Turizm Akademik Dergisi
Tourism Academic Journal
www.turizmakademik.com

Investigation of the Effect of Social Media Addiction on the Depression Levels of Tourist Guidance Undergraduates in Turkey*

Davut UYSAL**[a]

[a] *İzmir Katip Çelebi University, Tourism Faculty, Department of Tour Guiding, İZMİR, Türkiye, E-mail: davut.uysal@ikc.edu.tr, ORCID: 0000-0001-8241-440*

Abstract

This research examined the effect of social media addiction (SMA), under four factors "mood modification", "relapse", "conflict" "occupation", on the depression levels (CES-D) of tourist guidance undergraduates in Turkey's higher education tourism context. The study used a survey method with the participation of 404 tourist guidance undergraduates from randomly chosen tourism faculties. Frequency analysis, simple linear regression analysis and multiple regression analysis were performed on the collected data, and it was found with the simple linear regression analysis that SMA and CES-D are positively correlated. When the sub-scales of SMAS were submitted for multiple regression analysis, it was found that the sub-scale of the "Conflict" was positively correlated with participants' depression levels whereas the sub-scale of the "Mood Modification" was found to be negatively correlated with participants' depression levels. The subscales "Relapse" and "Occupation" were found not to be significantly correlated with the participants' depression levels. The current study produced original findings providing empirical data for the literature regarding Social Media Addiction (SMA) and its effect on depression among tourist guidance undergraduates as well as some theoretical and practical implications for the curriculum to be developed in tourist guidance departments of Tourism Faculties in Turkey for more effective management of students' academic performance and achievement during their undergraduate education.

Keywords: Social Media Addiction, Tourist Guidance, Tourism, Depression.

Türkiye'deki Turizm Rehberliği Lisans Öğrencilerinin Sosyal Medya Bağımlılıklarının Depresyon Düzeyleri Üzerindeki Etkisinin Araştırılması

Öz

Bu araştırma Türkiye'deki turizm rehberliği lisans öğrencilerinin "Meşguliyet", "Tekrar", "Çatışma" ve "Duygu durum düzenleme" olarak dört faktör altında ele alınan sosyal medya bağımlılık düzeylerinin depresyon düzeyleri üzerindeki etkisini ele almıştır. Araştırmada veri toplama aracı olarak anket tekniği kullanılmış ve rastgele seçilmiş olan turizm fakültelerinden 404 turizm rehberliği lisans öğrencisinin anketi doldurması sağlanmıştır. Toplanan veri frekans, Basit Doğrusal Regresyon ve Çoklu Regresyon analizlerine tabi tutulmuştur. Basit Doğrusal Regresyon analiziyle elde edilen bulguya göre turizm rehberliği lisans öğrencilerinin sosyal medya bağımlılık (SMA) düzeylerinin depresyon düzeyleri (CES-D) üzerinde bir etkisinin olduğu belirlenmiştir. Sosyal Medya Bağımlılık (SMA) düzeyi anketinde yer alan faktörler Çoklu Regresyon Analizine tabi tutulduğunda, elde edilen bulgular "Çatışma" faktörünün öğrencilerin depresyon düzeyleri üzerinde olumlu bir etkiye sahip olduğu ama "Duygu durum düzenleme" faktörünün depresyon düzeyleri üzerinde negatif bir etkiye sahip olduğu belirlenmiştir. Araştırmada ayrıca "Tekrar" ve "Meşguliyet" faktörlerinin öğrencilerin depresyon düzeyleri üzerinde her hangi bir anlamlı etkiye sahip olmadığı belirlenmiştir. Bu çalışma bulgularıyla sosyal medya bağımlılığının depresyon düzeyi üzerindeki etkisine yönelik ilgili literatüre orijinal ampirik veri sağlamış ve aynı zamanda Türkiye'deki turizm fakültelerinde geliştirilmekte olan veya bundan sonraki süreçte geliştirilecek müfredatlar için turizm rehberliği lisans öğrencilerinin akademik performanslarının ve başarılarının lisans eğitimleri süresince etkili yönetilmesine yönelik teorik ve pratik katkılar sunmuştur.

Anahtar Kelime: Sosyal Medya Bağımlılığı, Turist Rehberliği, Turizm, Depresyon.

JEL CODE: L83, I23, I21

Article History:
Received : May 12, 2022
Revision : July 06, 2022
Accepted : September 12, 2022
Article Type : Research Article

Uysal, D. (2022). Investigation of the Effect of Social Media Addiction on the Depression Levels of Tourist Guidance Undergraduates in Turkey, Turizm Akademik Dergisi, 9 (2), 567-580.

* Ethics Committee Approval was received from İzmir Katip Çelebi University' Ethics Committee before the start of this research with decree no 2021/23-06 on December 28, 2021.

** Corresponding author: davut.uysal@ikc.edu.tr

INTRODUCTION

Social media (SM) is a tool allowing users to make their relationships visible among all users through created profiles (Boyd & Ellison, 2007). When the year 2020 is considered, about half of the world population actively uses SM, and this figure tends to increase day by day (Kemp, 2019). Social media is a platform based on the internet and helps users build easy and quick communication sharing content (Gosling et. al., 2011) as well as access to information, maintain relationships and enjoyment (Lin & Lu, 2011). Many SM platforms have been designed to improve interaction among people, and some of them have been designed for one-to-one interaction whereas some, such as Instagram and Twitter, engage users in community sharing. Research reveals that about 92% of young people visit their social media profiles at least once a day in the USA (Pew Research Center, 2015). The case in most other countries is not much different from that of the USA. With the increase in the use of SM among young people, more research has started to focus on the use of SM considering that overly use of SM could cause some mental problems (Andreassen et. al., 2016; Jasso-Medrano & Lopez-Rosales, 2018). It is claimed that young people engaged in overuse of SM could suffer from failure in social development and interaction (Twenge, 2006). Hilliard (2019) defined overuse of SM as a behavioral addiction, which often emerges in the form of continuous concern about SM and a desire to visit the SM and spend much time, which weakens users' performance in other life areas.

When the literature is examined; excessive SM usage and usage practices of these platforms (Alzougool, 2018; Balcı & Gölcü, 2013; Balcı & Tiryaki, 2014) are associated with self-esteem (De Cock et al., 2014; Steinfield et al., 2008), loneliness (Özgür, 2013; Sagioglou & Greitmeyers, 2014), interaction anxiety (Özgür, 2013), life satisfaction (Chan, 2014) and depression (Khattak et al., 2017). The overuse of SM could turn into an addiction among users, which is defined as a concern of SM triggered by an uncontrollable motivation for using SM, and spending much time and effort on SM, which then impairs other important life areas (Jasso-Medrano & Lopez-Rosales, 2018). With the increase in SM usage among people, field scholars have started to examine the negative effects of SM usage (Baccarella et al., 2018) and much research examined the relationship between SM usage and mental health (Glazzard & Stones, 2016; Shensa et al., 2018; Waqas et al., 2018).

