

Makale Geçmişi / Article History

Alındı/Received: 01.12.2023

Düzeltilme Alındı/Received in revised form: 13.02.2024

Kabul edildi/Accepted: 03.05.2024

INVESTIGATION OF HIGH SCHOOL STUDENTS' EXPOSURE TO PHUBBING BEHAVIOR

Demet Turasan Alpaslan¹, Nezh Önal²

Abstract

As a social being, humans today have the opportunity to interact with different online users, access information quickly, and socialize thanks to advancing technology and the internet. However, excessive and uncontrolled time spent on the internet and the excessive use of cell phones, which can reach the level of addiction, bring about problems in social relationships, feelings of deprivation, and situations such as mobile device or technology addiction. The situation of not being able to live without a phone and consciously ignoring the people around oneself is beginning to be defined as "phubbing" (phone snubbing). Individuals exhibiting phubbing behavior experience problems in both their professional and social relationships. In order to propose the necessary solutions to these problems, it would be appropriate to determine the situation before working life. The aim of this study is to examine phubbing behavior among high school students in terms of different demographic variables (type of school, gender, grade level, family relationships, friendship relationships, duration of internet usage). The study was conducted based on a survey design, one of the quantitative research methods. The General Phubbing Scale was used as the data collection tool in the study. A total of 353 students from private and public high schools in a province in the Central Anatolia region during the 2022-2023 academic year participated in the research. In addition to descriptive statistics, tests examining differences between means [independent sample t-test and one-way analysis of variance (ANOVA)] were used for the analysis of the quantitative data obtained from the scale. When the findings of the study were examined, no significant difference was seen in terms of phubbing behavior according to the gender variable. However, significant differences were concluded in the cases of school type, duration of phone usage, and family and friendship relationships in terms of exhibiting phubbing behavior among students. In line with the data obtained as a result of the research, various suggestions were made to parents and young people to avoid this behavior.

Keywords: mobile phone; addiction; communication; high school students; phubbing.

¹ [Sorumlu Yazar] Öğretmen, Niğde Ömer Halisdemir Üniversitesi, dmt.trsn@gmail.com, <https://orcid.org/0009-0005-6976-2534>

² Doç.Dr., Niğde Ömer Halisdemir Üniversitesi, nezihonal@ohu.edu.tr, <https://orcid.org/0000-0002-1103-8771>

Legal Permissions: Niğde Ömer Halisdemir University Scientific Research and Publication Ethics Committee, Date: 05.04.2023, Number: 342436.

LİSE ÖĞRENCİLERİNİN TELE-HİÇLEME (PHUBBING) DAVRANIŞINA MARUZ KALMA DURUMLARININ İNCELENMESİ

Öz

Sosyal bir varlık olan insan, günümüzde gelişen teknoloji ve internet ile birlikte farklı çevrimiçi kullanıcılarla etkileşim kurabilme, bilgiye hızlı erişebilme ve sosyalleşme imkânı bulabilmektedir. İnternette geçirilen ve kontrol edilemeyen zaman, bağımlılık düzeyinde kullanılan cep telefonları ise beraberinde sosyal ilişkilerde yaşanan sorunları, yoksunluk hissiyatını, mobil cihaz veya teknoloji bağımlılığı gibi durumları getirmektedir. Telefonsuz yaşayamayıp, bilinçli olarak etrafındaki insanları görmezden gelme durumu ise Tele-hiçleme olarak tanımlanmaya başlanmıştır. Tele-hiçleme davranışına sahip olan bireyler gerek iş hayatlarında gerek sosyal hayatlarındaki ilişkiler konusunda sorun yaşamaktadır. Bu soruna ilişkin gerekli çözüm önerilerinin getirilebilmesi için iş yaşamı öncesinde durum tespitlerinin yapılması uygun olacaktır. Bu çalışmanın amacı lise öğrencilerinde Tele-hiçleme davranışının farklı demografik değişkenler (okul türü, cinsiyet, sınıf düzeyi, aile ilişkileri, arkadaşlık ilişkileri, internette kalma süreleri) açısından incelenmesidir. Çalışma nicel araştırma yöntemlerinden tarama desenine dayalı olarak yürütülmüştür. Çalışmada veri toplama aracı olarak “Tele-hiçleme Ölçeği” kullanılmıştır. Araştırmaya 2022-2023 eğitim öğretim yılında İç Anadolu bölgesinde yer alan bir ildeki özel ve devlet liselerinde öğrenim gören toplamda 353 öğrenci katılmıştır. Ölçekten elde edilen nicel verilerin analizi için betimsel istatistiklere ek olarak ortalamalar arası farkları inceleyen testler [bağımsız örneklem t-Testi ve tek yönlü varyans analizi (ANOVA)] kullanılmıştır. Çalışmadan elde edilen bulgular incelendiğinde, cinsiyet değişkenine göre Tele-hiçleme davranışına sahip olma durumunda anlamlı bir fark bulunmamıştır. Fakat öğrencilerin okul türü, telefon kullanım süreleri, aile ve arkadaşlık ilişkilerine göre Tele-hiçleme davranışını gösterme durumlarında anlamlı bir fark saptanmıştır. Araştırma sonucunda elde edilen veriler doğrultusunda ebeveyn ve gençlere bu davranıştan kaçınmalarına yönelik çeşitli önerilerde bulunulmuştur.

Anahtar Kelimeler: cep telefonu; bağımlılık; iletişim; lise öğrencileri; tele-hiçleme.

Yasal İzinler: Niğde Ömer Halisdemir Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu, Tarih: 05.04.2023, Sayı: 342436.

