

REVIEW

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DERLEME

Açık Erişim

Psychometric Properties of Turkish CyberPsychology Scales

*Siber Psikoloji Alanındaki Türkçe Ölçeklerin Psikometrik Özellikleri*Fedai Kabadayı **Author Information****Fedai Kabadayı**Research Assistant, Recep Tayyip
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fdkbdy@gmail.com**ABSTRACT**

Digital technologies have seen significant use in the lives of individuals, but despite the many contributions, digital technologies also cause some problems. Self-report scales are widely used in psychology to determine problems and have an important position for researchers and mental health practitioners. 167 Turkish cyberpsychology scales were compiled, and its properties were examined in the preset study. The research was designed using qualitative methods. A sample group of mostly adolescents and university students was existed in Turkish cyberpsychology scales. According to the findings, half of the scales had adaptation, three-quarters of scales had adequate or good levels of variance explanatory power, and a cutoff point was determined for nearly one-quarter of the scales. Previous scales and the problem areas that do not yet have measurement instruments have been examined, and some suggestions are made regarding the scales and sample groups that can be developed for Turkish culture.

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Dijital teknolojiler bireylerin yaşamlarında önemli bir kullanım alanı edinmiştir. Teknolojinin bireylerin yaşamlarına sağladığı birçok katkının yanı sıra bazı sorunlara da neden olmaktadır. Sorunların belirlenmesi için öz-bildirime dayalı ölçekler yaygın şekilde kullanılmaktadır. Bu bağlamda sorunların tespit edilmesinde kullanılan ölçme araçları araştırmacılar ve ruh sağlığı uygulayıcıları için önemli bir konumdadır. Bu araştırmada Türkçe dilindeki siber psikoloji alanında kullanılan 167 ölçek derlenmiş ve bazı özellikleri açısından incelenmiştir. Araştırma nitel paradigmaya göre tasarlanmıştır. Elde edilen bulgulara göre Türkiye’de siber psikoloji alanında örneklem gruplarının çoğunlukla ergenler ve üniversite öğrencilerinden oluştuğu, ölçeklerin yaklaşık yarısının uyarlama olduğu, ölçeklerin dörtte üçünün yeterli ya da iyi düzeyde varyans açıklama gücünün olduğu ve ölçeklerin yaklaşık dörtte birinde kesme puanlarının belirlendiği tespit edilmiştir. Son olarak, literatürde geliştirilmiş ölçekler ile henüz ölçme aracı olmayan sorun alanları incelenmiş ve Türk kültüründe geliştirilebilecek ölçekler ile örneklem gruplarına ilişkin bazı önerilerde bulunulmuştur.

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Ethical Statement: In this research, scientific research ethics rules were followed.

INTRODUCTION

Digital technologies and media are becoming central in many areas, including shopping, banking, communication, family, and friendship relations. Many activities in daily life take place through digital technologies and media. Cyberpsychology covers many areas ranging from digital innovations to how technology is adapted to everyday life and how developments are perceived by people (Harley, Morgan, & Frith, 2018). Cyberpsychology is mainly related to the changes in human-technology interaction (HTI) (Card, Moran, & Newell, 1983; Jeon, 2017, p. 3) and is used to examine positive and negative changes resulting from the interactions (Harley et al., 2018, p. 6). These changes can contribute to or cause serious harm in the daily lives of individuals.

HTI can cause depression, anxiety (Kim et al., 2006; Young & Rogers, 1998), excess weight gain (Li, Deng, Ren, Guo, & He, 2014), and social problems (Hardie & Tee, 2007), such as being isolated from friends. Researchers and practitioners are examining the changes that occur in individuals and trying to help individuals overcome their problems with technology in their lives (Shek, Tang, & Lo, 2009; Young, 2007). Some of the problems that arise in HTI are internet addiction (Beard & Wolf, 2001; Young, 1998), problematic internet use (Caplan, 2006; Davis, Flett, & Besser, 2002), computer game addiction (Kuss & Griffiths, 2012; Lemmens, Valkenburg, & Peter, 2009), smartphone addiction (Bian & Leung, 2015; Kwon et al., 2013), social media addiction (Al-Menayes, 2015; Hawi & Samaha, 2017), fear of missing out (FOMO) (Alt, 2015; Elhai, Levine, Dvorak & Hall, 2016), “nomophobia” (Bragazzi & Del Puente, 2014; King et al., 2013; Yildirim & Correia, 2015), “ringxiety” (Alam et al., 2014; Kruger & Djerf, 2016), technology addiction (Hamissi, Babaie, Hosseini, & Babaie, 2013; Wang, Sigerson, & Cheng, 2019), online compulsive buying disorder (Duroy, Gorse, & Lejoyeux, 2014), cyber pornography disorder (Grubbs, Sessoms, Wheeler, & Volk, 2010; Grubbs, Stauner, Exline, Pargament, & Lindberg, 2015), and online gambling disorder (Chóliz, 2016; Gainsbury, 2015).

Researchers are developing and applying individual counseling or group interventions to help with the problems experienced by individuals related to the effects of HTI. The aim is to help individuals avoiding the negative experiences that occur in their lives. Researchers and mental health practitioners are also developing measurement instruments to identify the problems experienced by individuals (Demirci, Orhan, Demirdaş, Akpınar, & Sert, 2014; Ko et al., 2005; Meerkerk, van Den Eijnden, Vermulst, & Garretsen, 2009). These instruments are used to measure the effectiveness of counseling, psychoeducation and group psychotherapy programs or case studies.