There is no agreement on if depression is a cause or effect of internet-based addictions (Blachnio et al., 2015: 682). Therefore, it is necessary to conduct a review of studies and to design research focusing on the relationship between SM usage and depression based on this literature to improve students' academic achievement. Despite the known link between SMA and depression, the number of systematic quantitative research on this issue in Turkey is very limited. There has been no research examining the link between SMA and CES-D of students considering depression as a factor influencing students' academic performance and achievement. In this study, which was conducted on tourist guidance undergraduates in seven Turkish universities, depression is considered a predictor of SMA. Therefore, this study aims to examine the effect of the SMA of tourist guidance undergraduates at universities in Turkey on their depression level to improve their career and academic development opportunities during their undergraduate education. Therefore, this study examines the effect of SMA on the depression levels of tourist guidance undergraduates by testing the hypotheses developed in line with the relevant literature. The reason for choosing only tourist guidance undergraduates as the population of the study is that many tourist guidance departments have been undergoing a curriculum renewal process to improve the quality of their education and the quality of graduates from these departments, and it has been considered important to highlight the connection between the SMA and depression levels of tourist guidance undergraduates considering that depressed students suffer from poor academic performance and that depression is a factor on the achievement of students (Anderson, 2003; Bostanci et al., 2005; Ceyhan et al., 2009; Heiligenstien & Guenther, 1996; Lane et. al., 2004; Hysenbagasi et al., 2005; Khawaja & Bryden, 2006; Wood et al., 2011; Junco, 2012; Owens et.al., 2012; Al-Menayes, 2015; Lau, 2017; Nida, 2018). For the maximum improvement and outcomes of the curriculum renewal process at these departments, no factor influencing the achievement of tourist guidance undergraduates should be left out. Based on the findings of this study, relevant conclusions are drawn to facilitate tourist guidance undergraduates' academic life for a better career in the tourism sector as well as conclusions regarding the improvement of the curriculum within tourist guidance departments.

LITERATURE REVIEW

What is addiction?

Addiction is a kind of psychological problem. Many different forms of addiction have been claimed in the relevant literature such as internet addiction (Kandell, 1998; Young, 2009), exercise addiction (Yeltepe & İkizler, 2007), game addiction (Horzum, 2011), mobile phone addiction (Ha et. al., 2008), shopping addiction

(Ruiz-Olivares et al., 2010), and workaholism (Andreassen et. al., 2010). Many negativities have been claimed to be the consequences of addiction in the relevant literature such as excessive mental occupation, poor quality sleep, repeating thoughts, spending too much time on the internet, and desire to log on SM when offline (Andreassen et. al., 2012). Recent research has revealed that excessive digital media usage negatively affects individuals' daily life (Brunborg et al, 2011; Andreassen et. al., 2012). As all social network applications are used through the internet, they are all dependent on the internet to perform their function.

SM addiction (SMA) and its impacts

SMA could be considered a kind of internet addiction (Starcevic, 2013). Those with SMA often tend to think about SM and often wish to visit their account (Andreassen & Pallesen, 2014). The research conducted in the relevant field has revealed that some of the symptoms that SMA can cause are users' cognition, mood, emotional and physical reactions, and psychological and interpersonal relations (Balakrishnan & Shamim, 2013; Tang et. al., 2016). The field research has revealed that SMA influences about 12% of users on all available social networking platforms (Wu et. al., 2013).

Prolonged and excessive SM usage is positively related to some mental problems such as depression, anxiety stress, anxiety, and is negatively related to long-term well-being (Malik & Khan, 2015; Pantic, 2014). In addition to these, SM usage has been claimed to be related to decreasing academic performance (Al-Menayes, 2015; Nida, 2018). SM usage cannot be used to predict users' academic performance; however, its nonacademic use and multitasking of SM were found to negatively predict users' academic performance (Lau, 2017). Junco (2012) conducted a survey and found that the time spent on Facebook is negatively correlated with student's academic achievements. Multi-tasking through email, MSN, texting and Facebook is claimed to have negatively affected the real-time learning of students (Wood et al., 2011). The use of Weibo, which is a form of Chinese Twitter, was found to have negatively affected the comprehension of information (Jiang et. al., 2016).

The point to be considered in this regard is that overly use of SM does not always mean addiction (Griffiths, 2010) and so may not always have negative effects on users' mental health (Jelenchick et. al., 2013) or their academic achievement (Pasek & Hargittai, 2009). What makes the difference between normal and over-engagement in SM is the unfavourable outcomes of social platforms (Andreassen, 2015). For example, Facebook addiction has been positively correlated with anxiety, insomnia and depression (Shensa et al., 2017) and negatively correlated with well-being, subjective vigour and life satisfaction (Błachnio et. al., 2016).

As claimed by Gonzales & Hancock (2010), SM leads to frequent exposure to other people's self-presentation, which may have the potential to decrease the individuals' self-esteem (Rosenberg & Egbert, 2011). Chou & Edge (2012) claim that frequent users of SM tend to believe that people around are happier specifically when they are not aware of what others do and feel when offline. Mehdizadeh (2010) conducted research and found that Facebook reduced its users' self-esteem suggesting that those spending more time on Facebook at each visit and those making more logins were found to have lower self-esteem. Another study by Valkenburg et. al. (2006) found that the level of self-esteem was lowered when receiving negative feedback through SM. Many other studies have found that some psychological dysfunctions are associated with a low level of self-esteem. Andreassen et. al. (2017) and Błachnio, et al. (2016) claimed that there has been a negative correlation between SM usage and self-esteem (Sowislo & Orth, 2013). Self-esteem has also been claimed to be closely related to students' academic performance (Lane et. al., 2004). Based on all these, it could be claimed that SMA lowers self-esteem, which then causes a decrease in academic performance and mental health.

Lee et al. (2014) conducted a study and found that daily SM usage differed from addictive SM usage. Another study recommended six major criteria regarding addiction e.g. mood modification, salience, withdrawal, relapse, tolerance, and conflict (Griffiths, 2013). Depression was also found to be positively correlated with SMA depending on the usage frequency (Jasso-Medrano, & Lopez-Rosales, 2018; Shensa et. al., 2017). SM usage is claimed to predict SMA, which then causes depression, which is one of the major mental problems (Tolentino & Schmidt, 2018). Some of such depressive symptoms are depressed mood, weight gain or loss, loss of interest, hypersomnia or insomnia, etc. Costello et. al. (2003) and Donnelly & Kuss (2016) conducted a study and found that SMA highly predicted depressive symptoms. Andreassen et. al. (2016) conducted research and found some opposing findings suggesting that problematic SM usage decreased depression-related symptoms as it encouraged users to interact online.

The increasing SM usage for interpersonal communication and socializing has caused most people to be involved less in other activities such as sending emails, face to face meetings with friends and talking on the phone (Nie, 2001). In other words, such social

networks have transformed people's way of life. As many of the studies stated above have claimed, the use of SM is closely linked with many negative consequences. Individuals of our age consider the internet important in daily lives and keep using it for socializing and maintaining their relationships (Subrahmanyam et. al., 2006; Subrahmanyam & Greenfield, 2008). It is not a simple task to claim that SM is a good or bad thing because the usage frequency determines if it is good or not. SM gives short-term fun when users are online (Hall & Parsons, 2001). This could become a never-ending cycle and users could keep going online for pleasure, but what they miss is that it does not give users pleasure in the long-term and any gain in their real life, which could be a major factor leading them to depression (Morgan & Cotten, 2003). Research has been conducted at Glasgow University on some young people and found that those actively and emotionally involved in digital lives had worse sleep, depression and higher anxiety level, which is a signal that excessive SM usage may lead to depression (Tsitsika et. al., 2014). Some other research (Amichai-Hamburger et. al., 2002; Chung, 2013; Kuss, & Lopez-Fernandez, 2016; Nie, 2001) has found that SMA is closely linked with depression. Orsal et. al. (2013) researched some university students and found a positive relationship between depression and SM usage. Pantic et. al. (2012) conducted similar research and found that using Facebook is positively correlated with depression. De Wit et. al. (2011) conducted research and found that adults suffering from major depression spent more time online. However, Jelenchick et. al. (2013) found that there has not been any relationship between SM usage and depression. SM is a fact whose use has been growing among people of all ages and the number of research having been conducted on its effect on mental health has been very limited so far.