Geniş Özet

Hanehalkı bilişim teknolojileri kullanım arařtırmalarında Türkiye internet kullanım sonuçları incelendiğinde, 16-74 yař grubundaki bireylerde 2022 yılındaki internet kullanımı %85,0'ten 2023 yılında %87,1'e yükseldiđi görölmektedir. Cinsiyet ayrımında 2023 yılında internet kullanım oranı; erkeklerde %90,9 kadınlarda %83,3 olarak gözlemlenmiştir (TÜİK, 2023). İnsanların modern teknoloji ve internetin geliřimiyle birlikte çevrimiçi kullanıcılarla etkileşim kurma, bilgiye hızlı erişim ve sosyalleşme olanađı bulabildiđi söylenebilir. Ancak, internet üzerinde harcanan ve kontrol edilemeyen zaman, aşırı kullanılan cep telefonları gibi durumlar, sosyal ilişkilerde sorunlar, yalnızlık hissi ve teknoloji bađımlılıđı gibi sonuçları beraberinde getirmektedir. Telefon olmadan yaşayamama ve bilinçli olarak çevresindeki insanları görmezden gelme durumu ise Tele-hiçleme olarak adlandırılmıştır. Bu davranışı sergileyen kişiler hem iş hayatlarında hem de sosyal ilişkilerinde sorunlar yaşayabilmektedirler. Türkiye'de tele-hiçleme üzerine yapılan arařtırmalar incelendiğinde yař aralıđı en düşük 15 yař ve üzeri olarak bulunmuştur (Parmaksız, 2021). Gençler ve yetişkinlerde olumsuz bir davranış olarak görölen bu durum göz önünde bulundurularak çalışmanın örneklem grubu için 14-17 yař aralıđında olan lise öğrencileri seçilmiştir. Bu çalışmanın amacı lise öğrencilerinde Tele-hiçleme davranışının farklı demografik deđişkenlere göre incelendiğinde ne düzeyde olduđunu ortaya koymaktır. Bu çerçevede katılımcıların okul türü, cinsiyet, sınıf düzeyi, aile ilişkileri, arkadaşlık ilişkileri, internette kalma süreleri gibi demografik özelliklerine göre Tele-hiçleme davranışına maruz kalma durumları arařtırılmıştır. Çalışma nicel arařtırma yöntemlerinden tarama desenine dayalı olarak yürütölmüştür. Çalışmada veri toplama aracı olarak Türkçe'ye uyarlanan "Tele-hiçleme Ölçeđi (Genel Phubbing Ölçeđi)" kullanılmıştır. İlgili ölçek 2022-2023 eğitim öğretim yılında İç Anadolu bölgesinde yer alan bir ildeki özel ve devlet liselerinde öğrenim gören toplamda 353 öğrenciye uygulanmıştır. Etik prensiplere uygun olarak, çalışmada kullanılacak veri toplama aracı için ölçeđin sahibinden gerekli izin alınmıştır. Daha sonra, çalışmaya başlamak için etik komite onayı alınmıştır. Bu süreçte katılımcılar için bilgilendirilmiş onam formları ve ebeveyn onam formları da hazırlanmıştır. Ölçeđin ilk sayfasına çalışmanın amacı, katılımcıların gerçek isimlerini kullanmaması gerektiđi, tüm bilgilerin gizliliđinin sađlanacađı ve katılımcı izinleri olmadan alınan kayıtların paylaşılmayacađını açıklayan bir bilgilendirme onam yazısı eklenmiştir. Çalışmanın yürütöleceđi özel ve kamu okullarının yönetimleri arařtırmadan haberdar edilmiş ve çalışmayı yürütmek için gerekli izinler alınmıştır. Ölçekten elde edilen nicel verilerin analizi için betimsel istatistiklere ek olarak ortalamalar arası farkları inceleyen testler [bađımsız örneklem t-Testi ve tek yönlü varyans analizi (ANOVA)] kullanılmıştır. Çalışmadan elde edilen bulgular incelendiğinde, cinsiyet deđişkenine göre Tele-hiçleme davranışına sahip olma durumunda anlamlı bir fark bulunmamıştır. Fakat öğrencilerin okul türü, telefon kullanım süreleri, aile ve arkadaşlık ilişkilerine göre Tele-hiçleme davranışını gösterme durumlarında anlamlı bir fark saptanmıştır.

Alanyazında tele-hiçleme davranışı sergileyen ya da bu davranışı deneyimleyen bireylerin durumlarına deđinen arařtırmalarda, Tele-hiçleme kavramının aynı zamanda sosyotelizm ve telgisizlik gibi farklı terimlerle de açıklandıđı gözlemlenmiştir. Ayrıca sosyotelizm ile dışadönöklük arasında önemli derecede pozitif bir ilişki bulunmuştur. Sosyotelizm ile uyumluluk ve sorumluluk sahibi olma arasında ise önemli derecede negatif bir ilişki gözlemlenmiştir. Cinsiyetin sosyotelizm puanlarını anlamlı bir şekilde ayırt etmediđi, ancak medeni durum, eğitim düzeyi ve yařın puanları önemli ölçüde ayırt ettiđi bulunmuştur.

Ayrıca uyumluluk, duygusal denge, sorumluluk sahibi olma ve deneyime açıklık gibi özelliklerin sosyotelizmin öngörücüleri olduğu belirtilmiştir (Parmaksız, 2021).

