

# Journal of Economy Culture and Society

ISSN: 2602-2656 / E-ISSN: 2645-8772

Research Article / Araştırma Makalesi

## A Comparative Study of Social Media Addiction Among Turkish and Korean University Students

### *Türk ve Koreli Üniversite Öğrencilerinin Sosyal Medya Bağımlılığı Üzerine Karşılaştırmalı Bir Araştırma*

Aylin TUTGUN-ÜNAL<sup>1</sup> 

<sup>1</sup>Uskudar University, Faculty of Communication, Department of New Media and Journalism, Istanbul, Turkey

ORCID: A.T.Ü. 0000-0003-2430-6322

**Corresponding author:**

Aylin TUTGUN ÜNAL,  
Uskudar University, Faculty of Communication, Department of New Media and Journalism, Istanbul, Turkey  
**E-mail:** aylin.tutgununal@uskudar.edu.tr

**Submitted:** 05.05.2020

**Accepted:** 19.05.2020

**Published Online:** 25.11.2020

**Citation:** Tutgun-Unal, A. (2020). A comparative study of social media addiction among Turkish and Korean university students. *Journal of Economy Culture and Society*, 62, 307-322.  
<https://doi.org/10.26650/JECS2020-0064>

#### ABSTRACT

Social networks, where access is provided through mobile phones via the internet, have transformed our communication habits, while also paving the way for social media addiction. As social media addiction harms all areas of a person's life, this research has focused on identifying the addictions of young people who have not started their professional life yet. Considering that technology is involved in people's lives to different extents in different countries, country comparisons are considered important in digital addiction research. This study aims to compare social media addiction among university students from South Korea and Turkey. The "Social Media Addiction Scale" developed by Tutgun-Ünal and Deniz (2015) was used in this study conducted with 270 university students. Some of the findings obtained in studies using a comparative survey model are as follows: (a) social media addiction is low in both countries, (b) South Korean students' addiction was found at a higher level than those from Turkey, (c) students in South Korea are getting more emotional support from social media, (d) the addiction of South Korean students on conflict dimension was found higher, (e) students in Turkey communicate with their families via social media more than those in South Korea.

**Keywords:** Social media, social media addiction, South Korea, Turkey, university students



## 1. Introduction

Today, communication technologies have become widespread and used intensely in every region. Now internet access is fast and easy with mobile phones causing advantages in many areas. Social media platforms are among the interactive applications provided by Web 2.0 technologies. Especially in the recent years, the intensive use of social media applications by individuals of all ages via smartphones has led researchers from different fields to focus on social media use.

As social media is so involved in our lives, transformations have occurred in many areas. Individuals' habits have changed in many areas such as education, advertising, and marketing, business, health, sports, etc., leading to a difference in the way we communicate and do business.

Some studies examine individuals in terms of their habits of social media usage, such as: with which device access is provided; daily usage time, and for how long, and what purpose (Kara & Kokoç; 2010; Pfeil, Arjan & Zaphiris, 2009; Tutgun-Ünal, 2020a,b). Much research related especially to the use of social media for educational purposes is included in the literature (Johnson, 2011; McCool; 2011; Mitchell; 2009; Keleş & Demirel; 2011; Odabaşı, et al., 2012; Yılmazsoy & Kahraman, 2017).

Furthermore, the direction of research has shifted to psychological investigations, recording many problems arising from the excessive use of social media and disrupting the daily life of the individuals. The literature points out the negative effects with direct influences on daily life such as low and poor quality of sleep, excessive mental occupation, repeated thoughts about controlling the use of the internet or setting limits, failure to prevent the desire for access, spending more time on the internet at every turn, and the desire felt when not connected (Andreassen, 2012; Dewald, et al, 2010; Kuss & Griffiths, 2011; Tutgun-Ünal, 2020a).