Steers et. al. (2014) found a positive correlation between excessive Facebook usage and depression. Kross found that SM usage could lead to depression (Kross et. al., 2013). The authors concluded that individuals spending much time on social media tend to feel more depressed because users tend to compare themselves with other users and conclude that other users have better lives, and so they feel bad. One participant of the study pointed out that "Life is not fair". As more time is spent on social media, users tend to compare themselves with others more. The frequency and duration of social media usage are considered a factor causing SMA (Steers et al., 2014: 701-702).

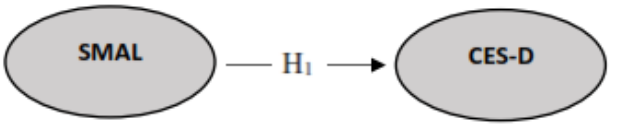
Excessive use of social networks in public life causes users to feel inadequacy when they see the vacation and shopping photos of their friends on the networks, and thus depressive symptoms may occur (Savastio, 2013). At this point, spending excessive time on SM has a serious negative impact on a person's life satisfaction (Seville, 2012). Khattak et al. (2017: 59-60) found that Facebook addiction among teenagers and adults has been largely linked to depression. Another study found that excessive use of SM can trigger social isolation in people and fake relationships, and it then leads to stress and depression in users. No relationship was found between Facebook addiction and depression based on gender. Yalçın (2015: 65) conducted a study and found that the students' access to SM through their smartphones was found to have a significant relationship with their loneliness and depression levels. Koç & Gulyagcı (2013: 282-283) found in their study that university students suffering from depression were more likely to be excessive users of Facebook than regular Facebook users. Çayırlı (2017: 37) found that there is a significant relationship between depression and excessive SM usage. Following these findings, it has been observed that individuals' SM usage increases as their levels of depression increase. Based on all these findings, the relationship between SM usage and depression needs to be examined further in the context of Turkey.

Based on the former findings in the literature (e.g., Haand & Shuwang, 2020; Jiang et al., 2016; Pantic et. al., 2012; Valkenburg et. al., 2006), this research hypothesized that SMA would be positively associated with tourist guidance undergraduates' depression level. Therefore, the following null and alternative research hypotheses were developed to test in the study.

H_{1}- Tourist guidance undergraduates' social media addiction level (SMAL) has a positive effect on their depression level (CES-D).

H_{0} Tourist guidance undergraduates' social media addiction level (SMAL) does not have any positive effect on their depression level (CES-D).

The developed research model for H_{1} could be summarized as follows;



This study aimed to examine the effect of SMA on the depression levels of tourist guidance undergraduates in Turkey. For this purpose, this research used a survey method and thus participants could report their status of SMA as well as their depression status. To gather data about the participants' addiction level to SM, the Social Media Addiction Scale (SMAS) developed

by Tutgun-Ünal & Deniz (2015) was used in the five-point Likert form. To gather data about the depression status of the participants, the CES-D depression scale developed by Radloff (1977) was used in the study. The SMAS consists of 41 items under four factors. 12 items on the scale are placed under the factor "Occupation" (Cronbach Alpha Coefficient=,951), which explains how busy SM make users, 5 items are placed under the factor "Mood modification" (Cronbach Alpha Coefficient=,953), which explains how much SM use affects users mood, 5 items are placed under the factor "Relapse" (Cronbach Alpha Coefficient=,945), which explain how well SM users can control their addiction to SM, 19 items are placed under the factor "Conflict" (Cronbach Alpha Coefficient=,928), which explain how SMA can lead users to negative experiences in daily life (Tutgun-Ünal & Deniz, 2015).

In line with the alternative H_1 and considering that the SMAS used in the research to measure the social media addiction levels of tourist guidance undergraduates consists of four subscales; Occupation, Mood Modification, Relapse and Conflict, the following sub-hypotheses have been developed;

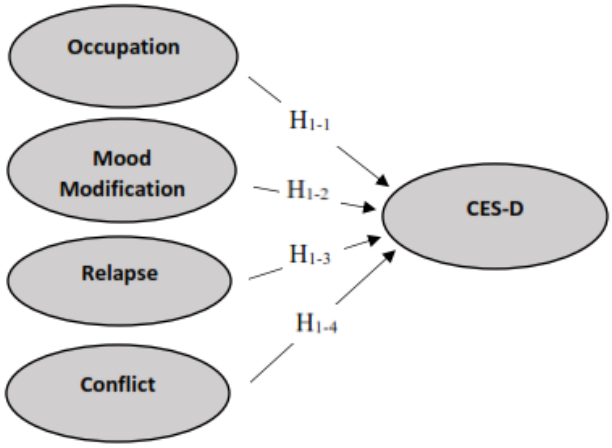
H_{1-1} Tourist guidance undergraduates' level of "occupation"-related social media addiction, as a sub-scale of SMAS, has a positive effect on their depression level.

H_{1-2} Tourist guidance undergraduates' level of "mood modification"- related social media addiction, as a sub-scale of SMAS, has a positive effect on their depression level.

H_{1-3} Tourist guidance undergraduates' level of "Relapse" related social media addiction, as a sub-scale of SMAS, has a positive effect on their depression level.

H_{1-4} Tourist guidance undergraduates' level of "Conflict" related social media addiction, as a sub-scale of SMAS, has a positive effect on their depression level.

The developed research model for H_{1-1}, H_{1-2}, H_{1-3} and H_{1-4} could be summarized as follows;



The CES-D Scale of Radloff (1977) used to measure the depression level of the participants included 20 items in the five-point Likert form, ranging between 1= rarely or never and 5= Always. The CES-D proved acceptable to both general and clinical populations. Each of the items in the scale is associated with a symptom, and healthy people could experience any of them from time to time; however, seriously depressed individuals are expected to experience many of them. Those seriously depressed do not have to necessarily experience all of them (Radloff, 1977).