İlişkiler üzerine gerçekleştirilen Eşler-Tele-hiçleme ile ilişki tatmini arasındaki varsayımsal bağlantının çeşitli değişkenlerin aracı ve düzenleyici rollerini incelemek için iki yapılandırılmış kesitsel anket çalışması yapılmıştır. Çalışmada, partnerin yanında cep telefonu kullanmanın (tele-hiçleme) partneri dışlanmış hissettirerek ilişkiye istemsiz ve zararlı bir etkisinin olduğu vurgulanmıştır. Mevcut etkileşimler sırasında partnerlerin cep telefonu kullanımının derecesinin ilişki tatmini ile negatif bir ilişkisi olduğu bulunmuş, ancak cep telefonu kullanımının Eşler-Tele-hiçleme ve ilişki tatmini üzerinde doğrudan etkisinin anlamlı olmadığı belirlenmiştir. İlişki tatminini düşürdüğü düşünülen Tele-hiçleme davranışının, çatışma ve kıskançlık için asıl mekanizma olmadığı, ancak cep telefonu kullanımıyla ilgili çatışmalar ve kıskançlık ayrı ayrı düşünüldüğünde önemli dolaylı etkilerinin olduğu sonucuna varılmıştır. Partneri cep telefonu kullanımına dâhil etmenin zararlı ilişki etkilerine karşı bir tampon olarak işlev görebileceği çıkarımı yapılmıştır (Beukeboom & Pollmann, 2021).

Sosyal etkileşimin Tele-hiçleme üzerindeki etkilerini inceleyen başka bir çalışmada, bir sosyal ortamda birinin cep telefonuna odaklanarak birini göz ardı etme davranışı olan Tele-hiçlemenin sosyal sonuçları deneysel olarak araştırılmıştır. Katılımcılara, kendilerini iki kişilik bir konuşmanın bir parçası olarak hayal ettikleri üç dakikalık bir animasyon gösterilmiştir. İletişim ortaklarından biri ya tamamen ya da kısmen Tele-hiçleme davranışı sergilemiş veya hiç sergilememiştir. Sonuçlar, artan Tele-hiçleme davranışının algılanan iletişim kalitesini ve ilişki tatminini olumsuz yönde etkilediği şeklinde çıkmıştır (Chotpitayasunondh & Douglas, 2018).

Aile ilişkilerinde Tele-hiçlemenin etkilerini inceleyen bir başka çalışmada, ergenlik döneminde ebeveynlerin Tele-hiçleme davranışını değerlendirmek için Ebeveyn Tele-hiçleme Ölçeği geliştirilmiştir. Ebeveynler ile ergen çocukları arasındaki ilişki sorunlarının iletişim kalitesi ve bağlanma tarzı gibi çeşitli faktörlerden kaynaklanabileceği düşünülmüştür. Teknoloji bu faktörlerden biri olarak kabul edilmiş ve ebeveynler ile çocuklar arasındaki ilişkiyi olumsuz etkileyebileceği belirtilmiştir. Araştırmaya göre, çocukların ebeveynlerinin Tele-hiçleme davranışlarını deneyimleme düzeyleri, ebeveynlerinden sosyal kopukluk hissetme duyguları ile pozitif ilişkilidir. Bu nedenle, çocuklar ebeveynlerinin Tele-hiçleme davranışlarını ne kadar algılasa, ebeveynleri ile hissettikleri bağlantı o kadar azalmaktadır (Pancani vd., 2020).

Ebeveynlerin Tele-hiçleme davranışlarının gençlerin cep telefonu bağımlılığı üzerindeki etkilerini incelemeyi amaçlayan başka bir çalışmada, bu ilişkinin altında yer alan öznel norm ve bağımlı niyetin aracı rollerini belirlemek için dikkat çekici sonuçlar elde edilmiştir. Bu çalışmaya göre, ebeveynlerin Tele-hiçleme davranışı ergenlerin cep telefonu bağımlılık davranışlarını artırmaktadır (Liu vd., 2019). Sosyal bir ortamda kasıtlı olarak etraftaki bireylerin görmezden gelinmesi zamanla yüz yüze iletişimi ve kişiler arası etkileşimi zedelemektedir. Bu çalışma ise lise öğrencilerinin Tele-hiçleme olma seviyelerinin belirlenmesi, sonuçlara göre gerekli tedbirlerin alınması ve alanda yeterli çalışma bulunmamasından dolayı önem taşımaktadır.

Introduction

The use of mobile devices is rapidly expanding. According to January 2023 data, the global mobile phone usage rate reached 68%, while social media access reached 59.4% (We Are Social, 2023). These results indicate a growing interest in mobile phones and social media usage among individuals. However, this increased interest also brings about some behaviours. The concepts such as Phubbing are related to issues like withdrawal syndrome caused by uncontrolled cell mobile phone or social media use, feeling of depression, inability to adapt to the environment, and experiencing problems in family and peer relationships (Kalip & Çöl, 2020).

Although a definite diagnosis cannot be made, feelings of deprivation when individuals don't have their mobile phones with them, inability to focus on tasks due to the mobile phone, and constant interaction with mobile phones instead of individuals can be considered as signs of mobile phone addiction (Kalip & Çöl, 2020). As daily mobile phone usage increases due to the discovery and popularity of various mobile phone applications and social media platforms, new addiction types are emerging (Büyükgebiz Koca, 2019). The most commonly encountered behaviour related to these symptoms is the concept known in Turkish literature as "Mobil İhmalkârlık," "Sosyotelizm," or "Tele-hiçleme," which is known in English as "Phubbing." While some consider "Tele-hiçleme" as a more appropriate translation for the term "Phubbing" (Güler & Sevinç, 2022), in different sources, Phubbing is also referred to as "Sosyotelizm." Sociotelism is an addiction caused by mobile phone use (Özdemir, 2020). From a different perspective, sosyotelizm is also considered as a situation where individuals engage with networks and mobile phones instead of the people they are physically present with, focusing on other things through their social media accounts (Yıldırım & Ünalan, 2020).

