

Araştırma Makalesi

The Examination of the Internet Usage Properties and Relationship Between Purposes of Internet Usage and Social Media Addiction Among University Students

Üniversite Öğrencilerinin İnternet kullanım Özellikleri ve İnternet Kullanım Amaçları ile Sosyal Medya Bağımlılığı İlişkisinin İncelenmesi

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Abstract

The purpose of the study was to determine the relationship between internet usage purposes and social media addiction levels of university students. The research is of the relational screening type and its sample consisted of 439 students from a public university. Data collected through "Purpose of Internet Use Scale(PIUS) and Social Media Addiction Scale - Adult Form(SMAS-AF). According to findings, social media addiction level of one-fourth of the participants were above average. Spending a long time on the internet and social media, social media addiction, gender, academic success are variables that affect internet usage purposes. The ones that use social media excessively, students with low academic success use the internet for a psychological needs, entertainment and socialization purposes. There is a positive significant relationship between psychological needs and socialization dimensions of internet usage purposes and social media addiction. It is concluded that social media addiction increases among the students that use the internet for psychological needs and socialization purposes.

Keywords : Addiction, Social Media Addiction, Adolescent, Education, Well Being

Öz

Bu araştırmanın amacı üniversite öğrencilerinin internet kullanım amaçları ve sosyal medya bağımlılığı ilişkisini incelemektir. Araştırma, ilişkisel tarama türündedir. Araştırmanın örneklemi kamu üniversitesinden 439 öğrenciden oluşmaktadır. Veriler, İnternet kullanım Amaçları Ölçeği (İKAÖ) ve Sosyal Medya Bağımlılık Ölçeği-Yetişkin Formu (SMBÖ-YF) aracılığıyla toplanmıştır. Bulgulara göre, katılımcıların dörtte birinin sosyal medya bağımlılık düzeyi ortalamanın üstündedir. İnternet ve sosyal medyada uzun süre geçirmek, sosyal medya bağımlılığı, cinsiyet ve akademik başarı internet kullanım amaçlarını etkileyen değişkenlerdir. Sosyal medya kullanım süresi yüksek olan ve akademik başarısı düşük öğrencilerin, interneti eğlence, sosyalleşme ve psikolojik ihtiyaçlarını giderme amaçlı kullanımı yüksektir. İnternet kullanım amaçlarının psikolojik ihtiyaçlar ve sosyalleşme boyutları ile sosyal medya bağımlılığı arasında pozitif, anlamlı bir ilişki vardır. İnterneti psikolojik ihtiyaçlarını giderme ve sosyalleşme amacıyla kullananların, sosyal medya bağımlılıklarının da arttığı sonucuna ulaşılmıştır.

Anahtar Sözcükler : Bağımlılık, Sosyal Medya Bağımlılığı, Ergen, Eğitim, İyi Olma Hali

Introduction

As the technology and internet take their place as a vital part of the world, technological addictions among the users are increasing. In the study where 80 reports from 31 countries were examined, it was found that 6% of the participants were internet addicts, highest addiction was seen in the Middle East

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(10.9%), and the least addiction was seen in northern and western European countries (2.6%) (Cheng and Li, 2014). Addiction is a recurring situation with activities that are difficult to resist, although it has harmful consequences for psychological, cognitive or social health (Şar and Işıklar, 2012). The inability to resist the impulse and motive to perform an action that harms a person or others is overindulgence in an object or behavior (Grant et al. 2010, cited in Şentürk, 2017; Şahin and Yağcı, 2017). Addictions are classified in two categories as substance and behavioral addictions. Technology addictions belong to the behavioral addictions category (Büyükgebiz Koca and Tunca, 2019; van Deursen, Bolle, Hegner and Kommers, 2015). Technology addictions are based on human-machine interaction within the scope of behavioral addictions. Addictions can be in the passive form such as watching television or in the active form such as computer games (Arisoy, 2009). Technology addictions are exhibited in different types. In the literature, numerous types of addictions are expressed such as the internet, social media, smartphone (addictive smartphone behavior), online games, shopping addictions developing due to excessive or pathological usage of technology other than its purpose (van Deursen, Bolle, Hegner and Kommers, 2015).

Social media consists of online platforms that give opportunities to the individuals to present themselves, communicate, share the created content (Tutgun Ünal, 2015). They can be classified as social networks (Facebook, etc.), professional networks (LinkedIn, etc.), video share (YouTube, etc.) and knowledge-blogging (Personal blogs, etc.) and microblogging (Twitter, etc.) (Balakrishnan and Griffiths, 2017). The most popular platforms are Facebook, Instagram and WhatsApp (Sebbar, 2019). According to the digital world research, there are 4 billion 66 thousand internet (60%) users, and 4 billion 14 thousand social media (53%) users around the world. The most visited sites around the world are Google, YouTube and Facebook. Turkey ranks 5th in the world in playing video games (Global Statshot Report, Digital 2020).

Young people use information technologies and the internet extensively and widely. In America, 90% of the youth aged between 13 and 29 years use social media in different forms (Allison Optican and Cavazos-Rehg, 2019). According to the Usage Research of Household Information Technology (IT), there are 73 million internet subscribers in Turkey; the rate of internet users is 79%, and this rate increases to 93% among younger people aged between 16 and 24 years (Turkish Statistical Institute [TSI], 2018, 2020). 80.9% of the users use the internet mostly for creating profile on the social media, sending text message and sharing content such as photographs, etc (TSI, 2015). "Applications such as Facebook, Twitter and Instagram enable people to interact with each other, express and share their opinions, thoughts, photographs and videos." (Demirci, 2019). However, it also has the potential of causing addiction in case of excessive, extensive and unhealthy usage (Griffiths and Kuss, 2017). According to Prasad, Sanjay, Kumar and Babu (2013) there are 350 million social media addicts, and one out of every ten young people are refused in their job applications due to their social media profile. The findings about social media addiction in young people prove the necessity of addressing the issue from multiple aspects.

Social Media Addiction

Social networking addiction (SNA) is a potential disorder that arises in the technology addiction spectrum. Searching for social network usage is a maladaptive addiction to social networks in which typical behavioral addiction symptoms such as withdrawal, attention, tolerance, mood changes, conflict and repetition are exhibited (Turel, He, Brevers and Bechara, 2018). "It is the case of overindulgence in social media, the desire of constantly being online, being driven with an uncontrollable motivation and this situation negatively affecting other important life areas." (Andreassen and Pallesen, 2014, cited in Şahin and Yağcı 2017). Social networking addictions belong to behavioral addictions category; addiction structure is formed by the combination of physiological, psychological and social factors (Kuss and Griffiths, 2011). "Social media addiction is a psychological problem that develops with cognitive, affective and behavioral processes and causes problems such as preoccupation, mood regulation, repetition and conflict in many areas of daily life such as private, business/academic and social area." (Tutgun Unal, 2015). While it was initially examined as overuse of a single social network such as Facebook, Twitter, and YouTube, and being busy on smartphones for a long time, the studies conducted also revealed its relationship with concepts such as fear of missing out on social media (Fear

of Missing Out-FOMO), and fear of being deprived of mobile phones (nomophobia) (Balakrishnan and Griffiths, 2017; Şentürk, 2017).

Understanding the components of social media addiction is important because children and teenagers become addicted and experience negative effects more than adults. “According to the biopsychosocial perspective, social media addiction shows similar symptoms to substance addiction symptoms. SMA (Social Media Addiction) is a derivative of internet addiction that occurs specifically on social media” (Griffiths, 2013, p.4). There are six symptoms when determining addiction. Mood modification refers to changes in your mood when you use social networks; salience is behavioral, emotional and cognitive focus; tolerance is the inability to control the increasing usage over time; withdrawal is experiencing emotional and physical discomfort when social media is limited or cannot be accessed; conflict refers to interpersonal problems experienced with people in the social environment, job, education life or conflict-intrapsychic problems are conflicts with oneself due to the inability to self-control the usage; relapse refers to the rapid return of addicts to excessive social media use after a period of deprivation (Griffiths, 2005; Kuss and Griffiths, 2011).

In the development of the technological addictions, biological, psychological and social factors are combined. Regarding psychological needs of addicted individuals, these needs are satisfied with the use of technology and turn into repetitive and uncontrollable pathological uses. The theoretical approaches that explain the addiction development process are cognitive behavioral model, social skill model, and socio-cognitive model. “According to the cognitive behavioral model, the person's inappropriate cognitions lead to intense use and turn into obsessive use by creating a potential for addiction with the reinforcement of environmental factors. According to social skill model, “because of the issues regarding self-expression and life skills, individuals prefer virtual communication rather than face-to-face communication, abnormally maintaining this communication” (Griffiths, 2013, p. 4-5). According to socio-cognitive model, addiction occurs through abnormal usage of social networks, anticipation of reward and the increasing lack of self-control (Griffiths, 2013; Şentürk, 2017). It is claimed that nomophobia, which is the fear of losing the phone or connection, causes excessive and intense use in social media usage (Şentürk, 2017). Therefore, it can be stated that biological factors, psychological and social needs, social and communication skills lie behind the addiction.