METHOD

The population of the research consists of undergraduates studying at the 48-tourist guidance programs of 38 state and private universities in Turkey. The number of undergraduates registered for these programs was found to be 7608 in 2021 (YÖK, 2022). Therefore, the sampling was calculated to be a minimum of 370 at a 95% confidence level as recommended by Cohen, Manion and Morrison (2000). The survey was administered in the 2021-2022 Spring term. The survey link was delivered to all of the undergraduates accessed at seven tourism faculties randomly chosen, and 404 undergraduates were found to have filled the survey, which was well above the minimum number of samples to generate the findings of this research for the whole research population. Each participant completed the online survey, which was sent to him or her through his or her e-mail and digital applications or its link was shared through students' WhatsApp groups of the relevant faculties. They were first informed about the purpose of the study they were about to participate in filling in the delivered survey. They were also informed that ethical approval was received for the research from İzmir Katip Çelebi University's Ethical Approval Committee. As each participant voluntarily completed the survey, their consent was automatically taken, but their consent was received through one consent

statement in the survey. Tutgun-Ünal & Deniz's (2015) 41-item Social Media Addiction Scale (SMAS) was used to measure the participants' addiction level to social media. The items on this scale were about their experiences in their usual lives and each of the items was rated on a 5-point scale (1= rarely and 5= very often) (e.g. There happen times that I allocate less time to my care due to SM usage). The evaluation of the scale scores were done as follows; 1= No addiction, 2= Little addiction, 3= Moderate addiction, 4= High addiction and 5= Very High addiction (Tutgun-Ünal & Deniz, 2015). Three language experts, bilingual in Turkish and English languages, translated the scale into Turkish and then the scale was back-translated into English as suggested by Brislin (1970). Any discrepancies were resolved through negotiation. The Cronbach's alpha of the translated version was found to be,959, which reveals that the SMAS was highly reliable. The scores closer to 5 were considered to indicate greater SMA in the participants.

The General Depression status of the participants was measured by a questionnaire with 20 items developed by Radloff (1977). Three language experts, bilingual in Turkish and English languages, translated the scale into Turkish and then the scale was back-translated into English as suggested by Brislin (1970). Any discrepancies were resolved through negotiation. The participants were asked about their feelings in the most recent week (e.g. I feel that being alive has no meaning). The Cronbach's Alpha in this study was found to be,741, which reveals that the CES-D scale is reliable.

The scales used in the study were taken from the literature in the English language. Therefore, the linguistic validity of the scales was confirmed using the back translation method by three language experts in both English and Turkish by following the steps put forward by Brislin (1970). As the scales were adopted scales, Confirmatory Factor Analysis (CFA) was performed to check the validity of the scales. Taking into account the results of the analysis, the factor loads of the scale items were found to be statistically significant ($p<0.001$).

RESULTS

The descriptive statistics regarding the research scales of SMAS and CES-D are given in Table 1. The mean score for SMAS was found to be 2,5934 and was found to be 2,6314 for CES-D. Considering these means, it could be concluded that SMA and depression levels of tourist guidance undergraduates in Turkey are above the average. When the sub-scales of SMAS were considered, the highest mean was found to be in the "Mood Modification" (Mean= 3,1101), which indicates above moderate addiction, and then the "Occupation" sub-scale of SMAS comes with 2,9803 out of 5, which indicates almost moderate addiction. The "Conflict" sub-scale was found to have the lowest mean score with 2,2848, and the mean score of the "Relapse" sub-scale was found to be 2, 3214, both of which indicate more than little addiction (Tutgun-Ünal & Deniz, 2015). The collected data were submitted to SPSS 22.00 version for frequency analysis, normality test and simple linear regression/ multiple linear regression analyses. As seen in Table 2, the data was submitted for the normality test and the Kurtosis value for SMAS was found to be -1,124 and -,128 for CES-D, and as the values were in the range of -2 and +2, the data was found to have a normal distribution (George & Mallery, 2003: 98-99).

Table 1. Descriptive Statistics Regarding Scales

			Mood			
	SMAS	**CES-D**	**Occupation**	**Modification**	**Relapse**	**Conflict**
N	404	404	404	404	404	404
Mean	2,5934	2,6314	2,9803	3,1101	2,3214	2,2848
Min.	1,00	1,65	1,00	1,00	1,00	1,00
Max.	4,59	4,00	5,00	5,00	5,00	4,79

Table 2. Normality Test and Reliability Test Scores

	Mean	**SD**	**Skewness**	**Kurtosis**	**Cronbach's Alpha**
SMAS	2,5884	,98585	,019	-1,124	,959
CES-D	2,6402	,56378	,411	-,128	,759
Valid N					

When participants were considered in terms of their objectives to use SM, 37.3% (n = 150,6) reported that they used to get information, 24.9% (100,5) of them reported that they used as a free time activity, and 37.8% (n = 152,7) of them reported that they used for entertainment. 61,4% of the participants were found to be female (n=248) and 38,1% of them were male (n=156). 92 of the participants were first-year undergraduates, 104 of them were found to be second-year undergraduates, 113 of them were found to be third-year undergraduates and 95 of them were found to be the last-year or repeat undergraduates.

Findings regarding the Effect of SMAS on CES-D

Simple Linear regression analysis was performed on the data to reveal the effect of SMAS on CES-D and to test the developed hypotheses. CES-D was taken as the dependent variable and SMAS was taken as the predictor (independent variable) as seen in Table 3. The R-value for the developed model was found to be,424. Therefore, the SMA level of tourist guidance undergraduates was a significant predictor of their depression level (P=,000), and the effect of the CES-D on SMAS was found to be strong (R=,424). R-value equal to 0 means that the dependent variable cannot be predicted and R-value closer to 1 indicate the dependent variable can be predicted from the independent variables without error (Pant & Rajput, 2019). Thus, the alternative H_1 was supported and H_0 was rejected.

Findings regarding the sub-scales

The model for the multiple linear regression analysis is seen in Table 6. In the Multiple Regression Analysis, CES-D was taken as the dependent variable and sub-scales of SMAS, Occupation, Mood modification, Relapse and Conflict were taken as the predictors (independent variables). The R-value for the developed model was found to be,562 as seen in Table 6. R-value equal to 0 means that the dependent variable cannot be predicted and R-value closer to 1 indicate the dependent variable can be predicted from the independent variables without error (Pant & Rajput, 2019).

Conflict

Therefore, sub-scales of SMA level of tourist guidance undergraduates, Conflict and Mood Modification are significant predictors of participants' depression levels (P=000 for the Mood modification sub-scale and P=000 for Conflict). However, the "Mood Modification" sub-scale of SMAS was found to have a significant effect on CES-D (P=,000) (See Table 7 and Table 8), but the effect was found to be negative. Therefore, considering that $H_{1\text{-}2}$ of the research had predicted a positive effect, $H_{1\text{-}1,}$ $H_{1\text{-}2\ a}$nd $H_{1\text{-}3}$ were refused as the finding for $H_{1\text{-}2}$ revealed a negative effect (Beta=-,156). Therefore, only $H_{1\text{-}4}$ was accepted (P=,000) (See Table 8). It is important to highlight here that the finding for $H_{1\text{-}2}$ is very significant.

