Examination of Perceived Social Support in Terms of Internet and Social Media Addiction

Algılanan Sosyal Desteğin İnternet ve Sosyal Medya Bağımlılığı Açısından İncelenmesi

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ABSTRACT

The aim of this research is to examine the relationship between university students' perceived social support, internet addiction levels and social media addiction levels. The research was carried out with the relational survey method, one of the quantitative research methods. The study group of the research consists of 304 university students. In the study, the "Multidimensional Perceived Social Support Scale" was used to determine the perceived social support level of university students, the "Internet Addiction Scale" to determine their internet addiction level, and the "Social Media Addiction Scale" to determine their social media addiction level. In the analysis of the data, t-test, Pearson correlation analysis and multiple regression analyzes were performed. As a result of the research, there was a negative significant relationship at the level of .24 between the university students' perceived multidimensional social support scores and their internet addiction levels, while a negative significant correlation was found at the .27 level between multidimensional perceived social support scores and their social media addiction levels. In addition, a significant positive correlation of .75 was found between internet addiction levels and social media addiction levels. Regression analysis was applied in line with the data obtained and it was seen that internet addiction levels and social media addiction levels in university students explained 7% of multidimensional perceived social support. The data obtained from the research were discussed in the light of the literature.

Keywords: Perceived social support, internet addiction, social media addiction.

ÖZET

Bu araştırmanın amacı, üniversite öğrencilerinin algıladıkları sosyal desteğin internet bağımlılık düzeyleri ve sosyal medya bağımlılık düzeyleri arasındaki ilişkisinin incelenmesidir. Araştırma nicel araştırma yöntemlerinden ilişkisel tarama yöntemi ile gerçekleştirilmiştir. Araştırmanın çalışma grubunu 304 üniversite öğrencisi oluşturmaktadır. Araştırmada, üniversite öğrencilerinin algıladıkları sosyal destek düzeyini belirlemek için "Çok Boyutlu Algılanan Sosyal Destek Ölçeği", internet bağımlılık düzeylerini belirlemek için "İnternet Bağımlılık Ölçeği" ve sosyal medya bağımlılık düzeylerini belirlemek için de "Sosyal Medya Bağımlılığı Ölçeği" kullanılmıştır. Araştırmada verilerin analizinde t-testi, Pearson korelasyon analizi ve çoklu regresyon analizleri gerçekleştirilmiştir. Araştırma sonucunda üniversite öğrencilerinin çok boyutlu algıladıkları sosyal destek puanları ile internet bağımlılık düzeyleri arasında .24 düzeyinde negatif yönde anlamlı bir ilişki bulunurken çok boyutlu algılanan sosyal destek puanları ile sosyal medya bağımlılık düzeyleri arasında da .27 düzeyinde negatif yönde anlamlı bir ilişki bulunmuştur. Ayrıca internet bağımlılık düzeyleri ile sosyal medya bağımlılık düzeyleri arasında da .75 düzeyinde pozitif yönde anlamlı bir ilişki bulunmuştur. Bu elde edilen veriler doğrultusunda regresyon analizi uygulanmış olup üniversite öğrencilerinde internet bağımlılık düzeyleri ve sosyal medya bağımlılık düzeyleri çok boyutlu algılanan sosyal desteğin %7' sini açıkladığı görülmüştür. Araştırmadan elde edilen veriler alanyazın ışığında tartışılmıştır.

Anahtar Kelimeler: Algılanan sosyal destek, internet bağımlılığı, sosyal medya bağımlılığı.

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INTRODUCTION

If the internet is defined, it is a kind of communication network that connects many computers and computer systems to each other and becomes widespread in different fields and shows continuous improvement (Şeker, 2005). The internet, which has become widespread in public use since the beginning of the 1990s, has recently increased its importance in daily life, but plays a role in storing scientifically obtained information, sharing it with others and easily accessing information (Çavuş & Gökdaş, 2006). Apart from the opportunities it provides, long-term use of the internet also negatively affects the mental health of the individual (Chak & Leung, 2004; Özdemir et al., 2014) and leads to the problem of internet addiction (Esen & Siyez, 2011). While communication is one of the most prominent features provided by the Internet, from the point of view of adolescents, the Internet is seen as a tool used to help establish social relations and to shape social relations. Internet use, while keeping people away from social activities, also prevents the establishment of relationships that will be formed through social activities (Selfhout et al., 2009). When the literature is examined, it is seen that internet addiction is shyness, loneliness, lack of social skills (Caplan et al., 2009; Özdemir et al., 2014; Odacı & Kalkan, 2010), having problems in relationships (Besharat, 2010; Spitzer et al., 2005; Vanheule et al., 2007). , low social support (Fukunishi et al., 1999; Tsai et al., 2009).