Underlying social media addiction, there are psychological reasons such as the desire of belonging to a group, being recognized, being loved and respected, being liked, being accepted, self-expression, personality traits, depression, narcissism, self-esteem problems, loneliness, struggle and avoiding problems, and the need for obtaining information, getting to know new people, getting social support, communicating, socializing, and developing social skills (Andreassen, Pallesen and Griffiths, 2016; Best, Manktelow and Taylor, 2014; Şentürk, 2017). These needs may cause individuals to use social media more and more uncontrollably and develop an addiction (Şentürk, 2017). Research conducted in Norway revealed that the negative self-representation reflected in narcissistic personality traits and self-esteem of social media addicts reflects their "need of feeding the ego" (Andreassen, Pallesen and Griffiths, 2016). Social media addiction harms individuals' psychological and social functions (Wang, 2018). According to a study in which 43 researches were examined, aside from the positive effects of online technologies, they harm the well-being of young people by causing social isolation, tendency to harm others, cyberbullying, and increase in depression (Best, Manktelow and Taylor, 2014). A study conducted with 1,050 university students in Japan found that there is a significant relationship between social anxiety, depression and social network addiction, and that depression is an important mediating variable between social anxiety and social network addiction (Tang and Yogo, 2019).

On the other hand, the structure and types of skills that are expected from young people have become complex. The 21st century learner skills aims for learners to acquire 11 skills in the topics of learning to renew and learn, digital literacy, career and life skills (Trilling and Fadel, 2009). For example, digital literacy skill is the ability to gather, analyze and evaluate information in digital technology, and to create new information and digital expressions with this information and use it in both learning processes and in performance and communication (Kim, 2019). Young people need more support, more education and coping skills to prepare for a more complex and technology-driven developing society (Mathur and Freeman, 2002). These technical skills that are expected from young people carry the potential of turning into addiction in case of an excessive, extensive usage and misuse. According to a study conducted with

13-17 year-old young people, social media and smartphone usage doubled from 2012 to 2018, and addictive behaviors increased dramatically (Commen Sense Media Survey, 2018, as cited Marvin, 2019). While Facebook usage was 68% in 2012, it decreased to 15% in 2018; Snapchat (41%) and Instagram (22%) stood out as the most popular applications. According to the same study, 57% of the teenagers thought that social media prevented them from doing homework or paying attention when someone is talking to them (Commen Sense Media Survey, 2018, as cited Marvin, 2019).

Technology and social media addiction points out risky psychological, biological and academic consequences that require measures to be taken in young people. Studies found that social media addiction leads to psychological deterioration, social isolation, cyberbullying, depression, anxiety (Arshad, et al., 2018; Best, Manktelow and Taylor, 2014; Demirci, 2019); poor impulse control and emotion regulation problems (Arshad et al., 2018). Social media addiction in adolescents can be seen as comorbid disorders such as attention deficit hyperactivity disorder, depression symptoms, and anxiety symptoms (Cerniglia et al., 2019). According to a study conducted with 18-25 year-old young people, addiction leads to concentration and cognitive skill problems (Arshad, et al., 2018). Additionally, the pandemic process has brought along conditions in which children and teenagers stay home and use the internet as the only way of communicating. These conditions could increase excessive, extensive and unhealthy usage of the internet and the psychological problems. Recent studies show that perceived stress is higher in lower age groups (Tüfekçi ve Türktemiz, 2021).

The aim of this research was to determine the ways and purposes of the internet usage and social media addiction levels of university students, and to examine the relationship of internet usage purposes and social media addiction level with various variables (gender, duration, year of study level, parents' education level, academic achievement) and the relationship between internet usage purposes and SMA. To this end, following research questions were examined :

1. What are the internet usage properties of university students according to gender, time spent on the internet, academic achievement, place and time connected to the internet?
2. What is the social media addiction levels of the university students ?
3. Do social media addiction levels significantly differ according to gender, duration, year of study level, education level of parents and academic achievement levels of university students ?
4. What are the purposes of internet usage of university students ?
5. Do purposes of internet usage of university students significantly differ according to their gender, duration, year of study level, education level of parents and school success levels ?
6. Is there a significant relationship between social media addiction level and purposes of internet usage of university students ?

Methodology

Research Model

The study, which aimed to determine the ways of internet usage, purposes and social media addiction levels of university students and to examine the relationship between internet usage purposes and social media addiction, has a relational screening design. Quantitative data collection method was used in the research. Before the start of study ethical approval was obtained from Yozgat Bozok University Commission of Ethics and the application permission for data collection was obtained from the Yozgat Provincial Directorate of National Education.

Study Sample

The target population of the study was 17.791 higher education students studying at a public university in the 2018-2019 academic year. The research was carried out on the sample selected from the population due to the lack of access to the entire population. In order to determine the sample size, a chart of theoretical sample sizes for universes of different sizes was used. Accordingly, in the sub-universe of 17.791 university students, the sample size with 5% confidence interval was determined as at least 384 students (Balci, 2009). However, due to the problems and possible losses in the implementation of the scale, the sample was decided to consist of 450 students, and the sample consisted

of 439 participants. The academic units where the measurement tools would be applied were decided through random method.

Data Collection Tools

The Purpose of Internet Use Scale (PIUS) (Akar, 2017) and the Social Media Addiction Scale–Adult Form (SMAS-AF) (Şahin and Yağcı, 2017) were used to collect data. Validity and reliability analyses of the measurement tools were conducted. PIUS is a five-point Likert-type scale aimed to determine purpose of internet use in five subdimensions, namely education, entertainment, psychological needs, socialization and information access. The total variance explained by the structure comprising five major factors with the eigenvalue greater than 1 is 53.72%. The Cronbach's alpha reliability coefficients of the subdimensions in the scale vary between $\alpha = .70$ and $\alpha = .89$. The Cronbach's alpha reliability coefficient of the entire scale is $\alpha = .86$. The participants were asked about their agreement with the internet use purposes provided in the scale subdimensions. The scale responses ranged between 1 – “I strongly disagree” and 5 – “I strongly agree”. The PIUS comprises a total of 48 items in three sections entitled Personal Information, Characteristics of Internet Use and Purposes of Internet Use. SMAS-AF has graded responses on a five-point Likert-type scale and includes 20 items that can be collected under two factors as virtual tolerance and virtual communication. The Cronbach's alpha reliability coefficients of the subdimensions in the SMAS-AF of the virtual tolerance dimension is .92, for virtual communication dimension .91 and for the entire scale $\alpha = .94$. The scale, which aims to determine the social media addiction level of participants, is reliable and has a valid scale. The test-retest reliability coefficients were found as .93 for total scale; .91 for virtual tolerance subscale and .90 for virtual communication subscale. The scale responses range between “(1) Absolutely inappropriate”, “(2) Inappropriate”, “(3) Neutral”, “(4) Appropriate”, “(5) Absolutely appropriate” was used in five-point scale.

Data Analysis

First of all, missing data, outlier, and normality tests were carried out in the data set. Outlier determinations were made with Box Plot and Z (Standard Score) methods. In the determination of single-variable outliers, item scores for PIUS and SMAS-AF dimensions were converted to standard points (z points), and 14 pieces of data outside the z-point range ± 2.5 were excluded from the data set. The skewness and kurtosis coefficients for the total scale and subdimensions for both scales were found to be in the range of ± 1.5 values (Tabachnick and Fidell, 2013). As a result of histogram examination, it was concluded that the distributions were normal.

Participants' ways and purposes of internet usage, and social media addiction levels were examined using descriptive statistics such as arithmetic mean, percentage, standard deviation, whether internet use purposes and social media addiction differed by gender was examined using t-test, and internet and social media usage time, academic achievement (GPA), parents' education level, and year of study level were examined by using ANOVA Test. When the difference was found to be significant, Scheffe and Dunnet C tests were used to determine the source of the difference. In the evaluation of the mean scores, the following assessment ranges were used: 00 – 1.79 (Absolutely inappropriate), 1.80 – 2.59 (Inappropriate), 2.60 – 3.39 (Neutral), 3.40 – 4.19 (Appropriate), 4.20 – 5.00 (Absolutely appropriate). The Pearson Correlation Test was used to analyze whether there was a significant relationship between social media addiction and internet usage purposes.

Research Findings

In this study, in which the ways and purposes of internet usage and the relationship between social media addiction levels of university students and the SMA were examined, the findings were presented in accordance with the order of the research questions. Demographic characteristics of the participants are presented in Table 1.