Table 3. Research Model for the Effect of SMAS on CES-D

Model	R	R Square	Std. Error of the Estimate
1	,424[a]	,180	,51638

a. **Predictors: (Constant), SMAS**

Table 4. Regression Analysis for the Effect of SMAS on CES-D

Model		Sum of Sq.	df	Mean Sq.	F	Sig.
1	**Regression**	23,355	1	23,355	87,586	,000[b]
	Residual	106,659	400	,267		
	Total	130,014	401			

a. Dependent Variable: CES-D

b. Predictors: SMAS

Table 5. Coefficients for the Effect of SMAS on CES-D

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	**(Constant)**	1,993	,073		27,346	,000
	SMAS	,246	,026	,424	9,359	,000

a. Dependent Variable: CES-D

Table 6. Model Summary for the Effect of Sub-scales on CES-D

Model	R	R Square	Std. Error of the Estimate
1	,562[a]	,316	,47327

a. Predictors: Occupation, Mood modification, Relapse

to the participants' depression status. These findings could be used to conclude that SMA levels significantly predicted depression and the correlation was very strong. The findings of this research are in line with the study conducted by Lin et al. (2016) and Twenge et al. (2018), who claimed that young adults spending the most time on SM had a higher level of reported depression. As claimed by Song et al. (2014), addictive

Table 7. Regression for the Effect of Sub-scales on CES-D

	Model	Sum of Sq.	df	Mean Sq.	F	Sig.
1	**Regression**	41,093	4	10,273	45,867	,000[b]
	Residual	88,920	397	,224		
	Total	130,014	401			

a. Dependent Variable: CES-D

b. Predictors: Occupation, Mood modification, Relapse, Conflict

Table 8. Coefficients for the Effect of Sub-scales on CES-D

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	**(Constant)**	1,948	,068		28,670	,000
	Occupation	,090	,036	,195	2,462	,014
	Mood Modification	-,156	,028	-,386	-5,483	,000
	Relapse	,004	,027	,009	,148	,882
	Conflict	,390	,038	,626	10,201	,000

a. Dependent Variable: CES-D

DISCUSSION AND CONCLUSION

The main purpose of this paper was to examine the effect of SMA on the depression levels of tourist guidance undergraduates to help the efforts in improving the academic performance and achievement of tourist guidance undergraduates by providing some empirical data for the ongoing curriculum renewal processes and efforts to increase the quality of education at tourist guidance departments at tourism faculties as well as students' academic achievements. The findings have made it clear that there has been a correlation between SMAS and CES-D of tourist guidance undergraduates in Turkey. However, when the research data was submitted for multiple linear regression analysis considering the four factors of the SMAS, which are the "conflict", "mood modification", "relapse" and "occupation", the "conflict" sub-factor was found to be positively correlated with CES-D whereas "Mood Modification" factor was found to be negatively correlated with CES-D of tourist guidance undergraduates. "Relapse" and "Occupation" sub-scales were found not to be significantly correlated SM use can trigger loneliness and loneliness is known to be the main symptom of depression. There are some other studies examining the relationship between the addiction to Internet and stress, loneliness, depression, insomnia and self-esteem (Akin & İskender, 2011; Demir, 2016; Hou et al., 2019; Kırcaburun, 2016; Kim et al., 2006; Seabrook et al., 2016; Wang et al., 2018). Almost all of these studies have found a positive relationship between addiction to the Internet and depression and similar mental health problems. Seabrook et al. (2016) found that the relationship between addictive SM usage and depression is bidirectional, and each increases the effect of the other or contributes to its occurrence. Balcı & Baloğlu (2018) found a significant correlation between SMA and depression claiming that those with severe signs of depression had higher levels of SMA scores compared to those with normal and mild levels of depression.

As seen with the findings of this research, tourist guidance undergraduates, like all other students suffering from a varying level of depression, needs some guidance to be organized by their faculties considering

that depressed students suffer from poor academic performance (Anderson, 2003; Bostanci et al., 2005; Ceyhan et al., 2009; Heiligenstien & Guenther, 1996; Hysenbagasi et al., 2005; Khawaja & Bryden, 2006; Owens et.al., 2012). Tourist guidance undergraduates have many goals for their future life, both academic and professional as all students have specific to their field. As stated by Hysenbegasi et al. (2005), depression and so the causes leading to higher-level depression like SMA, need to be managed by tourist guidance undergraduates, and they need help in that way just because depression and underlying causes of depression are associated with both personal, emotional, cognitive problems and some other decision-making problems as well as time management problems (Chen et al., 2013) poorer exam performance (Hysenbegasi et al., 2005); drug abuse and decreased attention increased alcohol consumption and increased smoking (Yusoff et al., 2013). Therefore, in line with the findings of this paper what could be done to better manage their depression problems could be summed up as follows:

- More interaction should be encouraged between students and their academic staff and this should be achieved through allocating more office hours. Thus academic staff will have a chance to build closer contact with their students and provide more personal consultancy. The physical distance between teachers and students could be eliminated or minimized with more office hours allowing both students and teachers to exchange more feedback about their mental status and academic progress.
- The use of negative techniques should be avoided in the teaching process just because they will deepen students' depression levels. When students feel depressed, they tend to have fewer personal resources to do their best. Rather they should be provided extra support and care, not punishment and criticism. Gains should be focused on rather than failure.
- Assignments, exams and tasks should be adjusted, which does not mean that our academic expectations should be lowered. Giving more time for assignments and exams and breaking tasks and assignments into smaller breaks could be some of these adjustments just to make students feel better and less stressed.
- Group and pair work tasks and assignments could be encouraged to encourage more interaction among students, and thus they will have more chance for face-to-face interaction and socialization with peers with similar interests. Course teachers could also be a part of these groups and pair words when necessary to promote two-way interaction more.
- School psychologists and counsellor services could be provided for students, and students could be provided support for specific student needs arising along the learning process. Each case is unique and requires different planning thus classroom accommodation and individualized education programs could be offered, which needs closer interaction between students and course teachers.
- Workshops and seminars could be organized by faculties, and students could be provided training and consciousness-raising about secure SM usage and the probable link between SM usage, depression and academic achievement.
- Tourism undergraduates should be treated considering their personal, emotional, cognitive problems, decision-making problems and time management problems to maximize their academic achievement and gains from the school curriculum. Therefore, faculties should provide more comprehensive and active counselling services and students are provided guidance and supervision for better exam performance, drug abuse, decreased attention, alcohol consumption and increased smoking habits. Curriculum implementers and designers should consider that undergraduate education is more than just teaching field content through formal tools.

Suggestions for Future Research

This research has focused specifically on the effect of tourist guidance students' social media addiction on their depression levels and drawn conclusions regarding the improvements in the curricula used at tourist guidance departments to promote students' academic performance and achievements. Future research could work with more comprehensive sampling from varying departments and can draw conclusions regarding where tourist guidance undergraduates differ in their social media usage habits and depression levels. Future research could also focus on factors influencing the academic achievements and performances of tourism undergraduates in Turkey.

REFERENCES

Akin, A., & İskender, M. (2011). Internet addiction and depression, anxiety and stress. *International Online Journal of Educational Sciences*, 3(1), 138–148

Al-Menayes, J. J. (2015). SM use, engagement and addiction as predictors of academic performance. *International Journal of Psychological Studies*, 7, 86-94.

Alzougool, B. (2018). Facebook addiction among ordinary users in Jordan. In *ECSM 2018 5th European Conference on SM* (p. 1). Academic Conferences and publishing limited.

Amichai-Hamburger, Y., Wainapel, G., & Fox, S. (2002). On the Internet, no one knows I am an introvert: Extroversion, neuroticism, and Internet interaction. *Cyberpsychology & behaviour*, *5*(2), 125-128.

Anderson, S. E. (2003). The school district role in educational change: A review of the literature. *Research on the role of the district", ICEC, Ontario Institute for Studies in Education, University of Toronto.*

Andreassen, C. S., Hetland, J. & Pallesen, S. (2010). The relationship between "Workaholism" basic needs satisfaction at work and personality. *European Journal of Personality*, 24, 3-17.

