



**NEAR EAST UNIVERSITY**  
**GRADUATE SCHOOL OF SOCIAL SCIENCES**  
**GENERAL PSYCHOLOGY MASTER PROGRAM**

**MASTER THESIS**

**PSYCHOLOGICAL ALIENATION AMONG IRAQI KURDISH**  
**UNIVERSITY STUDENTS IN NORTH CYPRUS**

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Psychological Alienation among Region Kurdish Students in North Cyprus

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## DEDICATION

*I would like to dedicate this thesis to my wonderful and great family who gave me a great support, encouragement.*

*I sincerely dedicate this thesis to the soul of my brother who gave his soul for the freedom, the independence of Kurdistan, and destroying the country of terrorists. To all Kurdish fighters who fight anti ISIS in Kurdistan and to the souls of the martyrs of Kurdistan Immaculate.*

*I would like to dedicate to my fiancée, all my relatives and friends for their enduring moral support.*

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## ÖZET

Yabancılaşma konusu bireyin hayatında zihin sağlığı açısından taşıdığı önem itibarıyla araştırmacıların çok dikkatini çekmektedir. Bu çalışma kuzey Kıbrıs'ta öğrenim gören Iraklı Kürt üniversite öğrencilerinin psikolojik yabancılaşma düzeyleri ve sosyal destek ve demografik özellikleri arasındaki ilişkiyi araştırmaktır. Çalışmanın örneklemi 116 Iraklı Kürt üniversite öğrencisinden (34 kadın ve 82 erkek) oluşmaktadır. Katılımcılara araştırmacı tarafından oluşturulmuş demografik bilgi formu ve 'Jessor ve Jessor Genel Yabancılaşma Ölçeği' uygulanmıştır. Ölçek İngilizceden Kürtçeye tercüme edilmiş ve Kürtçe formun iç tutarlılığı  $r=.53$  olarak bulunmuştur. Çalışma verileri SPSS program ile analiz edilmiştir. Yabancılaşma düzeyi kadın ve erkek öğrenciler arasında fark göstermemektedir, Kıbrıs'ta geçirilen süre de yabancılaşma puanı ile ilişki göstermemektedir. Ancak öğrencilerin yaşları arttıkça yabancılaşma puanının da arttığı bulunmuştur. Yurt dışında öğrenim gören Iraklı Kürt üniversite öğrencileri ile yapılacak bundan sonraki araştırmalarda, ekonomik ve politik sorunlar yaşanan ülkelerinde geride bıraktıkları ile ilgili algıladıkları sorumlulukların yabancılaşma düzeylerine etkisi araştırılmalıdır.

**Key words:** Jessor & Jessor Genel Yabancılaşma Ölçeği, üniversite öğrencileri, psikolojik yabancılaşma

## ABSTRACT

Alienation has received great attention from researchers due to its importance in the individual's life as it signifies good mental health for the individual. The present study was designed to investigate the relation between psychological alienation, social support and demographic factors among Kurdish university students in north Cyprus. The sample of this present study is formed from 116 Kurdish students (34 female and 82 male) attending universities in north Cyprus. The participants were administered demographic information questionnaire prepared by the researcher and 'The Jessor and Jessor General Alienation Questionnaire'. The scale was translated from English to Kurdish and internal consistency for the Kurdish form was found ( $r=.53$ ). The results of the study have been analyzed by SPSS program. The alienation level did not differ between male and female students, the number of years spent in Cyprus also had no relation with alienation scores. But it was found that the older the students were, the higher the alienation score was. Further study about alienation level of Kurdish university students having education abroad may focus on the variables about their perceived responsibilities for the ones left behind in their country in an economic and political problematic situation.

**Key words:** Jessor & Jessor general alienation questionnaire, university students, psychological alienation

## **LIST OF ABBREVIATION**

SPSS: Statistical Package for Social Science

ISA: International Sociological Association

ISIS: Islamic State in Iraq, Syria

JJGAQ: Jessor and Jessor General Alienation Questioner

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## 1. INTRODUCTION

### 1.1 Alienation

Alienation involves intensive separation for the first time in the world of objects, and the second from other people, and the third of ideas about the world, which was held by other people. Separation is synonymous with alienation, while the contradictory exact meaning of the word is integration (Horowitz, 1966, 231).

Alienation can be seen as the inability of the individual to establish contact with the personal dimension, so that the interaction with the world is still guided by the biological needs and social norms, rather than personal values and aspirations of the individual. In terms of the existential analysis, the person lives in exile and is unable to understand questions that that life asks; Because these questions are in the language of values that does not have a personal meaning for him / her. The dialogue with the inner world is a rupture, and dialogue with the external world is poor. This understanding alienation fits perfectly with the traditions of Marxism and existentialism (Fromm, 1955; 1961).

Alienation; that the use of amorphous global concept of alienation as a slogan to explain nearly every kind of deviant behavior of drug abuse to political demonstrations (Clark, 1959, 849-852).

## **1.2 The dimensions of alienation**

### **1.2.1 Meaninglessness**

A basic feature of Aristotle's concept of the meaning of life is the integration of virtues achieved through life experience to guide the work. There is a secondary feature of the meaning of life in Aristotle foreign elements which stimulates happiness, like good friends, wealth, and power, and the absence of any impairment of the individual's ability to fully perform virtuous acts. Foreign elements can be the result of wealth; by good work and responsibility. A third feature of the concept of Aristotle happiness and development, which was formed from a low degree of moral virtue, appeared in the United States during childhood and developed repeatedly in cases called for action and appropriate emotions (Kraut, 2010, 18).