Table 1. Demographic Characteristics of The Participants

Variable	Characteristic	N	(%)
Gender	Female	196	54.9
	Male	161	45.1
Faculty/College	Medicine	61	13.9
	Education	113	25.7
	Science-Literature	67	15.3
	Teology	31	7.1
	Engineering-Architecture	86	19.6
	Sport Sciences	81	18.5
Year of study level	1th Grade	113	26.1
	2th Grade	104	24.0
	3th Grade	51	11.8
	4th Grade	165	38.1
Education status of mother	Primary	208	47.4
	Secondary	92	21.0
	High school	70	15.9
	University	29	6.6
	Other	40	9.1
Education status of father	Primary	142	32.4
	Secondary	92	21.0
	High school	115	26.3
	University	82	18.7
	Other	7	1.6
Achievement level at university	Failure	7	1.9
	Succeeded	285	77.4
	Not succeeded in 1-3 subjects	76	20.7
Academic achievement (Grade Point Avarage)	1-1.99	16	23.9
	2-2.5	59	23.9
	2.6-3	78	31.6
	3.1-3.5	77	31.2
	3.6-4	17	6.9

According to Table 1, 55% of the participants were female and 45% were male students, and 40% were vocational high school graduates. The education level of the mothers of 47% of the participants was primary school and 9% was illiterate; 32% of the fathers were primary school graduates and 1.6% were illiterate. The education level of the mothers was lower and the illiteracy rate was higher. Nearly half of the participants (48%) had academic success between 1.00 and 2.50, while the rate of the group with the highest grade point average (GPA) was 7%.

The first sub-objective of the study was to determine the level of internet usage characteristics of the participants. Results of descriptive statistics are presented in Table 2.

Table 2. Descriptive Statistics of Adolescents' Internet Use Characteristics

		Female		Male		Total	
		N	(%)	N	(%)	N	(%)
Place of access to internet	Home	14	7.2	29	18.2	52	12.0
	School-Lab.	3	1.5	6	3.8	10	2.3
	Internet Cafe	3	1.5	3	1.9	6	1.4
	Mobile Phone	168	86.6	116	73.0	353	81.3
	Other	6	3.1	5	3.1	13	3.0
Time connected to the internet	School day	7	3.7	6	3.8	14	3.2
	Out of school day	50	26.2	28	17.6	93	21.5
	Evening	56	29.3	57	35.8	136	31.5
	Night	21	11.0	29	18.2	66	15.3
	Other	57	29.8	39	24.5	123	28.5
Age of first computer use	2-5 ages	38	7.80	61	13.60	7	1.6
	6-9 ages	218	44.90	217	48.20	30	6.8
	10-13 ages	211	43.50	160	35.60	70	16.0
	14-17 ages	18	3.70	12	2.70	331	75.6
Level of computer skills	Beginner	17	8.7	8	5.0	30	6.8
	At some level					223	50.9
	Moderate	114	58.2	63	39.1	149	34.0
	Advanced	61	31.1	66	41.0	36	8.2
	Highly skilled	4	2.0	24	14.9	30	6.8
Duration of internet use (weekly)	1 – 10 hours	57	29.1	30	18.9	110	25.2
	11-20 hours	35	17.9	33	20.8	82	18.8
	21-30 hours	36	18.4	32	20.1	88	20.1
	31-40 hours	35	17.9	24	15.1	67	15.3
	41 hours - above	33	16.8	40	25.2	90	20.6
Duration of social network use (daily)	1 hour	22	11.3	24	15.0	51	11.7
	2 hours	37	19.0	40	25.0	92	21.1
	3 hours	54	27.7	43	26.9	121	27.8
	4 hours - above	81	41.5	52	32.5	168	38.6
	Non user	1	.5	1	.6	3	.7
Self evaluation about use	Excessive user	110	56.4	72	44.7	227	51.8
	As required	81	41.5	82	50.9	197	45.0
	Very little	4	2.1	7	4.3	14	3.2

As can be seen in Table 2, most of the participants (81%) accessed the internet via mobile phones, and the rate of females (87%) was higher than males (73%). Almost half of the participants (47%) used the internet in the evenings and at nights. The rate of the participants who began using the internet between the ages of 2-5 years was 7%. The rate of the participants who used the internet for 40 and above hours a week was 21% and this rate was higher in males (25%) than females (17%). This rate shows that one out of every five participants and one out of every four male participants were in the addiction risk group. The proportion of the participants who used social media for four hours or more daily was 39%, while this rate was higher in females (42%) than males (33%). According to the findings, male participants' excessive internet use is higher than female participants', while female participants' excessive social media use is higher than male participants'. More than half of the participants (52%) thought they overused the internet.

The second sub-objective of the study was to determine the level social media addiction of the participants. Results are presented in Table 3.

Table 3. Descriptive Statistics Regarding Social Media Addiction Level of Participants

Dimensions	$\bar{X}$	Sd	Order of importance
1. Virtual Tolerans	30.83	7.60	1
2. Virtual Communication	21.88	6.38	3
3. Social Media Addiction (Total)	52.71	12.64	2

According to Table 3, the highest participation was shown in the virtual tolerance dimension ($\bar{X}=2.80$). The lowest possible score in the virtual tolerance dimension is 11, and the highest score is 55. In this dimension, the middle score is 33. In the virtual tolerance dimension ($\bar{X}=30.83$; S: 7.60), the scores of the participants are below the median value. The lowest score that can be obtained in the virtual communication dimension is 9, the highest score is 45, and the median value is determined as 27, the score obtained in this dimension (21.88 S: 6.36) is below the median value. The lowest score that can be obtained from the social media addiction scale is 20, the highest score is 100, and the median value is 60. It is seen that the scores obtained from the social media addiction scale ($\bar{X}=52.71$; S: 12.64) are below the median. Participants participated in the virtual tolerance dimension and social media addiction at the level of "neutral", while in the virtual communication dimension, they participated at the level of "inappropriate". The total score of 25% of respondents is over 60 (above the median), and one in four people had a tendency towards social media addiction.

The third sub-objective of the study was to examine whether participants' social media addiction level differed significantly based on gender, duration, year of study level, parent's level of education, and school success status variables. T-test results are presented in Table 4.

Table 4. T-Test Results For Participants' Social Media Addiction Level According to Gender

Dimensions	Gender	N	S	t	p	
1. Virtual Tolerance	1.Female	191	40.30	7.31	1.97	.050
	2.Male	163	38.95	8.00		
2. Virtual Communication	1.Female	191	21.24	6.18	-1.229	.220
	2.Male	163	22.07	6.51		
3. Social Media Addiction	1. Female	191	52.47	12.38	.578	.564
	2.Male	163	51.69	13.24		

According to the t-Test results of the comparison of SMAS-AF total subdimensions and total scale scores according to gender, presented in Table 4, there was a significant difference between females and males in terms of gender in the virtual tolerance dimension [$t(327.976) = 1.970$; $p < .05$]. The mean score of females was ($\bar{X} = 31.23$) higher than the mean score of males ($\bar{X} = 29.62$). Females tended to show more social media addiction in terms of virtual tolerance compared to males. ANOVA results according to duration of internet use are presented in Table 5.

Table 5. ANOVA Results For Participants' Social Media Addiction Level According to Duration of Internet Use (Weekly)

Dimension	Duration	N	S	sd	F	p	Significant difference Dunnet C	
1. Virtual Tolerance	1. 1–10 hours	110	28.02	.66	4,432	12.07	.00	1-4, 1-5
	2. 11-20 hours	82	29.04	.78				2-4, 2-5
	3. 21-30 hours	88	30.65	.78				
	4. 31-40 hours	67	33.61	.97				
	5.41 hours above	90	33.98	.74				
2. Virtual Communication	1. 1–10 hours	110	20.53	5.62	4,432	2.948	.20	1-5
	2. 11-20 hours	82	21.18	6.12				-
	3. 21-30 hours	88	22.12	6.75				
	4. 31-40 hours	67	22.30	6.23				
	5. 41 hours above	90	23.42	6.86				
3. Social Media Addiction	1. 1–10 hours	110	48.55	11.34	4, 432	8.964	.00	
	2. 11-20 hours	82	50.22	12.03				1-4, 1-5
	3. 21-30 hours	88	52.78	12.70				2-5
	4. 31-40 hours	67	55.91	13.11				
	5. 41 hours above	90	57.40	12.36				

According to the results of one-way analysis of variance (ANOVA) presented in Table 5, there is a significant difference in virtual tolerance according to weekly internet usage time in all dimensions [$F_{(4,432)} = 12.07$; $p < .05$], virtual communication [$F_{(4,432)} = 2.94$; $p < .05$] and social media addiction in total [$F_{(4,432)} = 8.96$; $p < .05$]. Dunnet C Test results applied to determine the source of the difference show that in the virtual tolerance dimension, the opinions differed significantly between those who used the internet for 1-10 hours per week ($\bar{X} = 28.02$) and 11-20 hours ($\bar{X} = 29.04$) and those who used the internet for 31-40 hours per week ($\bar{X} = 33.61$) and 41 hours or more ($\bar{X} = 33.98$). In terms of virtual communication, there is a significant difference between opinions among those who used the internet for 1-10 hours ($\bar{X} = 20.53$) and 41 hours or more ($\bar{X} = 23.42$) a week; similarly, those who used the internet for 1-10 hours a week ($\bar{X} = 48.55$), 31-40 hours ($\bar{X} = 55.91$) and those who used it for 41 hours or more ($\bar{X} = 57.40$) a week and those who used it for 11-20 hours a week ($\bar{X} = 50.22$) and those who used it for 41 hours or more ($\bar{X} = 57.40$). Internet usage time is a variable that affects social media addiction. Those who used the internet for 41 hours or more per week were more positive in terms of social media addiction, virtual tolerance and virtual communication dimensions compared to those who used the internet for 1-10 hours a week. Those who used the internet for a long time are more likely to exhibit addictive behavior than those who used the internet for less time.