In a study investigating the impact of sosyotelizm on loneliness, it was stated that sosyotelizm has a significant effect on loneliness (Aydoğdu & Çevik, 2020). Sepetçi et al. (2021) conducted a study investigating the relationship between pandemic-induced boredom, fear of missing outside activities and exposure to sociotelism among university students. In this study, positive correlations were noted between these variables. In addition, fear of missing out plays a mediating role between the variables. Phubbing, which is also known as sosyotelizm in Turkish, is discussed as a form of addiction in mobile phone usage and is perceived as a negative occasion among young adults and adults alike (Parmaksız, 2020). The presence of Phubbing behavior can harm face-to-face communication and negatively affect interpersonal relationships (Sevinç et al., 2019). When examining the research carried out on Phubbing in Turkey, it was concluded that the lowest age range studied was 15 years and older (Parmaksız, 2021). Previous research has suggested that gender, age, and daily smartphone use may influence phubbing (Liu et al., 2019; Han et al., 2021). While smartphones have brought many conveniences (such as online learning and chatting), the negative effects of cell phones (such as "phubbing") have become more prominent and increasingly a major academic concern. Phubbing refers to the act of snubbing or ignoring other people by focusing on one's cell phone in social interactions. Phubbing, a widespread phenomenon in the mobile internet age, is observed extensively in family, work, school, and study environments. While phubbing highlights the damage to interpersonal relationships due to excessive smartphone use, smartphone addiction emphasizes dependence on smartphones, leading to psychological or behavioral harm to oneself. Smartphone addiction inadvertently increases individuals' time

spent using phones in different contexts, objectively contributing to phubbing (Bin et al., 2023).

Considering the negative occasion perceived by young individuals and adults, high school students were chosen as the sample group for this study. This study aims to examine the level of Phubbing behaviour among high school students concerning various demographic variables. In this context, the exposure to Phubbing behavior was investigated based on demographic characteristics such as school type, gender, grade level, family relationships, friendship relationships, and internet usage duration. Table 1 presents the hypothesis statement and sub-objectives of the study.

Table 1: Hypothesis and research question of the study

H1	Phubbing behaviour affects high school students negatively.
Q1	Does Phubbing behaviour vary according to gender among high school students?
Q2	Does Phubbing behaviour vary among different grade levels of high school students?
Q3	To what extent does the type of school affect the level of Phubbing behaviour?
Q4	To what extent does Phubbing behavioural disorder affect interpersonal communication?
Q5	What is the level of impact of Phubbing behaviour on family relationships?
Q6	What is the level of impact of Phubbing behaviour on friendship relationships?
Q7	To what extent does the average daily mobile phone usage duration affect the level of Phubbing behaviour?

When the literature is reviewed, it is observed that there is insufficient research specifically regarding high school-level students' exposure to Phubbing behavior. It is expected to guide future research focusing on different samples regarding the Phubbing situation in individuals.

Method

In this section, first the research design is presented, then information about the study group is provided, and then the planning of data collection tools, data collection, data analysis, and the validity and reliability of the research are explained. The data collection processes carried out within the scope of this research have been approved by the Niğde Ömer Halisdemir University Ethics Committee with document number 342436 dated 03.04.2023.

Research Design

This research was conducted based on quantitative research method survey design. In this study, a survey design was used since the current situation of high school students regarding Phubbing was tried to be determined as it exists. The survey design aims to identify certain characteristics of a selected group as they exist and facilitates the collection of information from a large sample (Büyüköztürk et al., 2022).

Population and Sample

The population of the study is high school students studying in a city center located in the Central Anatolia region. In order to reach a sample representative of the population, convenience sampling technique in which close and easily accessible situations were selected

was used in this study (Kılıç, 2012). In this study, participants were selected from high school students because the aim was to investigate whether the incidence of Phubbing behavior among individuals aged 15 and above varied according to identified demographic variables. A total of 353 students (160 male and 193 female) attending private and public high schools in a relatively small city center located in the Central Anatolia Region of Turkey in the 2022-2023 academic year participated in the study. Some demographic information about the participants is presented in Table 2.

Table 2. Some Demographic information about the participants

Gender	N	%
Female	193	45,3
Male	160	54,7
Grade Level		
9	98	27,8
10	66	18,7
11	89	25,2
12	100	28,3
School Type		
Public	226	64,0
Private	127	36,0
Do you get along with your parents?		
Yes	298	84,4
No	55	15,6
Do you get along with your friends?		
Yes	325	92,1
No	28	7,9
How many hours do you use your mobile phone on average per day? (Hours)		
0-2	54	15,3
2-4	124	35,1
4-6	105	29,7
6 +	70	19,8
Total	353	100

When Table 2 is analyzed, it is observed that 54.7% of the participants are female and 45.3% are male. 64% of the participants stated that they attend public schools, while 36% attend private schools. Based on the percentage, it can be inferred that participants have better friendships than their relationships with their parents. Regarding the average daily mobile phone usage time, 35.1% of the participants answered between 2-4 hours.

Data Collection Tools

In the study, the General Phubbing Scale adapted into Turkish by Sevinç, Güler, and Dinci (2019) was used as a data collection tool. This 15-item scale is a 5-point Likert scale (from never to always). The Cronbach Alpha reliability coefficient of the entire scale, which consists of four factors: Nomophobia (NP), Interpersonal Conflict (IC), Self-isolation (SI), and Problem Recognition (PA), was calculated as 0.853. In addition, all factors have a reliability coefficient above .80. In the current study, Cronbach's Alpha reliability value was calculated as 0.87. The

high scores obtained from the scale indicate that individuals have a high tendency towards Phubbing behavior. Furthermore, individuals' tendencies towards Phubbing behavior were evaluated based on a specific scoring for each item on the scale, corresponding to the options used in the 5-point Likert scale.

Table 3. Criterion for Interpretation for 5-point likert scale

Options	Points	Coefficient	Evaluation
Never	1 point	1.00-2.59	15,00-38,85 Points --Low--
Rarely	2 points	2.60-3.39	39,00-50,85 Points --Medium--
Often	4 points	3.40-5.00	51,00-75,00 Points --High--
Always	5 points		

Since the scale consists of 15 items, the lowest possible score that can be obtained from the scale is calculated as 15, and the highest score is 75. In this context, a criteria for interpretation, as shown in Table 3, has been created based on the scores given to each item in the scale for a comprehensive assessment (Yılmaz, 2010).