The concept of alienation is one of the most important commandments of the philosophy of Hegel. It is central to the development of Hegel Spirit account, thus the process of human "Self-development". It develops through the process of alienation and its overcoming, self-interruptions and self-recognition, and falling to the division and reconciliation (Sayers, 2003).

Alienation is a term used to describe a student interruptions in the learning process (Brown, at el, 2003, 3-7). The word "alienation" means separation, alienated person is less socially effective, does not attach strongly with the goals of the community (Redden, 2002, 12) . Alienation currently uses the term to describe the objective of the states observed separation occur in human populations (Johnson, 1963, 369).

Meaninglessness is conceived by the teenager that you cannot predict what will happen to him because he lacked sufficient knowledge, and moreover, it is impossible to gain knowledge because the world is the highest degree of complexity and often rely on simplified solutions to the problems of life (Seaman, 1959). Those who feel they do not belong to the community because they are isolated from the self. (Clark, 1959, 849)

### 1.2.2 Powerlessness

Powerlessness of power on one hand and does not depend on their behavior reinforcement on the other hand, and a sense of power and coherence between the effects of their behavior with the activity. This dimension is associated with a sense of the impact of the individual to the social environment, and the degree of resentment, which is the result of convictions about the strength of the special procedures of the individual (Kawa, 2012, 341)

He is helplessness and lacks autonomy and participation. It is said the inability of expect or desire to generate, disables and alienates him of work. These stages also argued about mediated generalized or moderated expectations of control, social isolation, and the supposed legitimacy of regulatory controls, and expectations of progress (Ashforth, 1989)

That the individual feels to abide by the strong social realities because it is a reward of pride when you participate in, and punished when they do not participate (Scheff, 1988, 32-46)

Alienation is the feeling of helplessness in the affairs of one's the most important thing that affects one activity and work are beyond his control. (Finifter, 1972, 140)

Alienation is a break from the act of production in the process of working tools facing workers as a stranger and hostile that enslaves them and suffocates (Mandel, 1971, 181).

The deficit is the lack of control of the person on the events of their lives and respect to the work of alienation, and defines disability as "a lack of freedom and control function" and the workers feel themselves to be object-controlled and manipulated by others or personal system (Shepard, 1971, 13-14)

The deficit is the feeling of being unable to influence the forces that affect the chances of success in the adolescent life. It refers to the lack of effect on the institutions and social forces. From the root and the deficit is senses of drift in the universe do not respond, where decisions are made by ID. This kind of feeling of alienation respect to control of the environment (Coleman, at el, 1966).



### 1.2.3 Isolation

Social isolation is a deprivation of social networking, one of the important aspects that are still people call key obstacle to achieving the well-being and as an important factor to understand poverty. And the idea of social isolation in a variety of theories that provided rich insights into certain aspects (Zavalata, at el.2014)

the weight of the horrors of the two world wars that modernity was to afford which is considering cash and a fracture study humanitarian, human is stranger in a hostile universe and the inevitability of death in the world incapable of ravages of war. Depicting motifs of the alienation, isolation and ruin portray the absurdity of human existence and the visions of both Eliot and Beckett superficial criticism and excuses reduce individuals are nothing more than objects, depicting life full of misery. (Bite, 2013, 1)

Is measured in social aspects objectively often in quantitative terms while is measured at emotional aspects qualitatively (Fine and Spencer, 2009, 9).

Social isolation can be defined as distinctive social and emotional isolation and involve a combination of low levels of social interaction with experience unity feelings (Findley & Cartwright, 2002)

A society that promotes isolation ultimately results in isolation from each other and it limits a person in his search for self-realization because it does not allow him to overcome the same access to others, or to gain access to the same thing. You do not have access to the termination of the relationship experience and that the cause of alienation is the exclusion of people from other people and their work and implement measures that can have a moral value and set this value to that process, and also can someone who has a natural key (any version of the fact that he is a person) and to implement procedures to be met. This can be caused by the alienation of the person for himself or can be done to him by the community or it can be a combination of both there is a growing sense of aloofness, isolation and lack of belonging (Wojtyla, 1993, 76)

There is a feeling of alienation in terms of psychology and has negative consequences for society as a whole and also for the individual. The researcher's stress that accompanies a high

level variable such as: lack of self-confidence is low and opening up, and the lack of faith and the lack of purpose (Jones, at el, 1985, 1503-1511)

The behavioral component of alienation in terms of its shape and its effects constitute a response to the feelings that can be described as aggressive or hostile, active or passive, direction or guidance the hostility and guide the behavior of the person transmits the quality and the strength of his feelings. With regard to effects and behavior can be found either adapts or not to adapt to society as a procedure that reduces or intensifies the experience of alienation. (Stokols, 1975, 34)

#### **1.2.4 Self-Estrangement**

According to Arnold Kaufman, "The claim that a person is alienated is the claim that his relationship with something else has some features that lead to dissatisfaction or loss of satisfaction that can be avoided "With the clear exception of self-separation (Arnold. S. Kaufman, 1970).

