



Status of School of Health Students' Social Media / Internet Usage and Related Factors
/ Sağlık Yüksekokulu Öğrencilerinin Sosyal Medya/İnternet Kullanım Durumları ve İlişkili Faktörler

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Öz

Giriş: Sosyal medya/internet kullanımının kontrolsüz kullanımı sonucu dijital bağımlılık kavramı ortaya çıkmıştır. **Amaç:** Araştırmada; sağlık yüksekokulu öğrencilerinin sosyal medya/internet kullanım durumları, kullanımı etkileyen faktörler ile sosyo demografik değişkenler arasındaki ilişkiyi belirlemek amaçlanmıştır. **Gereç ve Yöntemler:** Tanımlayıcı tipteki araştırmanın evrenini bir üniversitenin Sağlık Yüksekokulunda okuyan tüm öğrenciler oluşturmuştur. Veriler bir anket formu aracılığıyla toplanmış ve istatistiksel paket programında değerlendirilmiş, $p < 0.05$ istatistiksel olarak anlamlı kabul edilmiştir. **Bulgular:** Öğrencilerin %79.4'ü kadın, %20.6'sı erkektir. İnternet bağımlısı olduğunu düşünen öğrenci oranı %56.6, sosyal ağları kullanma oranı %77.7 olarak bulunmuştur. Öğrencilerin %34.1'i sosyal medya dendiğinde akıllarına ilk olarak 'paylaşım' geldiğini, %49.9'u en çok fotoğraf paylaştıklarını belirtmişlerdir. Öğrencilerin %78.8'i sosyal medya kullanımı yüzünden değişik derecelerde işlerini ihmal ettiklerini %72.9'u sosyal medya kullanımı yüzünden okul veya iş performanslarının değişik derecelerde etkilendiğini belirtmişlerdir. Öğrencilerin cinsiyeti, bölümü, medeni durumu, evde internet bağlantısının olup olmaması, günlük internet kullanım süresi, herhangi bir sosyal ağ kullanımı ile internet bağımlısı olduğunu düşünme arasında istatistiksel anlamlılık bulunmuştur ($p < 0.05$). **Sonuç:** Sosyal medya/internet kullanımı üniversite öğrencilerinde yaygındır. İnternet/sosyal medya kullanımlarını tetikleyen faktörler ile bunları önleyici unsurların belirlenmesi çalışmalarına önem verilmesi uygun olacaktır.

Anahtar Kelimeler: İnternet; Sosyal medya; Bağımlılık; Öğrenci.



Abstract

Introduction: Uncontrolled social media/internet use resulted in digital addiction phenomenon. Aim of this study is to determine the relationship between social media/internet usage, associated factors and socio-demographic variables. **Materials and Methods:** Study universe consisted of all students of a School of Health. The data were collected through a questionnaire and evaluated by statistical package program, whereby $p < 0.05$ was considered statistically significant. **Results:** 79.4% of the students were female while 20.6% were male. Students who consider that they have internet addiction have a rate of 56.6% and rate of using social networks is 77.7%. 34.1% of the students stated that what comes about social media in the first place is sharing and 49.9% stated that they mostly shared photographs. 78.8% of the students stated that they neglect their jobs due to social media usage and 72.9% that their social or school performance was affected by their school or work performances. Gender, department, marital status, availability of internet connection at home, daily internet and social media usage time were found to be statistically significant. **Conclusion:** Social media/internet use is common among university students. Consideration should be given to the factors that trigger the use of internet/social media and to identify preventive factors.

Keywords: Internet; Social media; Addiction; Student

1. Introduction

Rapid and effective advances in technology have influenced people's ways of living just like various areas of modern life. The Internet created a relatively huge environment of computer networks, which are simultaneous and anywhere, independent of physical space and capable of uniting millions of people in the virtual world (Yılmazsoy and Kahraman, 2017). Social media has become an inseparable part of our lives with the spread of information and communication technologies (Balıcı ve diğerleri, 2013).

Recently, the development of different mobile technologies such as tablet computers and smart phones, and the rapid development in this field enabled humanity to interact with new media in many areas of our daily lives. Besides, it can be suggested that new media and media create an attractive environment especially for young people. Indeed, in several statistics issued by institutions such as Turk Stat and Global Web Index, the high participation rate of young people in social media environments is considered remarkably significant (Durak and Seferoğlu, 2016).