Many measurement instruments have been developed in cyberpsychology and applied in many studies. Many instruments are also being developed in Turkey or are being adapted to Turkish culture. But so far, there has been no detailed study on the uses of the information and the psychometric properties of Turkish cyberpsychology scales. This information could shed light on the identification and development of the scales that should be included in cyberpsychology in Turkey. Thus, the main purpose of the present study is to guide future studies on Turkish cyberpsychology scales.

METHOD

Research Design

A document analysis was carried out using a qualitative research design. Written sources (books, articles, etc.) were examined, evaluated, or analyzed (Creswell, 2007, p. 141). Psychometric properties of Turkish cyberpsychology scales were examined.

Data Collection Tool

The research data were obtained by scanning Google Scholar, the National Thesis Center, and Ulakbim National Databases. The study included 167 Turkish cyberpsychology scales. The scales obtained were recorded using Google Forms. The data categorized from The Scale Evaluation Form was used (see Appendix 1).

Criteria and Analysis

Self-report scales should have some particular properties. They must be distinctive, reliable, valid, and standardized (Coolican, 2014, p. 198). The findings of instruments were evaluated according to the criteria (see Table 1).

Table 1. Evaluation and Criteria Form

	Criteria	Evaluation	Reference
Scale Type		Development	
		Adaptation	
		Revision	
Cronbach's Alpha	Over .75	Good	(Coolican, 2014, p. 217)
	Under .75	Not Good	
Sample Size	0-99	Inadequate	(Mundfrom, Shaw, & Ke, 2005)
	100-199	Adequate	
	200 +	Good	
Variance	0-29	Inadequate	(Büyüköztürk, 2002)
	%30-49	Adequate	
	%50 +	Good	
Cutoff Score		Yes	
		No	
Sample Group		Kids	
		Adolescents	
		Young Adults	
		Adults	
		Elderliness	
		Other Groups	

RESULTS

Psychometric Properties of Cyber Bullying / Cyber Victim Scales

Psychometric properties of cyber bullying / cyber victim scales were examined (see Table 2).

Table 2. Psychometric properties of cyber bullying / Cyber victim scales

Scales	Reference	Scale Type	Items	Subscale	Sample Group	Sample Size	Variance	α	Cutoff Score
Cyber Bully / Cyber Victim Scale - Bully Form	(Ayas & Horzum, 2010)	Development	19	3	Kids	450	44	.81	-
Cyber Bully / Cyber Victim Scale - Victim Form	(Ayas & Horzum, 2010)	Development	19	3	Kids	450	-	.81	-
The Revised Cyber Bullying Inventory - (Cyber Bully Form)	(Topçu & Erdur-Baker, 2010)	Revision	28	2	Adolescents	358, 339	50	.75	-
The Revised Cyber Bullying Inventory - (Cyber Victim Form)	(Topçu & Erdur-Baker, 2010)	Revision	28	2	Adolescents	358, 339	50	.82	-
Cyber Victim and Bullying Scale - Bully Form	(Çetin, Yaman, & Peker, 2011)	Development	22	3	Adolescents	404	49.18	.89	-
Cyber Victim and Bullying Scale - Victim Form	(Çetin, Yaman, & Peker, 2011)	Development	22	3	Adolescents	404	46.38	.89	-
Cyber-bullying and Online Aggression Survey Instrument (Cyberbullying Subscale)	(Özdemir & Akar, 2011)	Adaptation	9	-	Adolescents	366	71.30	.94	-
Cyber-bullying and Online Aggression Survey Instrument (Cybervictim Subscale)	(Özdemir & Akar, 2011)	Adaptation	9	-	Adolescents	366	40.78	.79	-
Cyberbullying Scale	(Arıcak, Kınay, & Tanrıku, 2012)	Development	24	-	Adolescents	515	50.58	.95	-
Cyber Victimization Scale	(Arıcak et al., 2012)	Development	24	-	Adolescents	532	30.17	.89	-
Cyberbullying Sensibility Scale	(Tanrıku, Kınay, & Arıcak, 2013)	Development	14	-	Adolescents	663	46.65	.87	-
Cyberbullying Sensibility Scale	(Uysal, Duman, Yazıcı, & Şahin, 2014)	Development	13	-	Candidate teachers	296	-	.78	-
Cyberbullying Awareness Scale	(Ayas, Aydın, & Horzum, 2015)	Development	26	3	Adolescents	300	56.10	.94	Yes
E-Bullying Scale And E-Victimization Scale - E-Bullying Form	(Gençdoğan & Çıkrıkçı, 2015)	Adaptation	6	2	Adolescents	163	-	.75	-
E-Bullying Scale And E-Victimization Scale - E-Victimization Form	(Gençdoğan & Çıkrıkçı, 2015)	Adaptation	5	-	Adolescents	188	-	.79	-
Facebook Bullying Scale	(Küçük & Şahin, 2015)	Adaptation	17	-	Adolescents	212, 866	-	.94	-