Data Analysis

Before proceeding to data analysis, initial examination was conducted on the mean score, standard deviation, skewness, and kurtosis values to test the normality of the data. Subsequently, a normality test was applied to verify whether the distribution was normal, and it was determined that the data exhibited a normal distribution. The relevant results are presented in Table 4.

Table 4. Findings from descriptive analysis of scores obtained from data collection instrument

	Mean	Std. Deviation	Skewness	Kurtosis
The General Phubbing Scale (Mobile phone Snubbing Scale)	39,4023	11,00631	,382	-,091

Table 4 shows that the mean score of the General Phubbing Scale is 39.4023, with a standard deviation of 11.00631, a skewness coefficient of .032, and a kurtosis coefficient of -.091. It can be observed that the skewness and kurtosis coefficients are between -1 and +1. These values in the study fall within acceptable ranges (Morgan et al., 2004), indicating a normal distribution. Therefore, t-Test and ANOVA, which are parametric tests, were used in data analysis. Accordingly, independent samples t-Test was used to determine whether there was a significant difference between the participants' Phubbing behaviors and school type, gender and family-friendship relationships. ANOVA was used to determine whether there was a significant difference between class level and mobile phone usage time and Phubbing behavior.

Codes were assigned to the responses to the items in the personal information form and the scale according to the response types as 1-2-3-4-5, and a total score was obtained. These data were used to examine the effects of Phubbing behavior and its relationship with identified demographic variables. Independent samples t-tests were applied to determine whether there was a significant difference between the participants' Phubbing behavior and their school types, genders, family, and friendship relationships since the data showed normality. One-Way Analysis of Variance (ANOVA) was preferred to determine whether there

was a significant difference between grade levels and phone usage durations and Phubbing behavior.

Findings

The personal information forms completed by the participants were analyzed, and demographic variables were identified. Tables listing the results of data analysis based on scale outcomes regarding whether there were significant differences in Phubbing levels according to demographic variables (gender, type of school, communication with parents, communication with friends, grade level, and daily average cell phone usage durations), or if any relationships existed, have been provided.

Phubbing behaviour according to gender

In order to determine whether the Phubbing behavior levels of the participants show a significant difference according to gender, t-Test for independent groups was performed and the data obtained are shown in Table 5.

Table 5. Results of t-test analysis based on gender

Gender	N	\bar{x}	SS	t	Sd	p
Female	193	39.72	10.71	-.626	351	.533
Male	160	39.00	11.36			

When Table 5 is examined, it is seen that the participants' Phubbing behaviors do not show a significant difference according to gender ($t = -.626$; $p > .05$). Although the mean scores seem to be slightly higher for female participants, this difference is not significant.

Phubbing behaviour according to school type

The results of the examination which was done to find the significant difference between school type and Phubbing behavior are listed below.

Table 6. Results of t-test analysis based on school type

School Type	N	\bar{x}	SS	t	Sd	p
Public	226	37.88	10.37	-3.500	351	.001*
Private	127	42.09	11.61			

* $p < .05$

According to Table 6, participants' levels of Phubbing behavior show a significant difference based on school type. This difference favors students attending private schools ($\bar{x} = 42.09$). In other words, participants from public schools ($\bar{x} = 37.88$) exhibit lower levels of Phubbing behavior. This may be due to the fact that participants attending private schools have faster and easier access to technology, experience fewer issues with mobile devices and internet connectivity compared to those in public schools. **Phubbing behaviour according to the quality of their relationship with their parents**

A significant difference was revealed between ability to get along with parents and Phubbing behaviour. Related values are listed below as well.

Table 7. Results of t-test analysis based on participants' ability to get along with their parents

Ability to get along with parents	N	\bar{x}	SS	t	Sd	p
Yes	298	38.17	10.40	-5.030	351	.000*
No	55	46.03	11.88			

*p<.05

When Table 7 is examined, it is understood that there is a significant difference in the Phubbing behavior levels of the participants according to their ability to get along well with their parents ($t = -5.030$; $p < .05$). Accordingly, participants who had a good relationship with their parents ($\bar{x} = 38.17$) exhibited lower levels of Phubbing behavior than participants who reported that they did not get along well with their parents ($\bar{x} = 46.03$).

Phubbing behaviour according to the quality of their relationship with their friends

The values obtained from results of t-test analysis that was done to find the significant difference between ability to get along with friends and Phubbing behaviour are listed below.

Table 8. Results of the t-test analysis conducted based on participants' ability to get along with their friends

Ability to get along with friends	N	\bar{x}	SS	t	Sd	p
Yes	325	38.84	10.82	-3.260	351	.001*
No	28	45.82	11.24			

*p<.05

According to Table 8, it can be observed that there is a significant difference in the average scores between participants' level of getting along with their friends and their tendency to exhibit Phubbing behavior ($t = -3.260$; $p < .05$). This difference favors participants who have difficulty getting along with their friends ($\bar{x} = 45.82$). In other words, participants who have good relationships with their friends ($\bar{x} = 38.84$) exhibit lower levels of Phubbing behavior compared to those who have difficulties in their friendships.

Phubbing behaviour according to grade levels

Whether grade levels had a significant effect on Phubbing behaviour or not was one of the issues that had been examined during the study. To be able to explore it, ANOVA was conducted and the related values are mentioned below.