According to year of 2017 data of Internet World State's December 2017, the rate of internet usage in Europe is 10.8%. This data puts that 4.156.932.140 people in the world and 704.833.752 people in Europe are internet users. Turkey, with the rate of 7.9% among 53 countries in Europe, following Russia, Germany, Britain and France, comes as the 5th country in Internet usage. In Turkey, % 68.4 of the people, which mean 56,000,000 of the total population (81,916,871) is determined as to be using internet (IWS, 2018). According to Turkish Statistical Institute data of 2017, when evaluated in terms of Internet usage rates according to age groups, the 16-24 age range uses the internet the most, while the 25-34 age range comes immediately after. As the age increases, it is seen that internet usage rates gradually decrease (IWS, 2018). According to Turk Stat data, it is seen that young people are at an important point in internet usage. In this regard, first of all, the question as to who is "young" comes to mind (Yavuz, 2018). According to the definition of the World Health Organization (WHO), the term "youth" consists of two periods, such that those between the



ages of 10 and 19 are called "adolescents" and those between the ages of 15-24 are called "young individuals" (WHO, 2018).

Nowadays, the social media sites that young people visit the most are internet sites that provide many different kinds of entertainment and social activities such as playing games, spending time, communicating and sending pictures. Although this situation is perceived as a modern phenomenon, it has been defined as addiction because of the consequences of problematic and compulsive use (Şahin and Yağcı, 2017).

According to Kakırman Yıldız's report, the fact that 1.8 million people aged 15 years and over use the internet and spend 544 million hours per month on average and have 30 hours of internet usage per person per month fact recalls us how young people and children obtain information and transfer needs and how intensively they share information (Kakırman Yıldız, 2012).

Generally speaking, although phenomenon of "addiction" is known with some habits like alcohol, gambling and/or drug addiction, technological tools has been added to them since the twenty-first century (Diker, 2016). The uncontrolled use of the Internet by young people reveals the concept of digital addiction. According to the findings of Günüç and Kayri (2010), addiction can be defined as the inability to stop or control the use of a substance or behavior. For example, individuals may be addicted to many substances such as cigarettes, alcohol, drugs, but it is not only the substance addictions. Behavior-based eating addiction, game addiction, computer addiction, television addiction, shopping addiction, internet addiction, etc. that are not based on a physical substance must also be mentioned (Günüç and Kayri, 2010).

Kimberly S. Young, who developed a test on internet addiction, describes internet addiction as an "impulse and control disorder that does not include an intoxicating substance intake" and compares it to pathological gambling (Balci and Gülnar, 2009).

To address the addiction issues in Turkey perspectives and subjects needed to address more specifically the scope of social media platforms, Internet and Social Media Stats report prepared by "We Are Social" in 2016 can be considered as an important data. According to information contained in the same report, Turkey has actively used social media platforms utilization rates is considered to be 32% for Facebook. When the age ranges are examined in more detail, the age range of 13-39 is taken as the education age range, it is as high as 78% (We Are Social, 2016). Therefore, the widespread use of technological dependence among young people creates a dangerous situation and this creates the need for investigating this picture in our country. In this study, the perception of internet and social media dependency of nursing and midwifery students, the factors affecting this perception, the frequency of using internet in university students' leisure time, gender, age, marital status, department, birth place and so on are examined. It is considered that it will contribute to the literature by examining the relationship between those variables.

2. Material and Methods

2.1. Type of study

This is a descriptive study.

2.2. Place / Time of study

The study was conducted with nursing and midwifery students studying at Mardin Artuklu University School of Health between the dates of 01 March and 01 April 2017.

2.3. Sample of Study

The population of the study consisted of all nursing and midwifery students studying at the School of Health (n = 590) and thus, no sampling method was used in the study. A total number of 399 students, 317 girls and 82 boys, who agreed to participate in the study and attended classes on the days of data collection, were included. 191 students refused to participate in the study for various reasons. The response rate occurred as 67.62%.

2.4. Data collection

Data was collected in the first part of the study by Student Presentation Form. This form includes the socio-demographic characteristics of the individuals. Whereas, in the second part, the data was collected, in accordance with the literature (Yılmazsoy and Kahraman, 2017; Balcı and Gülnar, 2009; Mayda ve diğerleri, 2015), by the questionnaire developed by the researchers about students' views on internet addiction. The questionnaire was filled under direct observation by the researcher.