Facebook Victimization Scale	(Küçük & Şahin, 2015)	Adaptation	18	-	Adolescents	212, 866	-	.91	-
The Scale on Coping with Cyber Bullying	(Peker, Özhan, & Eroğlu, 2015)	Development	17	4	Adolescents	318	61.36	.70, .86	-
Coping with Cyberbullying Scale	(Koç et al., 2016)	Development	19	4	Adolescents	264, 277	54.29	.75	Yes
Workplace Cyber Bullying Victim Scale	(Kayman-Serda, 2017)	Development	12	3	Academic, Administrative staff	153	79.07	.90, .93, .89	-
Cyberbullying Scale	(Küçük, İnanıcı, & Ziyalar, 2017)	Adaptation	13	2	Adolescents	633	50.71	.87	-
Student Cyberwellness Scales - Cyberbullying Form	(Mihçı & Çakmak, 2017)	Development	8	2	Kids	528	61.70	.84	Yes
The Revised Cyber Bullying Inventory (Cyberbullying Form)	(Topçu & Erdur-Baker, 2017)	Revision	10	2	Adolescents	1803	-	.80	-
The Revised Cyber Bullying Inventory (Cybervictimization Form)	(Topçu & Erdur-Baker, 2017)	Revision	10	2	Adolescents	1803	-	.79	-
Scale of Coping Strategies with Cyberbullying for Teachers - Information Form	(Altundağ & Ayas, 2018)	Development	18	3	Teachers	328	41.20	.72, .66, .54	-
Scale of Coping Strategies with Cyberbullying for Teachers - Application Form	(Altundağ & Ayas, 2018)	Development	18	3	Teachers	328	54.03	.87, .78, .66	-
The Cyberbullying Threat Level Scale - Victimization Form	(Kavuk-Kalender, Bulu, & Keser, 2018)	Development	17	3	Kids, Adolescents	304, 296	53.00	.94	-
The Cyberbullying Threat Level Scale - Bullying Form	(Kavuk-Kalender et al., 2018)	Development	17	3	Kids, Adolescents	304, 296	57.68	.95	-
The Cyberbullying Threat Level Scale - Witnessing Form	(Kavuk-Kalender et al., 2018)	Development	17	3	Kids, Adolescents	304, 296	48.41	.93	-
Cyberbullying Behavior Scale	(Karaca, 2019)	Development	7	-	Football Audience	612	62.70	.93	-
E-Bullying Scale and E-Victimization Scale (for Smoking Addict Students)	(Çetin, Cantürk, & Dağalp, 2019)	Adaptation	11	2	University students	120	-	.83, .81	-
Cyber Bullying Scale	(Eraslan-Çapan, Bakioğlu, & Kirteke, 2020)	Adaptation	15	3	Adolescents	639	48	.94	-
Bullying and Cyber Bullying Scale for Adolescents	(Özbey & Başdaş, 2020)	Adaptation	10	3	Adolescents	600	-	.61 or more	-
Cyberbullying Inventory for University Students	(Tanrıkulu & Erdur-Baker, 2020)	Revision	11	-	University students	635, 1281	-	.72 or more	-

Psychometric Properties of Internet Addiction / Problematic Internet Use Scales

Psychometric properties of internet addiction / problematic internet use scales were examined (see Table 3).

Table 3. Psychometric properties of internet addiction / Problematic internet use scales

Scales	Reference	Scale Type	Items	Subscale	Sample Group	Sample Size	Variance	α	Cutoff Score
Internet Addiction Scale	(Bayraktar, 2001)	Adaptation	20	-	Adolescents	686	-	.91	Yes
Online Cognition Scale	(Özcan & Buzlu, 2005)	Adaptation	36	4	University students	148	-	.91	-
Problematic Internet Usage Scale	(Ceyhan, Ceyhan, & Gürcan, 2007)	Development	33	3	University students	1658	48.96	.94	-
Internet Addiction Test	(Çakır-Balta & Horzum, 2008)	Adaptation	19	3	University students	250	52.83	.90	-
Internet Addiction Scale	(Günüç, 2009; Günüç, & Kayri, 2010)	Development	35	4	Adolescents	754	47.46	.94	Yes
Internet Addiction Scale	(Kayri & Günüç, 2009)	Adaptation	30	-	University students	277	33.95	.93	Yes
Internet Addiction Scale	(Canan, Ataoğlu, Nichols, Yıldırım, & Öztürk, 2010)	Adaptation	27	-	Adolescents	300	43.2	.92	Yes
Internet Addiction Scale	(Kesici & Şahin, 2010)	Adaptation	26	5	University students	146, 240	63.83	.94, .88	Yes
Internet Addiction Scale	(Şahin & Korkmaz, 2011)	Adaptation	19	3	Individuals	468	68.09	.86	-
Problematic Internet Usage Scale	(Ceyhan & Ceyhan, 2014)	Revision	27	3	Adolescents	678	49.35	.93	-
Parent-Child Internet Addiction Scale	(Eşgi, 2014)	Adaptation	20	4	Parents	480	46.21	.91	-
The Addiction Profile Index Internet Addiction Form	(Ögel, Karadağ, Satgan, & Koç, 2015)	Development	18	3	Adolescents, University students	103	57.03	.88	Yes
The Generalized Problematic Internet Use Scale 2	(Deniz & Ünal, 2016)	Adaptation	15	4	University students	388	70.86	.89	-
Young's Internet Addiction Test Short Form	(Kutlu, Savcı, Demir, & Aysan, 2016)	Adaptation	12	-	Adolescents, University students	945, 1167	48.9, 39.5	.86, .91	-
Student Cyberwellness Scales - Internet Addiction Scale	(Mihçı & Çakmak, 2017)	Development	11	2	Kids	528	55.6	.85	Yes
The Internet Addiction Test	(Boysan, et al., 2017)	Adaptation	20	-	University students	455	44.94	.93	Yes
Problematic Internet Use Questionnaire - Short Form	(Göktaş et al., 2018)	Adaptation	6	3	University students	465	53.42	.82	Yes
Chen Internet Addiction Scale	(Ceyhan, Boysan, & Kadak, 2019)	Adaptation	26	5	University students	754	-	.76 or more	Yes

Internet Addiction Scale for Adolescents	(Taş, 2019)	Development	9	-	Adolescents	656	39.90	.81	-
The Generalized Problematic Internet Use Scale 2	(Canoğulları-Ayazseven & Cenkseven-Önder, 2019)	Adaptation	15	4	Adolescents	492	-	.51 or more	-

Psychometric Properties of Smartphone Addiction / Problematic Smartphone Use Scales

Psychometric properties of smartphone addiction / problematic smartphone use scales were examined (see Table 4).