When its examined social media is a tool for communicating using the internet. This tool can be defined as a set of tools and platforms used by individuals for thoughts, experiences, perceptions, news, education, communication, sharing videos or photos with others (Akıncı-Vural & Bat, 2010). In the study conducted by Paul and Dredze (2011) it has been suggested that social media platforms are an environment that encourages individuals to share their ideas, opinions and lives in detail. In general, the internet and social media platforms support the development of people, but they can also lead to addiction in their uncontrolled state (Çınar & Mutlu, 2019). When addiction is defined, it is the situation of increasing the dose and frequency of the substance in case the person desires to acquire too much for a substance, has some problems in stopping this desire, continues to use the substance despite knowing the negative consequences of the substance, and at the same time develops a tolerance to the substance (Dilbaz, 2013). As a sub-factor of this situation, internet addiction has also created positive effects in this context, especially as it allows young people to come together with people who have similar thoughts to form a kind of network, to produce content from the things they like, to express their opinions on social and political issues, and to social networks that reveal a democratic structure. (Papacharissi and Rubin, 2000). When the literature is examined, there are studies stating that people spend most of their time on social networks (Eraslan & Çakıcı-Eser, 2015; Akıncı-Vural & Bat, 2010). In line with these times, it is seen that individuals use it to spend time with people or to be alone. When we look at the studies on this subject, variables such as social anxiety, happiness, loneliness (Baltacı, 2019) are seen.

Social support can be defined as all psychological and economic assistance provided to the individual in order to make him/her feel loved, cared for and respected (Cobb, 1976). This close environment consists of a number of people who direct the life of the individual, such as parents, spouse or lover, family, friends, relatives, friends. As a result of a negative event and crisis, people feel the need to get help from people around them to reduce the adaptation process

(Çakır & Palabıyıkoğlu, 1997). This support perceived by people can be online as well as offline. In a study, it was concluded that perceived social support from online social networks predicted a lot of internet use (Hardie & Tee, 2007).

Anderson (2001) stated that internet use negatively affects activities such as academic work, meeting new individuals and sleep patterns in students with excessive internet use compared to their peers. For this reason, the group that can be worst affected by internet and social media addiction is young people. Excessive use of internet and social media by students, which is especially common; In addition to negatively affecting students' biopsychosocial aspects, it also causes a decrease in academic achievement (Cengizhan, 2005). Social support systems are one of the most powerful resources for individuals in solving, preventing or treating biopsychosocial problems and overcoming difficult situations that require struggle (Yıldırım, 1997). In addition, it is observed that as the perceptions of social support of some young people increase, their internet addiction levels decrease (Durak-Batıgün & Kılıç, 2011; Kraut et al., 1998). The main purpose of this study is to examine the relationship of perceived social support in university students in terms of students' internet addiction and social media addiction. In addition, determining the relationships between multidimensional perceived social support and demographic variables such as gender and duration of internet use is another aim of the research.

METHOD

This section contains information about the design of the research, participants, data collection tools, data collection and data analysis

Research Model

This research is a descriptive study, which is considered in the relational model, one of the quantitative research methods, in order to examine internet addiction and social media addictions of university students in terms of multidimensional perceived social support. The study was designed according to the correlational research model, as the relationship status of more than one variable was examined without intervening in the variables. The correlational research model is a research model that defines the degree of correlation of two or more quantitative variables and does this by using the correlation coefficient (Fraenkel et al., 2012). In the study while Multidimensional perceived social support is dependent variable Internet and social media addiction are independent variables. Demographic variables to be determined whether they cause differentiation in multidimensional perceived social support; gender, faculty, income status and duration of internet use.

Participants

304 students studying at the faculties of Kırşehir Ahi Evran University participated in the study. The age range of the students was 18-38 and the average age was 22.03 (SD=2.02). The sample consisted of 195 (64.1%) female students and 109 (35.9%) male students.

Data Collection Tools

As data collection tools in the study; "Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988) and adapted into Turkish by Çakır and Palabıyıkoğlu (1997); The Addiction Scale" (İBÖ) and the "Social Media Addiction Scale"

developed by Karadağ et al. (2015) were used. In addition, "Personal Information Form" (Personal Information Form) developed by the researcher was used.