The role is a feeling that alienation in the teenager only linked through social roles, for example, (writer or student) and realizes that his self-assessment does not include only the performance contrived. It is believed that rewards come from outdoor activities, and that the intrinsic rewards are not important. (Etzioni's, 1968)

Self-estrangement is the separation What is the meaning of identity or self-realization and the effects of unity and isolation may culminate estrangement with respect to personal and social identities and see the self-estrangement in terms of feelings of separation and not a sense of identity or self-realization and imprisonment of estrangement prevents us from relating and being with other people inside the prison (Blauner, 1964, 304)

A distinctive feature of the withdrawal is in self-the alienation after the alienated individuals do not remain unobtrusively in it-self and engage in the fluctuation trends away from people and individual dose or personal inwardness finds no comfort but is best approached with conflicts and avoids affiliation with others. (Johnson, 1963, 371)

Alienation is made by the mental state of the individual and alienated in the person who has been estranged from unfriendly towards society and culture (G.A Nettler, 1957).

Alienation always indicate a relationship between the real and the imaginary, concrete or abstract the side placebo: Nature, God, work, and other people, different social structures, etc. can be imagined and self-separation as implying a relationship between subjects and their environment: and unreachable "true self" (Horney, 1950)

### **1.2.5 Normlessness**

The third modification of the alienation is originated from Durkheim explanation of anomie and refers to condition of normlessness. In the traditional habit, anomie denotes a position in which the public norms modifies people's management they have damaged or are no longer active as guidelines for behavior. As stated above, Merton emphasize the type of rule lessens in his explanation of the significance of the 'sincerity' theme in Kate smith war bond drive: The emphasis on the theme suggests a public problems 'anomie' is the sociological word in which public ethics have been inundated in the welter of special interests trying to gratify by practically any means which are active. Drawn from an extremely competitive, segmented modern culture, our informers live in a climate of reciprocal suspicion which, to say the least is not conducive to save people connection. (Finfter, 1972, 49-50)

Conflict theory indicates the existence of norms as the social means of limiting the replication of social conflict. Norms, in the Control Theory model, placed an emphasis on the interaction between the power of social rules and personal choice (Hirschi, 1969).

### **1.3 Types of alienation**

Most of the books have characterized the different types of alienation.

For example "Sigmund Froude '(1930) section the alienation to three types of on a personal level:-

- The alienation (ID), is to steal his freedom and that freedom (ID) means (EGO) under pressure (Super EGO) Indeed, social participation is the exercise of strong



pressure on one hand and increasing fascination with reality on the other hand the (EGO) looting or separation process (identity theft Freedom) and achieves (EGO) in many ways freedom of looting (ID) and take over the reins of instinctive desires and a ruling allowing it to saturation or postponement of this saturation.

- The alienation (EGO), will be on two levels: committed the first freedom of theft in the judgment with regard to allowing the wishes of saturation instinctive on one hand and the looting of the past to know the reality and power (SEGO) in the case of allowing these desires saturation on the other hand, and then (EGO) Abroad always put both in his relationship with (ID) or (Super EGO) and here combines the alienation between the submission and separation.
- The alienation (Super EGO), is a kind of alienation in loss of control of (EGO), an issue that has come in return as a result of knowledge theft (EGO) the past strength or increase (ID) to (EGO) and this is the downside of the alienation (Super EGO), and the positive side of it is the disposition of the emergence of dependence, which is accompanied by a lack of charm (EGO) and the reality of social development (Shata, 1974).

And "Shoaff, 1988" refers to the two basic types of the alienation:-

1. The first objective the alienation or pure alienation
2. The second is a personal alienation or self-alienation

Also "Shakhtel" has identified four types of alienation:-

- Human's alienation towards nature.
- Alienation towards other people.
- The alienation towards the products and results of fatigue and mental work.
- Alienation towards self.(Bakhti, 2009, 1)

### 1.3 Literature review

Many factors could provide an explanation for differences in the findings. In one of the studies it was found that female physical education teacher candidates experience less alienation and this can be attributed to their social roles and, accordingly, to their low expectations (Çağlar, 2013. 1507-1513)

The study by Bayhan (1995) suggested that social anomie and alienation behaviors were more widespread among young women compared to young men. This result is not in line with the results obtained from this study. Accordingly, the fact that female teacher candidates are more open to communication compared to male candidates, and due to the way in which they socialize, and because females behave more sensitively and more humane in their actions and are more likely to have an active social life (Şirin, 2009.164-177)

Taking the point averages of the both two groups into consideration, it may be said that male students feel higher levels of alienation than that of the female students. This finding shows a parallelism with the research findings of Klomegah (2006). Lower level of alienation being felt by the female students may be evidenced with their social roles, and with their consequently lower levels of expectation. The phenomenon of alienation has not started in this era, but it is as old as human existence. It has prevailed in the current era and became hallmarks of the present era with different societies rather than being individual cases. The sense of alienation is a feeling of old human foot but with the progress of modern life, there is a shift from an individual feeling into a sense of collective nature of the society. Violence and rebellion measures and subsequent rapid changes that have rippled the contemporary societies led to an imbalance of human relations, which was linked them to self or God, and led to the spread of the phenomenon of alienation (Ali, 2008, 516)

Most researchers had reported that female participants had a higher level of psychological alienation than males (Killeen 1998; Newman and Newman 2001; Hall-Lande, Eisenberg et al.