In the one-way analysis of variance (ANOVA) results regarding the comparison of the scores from SMAS-AF according to the (daily) time spent in social networks, there was a significant difference in the dimensions of virtual tolerance [$F_{(4,434)} = 21.29$; $p < .05$], virtual communication [$F_{(4,434)} = 14.10$;

$p < .05$] and social media addiction total [$F(4,434) = 22,00$; $p < .05$]. According to Dunnett C Test results, in virtual tolerance dimension, there was a significant difference between opinions of those who spent 4 hours a day and above on the social network ($\bar{X} = 34.39$) and those who spent 1 hour ($\bar{X} = 25.91$), 2 hours ($\bar{X} = 28.07$) and 3 hours a day ($\bar{X} = 30.16$). In the virtual communication dimension, there was a significant difference between opinions of those who spent 4 hours or more per day on the social network ($\bar{X} = 24.23$) and those who spent 1 hour ($\bar{X} = 17.57$), 2 hours ($\bar{X} = 20.98$) and 3 hours a day ($\bar{X} = 21.22$). According to social media addiction total scores, there was a significant difference between the opinions of those who spent 4 hours or more per day on the social network ($\bar{X} = 58.62$) and those who spent 1 hour ($\bar{X} = 43.48$), 2 hours ($\bar{X} = 49.06$) and 3 hours a day ($\bar{X} = 51.39$). Those who spent four hours or more a day on social networks exhibited more virtual communication, virtual tolerance and total social media addiction behaviors than those who spent less time (1, 2, 3 hours). Time spent on the internet and social networks is a variable associated with social media addiction, and it affects the tendency to exhibit social media addiction behaviors. This finding emphasizes that the long duration of time spent on the internet is an important variable in social media addiction.

Between the opinions of the participants on social media addiction, there was no significant difference regarding the sub-dimension total and total scale score in terms of academic achievement (GPA) ($F_{(4,242)} = 1.433$; $p > .05$), year of study level [$F_{(3,432)} = 2.182$; $p > .05$], education level of the mother [$F_{(4,438)} = .318$; $p > .05$] and father [$F_{(4,433)} = 1.77$; $p > .05$].

The fourth sub-objective of the study was to determine the purpose of the participants' internet usage. The descriptive statistics of the participants obtained from the Purposes of internet Use Scale (PUIS) are presented in Table 6.

Table 6. Descriptive Statistics Regarding Purposes of Internet Use Among Participants

Dimensions	$\bar{X}$	Sd	Order of importance
1. Education	26.60/3.32	6.78	3
2. Entertainment	23.16/2.89	6.33	4
3. Psychological Needs	13.59/2.71	4.88	5
4. Socialization	13.83/3.45	3.70	2
5. Information access	14.14/3.53	3.58	1

As can be seen in Table 6, the sub-dimensions with the highest participation are, respectively, Knowledge Acquisition ($\bar{X} = 3.53$), Socialization ($\bar{X} = 3.45$), Education ($\bar{X} = 3.32$), Entertainment ($\bar{X} = 2.89$), Psychological needs ($\bar{X} = 2.71$) dimensions. Participants "strongly" used the internet for acquiring knowledge and socialization. Psychological needs, entertainment and educational use are at the "slightly" level.

The findings of the analysis to determine students' purposes of internet use differ by gender are presented in Table 7.

Table 7. T-Test Results For Participants' Purposes of Internet Use According to Gender

Dimensions	Gender	N	$\bar{X}$	S	t	p
1. Education	1.Female	196	27.40	6.03	2.327	.021
	2.Male	161	25.73	7.31		
2. Entertainment	1.Female	196	21.71	5.82	-5.122	.000
	2.Male	161	25.03	6.40		
3. Psychological Needs	1.Female	196	12.81	4.63	-2.889	.004
	2.Male	161	14.27	4.91		
4. Socialization	1.Female	196	13.45	3.69	-1.373	.171

	2.Male	161	13.98	3.58		
5. Information access	1.Female	196	13.53	3.71	-3.246	.001
	2.Male	161	14.76	3.33		
Total	1.Female	196	88.92	15.54	-2.795	.005
	2.Male	161	93.79	17.30		

According to the T-Test results of the comparison of the scores obtained from the PUIS subdimensions in terms of gender, presented in Table 7, except for socialization [$t(2.371) = -1.373$; $p > .05$] subdimension, there is a difference in terms of gender in all subdimensions. In the education [$t(2.371) = 2.327$; $p < .05$] subdimension, the mean score of females ($\bar{X} = 27.40$) was higher than males ($\bar{X} = 25.73$). In the subdimensions of psychological needs [$t(2.371) = -5.122$; $p < .05$], entertainment [$t(2.371) = -2.889$; $p < .05$], knowledge acquisition [$t(2.371) = -3.246$; $p < .05$] and total score [$t(2.371) = -2.795$; $p < .05$], the mean score of the males was higher than that of the females. Gender is a factor that affects internet usage purposes. While males used the internet for entertainment, socialization, knowledge acquisition and psychological needs more than females, females used the internet more for educational purposes than males.

The findings regarding the comparison of the scores of the participants obtained from the PUIS subdimensions in terms of the time spent on social media are given in Table 8.

Table 8. ANOVA Results For Participants' Purposes of Internet Use According to Duration of Social Media Use

Dimensions	Duration	N	$\bar{X}$	S	sd	F	p	Significant difference Scheffe
1. Education	1. 1 hours	51	26.94	6.39	4, 434	.752	.557	
	2. 2 hours	92	26.57	6.58				
	3. 3 hours	121	26.69	6.75				
	4. 4 hours	168	26.25	7.00				
	5. Non use	3	32.66	3.05				
2. Entertainment	1. 1 hours	51	21.37	6.39	4, 434	5.006	.001	1- 4, 2- 4
	2. 2 hours	92	22.04	6.28				
	3. 3 hours	121	22.53	5.67				
	4. 4 hours above	168	24.75	6.40				
	5. Non use	3	21.00	7.00				
3. Psychological Needs	1. 1 hours	51	11.42	4.67	4, 434	18.233	.000	(DunnetC) 1-4, 2-4 3-4
	2. 2 hours	92	11.73	4.28				
	3. 3 hours	121	12.73	4.20				
	4. 4 hours above	168	15.78	4.82				
	5. Non use	3	17.00	3.00				
4. Socialization	1. 1 hours	51	11.77	3.64	4, 434	14.249	.000	1-4,2-4 3-4
	2. 2 hours	92	12.87	3.46				
	3. 3 hours	121	13.27	3.37				
	4. 4 hours above	168	15.28	3.56				
	5. Non use	3	15.00	1.73				
5. Information access	1. 1 hours	51	14.01	3.42	4, 434	1.161	.327	
	2. 2 hours	92	14.20	3.34				
	3. 3 hours	121	13.68	3.44				
	4. 4 hours above	168	14.51	3.84				
	5. Non use	3	12.33	4.04				

According to the one-way analysis of variance (ANOVA) results for the comparison of PIUS Sub-Scale Total scores in Table 8, there was a significant difference in the sub-dimensions of education, entertainment ($F_{(4,434)} = 5.006$; $p < .05$), psychological needs [$F_{(4,434)} = 18.233$; $p < .05$] and socializing [$F_{(4,434)} = 14.249$; $p < .05$]. According to Dunnet C and Scheffe Test results, there was a significant difference between the opinions of those who spent 4 hours or more a day on three dimensions of social media [entertainment ($\bar{X} = 24.75$), psychological needs ($\bar{X} = 15.78$), socializing ($\bar{X} = 15.28$)] and those who spent 1 hour a day [entertainment ($\bar{X} = 22.04$), psychological needs ($\bar{X} = 11.42$), socializing ($\bar{X} = 11.77$)]; 2 hours a day [entertainment ($\bar{X} = 22.04$), psychological needs ($\bar{X} = 12.87$) and socializing ($\bar{X} = 12.87$)], 3 hours a day [psychological needs ($\bar{X} = 12.73$), socializing ($\bar{X} = 13.27$)]. Accordingly, the time spent on social media is a variable that affects the purposes of internet use. Those who spent four hours or more a day on social media used the internet more for entertainment, psychological needs and socializing purposes. The ones that used social media excessively, used the internet more as a psychological need, socialization and entertainment.

Findings regarding the comparison of the scores of the participants obtained from the PIUS subdimensions in terms of their academic achievement are given in Table 9.