Table 4. Psychometric properties of smartphone addiction / Problematic smartphone use scales

Scales	Reference	Scale Type	Items	Subscale	Sample Group	Sample Size	Variance	α	Cutoff Score
Problematic Mobile Phone Use Scale	(Güzeller & Cosguner, 2012)	Adaptation	18	3	Adolescents	950	55.5	.84	-
Problem Mobile Phone Use Scale	(Şar & Işıklar, 2012)	Adaptation	27	-	University students	300	-	.88	-
Problematic Mobile Phone Use Scale	(Tekin, 2012)	Adaptation	20	3	University students	387	45	.85	-
Smartphone Addiction Scale	(Demirci, Orhan, Demirdaş, Akpınar, & Sert, 2014)	Adaptation	33	7	University students	301	66.4	.95	-
Smartphone Addiction Scale - Short Version	(Noyan, Enez-Darçin, Nurmedov, Yılmaz, & Dilbaz, 2015)	Adaptation	10	-	University students	367	46.3	.87	-
Smart Phone Addiction Scale	(Şar, Ayas, & Horzum, 2015)	Development	30	4	Adolescents	234, 228	63.06	.96	Yes
Compulsive Texting Scale	(Adıgüzel, Erözkan, & Doğan, 2016)	Adaptation	14	3	Adolescents	335	-	.89	-
Problematic Mobile Phone Use Scale	(Pamuk & Atli, 2016)	Development	26	4	University students	725, 126	56.93	.92	-
Mobile Addiction Scale	(Fidan, 2016; 2018)	Development	24	6	Adolescents, Adults	284	67.68	.91	Yes
Smartphone Addiction Scale	(Şata, Çelik, Ertürk, & Taş, 2016)	Adaptation	33	6	Adolescents	456	-	.94	-
Technology Addiction Scale - Instant Messaging Addiction	(Aydın, 2017)	Development	24	4	University students	463	51.09	.81	Yes
Mobile Phone Addiction Scale	(Firat & Balcı-Çelik, 2017)	Adaptation	22	3	Adolescents	412	-	.92	-
Smartphone Addiction Scale-Short Version	(Şata & Karip, 2017)	Adaptation	10	-	Adolescents	244	-	.90	Yes
Smartphone Craving Scale	(Savcı, 2019)	Adaptation	5	-	University students	429	53.48	.77, .78	-

Psychometric Properties of Online Game Addiction / Internet Gaming Disorder Scales

Psychometric properties of online game addiction / internet gaming disorder scales were examined (see Table 5).

Table 5. Psychometric properties of online game addiction / Internet gaming disorder scales

Scales	Reference	Scale Type	Items	Subscale	Sample Group	Sample Size	Variance	α	Cutoff Score
Computer Game Addiction Scale for Children	(Horzum, Ayas, & Çakır Balta, 2008)	Development	21	4	Kids	460	45	.85	-
Online Game Addiction Scale	(Kaya, 2013)	Development	21	3	Adolescents	327	58.55	.91	-
Gaming Motivation Scale	(Akin, Kaya, & Demirci, 2015)	Adaptation	18	6	University students	400	79.77	.79, .89	-
Problematic Online Game Use Scale	(Akin et al., 2015)	Adaptation	20	5	University students	302	-	.94	-
Game Addiction Scale for Adolescents	(Ilgaz, 2015)	Adaptation	21	7	Adolescents	265	-	.92	-
Digital Game Addiction Scale	(Irmak & Erdoğan, 2015)	Adaptation	7	-	Adolescents	95	56.96	.72	-
Game Addiction Scale	(Baysak, Kaya, Dalgac, & Candansayar, 2016)	Development	21	7	Gamers	726	-	.96	Yes
Game Addiction Scale - Short Form	(Baysak, Kaya, Dalgac, & Candansayar, 2016)	Development	7	-	Gamers	726	-	.88	Yes
Technology Addiction Scale - Online Gaming Addiction	(Aydın, 2017)	Development	6	-	University students	463	65.94	.90	Yes
Internet Gaming Disorder Scale	(Evren, Dalbudak, Topçu, Kutlu, & Evren, 2017)	Adaptation	27	3	University students	261	60.20	.98	Yes
Internet Gaming Disorder Scale - Short Form	(Evren, et al., 2017)	Adaptation	9	-	University students	261	65.85	.93	Yes
Digital Game Addiction Scale for Children	(Hazar & Hazar, 2017)	Development	24	4	Kids	364	47.95	.90	Yes
Videogame Addiction Scale for Children	(Yılmaz, Griffiths, & Kan, 2017)	Development	21	4	Kids	780	55.7	.89	--
The Game Addiction Scale for Adolescents - Short Form	(Anlı & Taş, 2018)	Development	9	-	Adolescents	1022	42.80	.81	-
Internet Gaming Disorder Scale - Short Form	(Arıca, Dinç, Yay, & Griffiths, 2019)	Adaptation	9	-	Adolescents, Adults	455	-	.82	Yes
Online Game Addiction Scale	(Başol & Kaya, 2018)	Development	21	3	Adolescents	302	58.56	.91	Yes
Internet Gaming Disorder Scale-Short Form	(Evren & et al., 2018)	Adaptation	9	-	University students	1250	49.09	.89	Yes
Internet Gaming Disorder Scale	(Çakıroğlu, 2018)	Adaptation	20	6	Kids, Adolescents	549	-	.86	-