2007; Ådnanes 2007) and another researcher note the difference between genders for instance (Ali, 2008).

It is interesting to note that socio-economic status was not found to be significantly related to alienation status, and the European-American students were over-represented in the high alienation group (Robert W. et al, 1994, 9).

The highest rate of the alienation among students of immigrant origin may be found in previous research that suggests that these individuals may face duplication of ethnic and cultural orientation and are also exposed to the standards and values of the host society and those of their families. At home, they may agree to a large extent with the standards and values of the family, while outside their home country they may agree with the community standards. This duality creates difficulties to connect with the surrounding community, and that can lead to isolation (Rokach et al., 2003).

And that the meaning the deficit is an important dimension to explore within the educational context and distinguishes young people who see little or no relationship between what they learn in school and what they will do in the future (williamson and cullingford, 1997; lacourse et al., 2003).

Alienation is not a new concept in this world, but a study of alienation has aged. Through various literature review are available on alienation; it has been seen that alienation has a deep relationship with unemployed adults as revealed by various studies. Which showed that alienation has a significant impact on the health of unemployed adults. It is expected that the mental health of the poorest displays due to high levels of anxiety, frustration and disappointment and alienation and depression unemployed adults. Increasing social alienation and youth unemployment is the result, rather than ready, and so on, but that social alienation in high school leads to later lack of job satisfaction (winefield, 1991, 145-154)

The Dean (1961) the alienation deficit as a group on a specific form of social exclusion, while the (Neil & Rettig, 1967, 32-64) is the deficit in a manner specified shape and meaninglessness (Seaman, 1991)

A lot of researchers have studied the concept of psychological alienation, this study aimed to detect when the extent of the phenomenon of alienation among high school students of Western Australia and spreads alienation by a wide margin among the students despite the positive views of the majority of students to the school, as the results showed that students in small size schools were less likely to increase the alienation of interaction with teachers, and the results of the study indicated the presence of a negative relationship between alienation and social and economic situation. (Dyan, 1988)

Often, the student's withdrawal from the total environment of alienation raised as an issue to keep in the study of the experiences of minority students on the campus of predominantly Caucasian. In the treatment of a failure to provide equal opportunities for minority students at the University of California, and alienation as a major problem facing minority students on campus. The theoretical framework on the parallel concept of alienation, pointing out that the overall attrition was a direct result of alienation, which manifested itself through the students' feelings of estrangement and dissatisfaction with the academic and social environments. The study concluded that the alienation was in fact a major factor affecting the retention minority. (Girves and Wemmerus, 1988: Lee and Rolison, 1986, 58-77)

Research has shown that unemployment effects also in attitudes towards the political system and the unemployed often feel disappointed by the current government, between the unemployed under the age finds expression in political protests, and break the law, and violence (Breakwell, G, 1986, 265-278).

Characterized the alienation from his writings at a time when he was still working the fundamental principles. His historical concept and analysis on the basis of the capital value theory more specifically. His "work separated him" to discuss the economic and philosophical manuscripts of 1844, which have been identified in the "epistemological break" between the manuscripts written by Marx and later (Althusser, 1982.34).

Although the level of the feeling of alienation was higher for female students than for male students in this study, the difference was not significant. Thus, this finding is in disagreement with previous researchers in this field which indicated that the level of psychological alienation is higher among girls. Another study found Contradictory to our

findings; Jackson found that younger adolescents expressed greater self-alienation than older males. Self-alienation reflects conflict and dissatisfaction emerging from identity-role discrepancies during the adolescent stage of psychosocial development, and would decrease with vocational commitment (Jackson, 1974.74-269).

This can be explained Gender difference by differences in the process of forming identity in early adolescence: the task of development Home for boys in this period is to create independence and that the identity of the girls are less discontinuous process with the deepening of existing relations (Elkind, 1971).

Alienation must be the point of view and not a concept; there is diversity in every sense of the forms that may take a social level that is being studied (Neal, A. & Rettig, 1967, 32-64).

Alienation is a multidimensional concept. And the concept of the traditional knowledge of the alienation of the meeting includes six dimensions: self-estrangement, a sense of helplessness, social isolation, meaninglessness, formlessness and cultural estrangement (Seaman, 1959, 783-791).

The core team in the isolation of the Research Committee in alienation (Geyer, 1996, Geyer and Heinz 1992, Geyer and Schweitzer 1976, 1981, Kalekin- Fishman 1998, Schweitzer and Geyer 1989) of the International Sociological Association (ISA), was able to narrow the gap between experimental and theoretical approaches and between Marxism including non-Marxist. Experimenters knew who were in exile realized in the discovery of (objective or subjective) disadvantaged. Moreover, much of the Marxist theorists discussed on alienation, and commodities in sexual arousal, and awareness of the false and ready to participate in experimental research on the foundations of Marxism. Most of norms assumption that some contact or relationship that existed is a natural desirable or good or lost (Kenneth Keniston, 1965)

## 2. METHODOLOGY

### 2.1 Aim of the study

The aim of the study was to investigate the level of psychological alienation among Kurdish students in Cyprus and to investigate the effect of demographic factors on alienation level.

### 2.2 Research questions of the study

The research questions that addressed to guide this study are:

1. What is the level of alienation among Iraqi Kurdish university students in North Cyprus?
2. Is there a difference in alienation level between male and female students?
3. Does alienation level decrease by the time spent in Cyprus?
4. Does the level of social support effect alienation level?
5. Is Kurdish version of JJGAQ valid and reliable?