Table 9. ANOVA Results For Participants' Purposes of Internet Use According to Academic Achievement (GPA)

Dimensions	Academic achievement (GPA)	N	$\bar{X}$	S	sd	F	p	Significant difference
1. Education	1. 1.00-1.99	59	28.06	8.85	4, 246	3.588	.007	(DunnetC) 2-4
	2. 2.00-2.50	78	24.39	5.94				
	3. 2.60-3.00	77	26.43	6.86				
	4. 3.10-3.50	17	27.73	5.63				
	5. 3.60-4.00	16	29.82	7.08				
2. Entertainment	1. 1.00-1.99	16	27.81	7.79	4, 246	3.678	.006	(Scheffe) 1-4,1-5
	2. 2.00-2.50	59	22.94	5.51				
	3. 2.60-3.00	78	23.06	6.16				
	4. 3.10-3.50	77	22.07	5.81				
	5. 3.60-4.00	17	20.42	6.99				
3. Psychological Needs	1. 1.00-1.99	16	17.04	5.07	4, 246	4.546	.001	(Scheffe) 1-4, 1-5
	2. 2.00-2.50	59	14.49	4.97				
	3. 2.60-3.00	78	13.56	5.04				
	4. 3.10-3.50	77	12.63	4.82				
	5. 3.60-4.00	17	10.82	4.17				
4. Socialization	1. 1.00-1.99	59	13.92	3.85	4, 246	1.498	.203	
	2. 2.00-2.50	78	13.70	3.66				
	3. 2.60-3.00	77	13.77	3.57				
	4. 3.10-3.50	17	13.64	4.45				
	5. 3.60-4.00	16	16.12	3.79				
5. Information access	1. 1.00-1.99	16	14.37	4.09	4, 246	1.230	.299	
	2. 2.00-2.50	59	13.71	3.90				
	3. 2.60-3.00	78	13.85	3.43				
	4. 3.10-3.50	77	14.20	3.44				
	5. 3.60-4.00	17	15.79	3.58				
PIUS Total	1. 1.00-1.99	16	21.53	5.38	4, 246	2.627	.035	(Scheffe) 1-2
	2. 2.00-2.50	59	15.03	1.95				
	3. 2.60-3.00	78	15.99	1.81				
	4. 3.10-3.50	77	14.17	1.61				
	5. 3.60-4.00	17	19.16	4.64				

In Table 9, according to the results of one-way analysis of variance (ANOVA) regarding the comparison of the scores obtained from PIUS, there was a significant difference between students' opinions in the subdimensions of education [$F_{(4,426)} = 3.588$; $p < .05$], entertainment [$F_{(4,426)} = 3.678$; $p < .05$] and psychological needs [$F_{(4,426)} = 4.546$; $p < .05$]. There was a significant difference between those with a GPA between 1.00-1.99 in the subdimensions of entertainment ($\bar{X} = 27.81$) and psychological needs ($\bar{X} = 17.04$), those with a GPA between 3.60-4.00 in the subdimensions of [entertainment($\bar{X} = 20.42$) and psychological needs ($\bar{X} = 10.82$)], and those with a GPA between 2.00-2.50 and those with a GPA between 3.10-3.50 ($\bar{X} = 27.73$) in the subdimension of education ($\bar{X} = 24.39$). Internet usage purposes differ significantly according to the academic achievement level of the students. Compared to the students with high academic success, students with low academic success use the internet more to meet their entertainment and psychological needs, and use it for educational purposes at a lower level. "Gender", "time spent on the internet and social media" and "academic success" are factors affecting the internet usage purposes.

The sixth sub-objective of the study was to examine the relationship between social media addiction and internet usage purposes. The findings of Pearson Correlation Analysis are presented in Table 10.

Table 10. Bivariate Correlations For All Variables

	1	2	3	4	5	6	7	8	9
1. Education	-	.18**	-.04	.12**	.35**	.57**	-.13**	-.00	-.084
2. Entertainment			.38**	.40**	.46**	.76**	.17**	.21**	.21**
3. Psychological Needs				.58**	.20**	.59**	.50**	.40**	.50**
4. Socialization					.32**	.67**	.41**	.37**	.43**
5. Information access						.67**	.02	.19**	.10*
6. Purposes of Internet use							.25**	.32**	.31**
7. Virtual Tolerance								.63**	.92**
8. Virtual Communication									.88**
9. Social Media Addiction									-

* $p < .05$; ** $p < .01$

According to Table 10, as a result of the Pearson correlation analysis, there was a positively significant and moderate relationship between internet usage purposes and social media addiction levels ($r = .31$, $p < .05$). This finding implies that as the internet usage purpose scores of the participants increase, their social media addiction scores will also increase. A positive and moderately significant relationship was found between the subdimension total scores and social media addiction total scores in the subdimensions of psychological needs ($r = .50$, $p < .01$) and socializing ($r = .43$, $p < .01$). It was found that there was a positive and moderately significant relationship between psychological needs and socialization subdimensions total scores and the virtual tolerance and virtual communication subdimensions of social media addiction. This finding shows that the social media addiction of the participants who use the internet for their psychological needs and socialization will increase.

Discussion and Conclusion

In this study, it was aimed to examine the relationship between social media addiction level and internet usage purposes of university students with various variables (gender, duration, academic achievement, year of study level, parents' education level) and the relationship between internet usage purposes and social media addiction.

In the research, findings related to the internet use of university students were presented. Almost half of the participants used the internet for more than four hours a day, in the evening and at night. Females used mobile phones more than males in order to connect to the internet. One in five participants and one

in four males used the internet for more than 40 hours a week, and they were found to be in the risk group for internet addiction. These findings are in line with the literature (Hamdani, 2015).

In this study, it was found that one-fourth of adolescents had social media addiction above the medium level. Most studies present parallel findings (da Veiga et al., 2018; Deniz and Gürültü, 2018; Donnelly and Kuss, 2016; Gazi, Çetin and Çakı, 2017; Peter, 2015). According to the studies conducted, it was found that Facebook addiction was high among participants aged 18-29 years in Portugal (da Veiga et al.); that 4.5% of about 6,000 adolescents were at risk of addiction in Hungary, (Banyai et al., 2017); and that 11% of participants in Morocco were addicted (Sebbar, 2019). In our country, although it was found that the social media addiction level of students was moderate (Deniz and Gürültü, 2018; Simsek, Elciyar and Kizilhan, 2019), and social media addiction was low in the study conducted with university students, it was moderate in the subdimension of preoccupation (Ekşi, Turgut and Sevim, 2019) and relatively few studies show that social media addiction is at a low level (Aktan, 2018) or is not experienced as a problem (Baz, 2018). Social media usage is inevitably a part of daily life. However, "internet and social media use carries the risk of turning into a habit over time, and from habit to addiction" (Büyükgebiz Koca and Tunca, 2019). In this respect, although a moderate level of addiction is emphasized, it is important to examine the subject in terms of its negative effects for the future.

Duration (time spent on the internet-social network) and gender are variables associated with the level of social media addiction. Those who used the internet (over 41 hours a week) and social media for more than 4 hours a day exhibited more social media addiction behaviors than those who used it less. This finding is in line with the literature. Studies conducted with high school and university students show that as the days and hours spent on social media increase, addiction also increases (Altın and Kıvrak, 2018); social network use of 4-6 hours or more a day is associated with addiction (Gazi, Çetin and Çakı, 2017); most researches show that time spent on social media and internet is a predictor of addiction (Deniz and Gürültü, 2018; Donnelly and Kuss, 2016). Duration and uncontrollable increase in duration are important variables associated with addiction. At this point, in the literature, more than 30-35 hours and 40 hours or more of usage a week except for educational and occupational purposes refer to a problematic use (Feindel, 2015; Hinic, 2011). Although whether long-term use leads to addiction, or whether addiction increases the duration of use is still a matter of debate, as revealed by the result of this study, the time spent on the social network is related to addiction. It may be suggested to take measures to reduce the time teenagers in the risk group spend on the internet and social networks, to improve their social skills in real life, and for them to recognize the difference between virtual and real life.

Gender is a variable that affects SMA, and females exhibited higher social media addiction behaviors on the virtual tolerance dimension than males. This finding is in parallel with studies which show that gender is an important factor in terms of an increase in social media addiction among females (Balci and Baloğlu, 2018; Banyai et al., 2017; Dejong, 2014; Demirci, 2019; Gazi, Çetin and Çakı, 2017). However, there are also non-parallel findings in favor of males. In a study conducted with university students, in relapse and conflict dimensions, males tended to be more addicted to social media than females, while in the preoccupation dimension, the opposite was true (Altın and Kıvrak, 2018). A study with high school students also found that females and spending too much time on the internet were associated with social media addiction (Deniz and Gürültü, 2018). There are different factors in the context of gender. It can be said that the possible reasons for this are the way of being raised, perceptual-cognitive functions based on gender, and psycho-social factors. In the literature, it was found that males are prone to game addiction and females are more prone to social media addiction (Hamdani, 2015); that the factors affecting the addictions of females and males differ, and that social factors in females and biological and psychosocial factors in males are effective variables in social media addiction (Aparicio-Martínez, et al., 2020). In this study, it was concluded that academic achievement, year of study level and education level of parents do not affect SMA.

Students used the internet for knowledge acquisition and socialization at "strongly" level and for psychological needs, entertainment and education at "slightly" level. Similarly, studies have found that students use the internet for purposes such as accessing social media, knowledge acquisition, academic purposes, connecting with friends, social support, and interpersonal relations (Hamdani, 2015; Okumuş and Parlar, 2018).