Turkish Craving for Internet Gaming Scale	(Savcı & Griffiths, 2019a)	Adaptation	5	-	Adolescents	368	73.66	.91, .88	-
Internet Gaming Disorder Scale	(Çakıroğlu & Soylu, 2019)	Adaptation	20	5	Kids, Adolescents	1161	-	.86	Yes
Digital Game Addiction Scale for University Students	(Hazar & Hazar, 2019)	Adaptation	21	3	University students	295	59.61	.92	-
Computer Game Addiction Scale	(Ünsal & Ulutaş, 2019)	Adaptation	20	2	Kids	150	82.5	.98	-
Online Gaming Questionnaire	(Evren, Evren, Dalbudak, Topçu, & Kutlu, 2020)	Development	27	6	Young Adults	752	75.58	.87 or more	-

Psychometric Properties of Social Media Addiction / Problematic Social Media Use Scales

Psychometric properties of social media addiction / problematic social media use scales were examined (see Table 6).

Table 6. Psychometric properties of social media addiction / Problematic social media use scales

Scales	Reference	Scale Type	Items	Subscale	Sample Group	Sample Size	Variance	α	Cutoff Score
Purposes of Facebook Usage Scale	(Mazman, 2009)	Development	11	3	Facebook users	606	-	.80	-
Facebook Adoption Scale	(Mazman, 2009)	Development	22	5	Facebook users	606	-	.91	-
Social Networks Adoption Scale	(Usluel & Mazman, 2009)	Development	21	5	Facebook users	606	69.3	.90	-
Social Network Sites Scale	(Karal & Kokoç, 2010)	Development	14	3	University students	315	56.42	.83	-
Facebook Addiction Scale	(Çam, 2012)	Adaptation	19	-	University students	1494	43.86	.93	-
The Social Networking Status Scale	(Arslan & Kırık, 2013)	Development	38	3	Social media users	650	45.03	.93	-
Facebook Connection Strategies Scale	(Aktürk, Çelik, Şahin, & Deniz, 2014)	Adaptation	13	3	University students	669	68.81	.80, .82, .89	-
Virtual Environment Loneliness Scale	(Korkmaz, Usta, & Kurt, 2014)	Development	20	3	Adults	354, 141	48.49	.82	-
Social Media Use Purposes Scale	(Şişman-Eren, 2014)	Development	12	2	Kids, Adolescents	388	59.45	.89	-
The Usage Purposes Scale of Social Networks	(Usluel, Demir, & Çınar, 2014)	Development	26	7	Social network users	236	-	.92	-
Social Media Use Integration Scale	(Akın, Özbay, & Baykut, 2015)	Adaptation	10	2	University students	247	-	.87	-
Social Media Attitude Scale	(Otrar & Arğın, 2015)	Development	23	4	Kids, Adolescents	302	56.65	.85	-
Facebook Usage Motivations Scale	(Tiryaki, 2015)	Development	20	4	Individuals	792	60.31	.89	Yes
Social Media Addiction Scale	(Tutgun-Ünal & Deniz, 2015)	Development	41	4	University students	775	59	.97	Yes
Facebook Addiction Scale	(Türkyılmaz, 2015)	Adaptation	18	6	Adolescents	325	74.55	.86	-

Facebook Jealousy Questionnaire	(Demirtaş-Madran, 2016)	Adaptation	27	-	University students	307	63.96	.95	-
Facebook Usage Anxiety in Education	(Hamutoğlu & Yıldız, 2016)	Development	8	3	University students	222	55.16	.72	-
Media and Technology Usage and Attitudes Scale	(Özgür, 2016)	Adaptation	60	15	University students	913	66.13	.71, .89	-
Scale of Expressing Emotions on Facebook	(Uçar, 2016)	Development	17	3	University students	322	52	.82	-
Facebook Addiction Scale	(Akın, Demirci, & Kara, 2017)	Adaptation	18	6	University students	400	-	.93	-
Technology Addiction Scale - Social Network Addiction Form	(Aydın, 2017)	Development	6	-	University students	463	44.11	.79	Yes
Purposes for Social Network Utilization Scale	(Karaca & Tamer, 2017)	Development	25	5	Adolescents	201	-	.74, .80	-
Facebook Intensity Scale	(Öztemel & Traş, 2017)	Adaptation	6	-	University students	362	56.75	.85	-
Social Media Addiction Scale - Adult Form	(Şahin & Yağcı, 2017)	Development	20	2	Adults	1047	59.17	.94	-
Social Media Addiction Scale Short Form	(Taş, 2017)	Adaptation	9	-	Adolescents	376	35.31	.76	Yes
AK-TEK Social Media Usage Scale	(Tekayak, 2017)	Development	19	5	Doctors	323, 208	60.38	.78	-
Bergen Facebook Addiction Scale	(Ülke, Noyan, & Dilbaz, 2017)	Adaptation	6	6	University students	300	100	.76	-
Social Media Addiction Scale	(Ağyar-Bakır & Uzun, 2018)	Development	26	3	University students	523	57.75	.95	-
Social Media Usage Habits and Motivations Scale	(İçirgin, 2018)	Adaptation	42	6	University students	339	-	.82	-
Social Media Disorder Scale	(Sarıçam & Adam-Karduz, 2018)	Adaptation	9	-	Adolescents	586	48.11	.75	-
Social Media Disorder Scale	(Savcı, Ercengiz, & Aysan, 2018)	Adaptation	9	-	Adolescents	553	50	.90	-
Social media addiction scale - Student Form	(Şahin, 2018)	Development	29	4	Adolescents, University students	998	53.16	.93	-
The Smart Phone Cyberloafing Scale in Classes	(Polat, 2018)	Adaptation	16	3	University students	217	56.6	.88	-
Social Media Craving Scale	(Savcı & Griffiths, 2019b)	Adaptation	5	-	University students	423	55.75	.79, .84, .82	-
Social Network Addiction Scale	(Karaca, Yıldırım, & Kulaksız, 2019)	Development	26	5	University students	285	63.58	.87, .95	-
Social Network Addiction Scale	(Gökdaş & Kuzucu, 2019)	Development	10	3	Adolescents, Adults	747	71.51, 70.96	.87, .84	-
Social Media Usage Scale	(Deniz & Tutgun-Ünal, 2019)	Development	8	2	Individuals	516	56.96	.82	-
Social Media Use Disorder Scale	(Aluç-Gülşen, 2019)	Adaptation	20	4	University students	360	70.88	.93	-