Andreassen, C. S., Torsheim, T., Brunborg, G. S., & Pallesen, S. (2012). Development of a Facebook addiction scale. *Psychological reports*, *110*(2), 501-517.

Andreassen, C., & Pallesen, S. (2014). Social network site addiction-an overview. *Current*

Pharmaceutical Design, *20*(25), 4053-4061.

Andreassen, C. S. (2015). Online social network site addiction: A comprehensive review. *Current Addiction Reports*, *2*(2), 175-184.

Andreassen, C. S., Billieux, J., Griffiths, M. D., Kuss, D. J., Demetrovics, Z., Mazzoni, E., & Pallesen, S. (2016). The relationship between addictive use of SM and video games and symptoms of psychiatric disorders: A large-scale cross-sectional study. *Psychology of Addictive Behaviors*, *30*(2), 252.

Andreassen, C. S., Pallesen, S., & Griffiths, M. D. (2017). The relationship between addictive use of SM, narcissism, and self-esteem: Findings from a large national survey. *Addictive Behaviors*, 64, 287–293

Baccarella, C. V., Wagner, T. F., Kietzmann, J. H., & McCarthy, I. P. (2018). SM? It's serious! Understanding the dark side of SM. *European Management Journal*, 36(4), 431–438.

Balakrishnan, V., & Shamim, A. (2013). Malaysian Facebookers: Motives and addictive behaviours unravelled. *Computers in Human Behavior*, 29, 1342–1349.

Balcı, Ş., & Baloğlu, E. (2018). Sosyal Medya Bağımlılığı ile Depresyon Arasındaki İlişki:" Üniversite Gençliği Üzerine Bir Saha Araştırması". *İletisim*, (29).

Balcı, Ş., & Gölcü, A. (2013). Facebook Addiction among University Students in Turkey:" Selcuk University Example". *Selçuk Üniversitesi Türkiyat Araştırmaları Dergisi*, *1*(34), 255-278.

Balcı, Ş. and Tiryaki, S. (2014). Facebook Addiction among High School Students in Turkey.IISES *Vienna 10th International Academic Conference*, 03-06 June 2014, 119-133.

Błachnio, A., Przepiorka, A., & Pantic, I. (2016). Association between Facebook addiction, self-esteem and life satisfaction: A cross-sectional study. *Computers in Human Behavior*, 55, 701–705.

Błachnio, A., Przepiórka, A., & Pantic, I. (2015). Internet use, Facebook intrusion, and depression: Results of a cross-sectional study. *European Psychiatry*, *30*(6), 681-684.

Bostanci, M., Ozdel, O., Oguzhanoglu, N. K., Ozdel, L., Ergin, A., Ergin, N., ... & Karadag, F. (2005). Depressive symptomatology among university students in Denizli, Turkey: prevalence and sociodemographic correlates. *Croatian Medical Journal*, 46(1).

Brunborg, G. S., Mentzoni, R. A., Molde, H., Myrseth, H., Skouverøe, K. J. M., Bjorvatn, B. & Pallesen, S. (2011). The relationship between media use in the bedroom, sleep habits, and symptoms of insomnia. *Journal of Sleep Research*, 20, 569-575.

Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-mediated Communication*, 13(1), 210–230.

Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-cultural Psychology*, 1(3), 185-216.

Ceyhan, A. A., Ceyhan, E., & Kurtyılmaz, Y. (2009). Investigation of University Students' Depression. *Eurasian Journal of Educational Research* (EJER), (36).

Chan, T. H. (2014). Facebook and its effects on users' empathic social skills and life satisfaction: a double-edged sword effect. *Cyberpsychology, Behavior, and Social Networking*, *17*(5), 276-280.

Chen, L., Wang, L., Qiu, X. H., Yang, X. X., Qiao, Z. X., Yang, Y. J., & Liang, Y. (2013). Depression among Chinese university students: Prevalence and socio-demographic correlates. *PloS one*, 8(3), e58379

Chou, H. T. G., & Edge, N. (2012). "They are happier and having better lives than I am": The impact of using Facebook on perceptions of others' lives. *Cyberpsychology, Behavior*, and Social Networking, 15, 117–121.

Chung, J. E. (2013). Social interaction in online support groups: Preference for online social interaction over offline social interaction. *Computers in Human Behavior*, *29*(4), 1408-1414.

Cohen, L., Manion, L and Morrison, K. (2000). Action Research, *Research Methods in Education*, 5, 226-244

Costello, E. J., Mustillo, S., Erkanli, A., Keeler, G., & Angold, A. (2003). Prevalence and development of psychiatric disorders in childhood and adolescence. *Archives of General Psychiatry*, *60*(8), 837-844.

Çayırlı, E. (2017). *Sosyal medya kullanım özelliklerinin kişilik yapılanmaları, yaşam doyumu ve depresyon açısından incelenmesi* (Master's thesis, Işık University).

De Cock, R., Vangeel, J., Klein, A., Minotte, P., Rosas, O., & Meerkerk, G. J. (2014). Compulsive use of social networking sites in Belgium: Prevalence, profile, and the role of attitude toward work and school. *Cyberpsychology, Behavior, and Social Networking*, *17*(3), 166-171.

Demir, Y. (2016). The relationship between loneliness and depression: Mediation role of internet addiction. Educational Process: *International Journal*, 5(2), 97–105.

De Wit, L., Van Straten, A., Lamers, F., Cuijpers, P., & Penninx, B. (2011). Are sedentary television watching and computer use behaviours associated with anxiety and depressive disorders? *Psychiatry Research*, *186*(2-3), 239-243.

Donnelly, E., & Kuss, D. J. (2016). Depression among users of social networking sites (SNSs): The role of SNS addiction and increased usage. *Journal of Addiction and Preventive Medicine*, *1*(2), 107.

George, D. & Mallery, P. (2003). *SPSS for windows, step by step, a simple guide and reference*. Fourth edition. Boston: Allyn and Bacon.

Glazzard, J., & Stones, S. (2016). SM and young people's mental health. Technology and Child Mental Health Approximately, I, 13.

Gonzales, A. L., & Hancock, J. T. (2011). Mirror, mirror on my Facebook wall: Effects of exposure to Facebook on self-esteem. *Cyberpsychology, Behavior, and Social Networking*, 14, 79–83.

Gosling, S. D., Augustine, A. A., Vazire, S., Holtzman, N., & Gaddis, S. (2011). Manifestations of personality in online social networks: Self-reported Facebook-related behaviours and observable profile information. *Cyberpsychology, Behavior, and Social Networking*, *14*(9), 483-488.

Griffiths, M. D. (2010). The role of context in online gaming excess and addiction: Some case study evidence. *International Journal of Mental Health and Addiction*, 8, 119–125.

Griffiths, M. D. (2013). Social networking addiction: Emerging themes and issues. *Journal of Addiction Research & Therapy*, *4*(5).

Ha, J.H., Chin, B., Park, D.H., Ryu, S.H. & Yu, J. (2008). Characteristics of excessive cellular phone use in Korean adolescents. *Cyberpsychology and Behavior*, 11 (6), 783-786.

Hall, A. S., & Parsons, J. (2001). Internet addiction: College student case study using best practices in cognitive behaviour therapy. *Journal of mental health counselling*, *23*(4), 312.

Haand, R., & Shuwang, Z. (2020). The relationship between SM addiction and depression: A quantitative study among university students in Khost, Afghanistan. *International Journal of Adolescence and Youth*, *25*(1), 780-786.