### 2.3 Participants of the study

The participants of the study are Iraqi Kurdish university students in Cyprus. The sample of the study includes 116 participants (82 male and 34 female). Snow-ball method was used for sampling in the study.

### 2.4 Research Instruments

Two instruments were used in the current study. A demographic form about the personal information of the participants was used in this study (see Appendix 1). This demographic form was designed by the researcher this form consisted of question about. age, gender, educational level

The second instrument was the 'The Jessor and Jessor General Alienation Questionnaire' (JJGAQ) used to measure psychological alienation, the scale was designed to evaluate aspects of psychological alienation using a multidimensional approach in both the high school and the college studies (jassor.R, 1977) (see Appendix 2). The scale is based on the definition of alienation that is more related to social isolation and meaninglessness, and it measures the feeling of social alienation in terms of helplessness, isolation, and

meaninglessness. This scale consists of 15 Liker-type items with 4 alternatives that range from strongly agree to strongly disagree. Items 15 worded negatively are subtracted, and the scores are summed. Scores range from 15 (low alienation) to 60 (high alienation).

### **2.5 Reliability and validity Study of Kurdish Form of JJGAQ**

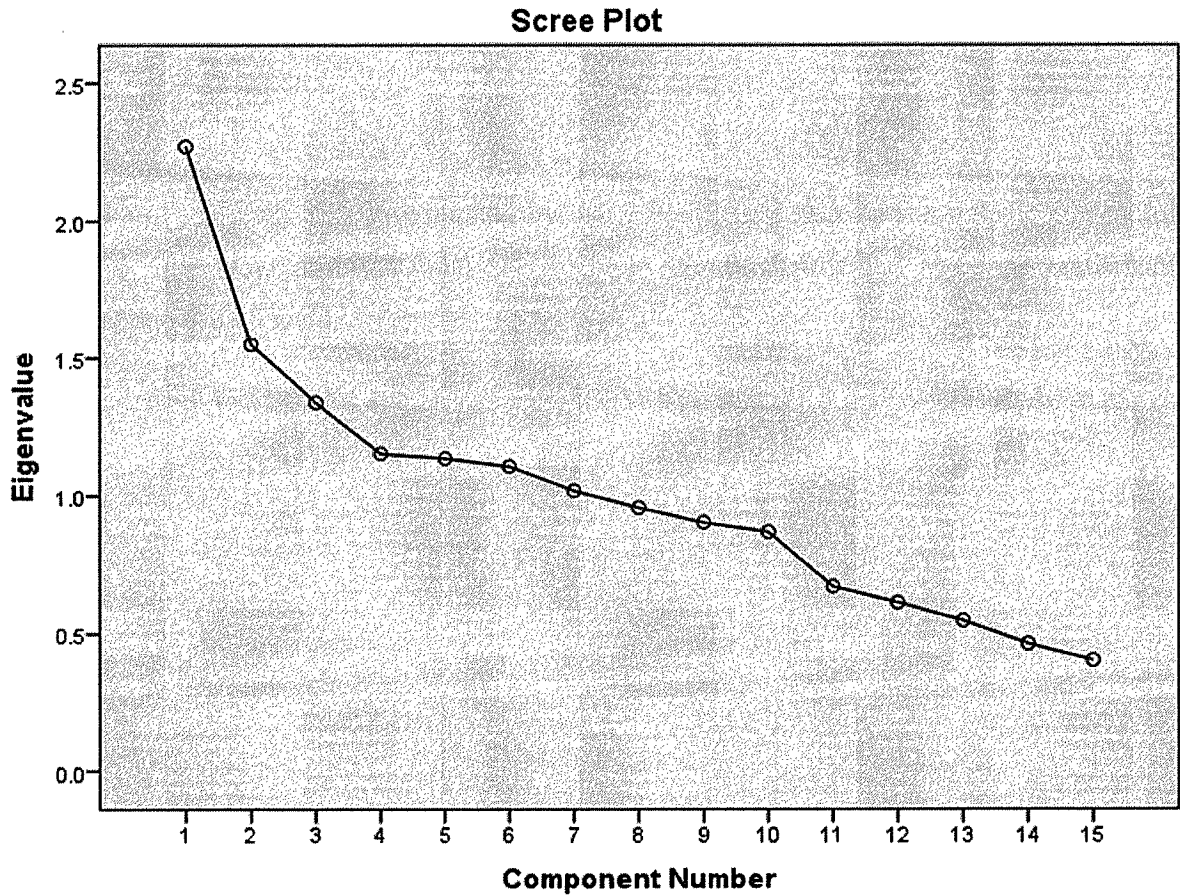
'The Jessor and Jessor General Alienation Questionnaire' is originally in English language and subjects of the study were Kurds so the questionnaire was translated into Kurdish language. Two psychologist who were native Kurdish speakers translated the scale from English to Kurdish and two others made back translation. The researchers compared the back translations with the original version to determine the accuracy of translation. The items which had some slight differences from the original version were asked to be translated and back translated again. The final form was formed. After the statistical analyses was done the internal consistency for the Kurdish form was found as  $r = .53$ . For reliability analyses split halves method was applied  $r = .339$ ,  $p = .000$  was found.