The Multidimensional Scale of Perceived Social Support (MSPSS). The scale was developed in 1988 by Zimet and others in the United States. In the study, the English version of the scale adapted to Turkish by Eker and others (2001) was used. There are 12 items in the scale. Participants are asked to mark from 1 (absolutely no) to 7 (definitely yes) from the options in the application items. The scale has three sub-dimensions: family, friends and special person. Family sub-dimension consists of 3rd, 4th, 8th, 11th items, friends 6th, 7th, 9th, 12th items and special person 1st, 2nd, 5th, 10th items. The scores for each sub-dimension in this scale, which was prepared according to a seven-point Liker, are the lowest 4 points, the highest 28 points, and the total score of the scale is the lowest 12 points and the highest 84 points. A high score means that perceived social support is high. There is no reverse scored item in the scale. Factor analysis technique was used to test the construct validity of MSPSS. Validity values obtained by confirmatory factor analysis of MSPSS were GFI = .97, CFI = .99, NNFI = .98, AGFI = .96, RMSEA = .04, $x2/df = 3.35$. The total score of the scale was determined as .89 Cronbach α coefficient for the whole scale, .85 for the family sub-dimension, .88 for the friend sub-dimension, and .92 for the special human support sub-dimension.

Internet Addiction Scale (IAS). Internet Addiction Scale (IAS), developed by Kimberly Young (1998), was adapted into Turkish by Bayraktar (2001). There are 20 items in the scale. Participants are asked to mark the application items from 0 (never) to 5 (continuous). The scale has three sub-dimensions: dependent, limited symptomatic, and asymptomatic. If the participants score 80 points or more, they are classified as addicted, if they score between 50-79 points, they are classified as limited symptoms, and those with 49 points or less are classified as asymptomatic. The reliability of the scale in terms of Cronbach's α value was found to be 0.91.

Social Media Addiction Scale. The Social Media Addiction Scale was developed by Karadağ and others (2015) . Within the scope of a study social media addiction levels of university students Sharing and Control The scale, which deals with theIt is a 5-point Likert type and consists of 10 items. The confirmatory factor analysis values obtained regarding the validity of the scale were $x2 /df= 3.20$, RMSEA = .04, GFI = .92, CFI = .94 and AGFI =.92. The Cronbach Alpha internal consistency coefficients for the reliability of the scale were found to be .82 for the sharing sub-dimension and .79 for the control sub-dimension.

Personal Information Form. In this form, participants were asked about their gender, age, faculty, income status and duration of internet use.

Data Collection

Measurement tools to be put into practice in the research were delivered to the participants through online data collection. In the explanation of the measurement tools sent, the researcher first introduced himself briefly, then gave information to the participants about the purpose and importance of the research and how to answer the scale set. Since no individual evaluation will be made in the study, the identity of the participants was kept confidential.

Data Analysis

As a result of the determination of the scores obtained from the scales applied to the participants, the data was made ready for analysis by entering the Spss package program. The frequency and distribution of demographic characteristics about the participants were determined by means of the personal information form developed by the researcher. Since there was no data with missing and extreme values, data was not removed from the data set.

The independent variables of this research are social media addiction and internet addiction, gender, income level, faculty, time spent on the internet. The dependent variable of the study is multidimensional perceived social support. The statistical analysis of the data was handled within the scope of a design that would put the predictive power of the independent variables on the dependent variables. The scores obtained from each scale and the demographic characteristics were coded and entered into the SPSS package program. Pearson Product Moments Correlation Coefficient technique was used in the analysis of the relationship between multidimensional perceived social support, social media addiction and internet addiction.

Sample size for multiple regression analysis; The formula $N \geq 104 + m$ (m is the number of independent variables) was used (Tabachnick & Fidell, 2007). In this respect, it is seen that sufficient sample size has been reached for all three variables (N=304). In the analysis of the data, the predictive power of the model of the variables was determined by using the multiple linear regression method.

In order to test whether multidimensional perceived social support does not differ significantly according to internet addiction and social media addiction, it was first examined whether the assumption of normality was met. Since the number of samples was larger than 50 (N= 304), Kolmogorov-Smirnov test was performed (Mayers, 2013). Since it is (p>.05) for Multidimensional perceived social support scores, it is seen that it provides the assumption of normality.

RESULTS

In this section, the power of university students' multidimensional perceived social support (family, friends and special people) scores to explain gender, age, duration of internet use, internet and social media addiction was examined.