Heiligenstein, E., Guenther, G., Hsu, K., & Herman, K. (1996). Depression and academic impairment in college students. *Journal of American College Health*, 45(2), 59-64.

Hilliard, J. (2019). SM addiction - addiction centre. https://www.addictioncenter.com/drugs/social-mediaaddiction/

Horzum, M. B. (2011). Examining Computer Game Addiction Level of Primary School Students in Terms of Different Variables. *Education and Science*, 36 (159), 56-68.

Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. (2019). SM addiction: Its impact, mediation, and intervention. *Cyberpsychology*, 13(1), 1.

Hysenbegasi, A., Hass, S. L., & Rowland, C. R. (2005). The impact of depression on the academic productivity of university students. *Journal of Mental Health Policy and Economics*, 8(3), 145.

Jasso-Medrano, J. L., & Lopez-Rosales, F. (2018). Measuring the relationship between SM use and addictive behaviour and depression and suicide ideation among university students. *Computers in Human Behavior*, *87*, 183-191.

Jelenchick, L. A., Eickhoff, J. C., & Moreno, M. A. (2013). "Facebook depression?" Social networking site use and depression in older adolescents. *Journal of Adolescent Health*, 52, 128–130.

Jiang, T., Hou, Y., & Wang, Q. (2016). Does micro-blogging make us "shallow"? Sharing information online interferes with information comprehension. *Computers in Human Behavior*, 59, 210–214.

Junco, R. (2012). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & Education*, 58, 162–171.

Kandell, J.J. (1998). Internet addiction on campus: The vulnerability of college students. *Cyberpsychology and Behavior*, 1, 11-17.

Kemp, S. (2019). Digital 2019. We Are Social & Hootsuite, p. 76. https://es.slideshare.net/DataReportal/digital2019-argentina-january-2019-v01?from_action=save

Khattak, F. A., Ahmad, S., & Mohammad, H. (2017). Facebook addiction and depression: a comparative study of gender differences. *PUTAJ-Humanities and Social Sciences*, *25*(1-2), 55-62.

Khawaja, N. G., & Bryden, K. J. (2006). The development and psychometric investigation of the university students' depression inventory. *Journal of Affective Disorders*, 96(1), 21- 29.

Kırcaburun, K. (2016). Self-esteem, daily internet use and SM addiction as predictors of depression among Turkish adolescents. *Journal of Education and Practice*, 7(24), 64–72.

Kim, K., Ryu, E., Chon, M. Y., Yeun, E. J., Choi, S. Y., Seo, J. S., & Nam, B. W. (2006). Internet addiction in Korean adolescents and its relation to depression and suicidal ideation: A questionnaire survey. *International Journal of Nursing Studies*, 43(2), 185–192.

Koc, M., & Gulyagci, S. (2013). Facebook addiction among Turkish college students: The role of psychological health, demographic, and usage characteristics. *Cyberpsychology, Behavior, and Social Networking*, *16*(4), 279-284.

Kross, E., Verduyn, P., Demiralp, E., Park, J., Lee, D. S., Lin, N., & Ybarra, O. (2013). Facebook use predicts declines in subjective well-being in young adults. *PloS one*, *8*(8), e69841.

Kuss, D. J., & Lopez-Fernandez, O. (2016). Internet addiction and problematic Internet use: A systematic review of clinical research. *World journal of psychiatry*, *6*(1), 143.

Lane, J., Lane, A. M., & Kyprianou, A. (2004). Self-efficacy, self-esteem and their impact on academic performance. *Social Behavior and Personality*, 32, 247–256.

Lau, W. W. (2017). Effects of SM usage and SM multitasking on the academic performance of university students. *Computers in Human Behavior*, 68, 286–291.

Lee, J. Y., Park, E. J., Kwon, M., Choi, J. H., Jeong, J. E., Choi, J. S., ... & Kim, D. J. (2014). The difference in comorbidities and behavioural aspects between internet abuse and internet dependence in Korean male adolescents. *Psychiatry Investigation*, *11*(4), 387.

Lin, K. Y., & Lu, H. P. (2011). Why people use social networking sites: An empirical study integrating network externalities and motivation theory. *Computers in Human Behavior*, 27(3), 1152–1161.

Lin, L. yi, Sidani, J. E., Shensa, A., Radovic, A., Miller, E., Colditz, J. B., Hoffman, B. L., Giles, L. M., & Primack, B. A. (2016). Association between SM use and depression among U.S. Young adults: Research article: SM and depression. *Depression and Anxiety*, 33(4), 323–331.

Malik, S., & Khan, M. (2015). Impact of Facebook addiction on narcissistic behaviour and self-esteem among students. *Journal of Pakistan Medical Association*, 65, 260–263.

Mehdizadeh, S. (2010). Self-presentation 2.0: Narcissism and self-esteem on Facebook. *Cyberpsychology, Behavior, and Social Networking*, 13, 357–364.

Morgan, C., & Cotten, S. R. (2003). The relationship between Internet activities and depressive symptoms in a sample of college freshmen. *CyberPsychology & Behavior*, *6*(2), 133-142.

Nida, T. K. (2018). Facebook addiction and its association with academic performance. *Biomedical Journal of Scientific & Technical Research*, 3(5), 1–3.

Nie, N. H. (2001). Sociability, interpersonal relations, and the Internet: Reconciling conflicting findings. *American Behavioural Scientist*, *45*(3), 420-435.

Orsal, O., Orsal, O., Unsal, A., & Ozalp, S. S. (2013). Evaluation of internet addiction and depression among university students. *Procedia-Social and Behavioral Sciences*, *82*, 445-454.

YÖK (2022). Yükseköğretim Kurulu, Lisans Tercih Sihirbazı. Available at: https://yokatlas.yok.gov.tr/tercih-sihirbazi-t4-tablo.php?p=dil Access Date: 22 July 2022

Owens, M., Stevenson, J., Hadwin, J. A., & Norgate, R. (2012). Anxiety and depression in academic performance: An exploration of the mediating factors of worry and working memory. *School Psychology International*, 33(4), 433-449.

Özgür, H. (2013). Analyzing the relationship between social networking addiction, interaction anxiousness and levels of loneliness of pre-service teachers Öğretmen adaylarının sosyal ağ bağımlılığı, etkileşim kaygısı ve yalnızlık düzeyi arasındaki ilişkinin incelenmesi. *Journal of Human Sciences*, *10*(2), 667-690.

Pant, A., & Rajput, R. S. (2019). Linear Regression Analysis Using R for Research and Development. Available at: https://www.researchgate.net/publication/336981868_Linear_Regression_Analysis_Using_R_for_Research_and_Development Access Date: 22 June 2022

Pantic, I., Damjanovic, A., Todorovic, J., Topalovic, D., Bojovic-Jovic, D., Ristic, S., & Pantic, S. (2012). Association between online social networking and depression in high school students: *Behavioral physiology viewpoint. Psychiatria Danubina*, 24, 90–93.

Pantic, I. (2014). Online social networking and mental health. *Cyberpsychology, Behavior, and Social Networking,* 17, 652–657.

Pasek, J., & Hargittai, E. (2009). Facebook and academic performance: Reconciling a media sensation with data. First Monday, 14.