Gender, duration and academic achievement are variables that affect internet usage purposes. It was found that males used the internet for entertainment, socialization, information and psychological needs more than females, and that females used the internet for educational purposes more than males. Hamdani (2015) study found that 60% of females and 48% of males used social media for academic purposes. Another study conducted on secondary school students found that there were no significant differences according to gender, but 22 % of the males and 13 % of the females were dependent on social media, and males used social media more than girls to communicate with others. Another study conducted by secondary school students found that there is not significant differences according to gender, but 22 % of the males and 13 % of the females are dependent on social media, besides males uses social media more than girls for the communicate with others (Altayef and Karacı, 2019). Those who spent four hours or more a day on social media used the internet for entertainment, psychological needs and socializing purposes. While students with low academic success had higher internet usage for entertainment purposes and psychological needs, they had lower usage for educational purposes. As can be seen, while males, students with low academic success and those who spend a long time on social media used the internet for entertainment, socialization, and to meet their psychological needs, their use for education and information purposes was relatively low. When this result is evaluated together with long-term use and low academic achievement, it can be explained by the psycho-social factors and the fact that adolescents tend to meet and compensate their developmental socialization and psychological needs through internet and social media use rather than real life.) göre de According to Griffith and Kuss (2017), social networks provide an environment that meets basic human needs, offers opportunities to express themselves and meet the need for social support. However, addiction is a psychological mental health problem that requires treatment and therapeutic approaches. Also, according to Ericson's personality theory, adolescence is the period in which role confusion against identity is experienced (Işık, 2019). In this period, it is important to satisfy the needs of acceptance, approval and success with real life experiences. Their self-perception, identity, self-efficacy and character traits are formed in this period. At this point, for adolescents who have academic success, psychological and socialization problems in real life, the internet and social media offer a medium where identities can be created with anonymous, quickly accessible, easily designed profiles that work as a kind of compensation mechanism. According to Kuss and Griffith (2013) social network addiction is a potential mental health problem for some users. The fact that many studies reveal the relationship between interpersonal relationships and online social support with addiction emphasizes the risk of technology use among adolescents turning into addiction as a mental health problem (Tang, Chen, Yang, Chung and Lee, 2016).

Regarding the compensation of the needs and skills that need to be met in real life through social media by adolescents, it can be said that addiction has a mediating function as the cause or consequence of mental health problems such as low self-confidence, anxiety and depression. For example, although there is no consensus on whether depression is a cause or a consequence of technology addictions, most studies reveal the relationship between depression and addiction (Demirci, 2019; Şentürk, 2017). Considering the intensive use in adolescents during the pandemic period, it can be said that measures should be taken to prevent the issue from turning into a common mental health problem in adolescents.

In this study, it was found that there was a moderate, positive and significant relationship between internet usage purposes and social media addiction. In other words, the social media addiction of young people who use the internet for psychological needs and socialization is also on the rise. It was found in the Mat Salleh et al. (2020) study that there was a positive correlation between intrinsic causes and knowledge acquisition behavior and social media addiction. It is suggested that loneliness can be handled together with self-control, self-confidence, life satisfaction, personality traits, communication and social skills problems. Szabo, Allen, Stephens and Alpass (2019) research also found that use for socialization purposes affected well-being by reducing loneliness. According to research conducted with young people in the US, South Korea and Finland, "loneliness" is associated with obsessive internet use, and game addiction is associated with psychological variables (Savolainen, Oksanen, Kaakinen, Sirola, and Paek, 2020).

According to Longstreets and Brooks (2017) 210 million people in the world suffer from internet addiction, and it is associated with life satisfaction, stress, happiness, and reducing addictions. In a study

comparing healthy groups and groups with psychiatric disorders, it was stated that anxiety disorder, mixed anxiety and depression patient groups used social media more than the healthy group, and that social media use was more in individuals with timid, addicted, passive-aggressive, obsessive-compulsive, antisocial, narcissistic, histrionic, paranoid and borderline personality traits (Şentürk, 2017). Narcissism, impulsivity, depression, self-esteem and lack of social support, loneliness, academic achievement problems are seen to be associated with social media addiction. Studies have shown that the effect of low self-confidence and narcissistic personality traits (Andreassen, Pallesen and Griffiths, 2016) depression, anxiety disorder, and high education level is high in the development of addiction (Şentürk, 2017) that those who show severe depression symptoms also have a high level of social media addiction (Balcı and Baloğlu, 2018); and that Instagram use and social network addiction are associated with depression, emotion regulation deficiencies, anxiety and obsessive-compulsive symptoms (Donnelly and Kuss, 2016; Tang and Yogo, 2019). Problematic phone usage increases as loneliness increases in adolescents (Çakır and Oğuz, 2017). General tendency towards procrastination and social media addiction symptoms were observed in students with low self-control (Ekşi, Turgut and Sevim, 2019). In young people using Facebook and multiple networks, a positive relationship was found between SMA and stress and the extroversion dimension of the personality, and a negative relationship was found with subjective well-being (Balcerowska, Bereznowski, Biernatowska, Atroszko, Pallesen and Andreassen, 2020).

As can be understood from the literature, the reasons behind social media addiction are based on biological, psychological and social factors. In particular, personality traits, social and psychological problems and needs are associated with addiction-related cycles. In this context, it can be said that individuals who have problems related to healthy personality, self-representation, self-efficacy development and mental health spend a longer time on social media, and social media offers a medium that can create a tendency to addiction with its use to eliminate loneliness, social support and socialization problems. Psychological factors such as not belonging to a group, recognition, love and respect, low self-esteem, low life satisfaction, acceptance and social factors such as the need for information, social support from others, communication and socialization, stress, happiness are associated with addiction (Aparicio-Martínez, 2020; Best, Manktelow and Taylor, 2014; Longstreets and Brooks, 2018; Şentürk, 2017). As a result of this study, similar to many studies, the relationship between socialization and psychological needs, long-term usage, academic achievement problems and usage purposes in adolescents and addiction was revealed. It is important to approach the subject as a mental health problem and to increase the opportunities of adolescents' real life skills for self-fulfillment. While digitalization is an inevitable reality, focusing on mental health problems of children and adolescents, observing educational and mental health measures, taking measures to meet socialization, loneliness, self-building, communication and social skills and self-fulfillment needs in real life are as important as developing digital skills. It may be suggested to develop real-life social skills and communication skills programs to balance virtual-real life for adolescents and children, to generalize preventive and mental health studies by screening the use of excessive and pathological technology in schools. It will be useful to examine the effect of psychological needs and the need to socialize on social media addiction in future studies.

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Research Article

The Examination of the Internet Usage Properties and Relationship Between Purposes of Internet Usage and Social Media Addiction Among University Students

Üniversite Öğrencilerinin İnternet kullanım Özellikleri ve İnternet Kullanım Amaçları ile Sosyal Medya Bağımlılığı İlişkisinin İncelenmesi

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Genişletilmiş Özet

Giriş

Dünyada teknoloji ve internet yaşamın vazgeçilmez bir parçası olarak yerini alırken, kullanıcılarda teknoloji bağımlılıkları da artmaktadır. Bağımlılık, psikolojik, bilişsel ya da sosyal sağlığa zararlı sonuçlar doğursa da, karşı konulması zor aktivitelerle tekrar eden bir durumdur (Şar ve Işıklar, 2012). Teknoloji bağımlılıkları; davranışsal bağımlılıklar kapsamında, insan-makine etkileşimine dayanmaktadır. Televizyon izleme gibi pasif ya da bilgisayar oyunları gibi aktif bağımlılık şeklinde olabilmektedir (Arısoy, 2009). Literatürde teknolojinin aşırı, amacı dışında, yoğun ya da patolojik kullanımına bağlı olarak gelişen internet, sosyal medya, telefon, online oyun, alış-veriş gibi çok sayıda bağımlılık türleri ifade edilmektedir (van Deursen, Bolle, Hegner ve Kommers, 2015). 31 ülkeden 80 raporun incelendiği çalışmada, katılımcıların % 6'sının internet bağımlısı olduğu, en yüksek bağımlılığın (% 10.9) Ortadoğu'da, en düşük (% 2.6) kuzey ve batı Avrupa ülkelerinde olduğu bulunmuştur (Cheng ve Li, 2014). “Facebook, Twitter ve Instagram gibi uygulamalar insanların birbiriyle etkileşime geçebilmesine, kendi görüş, düşünce, fotoğraflar ve videolarını paylaşabilmesine olanak sağlamaktadır” (Demirci, 2019, s.20) ancak aşırı, yaygın, sağlıksız kullanımın bağımlılığa yol açma potansiyeli bulunmaktadır (Griffiths ve Kuss, 2017). Prasad, Sanjay, Santosh Kumar ve Babu'ya (2013) göre 350 milyon sosyal medya bağımlısı bulunmakta, her on gençten biri sosyal medyadaki profili nedeni ile işe alınmamaktadır. 43 araştırmanın incelendiği çalışmaya göre de online teknolojiler, olumlu etkilerin yanı sıra sosyal izolasyon, başkalarına zarar verme eğilimi, siber zorbalık, depresyonda artış ile gençlerin iyi olma haline zarar vermektedir (Best, Manktelow ve Taylor, 2014).