2.5. Data collection tools

It is a questionnaire consisting of eleven questions. The form includes questions about the descriptive characteristics such as age, gender, department, marital status, family type, number of sisters/brothers, parental status and parental education status.

Questionnaire for Determining Students' Perceptions about Internet Addiction

The related literature (Yılmazsoy and Kahraman, 2017; Balcı and Gülnar, 2009; Mayda ve diğerleri, 2015) was searched and the questions were determined by the researchers to determine the students' views on internet addiction.

2.6. Evaluation of the data

Descriptive statistical analysis and chi-square test were performed for the analysis of the data, and $p < 0.05$ was considered statistically significant. In our study, since the data were continuous and in the form of classified measurement, chi-square analysis was performed.

2.7. Ethics dimension of the research

In order to conduct the research, The Ethics Committee Permit was obtained from Mardin Artuklu University Non-Interventional Research Ethics Committee and (Date: 28.03.2017 and numbered 2017/01-3) written permission from Mardin Artuklu University School of Health, which is the institution of the research, is acquired. The participants were informed about the research before the application and their verbal consent was obtained.

2.7. Limitations of the Study

The foremost limitation of this study is that not all students have participated in.

3. Results

At the time of the study, 79.4% of the participating students (n= 399) were female and 20.6% were male. 56.1% of the students were in the 20-22 age group, 27.6% were in the 17-19 age group, 12.0% were in the 23-25 age group, 4.3% were in the age group over 25. 48.5% of the students were nursing, 51.5% were midwives, 96.2% were single and 3.8% were married. The mother of 1.7% of the students died, 7.8% of the father died, 1.0% of both parents died and 89.5% of both parents were alive. The family of 66.9% of the students participating in the study were nuclear families and 33.1% were extended families. Some other demographic characteristics of the students included in the study are given in Table1.

Table 2 presents the findings on the distribution of students' views on internet and computer use. The rate of students who think that they are addicted to the internet is 56.6% (11.5% definitely, 45.1% partially). 43.4% do not think they are dependent.

Table 3 contains data on students' use of social media. 77.7% of the students who participated in the research stated that they used social networks, 34.1% thought that "sharing" is the first concept that came to mind when they mentioned social media, and that 34.3% stated that they used Whats App 83.7% used Google explorer as a browser type, 53.6% did not follow brands, and 49.9% stated that what they shared most on social media are the photos

Table 4 shows the students' views on the impact of social media use on daily life. 21.2% of the students who participated in the research stated that they did not neglect their jobs because of the use of social media, and 78.8% stated that they neglected their jobs at different levels.

Gender, department, marital status, availability of internet connection at home, daily internet usage period, using any social network, and thinking that they were addicted to internet were statistically significant ($p < 0.05$) (Table 5).

4. Discussion

The Internet is an exciting new medium of communication that has become an integral part of everyday life around the world (Balci and Gülnar, 2009). This study tried to reveal the factors affecting the social media/internet usage status, frequency of internet connection, daily internet usage period, social media/internet usage purposes and status of nursing and midwifery students in a public university.

53.1% of the students who accepted to participate in the study stated that they did not receive any special information about internet and computer use (Table 2). According to the research conducted by Dursun at Gaziosmanpaşa University, only 13.83% of the students stated that they learned how to use computer at the university, 47.90% stated that they learned the computer by themselves, and 52.40% stated that they learned how to use Internet by themselves (Dursun, 2004). In a study conducted by Olkun and Çakıroğlu (2000), 86.0% of the participants stated that they learned the information about the computer by their own means (92.1%). Despite the long-time range between the studies, it can well be suggestion that educational institutions are not very effective in terms of computer education. This observation becomes even more accurate when it is considered that these are the students who came from the secondary education system and passed the Student Selection Examination.

The majority (33.8% 'absolutely yes', 53.6% 'partially yes') of the students who accepted to participate in the study think that the internet causes asocialization (Table 2). According to a study conducted with students studying in two different departments of a public university, the rate of participation in the idea that internet usage causes asocialization was found to be 53.33% (16.67% Hesitant, 30.00% No) (Dinçer ve diğerleri, 2014). According to the findings of both studies, the majority of the students think that the use of the internet makes people asocial, albeit at different rates.