Before conducting the factor analysis test, KMO and Bartlett's test was conducted. KMO coefficient was 0.53 and statistical significance was found to be  $p = 0.000$  in regard to Bartlett's test. These results indicate that the data collected is parametric and a factor analysis can be conducted.

**Table1. Result of factor analysis**

Component	Extraction Sums of Squared Loading		
	Total	% of Variance	Cumulative
1	1.858	12.387	12.387
2	1.486	9.907	22.294
3	1.285	8.566	30.860
4	1.285	8.566	39.426
5	1.264	8.435	47.851
6	1.259	8.393	56.243
7	1.137	7.581	63.824



**Figure1. Scree plot of factor analysis**

As with the factor analysis a primary exploratory factor analysis was conducted, it was found out that there are 7 factors which has eigenvalues equal and above 1. However it is seen that the differences between eigenvalues of the second and the seventh factor are less than 1, the difference between the highest eigenvalue and the later value is also less than 1. According to these findings, it is thought that Kurdish form of JJGSS can be used as a unidimensional scale like the original English form of the scale.

## **2.6 Procedure of the study**

The form of the study was distributed to the participants of the study. After distributing the form again, all the form will be collected.

## **2.7 Data Analysis**

Data of the study was investigated by using Frequency, descriptive statistic correlation, T.Test and One-Way ANOVA analysis methods. Finding provided were as statistically meaningful at  $p \leq 0.05$  level.

Statistical package for social sciences, (SPSS)-version 21.0 and was used for statistical analysis.

### 3. RESULTS

**Table2. Correlation of the age and number of years in Cyprus**

	Age	Number of years in Cyprus
Total score	r=0,115 p=0,220	r= -0,052 p= 0,577

\*p ≤ 0.05

When the relation of mean score of alienation scale with age and number of years in Cyprus is investigated with Pearson correlation analysis, no significant relation is found.

**Table 3. Correlation of the with friendship and financial problems**

	Friendship	Financial
Total score	r= - 0,068 p=0,467	r= -0,061 p= 0,514

\*p ≤ 0.05

When the relation of mean score of alienation scale with friendship and financial is investigated with Spearman correlation analysis, no significant relation is found.

**Table4. Comparison between male and female participants**

	Male	Female	t
			df
			p
Total score	37.55±4.21	37.09±4.43	0,529
	(n=82)	(n=34)	114
			0,598

When the mean total alienation score of the participants was compared between male and female participants with t- test analysis, no significant difference was found.

**Table 5. Comparison between graduate and postgraduate participants**

	Graduate	Postgraduate	t
			df
			p
Total score	37.41±4,05	37.42±4.50	-0,018
	(n=59)	(n=57)	114
			0,986

When total alienation scale score mean of the participants was compared between graduate and postgraduate participants with t- test analysis, no significant difference was found.

**Table 6. Comparison of being apart from their families for the first time and being apart before**

	apart from the family before	first time away from the family	t df p
Total score	36.71±4,01 (n=58)	38.12±4.41 (n=58)	-1,806 114 0,074

When total alienation scale score mean of the participants was compared between the ones apart from the family before and the ones first time away from the family with t- test analysis, no significant difference was found.

**Table 7. Risk factors predictive for JJGAQ scores**

	B	Standard error B	B	t	P
constant	39.053	2.313		16.885	0.000
Age	1.452	.693	.351	2.094	.039
Gender	-.441	.887	-.047	-.497	.620
Education	-2.253	1.338	-.266	-1.684	.095
Live in Cyprus	-.353	.307	-.112	-1.150	.253
Friendship	-.549	.631	-.088	-.870	.386
Financial problem	-.503	.602	-.081	-.835	.406
part of family	1.406	.831	.166	1.691	.094

R=0.290    R<sup>2</sup>=0.084    F=1.419    p=0.205

\*p ≤ 0.05

When linear regression analysis was applied to investigate the predictive effect of age, gender, education, years spend on Cyprus, friendship financial problems, and experience of being apart from family on alienation scale scores, significant effect was only found for age. The older the students the higher is the alienation scale score.

## 4. DISCUSSION

The present study investigated the psychological alienation among Kurdish students in north Cyprus. According to the results of this study there was no significant relation between alienation scores and the number of years spent in Cyprus. Khairy (1980) studied the feeling of alienation level on a sample of 253 students from colleges and different stages in Ain Shams University. The researcher evaluated the level of psychological alienation and the results showed that the students of the early years and theoretical faculties had a sense of alienation more than the final year's students and colleges and academic.

The second research question of the study was about difference in alienation level between male and female students. This study did not reveal any significant difference in terms of the feeling of psychological alienation related to gender. Most researchers had reported that female participants had a higher level of mental alienation than males (Killeen 1998; Newman and Newman, 2001, 515- 538; Hall-Lande, et al. 2007; Ådnanes 2007) and another researcher found no difference between genders (Ali, 2008). Although the level of the feeling of alienation was higher for female students than for male students in this study, the difference was not significant.

Another study about feeling of alienation level of Syrian students in some university in Egypt was formed from a sample of 70 students. The researcher used an Alshwaly measure of psychological alienation, the result shows no difference between male and female, this means that the spread of the phenomenon of alienation and similar between male and female. (Ali, 2008).

