fit
	Incremental Fit	Comparative fit index (CFI)	0,943	≥ 0,9
	Tucker-Lewis Index (TLI)	0,932	≥ 0,90	Fit
Parsimonious Fit	Parsimonious Normal Fit Index (PNFI)	0,787	0,60-0,90	Fit

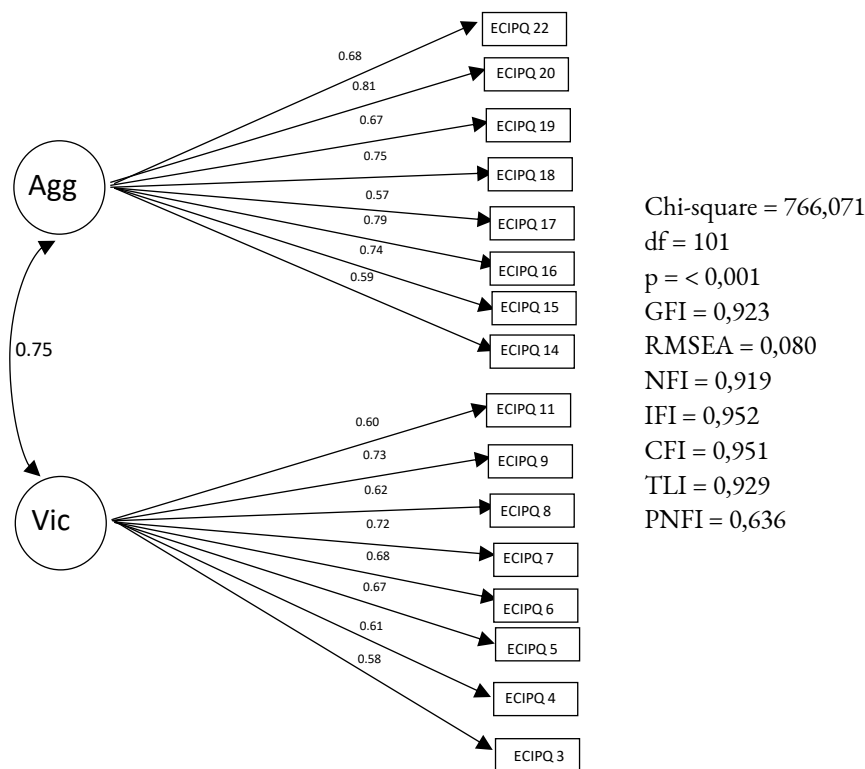


Figure 2. ECIPQ Instrument Fit Measurement Model2

After analyzing the model and factor loading, they conducted reliability tests. *Reliability* is a consistent internal instrument measured based on an item's homogeneity level. Hair et al. (2010) suggest that reliability tests in CFA analysis include *construct reliability* (CR) and *average variance extracted* (AVE). CR values ≥ 0.7 are interpreted as good reliability, while CR values of 0.6 to 0.7 are interpreted as acceptable reliability, provided that the indicator record has factors that meet the criteria. Internal consistency can be measured using the recommended Average Variance Extracted (AVE) of > 0.5. Based on the data in Table 3. It is known that the measurement result in the ECIPQ instrument have good reliability.

$$\text{Construct Reliability} = \frac{(\sum \text{Standardized Loading})^2}{(\sum \text{Standardized Loading})^2 + (\sum \text{Measurement Error})}$$

Table 3. CR values and loadings of the scale items

Variabel Indikator	λ	Error	λ^2	CR
Cybervictimization				
ECIPQ-3	0,58	0,67	0,34	0,86
ECIPQ-4	0,61	0,63	0,37	
ECIPQ-5	0,67	0,55	0,45	
ECIPQ-6	0,68	0,53	0,46	
ECIPQ-7	0,72	0,48	0,52	
ECIPQ-8	0,62	0,61	0,38	
ECIPQ-9	0,73	0,47	0,53	
ECIPQ-11	0,60	0,63	0,36	
Total	5,21	4,57	3,41	
Cyberagresion				
ECIPQ-14	0,60	0,64	0,36	0,89
ECIPQ-15	0,74	0,45	0,55	
ECIPQ-16	0,80	0,39	0,64	
ECIPQ-17	0,57	0,67	0,32	
ECIPQ-18	0,75	0,43	0,56	
ECIPQ-19	0,67	0,54	0,45	
ECIPQ-20	0,81	0,35	0,66	
ECIPQ-22	0,68	0,53	0,46	
Total	5,62	4	4	