Gençlerde sosyal medya bağımlılığına yönelik bulgular, konunun çok yönlü ele alınması gerektiğini ortaya koymaktadır. Sosyal ağ (SNS) bağımlılığı, teknoloji bağımlılığı spektrumunda ortaya çıkan potansiyel bir bozukluktur. Sosyal ağ kullanımını arama; çekilme, dikkat çekme, tolerans, duygu durum değişikliği, çatışma ve tekrarlama gibi tipik davranışsal bağımlılık belirtilerinin sergilendiği, sosyal ağlara yönelik uyumsuz bağımlılık halidir (Turel, He, Brevers ve Bechara, 2018). Bağımlılık oluşum sürecini açıklayan en bilinen kuramsal yaklaşımlar; bilişsel davranışçı model, sosyal beceri modeli, sosyo-bilişsel modeldir. Bilişsel davranışçı modele göre, kişinin uygun olmayan bilişleri, yoğun kullanıma yol açıp, çevresel faktörlerin güçlendirmesi ile bağımlılık potansiyeli oluşturarak saplantılı kullanıma dönüşür. Sosyal beceri modeline göre bireyler, kendini ifade ve yaşam becerileri sorunları nedeniyle, yüzyüze iletişim yerine sanal iletişimi tercih ederek, bu iletişimi anormal biçimde sürdürmektedirler. Sosyal bilişsel modele göre ise bağımlılık, sosyal ağların anormal kullanımı, kişinin ödül beklentisi ile kendini denetleme eksikliğinin giderek artmasıyla oluşmaktadır (Griffith, 2013; Şentürk, 2017). Bağımlılığın ardındaki psiko sosyal faktörleri vurgulayan kuramsal yaklaşımlar bağlamında, gençlerin teknolojiyi

hangi ihtiyaçlar ve amaçlarla kullandıklarının belirlenmesi teknolojinin, potansiyel risk olan bağımlılıkları ve zararlarını önlemede bir çerçeve sunabilecektir. Gençler, bilişim teknolojilerini ve interneti yoğun ve yaygın olarak kullanmaktadır. Amerika’da 13-29 yaş arası gençlerin % 90 ı sosyal medyayı çeşitli formlarda kullanmaktadır (Allison Optican ve Cavazos-Rehg, 2019). Kullanıcıların % 80.9’u interneti ilk sırada sosyal medyada profil oluşturma, mesaj gönderme, fotoğraf vb. içerik paylaşımı amacıyla kullanmaktadır (TSI, 2015). Sosyal medya bağımlılığı, kişilerin psikolojik ve sosyal işlevlerine zarar vermektedir (Wang, 2018). Norveç te yapılan araştırma, bağımlı sosyal medya kullanıcılarının, narsistik kişilik özellikleri ve özgüvene yansıyan olumsuz benlik değerlendirmesine sahip bireylerde “egonun beslenme ihtiyacını” yansıttığını ortaya koymuştur (Andreassen, Pallesen ve Griffiths, 2016). Araştırmalar, sosyal medya bağımlılığının, psikolojik durumda bozulma, sosyal izolasyon, siber zorbalık, depresyon, anksiyete (Arshad ve Diğ., 2018; Best, Manktelow ve Taylor, 2014; Demirci, 2019); zayıf dürtü kontrolü ve duygu düzenleme sorunlarına yol açtığını bulmuştur (Arshad ve Diğ., 2018).

Teknoloji ve sosyal medya bağımlılığı, gençlerde tedbir alınmasını gerektiren riskli psikolojik, biyolojik, akademik sonuçları işaret etmektedir. Ergenler, bireysel özellikleri; kişilik, duygusal, sosyal alanlarda gelişim süreçlerinin devam ediyor olması nedeniyle internetin olumsuz etkilerini yetişkinlerden daha fazla yaşayabilmektedirler. Bu çerçevede gençlerin interneti hangi ihtiyaç ve amaçlarla kullandıkları ve bunun bağımlılıkla ilişkisinin anlaşılması önem taşımaktadır. Japonya’da 1050 üniversite öğrencisiyle yapılan çalışma, sosyal ağ bağımlılığının, sosyal kaygı, ve depresyonla ilişkisini ortaya koymuştur (Tang ve Yogo, 2019). 18-25 yaş gençlerle yapılan bir diğer araştırma da bağımlılık, konsantrasyon ve bilişsel beceri sorunlarına yol açmaktadır (Arshad ve Diğ., 2018). Ayrıca pandemi süreci, çocuklar ve gençlerin hem evlerde kalmalarını, hem de iletişim için tek kanalın internet olduğu şartları getirmiştir. Bu şartlar, yaygın ve yoğun kullanım ile gençlerde sağlıksız problemlili kullanımı ve psikolojik sorunları daha da artırabilecektir. Son dönemde yapılan çalışmalar, algılanan stresin düşük yaş gruplarında daha yüksek olduğunu göstermektedir (Tüfekçi ve Türktemiz, 2021). Gençler, güncel olarak, özellikle eğitim öğretimin de teknoloji aracılığıyla yürütüldüğü şartlarda, kaçınılmaz biçimde çoğu günlük yaşam etkileşimlerini teknoloji aracılığıyla deneyimlemektedirler. Gençlerde, internet kullanım amaçları ve sosyal medya bağımlılığı ilişkisinin, düzeyinin ve çeşitli değişkenlerle ilişkisinin ortaya konulması; sağlıklı ve etik kullanım, ruh sağlığı tedbirleri, eğitim ortamlarına olası yansımaları açısından önem taşımaktadır.

Araştırmanın yöntemi

İlişkisel tarama türündeki bu araştırmanın amacı, üniversite öğrencilerinin internet kullanım özellikleri, amaçları ve sosyal medya bağımlılık düzeylerinin belirlenmesi; internet kullanım amaçları ve sosyal medya bağımlılık düzeyinin çeşitli değişkenlerle (cinsiyet, internet ve sosyal medya kullanım süresi, sınıf düzeyi, anne-baba eğitim düzeyi, akademik başarı) ilişkisi ile internet kullanım amaçları ve sosyal medya bağımlılığı arasındaki ilişkinin incelenmesidir. Çalışmanın örneklemini bir kamu üniversitesinde altı fakülte ve yüksek okulda öğrenim gören 439 öğrenci oluşturmuştur.

Araştırmada altı alt amaçtan oluşan sorulara yönelik veriler analiz edilmiştir. Bu doğrultuda araştırmada sırasıyla eğitim ortamında üniversite öğrencilerinin (a) internet kullanım özelliklerini içeren internet kullanım profilleri; (b) “Eğitim, Sosyalleşme, Psikolojik İhtiyaçlar, Bilgi Edinme, Eğlenme” boyutlarındaki internet kullanım amaçlarının düzeyi (c) “Sanal Tolerans ve Sanal İletişim” boyutlarında sosyal medya bağımlılık düzeyleri (d) amaç ve bağımlılığın; akademik başarı, cinsiyet, sınıf düzeyi, anne-babanın eğitim düzeyi, internet - sosyal medya kullanım süresi ve akademik başarı değişkenleri ile ilişkisi (e) internet kullanım amaçları ve sosyal medya bağımlılık ilişkisinin anlamlılığına ilişkin sonuçlar ortaya konulmuştur.

Çalışmada veriler, Kişisel Bilgi Formu, İnternet kullanım Amaçları Ölçeği (İKAÖ) (Akar, 2017) ve Sosyal Medya Bağımlılık Ölçeği-Yetişkin Formu (SMBÖ-YF) (Şahin ve Yağcı, 2017) aracılığıyla toplanmıştır. Toplanan veriler, araştırmanın amaçları doğrultusunda analiz edilmiştir. Araştırmada, analizlerden önce, veri setinde kayıp veri, uç değer, normallik incelemeleri yapılmıştır. Farkın anlamlı olması durumunda, farkın kaynağını belirlemekte Scheffe ve Dunnet C testleri kullanılmış, anlamlılık düzeyi 0,05 olarak kabul edilmiştir. Katılımcıların internet kullanım özellikleri, internet kullanım amaçları ve sosyal medya bağımlılık düzeyleri aritmetik ortalama, yüzde, standart sapma gibi betimsel

istatistikler; internet kullanım amaçları ve sosyal medya bağımlılığının, cinsiyete göre farklılaşp farklılaşmadığı t-testi, internet ve sosyal medya kullanım süresi, akademik başarı (GANO), anne-babanın eğitim düzeyi, sınıf düzeyi tek yönlü varyans analizi (ANOVA) Testi kullanılarak incelenmiştir. Sosyal medya bağımlılığı ve internet kullanım amaçları arasında anlamlı bir ilişki olup olmadığını analiz etmek için Pearson Korelasyon Testi kullanılmıştır.