According to our findings, 56.6% of the students think that they are internet addicts ('partly yes' 45.1%, 'absolutely yes' 11.5%) (Table 2). In a similar study by Aslan and Yazıcı (2016) with university students, 2% of the students considered themselves "addicted to the internet". In the study conducted by Bayraktar ve diğerleri, in 2007, internet addiction rate among university students was found to be 1.1%; and in the study conducted by Canan ve diğerleri, in 2012, internet addiction rate was reported as 9.7%. On the other hand, in a study conducted by Ak ve diğerleri, in 2013 (Ak ve diğerleri, 2013), "internet addiction scale" was used and the term of "excessive internet use" was used instead of "internet addiction" as a criterion and this rate was reported to be found as 5%. In the research, internet addiction rate was reported as 1.3% (Yuen and Lavin, 2004). The possible reasons for these differences are interpreted as the methodological differences in the studies, the lack of a universal internet addiction scale, different socio-demographic characteristics of the sample sets, and the fact that some studies were conducted over the internet. It is seen that the rates obtained in our study (9.7%) were close to the results of the research conducted by Canan ve diğerleri, (2012).

77.7% of the participants stated that they used social media (Table 3). According to a similar study conducted by Ince and Koçak (2017), when the descriptive statistical results regarding the frequency of using the average mass media of the participants are analysed, internet comes as the first with 3.81 arithmetic average and social media comes as the third with 3.64. In a similar vein, in 2013, Balcı ve diğerleri, (2013) conducted a study with 440 students at Selçuk University, where social media was the most frequently visited websites among university students. Considering the high internet usage rates of the students and the use of the Internet for social media sharing, these rates seem as expected results. According to our findings, students use social media mostly for sharing (34.1%), and second place for communication (29.1%). In a similar study, the reason for social media use of the participants has the highest significance with arithmetic mean of 4 as "to have fun and to relax". Second comes the response of "to communicate with friends" with an arithmetic average of 4.01. In this sense, our findings are consistent with the literature. According to the same study, 47.9% of the participants stated that the social media they spend the most time was Facebook (Ince and Koçak, 2017). Whereas in this study, Whatsapp (34.3%), Instagram (32.6%) and Facebook were the most common social media platforms used by students (Table 3). The reason for this difference can be considered to be due to the differences in the characteristics of the sample clusters.

45.4% of the respondents stated that they neglect their jobs due to the use of social media (sometimes 32.1%, often 8.5%, always 3.8%, intensely 1.0%) (Table 4). In a similar study on internet addiction and its effects, Kubey et al (2001) interviewed 542 university students. In that study, 90% of the participants did not classify themselves as internet addicts. On the other hand, internet addicts stated that they had problems in their school work due to internet usage, they missed their class hours, and they felt guilt and lack of control (Yuen and Lavin, 2004). On the other hand, investigated the extent of Internet addiction among 16-18 year-old students in India. Results of the study indicate that there are significant differences in behavioral and functional use between internet addicts and non-addicts. It



was found that addicts postpone their other jobs to spend time online, sleepless because they are on the internet late at night, and think that life without internet will be boring (Nalwa and Anand, 2003). The findings of research in different societies show that internet addiction causes different degrees of influence in different areas of life.

Gender, department, marital status, availability of internet connection at home, daily internet usage period, using any social network, and thinking that they were addicted to internet were statistically significant ($p < 0.05$). In a 2009 epidemiological study which examined the relationship between internet addiction and gender, it was reported that internet addiction was more prevalent in men (Bakken ve diğerleri, 2009). In another study, it was reported that men had more use of virtual gambling, virtual gaming and virtual pornography, and therefore internet addiction was seen more widely (Liu ve diğerleri, 2011). In a study with 1879 students, no statistically significant difference was found between males and females in terms of internet addiction, and it was suggested that internet use was more common especially in women (Carbonell ve diğerleri, 2012). According to our findings, the reason for the higher rate of internet addiction in female gender may be that women spend more time on the internet due to the lack of social environments in which they can participate.

In addition, as in our research results, some researchers reported that individuals living alone were more prone to internet addiction (Sai and Lin, 2000; Caplan, 2007). The need for providing social support to the social life of the lonely people through social (interactive) activities, trying to eliminate the perception of loneliness through sharing sites and interactive chats, the euphoria, the pleasure and the feeling of relaxation in these ways are considered as positive reinforces of addictive behaviors. Based on the interpretation that loneliness perception is a risk factor for internet addiction, it can be predicted that internet addiction may be seen more frequently in single people.

