

Ortaöğretim Öğrencilerinde Problemlı İnternet Kullanımının Yalnızlık ve Psikolojik İyi Oluş ile İlişkinin İncelenmesi*

Investigating the Relationship between Problematic Internet Use and Psychological Well Being and Loneliness in Secondary Education Students

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Extended Summary

Purpose

Internet is a communication network that is developing gradually and connecting computer systems all around the world to each other. The number of individuals using this communication network regularly has gradually increased. School youth has a remarkable place in this increase. Secure internet use has become a current issue through the internet use of the young. One of the concepts developed on the issue is Problematic Internet Use (PIU). In this research, whether school type, gender and grade level were efficient upon PIU scores was investigated. Furthermore, whether Psychological Well-Being (PWB) and loneliness were significant predictors of PIU or not was also analyzed.

Method

As the data collection tool, Problematic Internet Use Scale-Adolescent (PIUS-A), Psychological Well-Being Scale-Adolescent (PWBS-A) and UCLA Loneliness Scale were used beside the personal information form. In personal information form, information related to grade level, gender and school type was included. PWBS was firstly developed by Ceyhan, Ceyhan and Gürçan (2007) in order to measure the problematic Internet use levels of the university students. Reliability and validity study of the scale adapted to adolescents was carried out by Ceyhan and Ceyhan (2014). In order to determine Psychological Well-Being (PWB) level, PWBS short form developed by Ryff (1989) and adapted into Turkish by Akın, Demirci, Yıldız, Gediksiz and Erođlu (2012) was used. UCLA Loneliness

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Scale was used in order to determine the loneliness levels of the participants; validity and reliability study of the scale was carried out by Demir (1990). Reliability coefficients determined for the scales in the current study were .92 for PIUS-A, .83 for UCLA. Independent factorial ANOVA technique was used to investigate the effect of school type and gender upon PIU (Tabachnick & Fidell, 2015). In order to determine whether PWB and loneliness were significant predictors of PIU, multiple linear regression analysis technique was benefited.

Results

According to the research results, gender, school type, grade-school type and gender-school type-grade were significant variables upon determining the PIU scores. PIU score of male students were higher than the PIU scores of female students; and PIU scores of Imam Hatip High School students were higher than the PIU scores of the Anatolian High School students. In this study group, male students were understood to be more risky rather than the female students in terms of PIU. PWB and UCLA scores significantly predicted PIUS-A scores. Whereas PWB scores positively predicted PIU scores, PWB scores predicted the loneliness scores negatively.

Discussion and Conclusion

In the study group, male students' being in a more free environment rather than the female students in terms of internet use in their socio-cultural surrounding could be efficient upon male students' having higher PIU scores; and gender-based characteristics male students had were possible to support high PIU scores. Investigation of these could be another research subject. According to the level of grade, PIU score average of the ninth and eleventh grade students was higher than the PIU score average of the tenth grade students. In data analysis, it was understood that PIU score of the tenth grade students was at the lowest level, and this average was at its highest level in the eleventh grade. The tenth grade was the one with the lowest PIU score; furthermore, when gender, grade level and school type variables were considered together, tenth grade male students' having the highest and tenth grade female students' having the lowest PIU score average proved that gender-based PIU score differentiation was at the highest level in Imam Hatip High School group. The results of both similar studies and this study revealed the fact that the secure internet use was one of the issues to be discussed in secondary education curriculums. Imam Hatip High School students were noticed to have more problematic rather than the Anatolian High School students in terms of PIU. When descriptive statistics were analyzed, male Imam Hatip High School students studying at the tenth grade were understood to be creating the most problematic group in terms of PIU use.

PIU could be considered as both cause and result of loneliness. PIU could isolate individuals secluding from the society, and loneliness could lead them to PIU and using the Internet. In the current study group similar research results were mentioned, and it was considered that the students feeling loneliness used the Internet more in order to relieve their loneliness and this led them to PIU. In secondary education curriculums, learning activities that were possible to be performed together such as visits, observations, investigative visits, group works,

and cooperation-based learning activities could be included more during the educational activities process. And this could provide contribution upon learning of students and their feeling themselves better at a decrease in their feeling of loneliness. Trainings could be held on healthy internet use. It is important to overcome a problem without it emerges. In this sense, it was considered beneficial to start trainings related to the Internet use before high school period, and maintain in secondary education process.