Sonuç, Tartışma, Öneriler

Katılımcıların internet kullanım özelliklerine ilişkin sonuçlara göre; öğrencilerin çoğunluğu (%81) internete cep telefonları ile girmektedir ve kızların (% 87) oranı, erkeklerden (%73) daha yüksektir. Öğrencilerin yarıya yakını (% 47) interneti akşam ve gece saatlerinde kullanmaktadır. İnterneti 2-5 yaşları arasında kullanmaya başlayanların oranı % 7 , 6-9 yaş arası kullanmaya başlayanların oranı % 30 iken; interneti haftada 40 saat ve üstü kullananların oranı % 21 dir. Beş öğrenciden biri ve dört erkekten biri, profesyonel kullanım dışında interneti haftada 40 saatin üstünde kullanmaktadır ve internet bağımlılığı risk grubundadır (Hinic, 2011). Günlük sosyal medya kullanım oranı dört saat ve üstü olan öğrencilerin oranı % 39 dur, bu oran kızlarda (% 42) erkeklerden (%33) daha yüksektir. Öğrencilerin yarıdan fazlası (%52), interneti gerektiğinden fazla kullandığı görüşündedir. Genel kullanım profili incelendiğinde, bulguların alanyazın ile paralel olduğu görülmektedir. Şu anda üniversitede olan öğrencilerin, internete başlama yaşı çok küçük yaşlara kadar inmiştir. Her beş öğrenciden ikisi sosyal medyayı günde dört saatten fazla kullanmaktadır ve kızların sosyal medya kullanma oranı erkeklerden yüksektir. Bu bulgular alanyazınla paraleldir (Hamdani, 2015).

Bu çalışmada, katılımcıların dörtte birinin sosyal medya bağımlılığının orta düzeyin üstünde olduğu bulunmuştur. Çoğu araştırma paralel sonuçları vurgulamaktadır (da Veiga ve Diğ., 2019; Deniz ve Gürültü, 2018; Donnelly ve Kuss, 2016; Gazi, Çetin ve Çakı, 2017; Peter, 2015). Ergenlerle Portekizde facebook bağımlılığının yüksek olduğu (da Veiga ve Diğ.,2019); Macaristan da altıbine yakın ergenin % 4.5 inin bağımlılık riski taşıdığı (Banyai ve Diğ., 2017); Fas'ta katılımcıların % 11 inin bağımlı olduğu bulunmuştur (Sebbar, 2019). Ülkemizde de öğrencilerin sosyal medya bağımlılık düzeyinin orta düzeyde (Deniz ve Gürültü, 2018; Simsek, Elciyar ve Kizilhan, 2019), üniversite öğrencileri ile yapılan çalışmada sosyal medya bağımlılığının meşguliyet alt boyutunda orta düzeyde (Ekşi, Turgut ve Sevim, 2019); görece az sayıda araştırma sosyal medya bağımlılığının az düzeyde olduğunu (Aktan, 2018) ya da sorun olarak yaşanmadığını göstermektedir (Baz, 2018).

Sonuçlara göre, süre ve cinsiyet, sosyal medya bağımlılık düzeyi ile ilişkilidir. İnterneti (haftada 41 saat üstü) ve sosyal medyayı (günde 4 saatten fazla) kullananlar, az kullananlara göre daha fazla bağımlılık davranışları sergilemektedir. Öğrenciler ile yapılan araştırmalar, sosyal medyada geçirilen gün ve saat arttıkça bağımlılığın da arttığını (Altın ve Kıvrak, 2018); artan sürenin bağımlılıkla ilişki olduğunu (Gazi, Çetin ve Çakı, 2017); sürenin bağımlılığın yordayıcısı olduğunu göstermektedir (Deniz ve Gürültü, 2018; Donnelly ve Kuss, 2016). Bu araştırma, internette geçirilen sürenin uzunluğunun, sosyal medya bağımlılığı konusunda önemli bir değişken olduğunu vurgulamaktadır. Süre ve sürenin kontrol edilemeyen artışı bağımlılık ile ilişkili önemli değişkenlerdir. Dolayısı ile bağımlılık risk grubundaki ergenlerin, teknoloji kullanım süresini, gerçek yaşam etkinlikleri süresi ile dengeleyecek, eğitsel ve psiko-sosyal programların, gerçek yaşamda sosyal beceri geliştirilmeye dönük tedbirlerin alınması önerilebilir. Bu çalışmanın bir diğer sonucu, kızların erkeklere göre sanal tolerans boyutunda daha yüksek sosyal medya bağımlılığı davranışı sergilemesidir. Bu sonuç, cinsiyetin sosyal medya bağımlılığında kızlar lehine fazla ya da artış olduğunu gösteren çalışmalarla paraleldir (Balcı ve Baloğlu, 2018; Banyai ve Diğ., 2017; Dejong, 2014; Demirci, 2019; Gazi, Çetin ve Çakı, 2017).

Araştırmada, üniversite öğrencilerinin, interneti “büyük ölçüde” bilgilenme ve sosyalleşme amaçlı kullandığı ortaya konulmuştur. Benzer şekilde araştırmalar, öğrencilerin interneti, sosyal medyaya erişme, bilgi edinme, arkadaşlarla bağlantı kurma, sosyal destek ve kişilerarası ilişkiler ve akademik amaçlarla kullandıkları bulunmuştur (Hamdani, 2015; Okumuş ve Parlar, 2018). Cinsiyet, süre ve akademik başarı, internet kullanım amaçlarını etkileyen değişkenlerdir. Erkeklerin interneti eğlence, sosyalleşme, bilgilenme, psikolojik ihtiyaçları giderme amacıyla kullanımı kızlardan; kızların eğitim amaçlı internet kullanımı erkeklerden fazladır. Hamdani'nin (2015) çalışması da kızların sosyal medyayı, erkeklerden daha fazla akademik amaçlarla kullandığını göstermektedir.

Bu araştırmanın sonuçlarına göre günde dört saat ve üzerinde süreyi sosyal medyada geçirenler, interneti daha çok eğlence, psikolojik ihtiyaçlar ve sosyalleşme amaçlı kullanmaktadır. Sosyal medyayı aşırı kullananlar interneti daha çok psikolojik bir ihtiyaç, sosyalleşme ve eğlence amaçlı kullanmaktadır. Özetle sosyal medyada uzun süre geçirenlerin, erkeklerin, akademik başarısı düşük olan öğrencilerin, interneti “eğlence, sosyalleşme, psikolojik ihtiyaçları” giderme amaçlı kullanımı fazla, “eğitim ve bilgilendirme” amacıyla kullanımının görece düşük olduğu sonucuna ulaşılmıştır. Bu sonuç, uzun süre kullanım ve düşük akademik başarı ile birlikte değerlendirildiğinde; kuramsal çerçeve ile de paralel olarak, ergenlerin gelişimsel olarak sosyalleşme ve psikolojik ihtiyaçlarının gerçek yaşamda karşılanmadığında, bunu internet ve sosyal medya kullanımı ile doyum sağlama, telafi etme eğiliminde oldukları şeklinde, psiko sosyal faktörlerle açıklanabilir (Griffith ve Kuss, 2017). Pandemi döneminde yoğun kullanım düşünüldüğünde, konunun ergenlerde genel bir ruh sağlığı sorununa dönüşmemesi için tedbir alınması gerektiği söylenebilir.

Bu araştırmanın sonucuna göre, öğrencilerin internet kullanım amaçları ile sosyal medya bağımlılığı arasında, orta düzeyde, pozitif, anlamlı bir ilişki vardır. Yani interneti, psikolojik ihtiyaçlar ve sosyalleşme amacı ile kullanan gençlerin, sosyal medya bağımlılığı da yükselmektedir. Mat Salleh ve Diğ., (2020) çalışması da içsel nedenler ile sosyal medya bağımlılığı arasında pozitif yönlü ilişki bulmuştur. Ayrıca bağımlılığın yalnızlık, öz kontrol, özgüven, yaşam doyumu, kişilik özellikleri, iletişim ve sosyal beceri sorunları ile birlikte ele alınabileceği ortaya konulmaktadır. Bu çalışmada incelenen amaçlardan psikolojik ihtiyaçlar boyutunda yalnızlık, arkadaş edineme gibi özellikler yer almaktadır. Bu bağlamda, diğer sonuçlarla birlikte düşünüldüğünde, gençlerde akademik başarısının düşük olması, internet ve sosyal medyada geçirilen sürenin uzun olması, sosyal medyayı sanılanın aksine eğitim ve eğlence amaçlı kullanımdan çok “sosyalleşme ve psikolojik ihtiyaçlarla” kullanımının yüksek olması, konunun ailede ve eğitim-öğretim ortamlarında, psikolojik ve sosyolojik bileşenleri ile bütüncül bir ruh sağlığı sorunu olarak ele alınması gereğini ortaya koymaktadır. Longstreets ve Brooks’a (2017) göre Dünyada 210 milyon insan internet bağımlılığından muzdariptir ve yaşam doyumu, stres, mutluluk, bağımlılıkları azaltma ile ilişkilidir. Yalnızlık, sosyalleşme, psikolojik ihtiyaçları giderme amaçlı internet ve sosyal medyayı kullanan, bağımlı olan ve bağımlılık potansiyeli taşıyan gençler için; gerçek yaşamda sorun çözme-iletişim-atılmanlık-sosyal beceri programlarının geliştirilmesi ve uygulanması; eğitim-öğretim müfredatında ve uygulamalarında, en az akademik gelişim ve başarı kadar psiko-sosyal programların dikkate alınması, aile ve okul yöneticilerinin eğitilmesi, öğrencilerin sanal-gerçek yaşam dengesi kurabilmesi ve ruh sağlığının korunması açısından önerilebilir.