Table 1. Descriptive Findings

Gender		Number	Percentage
Female		195	%64.1
Male		109	%35.9
	18	3	% 1.0
	19	21	% 6.9
	20	53	% 17.4
	21	62	%23
	22	51	% 16.8
	48	%	%15.8
	24	34	% 11.2
	25	14	% 4.6
AGE	26	11	% 3.6
	27+	7	% 2.2
Duration of Internet			

Use		
Less than 1 hour	28	% 9.2
1-3 hours	121	%39.8
4-6 hours	118	%38.8
7 hours or more	37	%12.2

When Table 1 is examined, It was carried out on a total of 304 students , 195 of them are women, 109 of them are men. Female students make up 64.1% of the sample, while male students make up 35.9%. Looking at the ages of the participants, 3 people aged 18 years; 19 years old 21; 20 years old 53; 21 years old 62; 22 years old 51; 23 years old 48; 24 years old 34; 25 years old 14; 26 years old 11; 27 years old 4; One student at the age of 28, 31 and 38 participated. When the percentages of the students are examined, it is seen that they are mostly at the age of 20, 21, 22 and 23 years. According to the duration of internet use, there were 28 students (9.2%) less than 1 hour, 121 students (39.8%) between 1-3 hours, 118 students (38.8%) between 4-6 hours, 37 students (12.2%) 7 hours or more. is seen.

The Independent Sample T test was used to examine whether there was a significant difference in the multidimensional perceived social support scores of university students in terms of gender (Table 2). In case of normal distribution of data, The homogeneity of the Levene Test variances was examined and it was seen that the variances were evenly distributed ($p<0.5$).

Table 2. Examining the mean scores obtained by the students from the Multidimensional Perceived Social Support scale according to their gender

	N	$\bar{x}$	Ss	t	df	p
Female	195	9.45	2.31	3.90	302	.000
Male	109	8.20	2.45			

When Table 2 is examined, it is seen that the multidimensional perceived social support scale of university students is significant according to the gender variable. The difference in level was analyzed by t test. It is seen that there is a significant difference between the mean scores of female students from the scale ($\bar{x}$=9.45) and the mean scores of male students from the scale ($\bar{x}$ = 8.20) (t (302) = 3.90, $p<.05$).

Pearson Product-Moment Correlation analysis was conducted to determine whether there is a relationship between university students' multidimensional perceived social support scores and internet addiction and social media addiction. Analysis results are shown in Table 3.

Table 3. Pearson product-moment correlation analysis of the multidimensional scale of perceived social support

	MSPSS	İAS	SMDS
MSPS	1	-.25**	-.27**
İAS		1	.75**
SMDS			1

N=304, * = $p<$ .05, $*$ $*$ = $p<$ .01, MSPSS= Multidimensional Scale of Perceived Social Support, IAS= Internet Addiction Scale, SMDS= Social Media Addiction Scale When

Table 3 is examined, there is a negative, low-level and significant relationship between students' MSPSPS scores and IAS scores (r=-.24, $p<.05$). Considering this result, it is seen that

internet use decreases as perceived social support increases. There is a negative, low and significant correlation between students' MSPSS scores and SMDS scores (r= -.27, p<.05). There is a positive, highly significant correlation between the students' IBS scores and their SMDS scores (r=.75, p<.05).

Multilinear analysis was conducted to determine the level of explanation of university students' perceived social support by internet addiction and social media addiction. In order to select the variables to be applied in the regression analysis model, the scores to be obtained from the perceived social support, internet addiction and social media addiction scales in all three dimensions and the independent variables that had a significant relationship as a result of the correlation analysis were evaluated within the scope of the analysis. In accordance with the purpose of the research, regression analysis was conducted to test whether the level of internet addiction and social media addiction were significant predictors of students' multidimensional perceived social support level. Table 4 summarizes the findings related to the regression analysis.

Table 4. Examination of internet addiction and social media addictions in terms of multidimensional perceived social support

Variable	B	Std. Error	ß	P	R	R²	F
Fixed	72.29	3.83		.00			
SCI	-.09	.07	-.10	.22	.28	.07	12.61
SMD	-.38	.17	-.19	.00			

SCI= Internet Addiction Scale, SMDS= Social Media Addictionof the Scale

When Table 3 is examined, we can say that the predictor variables "Internet Addiction" and "Social Media Addiction" explain 7 percent of the predicted variable "Multidimensional Perceived Social Support".