Table 9. One-Way Analysis of Variance (ANOVA) for general phubbing scale: grade Level

<i>f, \bar{x} and SS Values</i>					Results of ANOVA					
Group	N	\bar{x}	SS	Var.K	KT	Sd	KO	F	p	Significant Difference
9	98	38,59	10,27	Intergroups	328,516	3	109,505	,903	.440	-
10	66	38,19	9,09							
11	89	40,69	11,30	Total	42640,878	352				
12	100	39,84	12,48							
Total	353	39,40	11,00							

(A: 9th Grades, B: 10th Grades, C: 11th Grades, D: 12th Grades)

Table 9 shows the results of the One-Way Analysis of Variance (ANOVA) conducted to determine whether there is a significant difference in General Phubbing Scale scores based on grade level. The analysis indicates that there is no significant difference in mean scores based on grade level ($F=.903$; $p=.440$). Therefore, it can be inferred that the participants in the study generally exhibit similar levels of Phubbing behavior, and grade level does not have an effect. Similarly, the results of the Tukey test, conducted to examine differences between groups, indicate that all significance values are greater than .05, suggesting no significant differences exist.

Phubbing behaviour according to average daily mobile phone usage duration

Finally, the effect of average daily mobile phone usage duration on Phubbing behavior was examined in the study and various related results that mentioned below were listed.

Table 10. One-Way Analysis of Variance (ANOVA) for the general phubbing scale: effect of average daily mobile phone usage duration

<i>f, \bar{x} and SS Values</i>					Results of ANOVA					
Group	N	\bar{x}	SS	Var.K	KT	Sd	KO	F	p	Significant Difference
0-2 Hours	54	32	9,86	Intergroups	10132,77	3	3377,6	36,26	.000*	B>A, C>A, C>B D>A, D>B, D>C
2-4 Hours	124	36,8	9,45							
4-6 Hours	105	39,9	9,44	Total	42640,88	352				
6 Hours +	70	48,9	10,1							
Total	353	39,4	11							

* $p<.05$ There is a significant difference.(A: 0-2 Hours, B: 2-4 Hours, C: 4-6 Hours, D: 6 Hours+)

In Table 10, the one-way analysis of variance (ANOVA) was conducted to determine whether there is a significant difference in the General Phubbing Scale scores based on the average daily mobile phone usage time. The results indicate that there is a significant

difference in the score means based on mobile phone usage time ($F=36.261$; $p=0.000$). Therefore, it can be inferred that as the average daily mobile phone usage time increases, the likelihood of exhibiting Phubbing behavior also increases among the participating high school students. To determine if there is a significant difference between the groups, Tukey's test was applied. The results reveal that students who use their mobile phones for 2-4 hours, 4-6 hours, and over 6 hours have higher levels of Phubbing compared to those who use their mobile phones for 0-2 hours. The mean differences between these groups are 4.83, 7.89, and 16.91, respectively. Additionally, students who use their mobile phones for 4-6 hours or over 6 hours show higher levels of Phubbing compared to those who use their mobile phones for 2-4 hours, with mean differences of 3.06 and 12.08, respectively. Those who use their mobile phones for over 6 hours exhibit higher levels of Phubbing compared to those who use their mobile phones for 4-6 hours, with a mean difference of 9.02. According to the Tukey's test results, no significant difference was indicated between the groups of 2-4 hours and 4-6 hours of mobile phone usage, with a significance level of 0.81.

Discussion and Conclusion

A literature review has been carried out focusing on Phubbing behavior. According to the results of this descriptive review, it was stated that there were not enough studies on the topic in the early years. One of the reasons for this was shown to be the lack of a clear concept defining the act of disregarding others present in the environment in favor of using the mobile phone (Garrido et al., 2021). However, with the recent emergence of Phubbing situations in the media, it can be said that individuals are starting to gain awareness.

This study aimed to examine the level of Phubbing behavior exhibited by high school students in relation to different demographic variables such as gender, school type, grade level, family relationships, and friendship relationships. Firstly, it is stated that the occurrence of Phubbing behavior did not show a significant difference based on gender. It can be inferred that all people, regardless of gender, can easily access technological devices and the internet whenever they want and everybody is a candidate for having Phubbing behavior. When some of other studies based on the same topic are examined, contrary to previous studies that evaluated the occurrence of Phubbing behavior based on different genders and claimed that men exhibit more Phubbing behavior than women, the results of a study conducted in 2017 indicate the opposite. This study stated that women use social media more than men and exhibit more Phubbing behavior (Monacis et al., 2017). In another study, it was argued that men who isolate themselves excessively from social communication indulge themselves in social interaction environments, leading to the excessive occurrence of Phubbing behavior over time (Ivanova et al., 2020). While grade levels did not make a difference, on the contrary, school type was identified as one of the variables that influenced the occurrence of Phubbing behavior in the current study as participants attending private schools showed higher levels of Phubbing behavior. It is probably because of the fact that participants from private schools have opportunities to access the internet easier and faster than ones from public schools. Considering that easy and fast access to technology increases this risk, a section related to the topic can be added to the psychological counseling and guidance curriculum in schools.

Additionally, considering that individuals experiencing problems in their relationships with parents and friendships are more prone to Phubbing behavior, awareness-raising interventions can be conducted for different age groups. Sample groups can be selected from