5. Conclusion

In our study, more than half of the students held the opinion that they were addicted to the Internet. Again, it was revealed that more than half of the students did not receive and seek information about the internet and computer use and did not have any internet connection at home though they had a computer, but four out of five students had mobile internet access and nearly all of them could surf on the web at home. Again, three out of every four students stated that they used social networks and one out of every three students considered the social networks as "sharing" platforms at first. It was also found that they used Whats App most frequently, and one of every two students most frequently shared their photos on social media. One out of every five students stated that they neglected their jobs to varying extents due to social media usage. In addition, three out of every four students stated that their school or work performance was affected to varying degrees due to social media usage. Again, three out of every four students reported that they managed to cope with their problems to different degrees and got relieved owing to social media. A statistical significant difference was found between the students' gender, department, marital status, presence of internet connection at home, daily internet usage time, using any social network and thoughts that they are addicted to internet.

Internet addiction is higher among university students who do not have time to rest, do not have hobbies, use cigarettes and alcohol (Ulutaşdemir ve diğerleri, 2017). Nowadays, for many people and especially for young people, in addition to being an information technology, the Internet has become an increasingly addictive tool. The Internet is also increasingly demanded by people as an information source. As a result, the internet is widely used among university students. Although the current level of internet addiction



among university students is high, it is possible that this ratio will increase eventually and that students who are currently on the internet addiction limit may turn into compulsive internet users in the near future. In the light of these findings, it will be appropriate to give priority and importance to the studies that determine the factors that trigger the use of internet and social media at the level that may cause addiction in the future and the preventive elements. Again, in accordance with this type of research, it can be suggested to plan initiatives for future health professionals to use their social media / internet use to improve their quality of life and professional development.

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Table 1. Demographic Characteristics of Students

Demographic characteristics (n = 399)		Number	%
Number of siblings	1-3	56	14.0
	4-6	165	41.4
	7	178	44.6
Mother's Educational Background	Primary school	118	29.6
	Middle school	32	8.0
	High school	21	5.3
	University	26	6.5
	Never Read	202	50.6
Father's Educational Background	Primary school	155	38.8
	Middle school	86	21.6
	High school	80	20.1
	University	30	7.5
	Never Read	48	12.0
Total Monthly Revenue	0-900	80	20.1
	901-1500	157	39.3
	1501-2000	71	17.8
	2001-2500	39	9.8
	2500	52	13.0
Type of High School Graduated	Normal High school	187	46.9
	Anatolian High School	176	44.1
	Vocational High School	36	9.0
Total		399	100.0



Table 2. Distribution of Students' Opinions on Internet and Computer Use

Thoughts on Internet and Computer Use (n = 399)		Number	%
Whether They Have Information About Internet and Computer Use	Yes	187	46.9
	No	212	53.1
Whether They Have Computers at Home	Yes	237	59.4
	No	162	40.6
Whether they use the Internet	Yes	364	91.2
	No	35	8.8
Available Internet Access at Their Home	Yes	176	44.1
	No	223	55.9
Whether Mobile Internet Is Available	Yes	337	84.5
	No	62	15.5
Whether computer and internet use is necessary for their professions	Yes	308	77.2
	No	91	22.8
Should Nursing / Midwifery be Performed by Distance Education?	Yes	67	16.8
	No	332	83.2
Does the Internet Enhance General Culture?	No	27	6.8
	Partially	265	66.4
	Definitely Yes	107	26.8
Does the Internet provide a broader environment?	No	151	37.8
	Partially	199	49.9
	Definitely Yes	49	12.3
Does the Internet cause you to become lazy?	No	25	6.3
	Partially	182	45.6
	Definitely Yes	192	48.1
Does the Internet cause you to become asocial?	No	50	12.5
	Partially	214	53.6
	Definitely Yes	135	33.8
Do You Think You're an Internet Addict?	No	173	43.4
	Partially	180	45.1
	Definitely Yes	46	11.5
Total		399	100.0