Pew Research Center. (2015). SM update 2015. Retrieved June 8, 2016, from: http://www.webcitation.org/6ajEhvS11.

Radloff, L. S. (1977). The CES-D scale: A self-report depression scale for research in the general population. *Applied Psychological Measurement*, *1*(3), 385-401.

Rosenberg, J., & Egbert, N. (2011). Online impression management: Personality traits and concerns for secondary goals as predictors of self-presentation tactics on Facebook. *Journal of Computer-Mediated Communication*, 17, 1– 18.

Ruiz-Olivares, R., Lucena V., Pino M.J. & Herruzo, J. (2010). Analysis of behaviour related to use of the internet, mobile telephones, compulsive shopping and gambling among university students. *Adicciones,* 22(4), 301-309

Sagioglou, C., & Greitemeyer, T. (2014). Facebook's emotional consequences: Why Facebook causes a decrease in mood and why people still use it. *Computers in Human Behavior*, *35*, 359-363.

Savastio, R. (2013). Facebook causes depression new study says. Available at: http://guardianlv.com/2013/08/facebook-causes-depression-new-study-says/

Seabrook, E. M., Kern, M. L., & Rickard, N. S. (2016). Social networking sites, depression, and anxiety: a systematic review. *JMIR Mental Health*, *3*(4), e5842.

Sevilla, C. (2012). Social network addiction and your next case. Attorney Journal. Available at: http://attorneyjournalsd.com/blog/2012/08/02/ social-network-addiction-and-your-next-case/

Shensa, A., Escobar-Viera, C. G., Sidani, J. E., Bowman, N. D., Marshal, M. P., & Primack, B. A. (2017). Problematic SM use and depressive symptoms among US young adults: A nationally representative study. *Social science & medicine*, *182*, 150-157.

Shensa, A., Sidani, J. E., Dew, M. A., Escobar-Viera, C. G., & Primack, B. A. (2018). SM use and depression and anxiety symptoms: A cluster analysis. *American Journal of Health Behavior*, 42(2), 116–128.

Song, H., Zmyslinski-Seelig, A., Kim, J., Drent, A., Victor, A., Omori, K., & Allen, M. (2014). Does Facebook make you lonely? A meta-analysis. *Computers in Human Behavior*, *36*, 446-452.

Sowislo, J. F., & Orth, U. (2013). Does low self-esteem predict depression and anxiety? A meta-analysis of longitudinal studies. *Psychological Bulletin*, 139, 213–240.

Starcevic, V. (2013). Is Internet addiction a useful concept? *Australian & New Zealand Journal of Psychiatry*, *47*(1), 16-19.

Steers, M. L. N., Wickham, R. E., & Acitelli, L. K. (2014). Seeing everyone else's highlight reels: How Facebook usage is linked to depressive symptoms. *Journal of Social and Clinical Psychology*, *33*(8), 701-731.

Steinfield, C., Ellison, N. B., & Lampe, C. (2008). Social capital, self-esteem, and use of online social network sites: A longitudinal analysis. *Journal of Applied Developmental Psychology*, *29*(6), 434-445.

Subrahmanyam, K., Smahel, D., & Greenfield, P. (2006). Connecting developmental constructions to the Internet: Identity presentation and sexual exploration in online teen chat rooms. *Developmental Psychology*, *42*(3), 395.

Subrahmanyam, K., & Greenfield, P. (2008). Online communication and adolescent relationships. *The future of children*, 119-146.

Tang, J. H., Chen, M. C., Yang, C. Y., Chung, T. Y., & Lee, Y. A. (2016). Personality traits, interpersonal relationships, online social support, and Facebook addiction. *Telematics and Informatics*, 33, 102–108.

Tolentino, J. C., & Schmidt, S. L. (2018). DSM-5 criteria and depression severity: implications for clinical practice. *Frontiers in psychiatry*, 450.

Tsitsika, A., Janikian, M., Schoenmakers, T. M., Tzavela, E. C., Olafsson, K., Wójcik, S., ... & Richardson, C. (2014). Internet addictive behaviour in adolescence: a cross-sectional study in seven European countries. *Cyberpsychology, Behaviour, and Social Networking*, *17*(8), 528-535.

Twenge, J. (2006). Generation me: Why we expect more from technology and less from each other. *New York: Basic Books. Vandervoort, D.(1999). Quality of social support in mental and physical health. Current Psychology*, *18*(2), 205.

Twenge, J. M., Joiner, T. E., Rogers, M. L., & Martin, G. N. (2018). Increases in depressive symptoms, suicide-related outcomes, and suicide rates among U.S. adolescents after 2010 and linked to increased new media screen time. *Clinical Psychological Science*, 6(1), 3–17.

Valkenburg, P. M., Peter, J., & Schouten, A. P. (2006). Friend networking sites and their relationship to adolescents' well-being and social self-esteem. *CyberPsychology & Behavior*, 9, 584–590.

Wang, P., Wang, X., Wu, Y., Xie, X., Wang, X., Zhao, F., Ouyang, M., & Lei, L. (2018). Social networking sites addiction and adolescent depression: A moderated mediation model of rumination and self-esteem. *Personality and Individual Differences*, 127(2), 162–167.

Waqas, A., Khurshid, Z., Ali, M., & Khaliq, H. (2018). Association between usage of SM and depression among young adults. *Journal of Management Info*, 5(4), 26–30.

Wood, E., Zivcakova, L., Gentile, P., Archer, K., De Pasquale, D., & Nosko, A. (2011). Examining the impact of distracting multitasking with technology on real-time classroom learning. *Computers & Education*, 58, 365–374.

Wu, A. M., Cheung, V. I., Ku, L., & Hung, E. P. (2013). Psychological risk factors of addiction to social networking sites among Chinese smartphone users. *Journal of Behavioral Addictions*, 2, 160–166.

Yalçın, G. (2015). Sosyal medyanın yoğun kullanımının ileri ergenlikte yalnızlık ve depresyona etkisi (Unpublished MA Thesis). *Arel Üniversitesi, Sosyal Bilimleri Enstitüsü, İstanbul*.

Yeltepe, H. & İkizler, H.C. (2007). Validation and Relaibilty Study of Exercise Dependence Scale–21 in Turkish. *Bağımlılık Dergisi*, 8, 29-35.

Young, K. S. (2009). Internet addiction: Diagnosis and treatment consideration. *Journal of Contemporary Psychotherapy*, 39, 241-246.

Yusoff, M. S. B., Abdul Rahim, A. F., Baba, A. A., Ismail, S. B., Mat Pa, M. N., & Esa, A. R. (2013). Prevalence and associated factors of stress, anxiety and depression among prospective medical students. *Asian journal of psychiatry*, 6(2), 128-133.

Support Information: During the preparation of this study, no aid in-kind or cash assistance/support was received from any individual or institution.

Conflict of Interest: There is no conflict of interest or gain in the article.

Ethical Approval: The author declares that the ethical rules have been observed in all preparation processes of this study. In case of a contrary situation, the Turizm Akademik Dergisi has no responsibility and all responsibility belongs to the author of the article.

Informed Consent Form: All parties are involved in the study with their consent.

Ethics Committee Approval:Ethics Committee Approval was received from İzmir Katip Çelebi University's Ethics Committee before the start of this research with 2021/23-06 on December 28, 2021.

Contribution Rate of Researchers: 1. Author = 100%