various age groups, and new measurement tools suitable for their levels can be developed and implemented. Mobile phone usage duration, family relationships and friendship relationships were also identified as variables that influence the occurrence of Phubbing behavior. The current study states that there is a significant difference in the score means based on mobile phone usage time. Therefore, the internet or social media can be evaluated in terms of raising individuals' awareness. Additionally, in the literature review, it was noticed that different ideas have been proposed and a consensus has not yet been reached regarding Phubbing behavior, which has recently become a topic of discussion. This behavior disorder, which is increasingly encountered and even impairs social relationships and family ties, can be further explored in terms of different demographic characteristics, and alternative perspectives can be developed. Considering the digitalized world, it can be concluded that mobile phones which are one of the most used technological devices and the internet which can be used via mobile phones easily play a critical role in negatively affecting individuals' well-being and increasing the occurrence of Phubbing behavior. In a study noted as the first to investigate the relationship between Phubbing behavior and social media addiction, it was mentioned that excessive use of mobile phones to access the internet hampers interpersonal communication and reduces individuals' well-being levels (David & Roberts, 2017). Another study on the same topic suggests that increased internet connectivity through mobile phones can be detrimental to human interaction (McDaniel & Coyne, 2014). Additionally, according to a study conducted which was about measuring and testing the occurrence of Phubbing behavior, individuals choose social media as a solution when they feel excluded from social life, which leads to increased anxiety and depression levels (David & Roberts, 2020). In terms of family relationships, it was found in the current study that participants who have a bad relationship with their parents exhibit higher levels of Phubbing behavior. The level of parental Phubbing experienced by children and their feelings of social disconnection from their parents was also shown as important issue in the current study. It can be inferred that individuals may exhibit increased levels of Phubbing behavior in situations where they spend more alone time at home, such as when parents come home later due to work hours. In a study aiming to investigate the effects of parental Phubbing behavior on adolescents' mobile phone addiction, as well as the mediating roles of subjective norms and underlying addiction orientation, it was proposed that parental Phubbing behavior significantly increased adolescents' mobile phone addiction behaviors through two indirect paths. Firstly, it was found that parental Phubbing behavior strengthened adolescents' tendency towards mobile phone addiction, thereby increasing the likelihood of mobile phone addiction. Secondly, it was indicated that parental Phubbing behavior increased adolescents' perceived parental mobile phone addiction status tendency, thus enhancing their ultimate intention of mobile phone addiction (Liu et al., 2019).

The findings in another research carried by Odacı et al. (2024) suggest that a person who evades relationship issues tends to exhibit strong anger responses during adverse circumstances, adopts communication patterns that ignore others, strives for constant control over their surroundings, and yearns for their desires to be consistently fulfilled. Moreover, these results imply that individuals with unclear parental and child roles in the family are inclined towards phubbing. In the current study, it was explored that participants who have bad relationships with their friends exhibit higher levels of Phubbing behavior. Too much time spent on the mobile phone due to situations such as not being easygoing and sociable individuals, not being able to share, spending many hours alone at home, not being able to make friends outside can be shown as the reasons for increasing possibility of having Phubbing behavior. When Phubbing behavior is evaluated in terms of social communication and

interaction, it can be said that individuals' engagement in this behavior leads to disconnection in communication. A similar study aimed to investigate how mobile phone usage during face-to-face interactions could affect the quality of interaction among couples composed of unfamiliar individuals. This study was conducted on young adults aged 18-26. One out of three random experimental conditions was assigned, and participants were asked to make decisions about home decoration products with a same-gender partner. During a 10-minute discussion, each individual's mobile phone received either 1-3 messages or no messages. Afterwards, participants were asked questions about the quality of interaction and Phubbing. The results revealed that the number of incoming messages affected the quality of interaction among group members. Participants reported being familiar with Phubbing behavior and even though they might not be aware of the term itself, they believed many of these behaviors to be inappropriate.

References

- Aydođdu, F., & Çevik, Ö. (2020). The examination of the effect of Phubbing behaviors of school psychological counselors on being phubbed and loneliness. *Journal of International Psychological Counseling and Guidance Researches*, 2(3), 219-230. <https://doi.org/10.47793/hp.810850>
- Bin, G., Liu, Y., Shen, Q., Fu, C., Li, W., & Li, X. (2023). Why cannot I stop phubbing? Boredom proneness and phubbing: A multiple mediation model. *Psychology Research and Behavior Management*, 2023(16), 3727-3738. <http://dx.doi.org/10.2147/PRBM.S423371>
- Beukeboom, C.J., & Pollmann, M.M.H. (2021). Partner Phubbing: Why using your mobile phone during interactions with your partner can be detrimental for your relationship. *Computers in Human Behavior*, 124, 1-11. <https://doi.org/10.1016/j.chb.2021.106932>.
- Büyükgebiz Koca, E. (2019). A literature review on mobile phone addiction and Phubbing. *EJRSE Eurasian Journal of Researches in Social and Economics*, 6(6), 401-402.
- Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E., Karadeniz, Ş. & Demirel, F. (2022). *Scientific research methods*. Pegem Academy Publishing.
- Chotpitayasunondh, V., & Douglas, K.M. (2018). The effects of "Phubbing" on social interaction. *Journal of Applied Social Psychology*, 48(6), 304-316. <https://doi.org/10.1111/jasp.12506>
- DataReportal (2023). Digital 2023 Global Overview Report. <https://www.youtube.com/watch?v=p3a5-pEBB4Y>
- David, M.E., & Roberts, J.A. (2017). Phubbed and alone: mobile phone snubbing, social exclusion, and attachment to social media. *Journal of the Association for Consumer Research*, 2(2), 155-163. <http://dx.doi.org/10.1086/690940>
- David, M.E., & Roberts, J.A. (2020). Developing and testing a scale designed to measure perceived Phubbing. *International Journal of Environmental Research and Public Health*, 17(21), 1-15. <https://doi.org/10.3390/ijerph17218152>