To investigate the level of alienation among young people in Iraq and Jordan, a comparison study was conducted among university students in Iraq and Jordan. The research sample was formed from 360 students. The researchers (Azaal, 1990) applied a scale prepared by them investigating alienation. It was found that there were several factors leading to alienation and that there was a sense of alienation among university students in Iraq more than in Jordan. Also male participants stated the feeling of alienation more than females in Iraq (Al-Bayati, 1997).

The third research question was about the relation between social support and alienation level. In this study no significant difference found. In another study about the relation of social support, alienation from school and achievement among high school students was investigated. The extrinsic motivation of students was greater than their intrinsic motivation. The intrinsic motivation, extrinsic motivation and social support of female students in mathematics were significantly less than that of the males, and their alienation from school was significantly more than that of males (Antafu Mulugeta, 2012.70)

The results of regression analysis of this study show that the older the students are the higher is the alienation scale score. At another study about the sense of psychological alienation among 300 Iraqis immigrants in Sweden, Seaman Alienation Scale (1959) used. Significant difference of alienation score was found according to age group, where the results showed that the older sense more alienation than younger members of the Iraqi community in Sweden (al-Muhammadawi, 2007).

There are also some contradictory results about the relation of age and alienation in literature. Jackson found that younger adolescents expressed greater self-alienation than older males. Self-alienation reflects conflict and dissatisfaction emerging from identity-role discrepancies during the adolescent stage of psychosocial development, and would decrease with vocational commitment (Jackson, 1974.74-269).

Abdul Hamid (1991) studied sense of occupational alienation. Researcher used occupational alienation scale study on a sample of (561) employees of public sector investment and found that older feel less occupational alienation than younger people (Abdul Hamid, 1991. 204-227).

Another research was conducted by Aqili (2004) about alienation and its relationship to psychological security in Riyadh University. The research sample was formed from 517 students. The researcher didn't find a difference between the older students and younger in the sense of alienation.



**Limitations of the study**

1. The participants of this study were 116 Iraqi Kurdish university students in north Cyprus. Therefore, the findings of this study are limited to university students.
2. Alienation questionnaire' measurement was used in the present study so that further studies could use another instrument by which assessment is based on observation.
3. This study focused on the level of alienation between genders so, further studies are recommended to examine the relationship between alienation and marital status.

## **5.CONCLUSION**

This study investigated the level of psychological alienation among Iraqi Kurdish university students in north Cyprus. The results of the study revealed difference between ages. The mean alienation score was higher among older students. The students had left their country for education. They left their families behind in an economic and political problematic situation. This may negatively affect their experience of alienation and the older students may feel more responsibility for the ones left behind.

There was no significant difference between male and female students and no relation was found with alienation score and the number of years spent in Cyprus nor social support score.

The study is original since it is the first investigation on alienation level among the Iraqi Kurdish university students in north Cyprus. Also it is a contribution to Kurdish psychology literature as 'The Jessor and Jessor General Alienation Questionnaire' has been translated into Kurdish language while it was originally written in English Language.

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## **APPENDIX**

### **Appendix 1 English version of Informed consent form**

**Near East University**

**Graduate School of Social Sciences**

**General Psychology Master Program**

Dear Participant,

The aim of this study is to investigate the “**PSYCHOLOGICAL ALIENATION AMONG KURDISH IRAQI UNIVERSITY STUDENT IN NORTH CYPRUS**”. The data and the information of the participants will be saved confidential and will only be used for academic purpose. You don't need to write your name and if you feel that you don't want to participate you are free to quit. If at any time you have any question concerning the study, please feel free to ask the researcher for further information.

Supervisor

Assoc. Prof. Dr. Ebru Cakici

Researcher

Saber Jebraeel, BS

- 1- Age .....
- 2- What is your gender?
  - a. Male    b. Female
- 3- Which level of education program do you attend?
  - a. Undergraduate    b. Postgraduate
- 4- How long have you been in Cyprus? ..... (Months)
- 5- How do you evaluate your friendship relations in Cyprus?
  - a. Very good    b. Good    c. Not good    d. Bad
- 6- Do you have financial problems?
  - a. No    b. I sometimes have    c. I do not have
- 7- Is it the first time you are apart from your family?
  - a. Yes    b. No

## Appendix 2 English version of JJGAQ

Please answer the questions by putting mark on the box you choose like this (✓)

	Items of alienation	Strongly agree	Agree	Disagree	Strongly disagree
1	I sometimes feel that the children I know are not friendly.	1	2	3	4
2	Most of my academic works in school are valuable and meaningful to me.	4	3	2	1
3	I sometimes have a doubt about who I really am.	1	2	3	4
4	I feel that my family is not as close to me as I want.	1	2	3	4
5	When the children I know are having problems, it's my responsibility to try to help.	4	3	2	1
6	I often ask myself, whether I'm becoming the person I want to be.	1	2	3	4
7	It's hard to know behave most of the time, because you can't tell what other expect.	1	2	3	4
8	Most of the times I feel left of out the things that others are doing.	1	2	3	4
9	Nowadays you can't really count on other people when you have problems or need help.	1	2	3	4
10	Most of the people don't accept me as I am.	1	2	3	4
11	Most of the times I find it difficult to be interested in the things I'm doing.	1	2	3	4