Discussion

This study is the first to validate the Indonesian version of ECIPQ with Indonesian adolescents. The ECIPQ instrument provides preliminary evidence supporting the reliability and validity of the scale in assessing the experiences of *cyberbullying victims* and cyberbullies. ECIPQ Indonesia consists of 16 items generated from the original ECIPQ containing 22 items, including eight on *cyberbullying victims* and eight on *cyber bullies*. The CFA results support a two-factor structure and have a multidimensional model. The Indonesian version of ECIPQ provides a comprehensive profile of adolescents' *cyberbullying* experiences and is essential for developing future interventions and training programs. The CFA results show that the Indonesian version of ECIPQ is reliable and internally consistent in assessing *cyberbullying victims* and cyberbullies. Multidimensional models add to the benefits of being able to measure together the two main dimensions of *cyberbullying*. The findings of the ECIPQ instrument can be applied in the Indonesian context to deepen the scale application. The ECIPQ instrument has two factors: *cyber victimization* and *cyber aggression*. *Cybervictimization items* include ECIPQ 3, ECIPQ 4, ECIPQ 5, ECIPQ 6, ECIPQ 7, ECIPQ 8, ECIPQ 9 and ECIPQ 11. *Cyberaggression items* include ECIPQ 14, ECIPQ 15, ECIPQ 16, ECIPQ 17, ECIPQ 18, ECIPQ 19, ECIPQ 20, and ECIPQ 22. So that the first hypothesis is fulfilled with the results of the model on ECIPQ in the form of multidimensional.

Several previous studies (Del Ray et al., 2015; Herrera-Lopez et al., 2017; Zhu et al., 2020) found that *cyberbullying* consists of two factors and dimensions. This study also found that two factors and dimensions match the data and scale with good internal consistency. With this, it can be affirmed that *cyber victimization* and *cyberaggression* become part of *cyberbullying* from a theoretical point of view (Vollink et al., 2013) and with empirical support. This reinforces *cyberbullying* as a dynamic phenomenon in which attacking and being

attacked is relevant (Casas et al., 2013). This instrument has the advantage that the approach to present concrete actions clearly shows the conceptual limitations of the phenomenon of *cyberbullying* so that there is a possibility of involvement of *cyberbullying victims*, cyberbullying perpetrators, or even both (Del Ray et al., 2015). The ECIPQ instrument, according to Del Ray et al. (2015), is useful for developing knowledge about the phenomenon of cyberbullying in two directions (victims and perpetrators), and this instrument has been well-validated. It has been proven in Indonesia with the validity of the contract and the reliability of the contract. This instrument can also be used to implement adolescents who will have further interventions in cyberbullying prevention and also measure victims, perpetrators, or both in cyberbullying to determine the percentage of cyberbullying and can be used in the field of education in fighting cyberbullying.

ECIPQ was also adapted in Chinese. The difference between the Chinese and the Indonesian version of ECIPQ is the number of items. The Chinese version contains 14 items, two factors totaling seven items each. Meanwhile, the Indonesian version consists of 15 items, eight cyber-victimization items, and eight cyberaggression items. The similarity between ECIPQ China and ECIPQ Indonesia is adapting instruments, using CFA psychometrics, and adjusting instruments according to the culture in each country. Bornstein (2012) suggests that each culture has differences from each other due to deep-rooted ideas related to feelings, thoughts, and behaviors different in each culture. A culture is a form of difference in beliefs and behaviors between one group and another used to regulate daily life. As with *cyberbullying behavior*, cultural differences influence it, so some items are not in Indonesian culture.

Conclusion

This study aims to adapt the ECIPQ instrument so that it can be used in Indonesia. Based on the results of the CFA analysis, it can be concluded that the ECIPQ model consists of 2 dimensions, namely *Cyber-Victimization* and *Cyber-Aggression*. The items in ECIPQ that have been adapted and modified consist of 8 cyber-victimization items and eight cyber-aggression items. On validity using CFA analysis, it is explained that this instrument is valid in general because of the item fit model. The ECIPQ instrument is needed to detect the involvement of adolescents who are victims or perpetrators so that researchers and parties who implement ECIPQ can handle *cyberbullying* at school or on campus. To carry out this handling, it is expected to involve the surrounding environment, not only *self-reporting*, so it is measurable and increases awareness and awareness about *cyberbullying*.

Recommendations

There are similar items in this study, so some items are factor loadings/criteria that still need to be met. So it is necessary to avoid similarities that cause redundant or repetitive items. Taking samples in general and more broadly is better because the number of samples affects the results obtained more comprehensively.

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