The Prediction of Separation-Individuation in Turkish Late Adolescents through Perceived Sociability of Computer-Supported Collaborative Learning Environments

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Abstract

The purpose of the study is to explain the relationship between perceived sociability of computer-supported collaborative learning environments and the separation-individuation process in terms of how perceived sociability of computer-supported collaborative learning environments predict the separation-individuation of Turkish late adolescents. This research was designed as a cross-sectional study. In this study, convenience sampling method was used. In result of study, perceived sociability of computer-supported collaborative learning environments predicts separation anxiety, teacher enmeshment, and rejection expectancy in a meaningful way.

1. Introduction

It is expected that adolescents undergo the separation-individuation process in an ever increasing manner, with the help of their physical, cognitive and interpersonal developments. According to Blos (1989), the inner changes that accompany the separation-individuation process are indecisiveness, insufficiency, and alienation. With these changes, mental structuring is re-materialized by the ego of an adolescent, whose personality is in a process of

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embodiment. Individual personality traits of adolescents become significant when these adolescents are in the process of separation-individuation from parents and participation in society as a unique individual. While adolescents undergo their separation-individuation process, they also have to express their consistent forms of thoughts, feelings, and actions as an individual. The separation-individuation of adolescents, especially from their parents, is vital for their identity to emerge. During this process, an adolescents' satisfaction, trust, dependence, adjustment feelings and efficient attendance etc. socialization's dimension situation that it's come forward interest area (Bardakçı, 2010: Cited in., Akın, 2013).

1.1. The Aim of The Study

The purpose of the study is to explain the relationship between perceived sociability of computer-supported collaborative learning environments and the separation-individuation process in terms of how perceived sociability of computer-supported collaborative learning environments predict the separation-individuation of Turkish late adolescents.

2. Method

In this study, a convenience sampling method (Wallen & Fraenkel, 2001; Cohen, Manion, & Morrison, 2007) was used by the researcher, who involved the participants who were available during the course of the study. This research was designed as a cross-sectional study.

2.1. Participants

The sampling group consisted of 271 first to fourth year students studying at Kırıkkale University Faculty of Education and Erciyes University Faculty of Education during the spring semester of the 2013-2014 academic year.

2.2. Research Instruments

The Scale of Adolescent Separation-Individuation (SITA), developed by Levine, Green and Millon (1986) and adapted by Aslan and Güven (2008) for Turkish university students, SITA is a five-point Likert-type scale consisting of 9 subscales and 103 items. The SITA subscales are as follows (Levine and Saintonge, 1993): separation anxiety, engulfment anxiety, nurturance seeking, peer enmeshment, teacher enmeshment, practising mirroring, need denial, rejection expectancy, and healthy separation. Regarding the scale, a study done in Turkey (Aslan & Güven, 2008) revealed that the factor loadings for the subscales of SITA are .36 - .71 for separation anxiety, .48-.84 for engulfment anxiety, .46-.70 for rejection expectancy, .29-.80 for practising mirroring, .20-.58 for peer enmeshment, .22-.63 for need denial, .28-.59 for teacher enmeshment, .40-.68 for nurturance seeking and .30-.66 for healthy separation, respectively. Cronbach's alpha coefficients were .79 for engulfment anxiety, .75 for separation anxiety, .82 for rejection expectancy, .91 for practising mirroring, .71 for peer enmeshment, .72 for need denial, .63 for teacher enmeshment, .65 for nurturance seeking and .39 for healthy separation, respectively.

The Perceived Sociability Scale of Computer-Supported Collaborative Learning Environments, developed by Kreijns, Kirschner, Jochems, and VanBuuren (2007) and adapted Bardakçı (2010) for Turkish university students, the Scale is five-point Likert-type scale consisting of 10 items (Cited in., Akın, 2013). Cronbach's alpha coefficient was .92. Regarding the scale, a study done in Turkey (Bardakçı, 2010: Cited in., Akın, 2013) revealed that the factor loadings for the Scale is .48 - .84. The explanation of variance regarding the scale was found 40.11%. The Perceived Sociability Scale of Computer-Supported Collaborative Learning Environments was grouped under one factor. Cronbach's alpha coefficient was .82.

2.3. The Analysis of the Data

In this study, the explanation level of assertiveness of separation-individuation was analyzed. Therefore, multiple regression analysis method was used in this study.

3. Findings

The findings and the correlations of variations among themselves were analyzed in the frame of multiple regression analysis. In Table 1, the correlations between the Perceived Sociability Scale of Computer-Supported Collaborative Learning Environments; and the dimensions of the separation-individuation scale, which are separation anxiety, engulfment anxiety, nurturance seeking, peer enmeshment, teacher enmeshment, practising mirroring, need denial, rejection expectancy, and healthy separation, are given.