Looking at Table 4, it was found that the F value was 12.61 and was statistically significant (p=.00). In this case, it can be said that the predictor variables successfully perform the predictive process on the model. Looking at the table, internet addiction scale score was found to be meaningless (p<.01) and social media addiction was significant (p>.01). In this case, it can be concluded that internet addiction, which is one of the predictor variables, will cause an increase in the predicted variable, while the other predictor variable, social media addiction, will not cause an increase in the predicted variable.

DISCUSSION

In this study, multidimensional perceived social support in university students was examined in terms of internet addiction and social media addiction levels. In this section, the findings obtained from the research are discussed in the light of the literature. Afterwards, various suggestions were made within the framework of the results and limitations of the research.

In this study, which examines the relationship between university students' multidimensional perceived social support, internet addiction and social media addiction, when the findings regarding the demographic characteristics of the participants are evaluated, it is seen that the majority of the participants are women, and when their age is considered, it is seen

that they are between the ages of 20-21-22 and the education faculty is dominant. In the results of the demographic findings of the participants regarding internet use, it is seen that most of the participants are between 1-3 hours and 4-6 hours. In a study conducted with university students, it was found that they use social media for 4 hours and 16 minutes a day, while this average number in Turkey is 2 hours and 48 minutes (Kemp 2018). It is seen that the participants exceeded this average a lot.

While there was no significant difference between multidimensional perceived social support and gender, in another study in the literature, it was seen that male students studying at university had higher internet addiction than female students (Kuzucu et al., 2015), while there are studies that reveal social support in the virtual environment predicted internet addiction in males (Batigün) and Kılıç, 2011), problematic internet use is higher in males than females (Wu & Tsai, 2006; Canan, 2010; Esen & Siyez, 2011; Odacı & Kalkan, 2010) and that this use has a higher tendency to cause addiction (Canan, 2010).

When the results of the correlation analyzes showing the relationships between multidimensional perceived social support and internet addiction were examined, it was concluded that there was a negative significant relationship. In other words, as the level of internet addiction decreases, the perceived social support from the family increases. In their study, Batıgün and Kılıççı (2011) concluded that the perceived social support of the group with high internet addiction is lower than the other groups. Logically, it is thought that as internet addiction increases, perceived social support will decrease. Some researchers point out that with the decrease in face-to-face interaction due to the increase in time spent in the virtual environment, sincere feelings and closeness in real-life relationships may decrease. (Esen and Siyez, 2011). The results obtained are consistent with a significant part of the findings in the literature (Crutcher et al., 2018; Grousse et al., 2018; Karasu et al., 2017; Yan et al., 2013).

According to the correlation analysis result showing the relationship between social media addiction and perceived social support, it was concluded that there is a negative significant relationship. In other words, as the level of social media addiction decreases, the perceived social support from the family increases. In a study conducted with young people, social media addiction and perception of social support were examined, and the results that individuals with high social media addiction scores have higher perceived social support from their family, friends, lover and teachers than those with low social media addiction scores support the findings of the study (Tasdemir, 2016). However, when the literature is examined, there are many studies that have found that perceived social support has a negative effect on internet addiction (Armstrong et al., 2000; Durak- Batıgün and Kılıç, 2011; Esen and Gündoğdu, 2010; Oktan, 2015; Uz-Baş et al., 2016).

Conclusion and Recommendations

This study focused on the perceived social support, internet addiction and social media addiction of university students. In the study, it was seen that university students' internet usage time and their perspectives on social media have an important place in their perceived social support. In recent years, young people have the perception that there is no one they can understand in their immediate environment, the use of social media and the internet has increased with the increasing technology, the intensification of school-based psychological

counseling practices, the fact that many institutions and organizations are in planning for both families, teachers and peers, the findings of this research are reflected in the literature and It is thought that it can contribute to the studies on the application. Along with the trainings to be given to the students, the importance of social support networks and how to ensure continuity in these networks should be emphasized. In these studies, after raising awareness to the students, additional applications can be made to monitor the internet usage levels and to use it consciously. As a result of providing healthy communication to the students in the gains of such education, it can increase the level of social support they perceive from their environment, and it can also become a protective factor in terms of internet addiction and social media addiction. Correlation and regression analyzes from quantitative research methods were conducted in line with the purpose of the study. Although structural equation modeling has been studied in other studies, it can be said that the limited aspects of these two analysis methods can be eliminated. In addition, in future studies, longitudinal studies can be conducted to see how much the internet use duration, social media addiction level and perceived social support change from infancy to adolescence. It is thought that studies to be conducted with a qualitative or mixed design can provide deeper and more detailed information in understanding and explaining the underlying causes of addictions.

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