12	Hardly anyone I know is interested in how I really feel inside.	1	2	3	4
13	In general, I feel that I have some interests in common with the other students in this school.	4	3	2	1
14	I often feel alone, even when I am with other people.	1	2	3	4
15	If I really had a choice, I'd live my life in a way that I want to.	1	2	3	4

### Appendix 3 Kurdish version Informed consent form

Near East University

Graduate School of Social Sciences

General Psychology Master Program

فۆرمی زانیاریه‌کان

به‌شداریبوین هه‌یژا،

ئه‌ز (صابر جبرائیل) قوتابیێ ماستهری ل پشکا ده‌روون ناسی ل زانینگه‌ها [نیه‌ر یه‌ست] ، رابومه‌ ب توێژینه‌کا مه‌یدانی ب  
 نافئ [ناموبونا ده‌روونی ل دوف قوتابیێن کورد ل وولاتی قبرص] . ئارمانج ژ فئ توێژنی زانینا بیومه‌رئ ناموبونا ده‌روونیه  
 ل ده‌ف قوتابیێن کورد . ژ بو فئ ئارمانجی من په‌نا بریه‌ به‌ر پیفهرئ [جسور] ژ بو زانینا ریژا ناموبونی.

ئه‌ف جا داخازی ژ جه‌نابی هه‌وه‌ یی به‌ریز د که‌م کو پسپاران ب شوه‌کی ده‌قیق بخوینه‌ یال سه‌رته‌ د گونجیت هه‌لیژیره .  
 راستگویا ته‌ دی توێژینا مه‌ دروست که‌ت . کو به‌شه‌که‌ ژ بو ده‌ستقه‌نینانا برواناما ماستهری.

دگه‌ل ریژگرتنی

Supervisor

Assoc .Prof. Dr. Ebru Cakici

Researcher

Saber jebraeel

رهگمژ نیر ☐ مین ☐

تەمەن ☐

پلاخاندنی بکاریوس ☐ ماستەر ☐

چەند وەختە تۆ لە قەبرە دەژی؟..... ب مەها

تو چاوا پێشەڕی هەقالینی د کە ی ل قەبرە؟

۱- زور باش ۲- باش ۳- نە باش ۴- خراب

نەڕی تە کێشا نابوری هەیه؟

۱- بەلێ ۲- ھەدەک جارا ۳- کێشە نینە

ئەفە بو جاری ئکێیە تۆ لە مالا خو دیرکەفی

۱- بەلێ ۲- نەخیر

## Appendix 4 Kurdish version JJGAQ

پسداریت بهندی ناموبونا دهروونی	بتوندى رازیمه	رازیمه	توندى نارازیمه	نارازیمه
١ هندهک جارا ئهس ههستی ئهس دکهه و ئهس دزانم کو زاروک نه گهلهک دلسوزن	1	2	3	4
٢ گهلهک ژ رهفتار و کارین من ل زانینگه هیدا دههژی و پر مانانه بو من	4	3	2	1
٣ هندهک جارا ئهس ههست ب گومانی دکهه کو ب راستی کا ئهس کیمه؟	1	2	3	4
٤ ئهس ههست پی دکهه کو خیزانا من هند یا نزیکى من نینه وهکی من دقیت	1	2	3	4
٥ دهما ئهس بزانه زاروکین مه ناریشه یین ههین، نهکى سههشانی منه ئهس ههول بدهم هاریکاریا وان بکهه	4	3	2	1
٦ زور جارا هزر دکهه نهگهه ئهس بی دبهه ئهه کسه ئهوی من دقیت بیهی	1	2	3	4
٧ یا ب زهممهته زور جارا بزانی کا دی چاوا رهفتار کهی ژ بهرکو تو نهشینی بکهی چونکی خهلهک دی پیشینییهکا دی دکهه	1	2	3	4
٨ گهلهک جارا هزر دکهه خو ژ هندهک تشتا دیر بیخه ئهوین هندهک خهلهکی دی دکهه	1	2	3	4
٩ فی دهمی تو نهشینی پشت بهستنا خو دهیه هندهک خهلهکی دی دهما ته کیشه ههین یان تو پینتی ب هاریکاری بی	1	2	3	4
١٠ پرانی خهلهکی وهسا دیار نینه کو من قهیل بکهه وهک کهسایهتیا من	1	2	3	4



4	3	2	1	<p>گهلهک جارا اس ههست پئ د کهم ز محممت بهشدار پئ تشتهکئ ب کهم</p> <p>حنا کو اس شیم بکهه ژ ی</p>	۱۱
4	3	2	1	<p>ز محممت اس ب زانم کو ههه کهسئ گرنگیئ ب دهته من اس دئ چاوا</p> <p>راستی ههست پئ کهم</p>	۱۲
1	2	3	4	<p>ب شیوهکئ گشتی اس ههست پئ کهم من هندهک بهرژه وهندیئت</p> <p>کهسوکئ و پیکههگرئدائی ههه د گهل هندهک کهسئ دئ ل دهرفهه</p> <p>زانینگه هئدا.</p>	۱۳
4	3	2	1	<p>اس گهلهک جارا ههست پئ دکهه کو اس یئ تنئ مه دههه اس گهل</p> <p>هندهکئ دئ دا به ژ ی</p>	۱۴
4	3	2	1	<p>ئهگهر من ههلبزار تن هههه دا د ژیانکهه وههه ژیم نههه من دقیا</p>	۱۵