Psycho-Social Aspects of Facebook Use Scale	(Coşkunserçe & Aydoğdu, 2019)	Adaptation	42	5	University students	460	-	.91	-
Social Media Addiction Scale for Adolescents	(Özgenel, Canpolat, & Ekşi, 2019)	Development	9	-	Adolescents	634	56.79	.90	-
Bergen Social Media Addiction Scale	(Demirci, 2019)	Adaptation	6	-	Adolescents, University students, Employees	658	52.83	.83, .82	-
Social Media Privacy Protection Skills Scale	(Gelbal-Odabaş, 2019)	Development	27	3	Adolescents	640	46.33	.78, .90	-
Problematic Media Use Measure	(Furuncu, 2019)	Adaptation	27	-	Kids	324, 213	57.6	.97	-
Problematic Media Use Measure - Short Form	(Furuncu, 2019)	Adaptation	9	-	Kids	324, 213	62.8	.92	-
Adolescent Social Media Addiction Scale	(Orbatu et al., 2020)	Development	13	3	Adolescents	2020	58.89	.87	-

Psychometric Properties of Scales in Another Category

Psychometric properties of scales in another category were examined (see Table 7).

Table 7. Psychometric properties of scales in another category

Scales	Reference	Scale Type	Items	Subscale	Sample Group	Sample Size	Variance	α	Cutoff Score
Computer Anxiety Scale	(Ceyhan & Gürcan-Namlu, 2000)	Development	28	3	University students	1091	53	.94	-
Computer Anxiety Scale	(Çavuş & Günbatır, 2008)	Adaptation	20	2	University students	285	43.66	.89	-
Adolescent's Computer Addiction Scale	(Ayas, Çakır, & Horzum, 2011)	Development	54	2	Adolescents	471	48.62	.95	-
The Evaluation Scale of The Impacts of Computer Usage on 48-60-Month-Old Children	(Cömert, 2014)	Development	60	2	Parents	196	48.71, 49.57	.96	-
Scale of Perceived Online Risks for Children and Adolescents	(Dönmez, 2015)	Development	20	6	Candidate primary teachers	1890	61.62	.92	-
Technology Addiction Scale	(Güçlü, 2015)	Development	32	4	University students	487	53	.93	-
Attitude Scale for Digital Technology	(Cabı, 2016)	Development	39	8	Adolescents	689	54.55	.90	-
Fear of Missing out Scale	(Gökler, Aydın, Ünal, & Metintaş, 2016)	Adaptation	10	-	University students	200	39.4	.81	-
Nomophobia Questionnaire	(Yıldırım, Sumuer, Adnan, & Yıldırım, 2016)	Adaptation	20	4	University students	537	-	.92	-
Online Privacy Concern Scale	(Alakurt, 2017)	Adaptation	14	3	University students	315	62.46	.89	-

Technology Addiction Scale - Web Site Addiction Form	(Aydın, 2017)	Development	6	-	University students	463	54.94	.86	Yes
The Cyberloafing Scale	(Genç & Tozkoparan, 2017)	Development	11	3	University students	162, 477	60.8	.83	-
Virtual Identity Scale	(Kardaş, 2017)	Development	25	5	University students	942	58.07	.96	-
Student Cyberwellness Scale - Netiquette Form	(Mihçi & Çakmak, 2017)	Development	8	2	Kids	528	48.56	.71	Yes
Student Cyberwellness Scale - Online Privacy Form	(Mihçi & Çakmak, 2017)	Development	4	-	Kids	528	46.95	.61	Yes
Student Cyberwellness Scale - Inappropriate Online Content Form	(Mihçi & Çakmak, 2017)	Development	7	2	Kids	528	57.32	.76	Yes
Student Cyberwellness Scale - Copyright Form	(Mihçi & Çakmak, 2017)	Development	5	-	Kids	528	51.15	.76	Yes
Student Cyberwellness Scale - Cyber Security Form	(Mihçi & Çakmak, 2017)	Development	11	2	Kids	528	48.22	.68	Yes
Internet Attitude Scale	(Karadeniz & Akpınar, 2017)	Development	17	3	Kids	1300	44.58	.84	-
Virtual World Risk Perception Scale	(Arslankara & Usta, 2018)	Development	26	5	Adolescents	390	51.72	.82	-
Digital Parenting Attitude Scale	(İnan-Kaya, Mutlu-Bayraktar, & Yılmaz, 2018)	Development	12	2	Parents	355	46.10	.78, .72	-
Digital Addiction Scale	(Kesici & Tunç, 2018)	Development	19	5	University students	687	59.51	.84	-
Cyberchondria Severity Scale	(Uzun & Zencir, 2018)	Adaptation	33	5	Academic and administrative staff	2205	-	.89	-
The Cyberchondria Severity Scale	(Selvi, Turan, Sayın, Boysan, & Kandeger, 2018)	Adaptation	33	5	University students	337	-	.91	-
Cyberchondria Scale	(Durak-Batıgün, Gör, Kömürçü, & Şenkal-Ertürk, 2018)	Adaptation	27	5	Internet users	610	62.34	.80 or more	-
Cyber Human Values Scale	(Kılıçer, Özeke, & Çoklar, 2018)	Development	25	5	Social media users	2719	55.99	.90	-
Compulsive Online Shopping Scale	(Bozdağ & Yalçınkaya-Alkar, 2018)	Adaptation	28	5	Adults	272	74	.95	-
Online Gambling Symptom Assessment Scale	(Kalkan & Griffiths, 2018)	Adaptation	12	3	University students	326	68.58	.83	-
Cyber Dating Abuse Questionnaire	(Bakır & Kalkan, 2019)	Adaptation	20	2	Young adults	919	44.4, 44.7	.77 or more	-
Fear of Missing Out Scale	(Can & Satıcı, 2019)	Adaptation	10	-	Employees, Retired, Students	786	-	.79, .78, .86	-
General Phubbing Scale	(Yam & Kumcağız, 2020)	Adaptation	15	4	University students	327	-	.86, .87	-