Table 1. Pearson Correlations of Dependent and Independent Variables in the Study
Correlation between Adolescent Separation Individuation Scale and Personality Test Based on Adjectives (ABPT)

	Separation Anxiety (SA)	Engulfment Anxiety (EA)	Nurturance Seeking (NS)	Peer Enmeshment (PE)	Teacher Enmeshment (TE)	Practising-Mirroring (PM)	Need Denial (ND)	Rejection Expectancy (RE)	Healthy Separation (HS)
Perceived sociability of computer-supported collaborative learning environments	0.158*	0.091	0.041	-0.013	0.170**	0.037	0.052	0.193**	-0.028
N	271	271	271	271	271	271	271	271	271

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

Note: SA : Separation Anxiety, EA: Engulfment Anxiety, NS: Nurturance Seeking, PE: Peer Enmeshment, TE: Teacher Enmeshment, PM: Practising-Mirroring, ND: Need Denial, RE: Rejection Expectancy, HS: Healthy Separation.

As seen in Table 1, significant positive correlations have been observed between perceived sociability of computer-supported collaborative learning environments and separation anxiety (r=0.158, p<0.05); and teacher enmeshment (r =0.170, p<0.01) and rejection expectancy (r=0.193, p<0.01). There are no correlations between perceived sociability of computer-supported collaborative learning environments and engulfment anxiety (r=0.091, p>0.05); nurturance seeking (r=0.041, p>0.05); peer enmeshment (r=-0.013, p>0.05); practising-mirroring (r=0.037, p>0.05); need denial (r=0.052, p>0.05); and healthy separation (r=-0.028, p>0.05).

Table 2. Results of Multiple Regression Analysis on the Perceived Sociability of Computer-Supported Collaborative Learning Environments

Dimension	R^2	F	β	t
SA	0.025	6.875*		
Perceived sociability of computer-supported collaborative learning environments			0.158	2.622*
EA	0.008	2.222		
Perceived sociability of computer-supported			0.091	1.491

collaborative learning environments NS	0.002	0.455		
Perceived sociability of computer-supported collaborative learning environments			0.041	0.675
PE	0.000	0.047		
Perceived sociability of computer-supported collaborative learning environments			-0.013	-0.217
TE	0.029	8.045*		
Perceived sociability of computer-supported collaborative learning environments			0.170	2.836*
PM	0.001	0.372		
Perceived sociability of computer-supported collaborative learning environments			0.037	0.610
ND	0.003	0.726		
Perceived sociability of computer-supported collaborative learning environments			0.052	0.852
RE	0.037	10.410**		
Perceived sociability of computer-supported collaborative learning environments			0.193	3.226**
HS	0.001	0.210		
Perceived sociability of computer-supported collaborative learning environments			-0.028	-0.458

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

In Table 2, in the frame of the model developed to find out whether self-esteem The Perceived Sociability Scale of Computer-Supported Collaborative Learning Environments predicts the nine subscales of Separation-

individuation Scale, it was found that perceived sociability of computer-supported collaborative learning environments (β=0.158, p<0.05) predicts separation anxiety (R=0.158, R^2=0.025, $F_{(1, 269)}$: 6,875, p<0.05) in a meaningful way. Perceived sociability of computer-supported collaborative learning environments (β=0.170, p<0.05) predicts teacher enmeshment (R=0.170, R^2=0.029, $F_{(1, 269)}$: 8,045, p<0.05) in a meaningful way. Perceived sociability of computer-supported collaborative learning environments (β=0.193, p<0.01) predicts rejection expectancy (R=0.193, R^2=0.037, $F_{(1, 269)}$: 10,410, p<0.01) in a meaningful way. However, perceived sociability of computer-supported collaborative learning environments does not predict engulfment anxiety, nurturance seeking, peer enmeshment, practising-mirroring, need denial, and healthy separation.

4. Conclusion and Recommendation

In conclusion, the study findings revealed that the study findings revealed that the perceived sociability of computer-supported collaborative learning environments predicts separation anxiety, teacher enmeshment, and rejection expectancy. However, perceived sociability of computer-supported collaborative learning environments does not predict engulfment anxiety, nurturance seeking, peer enmeshment, practising-mirroring, need denial, and healthy separation. The width of the study group can be considered as a limitation of this study. Therefore, this study can be conducted again with a wider sample group and checked whether its findings will support those of this study.

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