- Garrido, E.C., Issa, T., Esteban, P.G., & Delgado, S.C. (2021). A descriptive literature review of Phubbing behaviors. *A Cell Press Journal-Heliyon*, 7(5), 1-10. <https://doi.org/10.1016/j.heliyon.2021.e07037>
- Güler, Ç. & Sevinç, S. (2022). Perceptions towards the effects of exposure to Phubbing behavior on learning-teaching processes. *Journal of Ege Education Technologies*, 6(1), 77-89.
- Han, JH., Park, SJ., & Kim, Y. (2021). Phubbing as a millennials' new addiction and relating factors among nursing students. *Psychiat Investig*, 19(2), 135-145. <http://dx.doi.org/10.30773/pi.2021.0163>
- Ivanova, A., Gorbaniuk, O., Błachnio, A., Przepiórka, A., Mraka, N., Polishchuk, V., & Gorbaniuk, J. (2020). Mobile phone addiction, Phubbing, and depression among men and women: a moderated mediation analysis. *Psychiatric Quarterly*, 91(3), 655-668. <https://doi.org/10.1007/s11126-020-09723-8>
- Kalip, K. & Çöl, M. (2020). Recent behaviours due to technology. *ESTUDAM Public Health Journal*, 5(2), 318-333. <https://doi.org/10.35232/estudamhsd.712134>
- Kılıç, S. (2012). Sampling methods. *Journal of Mood Disorders*, 3(1), 44-46. <https://doi.org/10.5455/jmood.20130325011730>
- Liu, RD., Wang, J., Gu, D., Ding, Y., Oei, T.P., Hong, W., Zhen, R., & Li, YM. (2019). The effect of parental Phubbing on teenager's mobile phone dependency behaviors: The mediation role of subjective norm and dependency intention. *Psychology Research and Behavior Management*, 12, 1059-1069. <https://doi.org/10.2147/PRBM.S224133>
- McDaniel, B.T., & Coyne, Sarah. (2014). "Technoference": The interference of technology in couple relationships and implications for women's personal and relational well-being. *Psychology of Popular Media Culture*, 5(1), 85-98. <http://psycnet.apa.org/doi/10.1037/ppm0000065>
- Monacis, L., De Palo, V., Griffiths, M. D., & Sinatra, M. (2017). Social networking addiction, attachment style, and validation of the Italian version of the Bergen Social Media Addiction Scale. *Journal of Behavioral Addictions*, 6(2), 178-186. <https://doi.org/10.1556%2F2006.6.2017.023>
- Morgan, G.A., Leech, N.L., Gloeckner, G.W., & Barrett, K.C. (2004). *SPSS for introductory statistics use and interpretation*. Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410610539>
- Odacı, H., Erzen, E. & Yeniçeri, İ. (2024). Predictors of phubbing: Interpersonal relationships and family relationships. *Trends in Psychology*, 1-17. <https://doi.org/10.1007/s43076-024-00361-8>
- Özdemir, S. (2020). Boss Phubbing: Ascale adaptation study. *Dicle University Journal of Economics and Administrative Sciences*, 10(19), 134-145.
- Pancani, L., Gui, M., Gerosa, T., & Riva, P. (2020). "Mom, dad, look at me": The development of the parental Phubbing scale. *Journal of Social and Personal Relationships*, 38(2), 1-41. <https://doi.org/10.1177/0265407520964866>
- Parmaksız, A. (2020). Phubbing in communication and relationships. *Turkish Journal of Social Research*, 24(2), 359-372.

- Parmaksız, İ. (2021). Relationships between Phubbing and the five factor personality traits. *Kastamonu Education Journal*, 29(4), 32-42. <https://doi.org/10.24106/kefdergi.795620>
- Sepetçi, P., Özdemir, S. & Sever, M. (2021). I'm bored! Boredom, Phubbing and fear of missing out. *Mersin University e-journal of Institute of Social Sciences*, 5(1), 26-36. <https://doi.org/10.55044/meusbd.962572>
- Sevinç, S., Güler, Ç. & Dinci, D. (2019). *Turkish adaptation study of general phubbing scale*. 3rd ISPEC International Congress of Social and Humanities Sciences.
- Sünbül, A.M. (2004). The validity reliability of the thinking styles scale. *Educaiton and Science*, 29(32), 25-42.
- Tangmunkongvorakul, A., Musumari, P.M., Thongpibul, K., Srithanaviboonchai, K., Techasrivichien, T., Suguimoto, S.P., & Kihara, M. (2019). Association of excessive mobile phone use with psychological well-being among university students in Chiang Mai, Thailand. *PloS One*, 14(1), 1-13. <http://dx.doi.org/10.1371/journal.pone.0210294>
- TÜİK, (2021). *Information technology usage survey by children*. <https://data.tuik.gov.tr/Bulten/Index?p=Cocuklarda-Bilisim-Teknolojileri-Kullanim-Arastirmasi-2021-41132> on February 15, 2024.
- TÜİK, (2023). *Household information technology (IT) usage survey*. [https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-\(BT\)-Kullanim-Arastirmasi-2023-49407#:~:text=Hanehalk%C4%B1%20bili%C5%9Fim%20teknolojileri%20kullan%C4%B1m%20ara%C5%9Ft%C4%B1rmas%C4%B1,artarak%20%95%2C%20oldu.&text=%C4%B0nternet%20kullan%C4%B1m%20oran%C4%B1%2C%2016%2D74,y%C4%B1l%C4%B1nda%20%87%2C1%20oldu](https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-(BT)-Kullanim-Arastirmasi-2023-49407#:~:text=Hanehalk%C4%B1%20bili%C5%9Fim%20teknolojileri%20kullan%C4%B1m%20ara%C5%9Ft%C4%B1rmas%C4%B1,artarak%20%95%2C%20oldu.&text=%C4%B0nternet%20kullan%C4%B1m%20oran%C4%B1%2C%2016%2D74,y%C4%B1l%C4%B1nda%20%87%2C1%20oldu). on February 15, 2024.
- Yıldırım, O. & Ünal, D. (2020). The evaluation of digital native sociotelism (Phubbing) trends. *Gumushane University e-journal of Faculty of Communication*, 8(1), 276-297. <https://doi.org/10.19145/e-gifder.644279>
- Yılmaz, M. B. (2010). Investigation of the tendency to exhibit computer addiction among 6th and 7th grade elementary school students based on different variables. *Journal of Educational Technology Research*, 1(1), 1-16.