Scale Type Findings

Cyberpsychology scales were examined according to the scale type (see Table 8).

	Type	f	%
Cyberpsychology Scales	Development	82	49.10
	Adaptation	79	47.31
	Revision	6	3.59
	Total	167	100

The results show that 82 (49.10%) of the scales were developed for Turkish culture, 79 (47.31%) of the scales were adapted to Turkish culture, and 6 (3.59%) of the scales were revised for validity and reliability.

Sample Group Findings

The cyberpsychology scales were examined according to the sample group (see Table 9).

	Kids	Adolescents	Young Adults	Adults	Elderliness	Other Groups
Cyberpsychology Scales	23	64	64	4	1	25
	12.71%	35.36%	35.36%	2.21%	.55%	13.81%
Total						181*

*Note. Some scales have more than a sample group.

Young adults (including university students) were the most common sample group with 64 (35.36%) of the scales, and adolescents at 64 (35.36%) of the scales.

Sample Size Findings

Cyberpsychology scales were examined according to sample size (see Table 10).

Cyberpsychology Scales	Sample Size			Total
	0-99	100-199	200 or more	
	1	11	173	185*
	.54%	5.95%	93.51%	100%

*Note. Some scales have more than a sample size.

1 (.54%) of the scales had insufficient sample size, 11 (5.95%) of the scales had sufficient sample size, and 173 (93.51%) of the scales had a good sample size.

Variance Findings

Cyberpsychology scales were examined according to variance (see Table 11).

Cyberpsychology Scales	Variance				Total
	% 0-29	% 30-50	% 50 and more	Unspecified	
	-	44	87	40	171*
	-	25.73%	50.88%	23.39%	100%

*Note. Some scales have more than one variance value.

44 (25.73%) of the scales had sufficient variance, and 87 (50.88%) of the scales had good variance. In addition, the variance rates of 40 (23.39%) of the scales were not specified, and there was no scale with insufficient variance.

Reliability Findings

Cyberpsychology scales were examined according to reliability (see Table 12).

Table 12. Reliability findings

	Cronbach's Alpha		Total
	Under .75	.75 and more	
Cyberpsychology Scales	15	178	193*
	7.77%	92.23%	100%

* Note. Some scales have more than one Cronbach's Alpha.

15 (7.77%) of the scales had an internal consistency coefficient (Cronbach's alpha) under 0.75, while 178 (92.23%) of the scales had a coefficient of 0.75 or more.

Cutoff Score Findings

The cyberpsychology scales were examined according to cutoff scores (see Table 13).

Table 13. Cutoff score findings

	Cutoff points		Total
	Yes	No	
Cyberpsychology Scales	37	130	167
	22.16%	77.84%	100%

37 (22.16%) of the scales had cutoff points.

DISCUSSION, CONCLUSION & SUGGESTIONS

Turkish cyberpsychology scales were examined in terms of certain properties, and 167 scales were included. The scales were evaluated according to the scale types, sample size, variance, internal consistency, and cutoff scores. Approximately half of the scales were originally developed, and half were adaptations or revisions according to the first finding in the present study.

There are two main methods in obtaining scales including adapting existing scale and developing a new psychometric scale. The aim in scale adaptation studies is to adapt a measurement instrument that was developed in a different language to other languages and cultures by conducting validity and reliability studies (Karakoç & Dönmez, 2014). The reason why scales are adapted instead of newly developed in Turkey may be that less time and cost are required than new scale development.

Most of the samples (70.72%) consisted of adolescents and young adults studying at university according to the second finding in the present study. It is seen that adolescence and young adulthood are of critical importance for individuals because of the physical, psychological, and social aspects in adolescence. This could be why most of the studies included these life periods. Adolescents may exhibit more risky behavior or exposure during this period. Problems such as cyber bullying, problematic internet usage, and smartphone addiction can be seen as more intensive during adolescence. All these variables may have led researchers to develop or adapt more scales for adolescents. However, researchers may have easier access to the young adulthood period, which also includes university students.