Table 3. Distribution of Students' Data on Social Media Use

Data on Use of Social Media (n = 399)		Number	%
Do You Use Social Networks?	Yes	310	77.7
	No	89	22.3
The Concept That is regarded as first in terms of Social Media First	Instant Access	84	21.1
	Sharing	136	34.1
	Contact	116	29.1
	Entertainment	63	15.8
Most Used Social Media	Facebook	93	23.3
	Twitter	26	6.5
	Instagram	130	32.6
	WhatsApp	137	34.3
	Line	4	1.0
	Swarm	9	2.3
Browser Type	Internet Explorer	32	8.0
	Opera	19	4.8
	Mozilla	12	3.0
	Google	334	83.7
	Yandex	2	0.5
Whether they follow the brands in social media	Yes	185	46.4
	No	214	53.6
What Kind of Shares in general on Social Media	Photo	199	49.9
	The News	87	21.8
	Video	22	5.5
	Location	29	7.3
	Other	57	14.3
	None	5	1.3
Total		399	100.0



Table 4. Distribution of Students' Perceptions about the Effects of Social Media Usage in Daily Life

Impact of Social Media on Daily Life (n = 399)	Number	%
How often do they neglect their jobs because of social media		
Never	84	21.2
Very rarely	134	33.4
Sometimes	128	32.1
Frequently	34	8.5
Intensely	4	1.0
Always	15	3.8
How Often Are They Warned By People Around Because of Social Media Use		
Never Warned	94	23.6
It's so rare.	153	38.2
Sometimes	108	27.1
Frequently	30	7.5
Intensely	3	0.8
Always	11	2.8
Negative Influence on School or Business Performances by Social Media		
Never Affected	108	27.1
Very rarely	136	34.0
Sometimes	99	24.8
Frequently	37	9.3
Intensely	8	2.0
Always	11	2.8
Feeling Relaxed and Relieved from Problems Through Social Media		
Never Feel	98	24.6
Very rarely	100	25.0
Sometimes	157	39.3
Frequently	29	7.3
Intensely	8	2.0
Always	7	1.8
Total	399	100.0



Table 5. Distribution of Factors Associated with Students' Internet Addiction

Associated factors			Thinking to be an Internet Addict				X ²	P
			Yes*		No			
			Number	%	Number	%		
Gender	Female		165	73.0	152	87.9	13 239	<0.01
			61	27.0	21	12.1		
		Total	226	100	173	100		
Department	Nursing		124	54.9	71	41.0	7497	0.006
			102	45.1	102	59.0		
		Total	226	100	173	100		
Marital Status	Married		4	1.8	11	6.4	5702	0.017
			222	98.2	162	93.6		
		Total	226	100	173	100		
Available internet connection at home	Yes		112	49.6	64	37.0	6274	0.012
			114	50.4	109	63.0		
		Total	226	100	173	100		
Mobile Connection	Internet	Yes	196	86.7	141	81.5	22.037	0.154
		No	30	13.3	32	18.5		
		Total	226	100	173	100		
Daily Internet Usage Time	Usage	1 h.	29	12.8	42	24.3	25 575	<0.01
		1-3'h	79	35.0	78	45.1		
		3-5'h	66	29.2	40	23.1		
		5'h ↑	52	23.0	13	7.5		
		Total	226	100	173	100		
		Every day	200	88.5	139	80.3		
Internet Frequency	Connection	Several times a week	24	10.6	24	13.9	9436	0.009
		Several times a month	2	0.8	10	5.8		
		Total	226	100	173	100		
Using Social Media	Yes		191	84.5	119	68.8	13 985	<0.01
			35	15.5	54	31.2		
		Total	226	100	173	100		

* Those who responded "partially" were also calculated as "Yes."



Statements

Since the use of the human phenomenon requires the protection of individual rights, "Informed Consent Principle", "Voluntary Principle" and "Privacy Protection Principle" were fulfilled. Note: This study was presented as an oral presentation at the 3rd International 21st Public Health Congress in Antalya, 26-30 November 2019. There are no conflicts of interest between the authors in this study. The approval of Mardin Artuklu University Ethics Committee for Non-Interventional Studies was obtained (2017/01-3). Participating in the research volunteering is based. Before the interview, individuals who agreed to participate in the research explanation has been made about the purpose and importance of the research, the time it will spend for the interview and consent was obtained. This study was conducted in accordance with the Helsinki Declaration principles. Author contributions: Idea: SÇ, VBD, Design: VBD, Data Collection or Processing: SÇ, VBD, Analysis / Interpretation: SÇ, VBD, Literature Search: VBD, SÇ, Writer: SÇ, VBD, Critical Review: SÇ, VBD.