It was determined that 93.51% of the sample groups in the studies had more than 200 participants according to the third finding in the present study. One of the issues to be considered in scale development or adaptation studies is the sample size (Güngör, 2016). The sample size affects the accuracy of statistical estimates (Thompson, 2004). It can be concluded that sample sizes are generally considered in the scale studies included in the present study. Most of the scales (76.61%) had sufficient or good

explanation power according to the fourth finding in the present study. It can be said that the researchers are careful about the rules regarding the variance rate. Most of the scales (92.23%) had good reliability values according to the fifth finding in the present study. There are various suggestions in the literature regarding the reliability value. In this study, a value of 0.75 was evaluated as a criterion. The reliability value is one of the most important indicators about the quality of a scale (DeVellis, 2012). Therefore, it can be said that researchers attach importance to the reliability of the measurement instrument. Cutoff scores were calculated for approximately one-fourth of the scales (22.16%) according to the sixth finding of the present study. The cutoff points of the scales emphasize the descriptive feature of the feature to be measured. The aim is to reveal the discrimination between groups. When evaluated in this context, it is considered especially important in terms of providing necessary information for the diagnosis and treatment of problems such as internet addiction and smartphone addiction. It can be valuable for mental health practitioners for scales in cyberpsychology to have higher cutoff scores in future research.

The final findings in this study, the scales used in Turkish culture were identified (see Tables from 2 to 7). The scales appear to focus on cyber bullies/victims, internet addiction / problematic internet use, smartphone addiction/problematic smartphone use, and social media addiction / problematic social media use. The studies on Turkish culture and literature were reviewed, and the scale development/adaptation studies that can be done in cyberpsychology in Turkish culture were summarized (see Appendix 2). Most of the measurement instruments used in Turkish culture were in the areas of internet addiction/problematic internet use, smartphone addiction/problematic smartphone use, social media addiction/problematic social media use, cyber bullying, cyber victims, and game addiction/online game playing disorder. However, scales could still be developed or adapted for “phubbing” (Karadağ et al., 2016), FOMO (Abel, Buff, & Burr, 2016), nomophobia (Yıldırım et al., 2016), e-sports (Seo & Green, 2008), obsessive online buying disorder (Manchiraju, Sadachar, & Ridgway, 2017), cyber pornography addiction (Grubbs et al., 2010), cyber gossip (Romera, Herrera-López, Casas, Ortega Ruiz, & Del Rey, 2018), obsessive use of YouTube (Klobas et al., 2018), problematic online gambling disorder (Arıcak, 2019; Kalkan & Griffiths, 2018), cyber dating violence inventory (Morelli, Bianchi, Chirumbolo, & Baiocco, 2018), cyber dating abuse scale (Borrajó, Gámez-Guadix, Pereda, & Calvete, 2015), and ringxiety (Kruger & Djerf, 2016).

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Appendix-1

The Scale Evaluation Form			
1. Article Number	()		
2. Scale Name	()		
3. Scale Type	<input type="checkbox"/> Development	<input type="checkbox"/> Adaptation	<input type="checkbox"/> Revision
4. Sample	<input type="checkbox"/> Kid <input type="checkbox"/> Adult	<input type="checkbox"/> Adolescent <input type="checkbox"/> Elderliness	<input type="checkbox"/> Young Adult <input type="checkbox"/> Others
5. Sample Size	<input type="checkbox"/> 0-99	<input type="checkbox"/> 100-199	<input type="checkbox"/> 200 or more
6. Subscale	()		
7. Variance	<input type="checkbox"/> %0-29 <input type="checkbox"/> %50 or more		<input type="checkbox"/> %30-50 <input type="checkbox"/> Unspecified
8. Cronbach's Alpha	<input type="checkbox"/> .75-	<input type="checkbox"/> .75+	
9. Cutoff Score	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Appendix-2

Groups	Kids, Primary	Kids, Secondary	Adolescents	Young Adult	Adult	Late adulthood	Elderliness	Others
Internet Addiction / Problematic Internet Use	-	✓	✓	✓	✓	✓	-	✓
Smartphone Addiction / Problematic Smartphone Use	-	-	✓	✓	✓	-	-	-
Social Media Addiction / Problematic Social Media Use	-	-	✓	✓	✓	✓	-	✓
Cyber Bully / Cyber Victim	-	✓	✓	✓	-	-	-	✓
Game Addiction / Online Game Playing Disorder	✓	✓	✓	✓	✓	✓	-	✓
Technology Addiction / Problematic Technology Usage	-	-	-	✓	-	-	-	-
FOMO (Fear of Missing Out)	-	-	-	✓	✓	-	✓	-
Nomophobia	-	-	-	✓	-	-	-	-
Virtual Identity	-	-	-	✓	-	-	-	-
Phubbing	-	-	-	✓	-	-	-	-
Ringxiety	-	-	-	-	-	-	-	-
e-sports	-	-	-	-	-	-	-	-
Obsessive Online Buying Disorder / Online Buying Disorder	-	-	-	-	✓	-	-	-
Cyber Pornography Addiction	-	-	-	-	-	-	-	-
Problematic Online Gambling Disorder	-	-	-	-	-	-	-	-
Cyber Gossip	-	-	-	-	-	-	-	-
Cyberchondria	-	-	-	-	-	-	-	✓
Cyber Dating Violence / Cyber Dating	-	-	-	✓	-	-	-	-
Cyberloafing	-	-	-	✓	-	-	-	-
Cyber Dating Severity	-	-	-	-	-	-	-	-
Cyber Dating Abuse	-	-	-	-	-	-	-	-
Compulsive YouTube Usage	-	-	-	-	-	-	-	-

Note. The "✓" sign indicates that there are scales in the relevant fields, The "-" sign indicates future research areas.

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Conflict of Interest

It has been reported by the author that there is no conflict of interest.

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Ethical Statement

This research was completed in line with the Helsinki Declaration. In the writing process of the work titled “**Psychometric Properties of Turkish CyberPsychology Scales**”, the scientific, ethical and citation rules were followed, there was no falsification on the data collected. I undertake that it has not been sent to another academic publishing medium for evaluation.