It is hard to consider social media as separate from the internet since social media applications are accessed via the internet. In other types of addiction, it is possible for the individual to move away from the substance to which he/she is dependent by providing suitable conditions or in clinical settings. However, the individual cannot move away from the internet. In this respect, treatment of addictions such as internet addiction, digital game addiction, and social media addiction are reported to be more difficult to overcome by experts, when compared to other types of addiction (Baripoğlu, 2012; Tarhan & Nurmedov, 2019).

While the term addiction is used to express physical addiction to a substance (Holden, 2001), many of the criteria related to drug addiction in the new edition of DSM-IV and pathological gambling criteria were adapted and used to make a diagnosis in the identification efforts to express more abstract types of technology addictions such as internet addiction, mobile phone addiction, Facebook addiction and social media addiction (Bianchi & Philips, 2005; Brown, 1993; Caplan, 2010; Ceyhan, Ceyhan & Gürcan, 2007; Choliz, 2010; Davis, 2001; Fisher, 1994; Goldberg, 1996; Griffiths, 2005; Ha, et al, 2008; Young, 1996a,b; 1999).

Efforts to examine social media addiction were first made for Facebook addiction (Abhijit, 2011; Andreassen, 2012; Balcı & Gölcü, 2013; Balcı & Tiryaki, 2014; Çam & İşbulan, 2012; Wilson, Fornasier & White, 2010; Yılmazsoy & Kahraman, 2017). Researchers have examined whether there is a direct relationship between Facebook addiction and sleep habits, (Andreassen, 2012; Dewald, et al, 2010), and the results have shown that the use of social media can lead to many problems such as a decrease in real-life activities, deterioration of academic performance, and relationship problems (Brunborg, et al, 2011; Deniz & Gürültü, 2018; Kuss & Griffiths, 2011). This shows that researchers are working on social media addiction criteria (Ağyar Bakır & Uzun, 2018; Andreassen, 2015; Hazar, 2011; Kuss & Griffiths, 2011; Taş; 2017; Tutgun-Ünal,2020a; Wilson, Fornasier & White, 2010).

Thus, Tutgun-Ünal (2020a) defined social media addiction as “a psychological problem which is developed by cognitive, affective, and behavioral processes that leads to problems such as occupation, mood modification, relapse and conflict in many areas of daily life such as private, work/academic and social life of a person”. Face-to-face communication skills are very important in a person’s social and private life and are vital in many areas of business life. For this reason, it is important to examine social media addiction as a psychological problem that will negatively affect the social skills and personal development of students in universities that will help raise successful people in their field.

By making use of this definition, the first social media addiction scale in Turkey was developed. The scale covers the dimensions such as occupation, mood modification, relapse, and conflict. The measurement tool consisting of 41 items and 4 factors was used in this study to determine the social media addiction levels of university students. Following this scale, researchers working in Turkey have continued to develop addiction scales in different names by working with different groups for the overall social media addiction which encompasses all social media exercises (Ağyar, Bakır & Uzun, 2018; Aydın, 2016; Savcı & Aysan, 2017; Şahin & Yağcı, 2017; Taş, 2017).

It is seen that much research has been carried out by applying the developed measurement tools to different groups. It is also seen that a study examines social media addiction in terms of different variables in individuals with other conditions such as hyperactivity and attention deficit disorder (Uzun, Yıldırım & Uzun, 2016).

When the studies are examined, it is seen that Social Media Addiction studies are carried out especially with young people (Andreassen, 2015; Deniz & Gürültü, 2018; Kandell, 1998; Tutgun-Ünal, 2020a). In many studies that examine the social media addiction of university students who will step into various occupational groups such as teaching, nursing, and engineering, it is emphasized that young people are at risk in terms of addiction (Deniz & Gürültü, 2018; Tutgun-Ünal, 2020a). Thus, they will have problems in many areas of their lives along with the problem of addiction, which will negatively affect their work-life and communication.

Social media addiction needs to be examined periodically in smaller focus groups as in other types of addiction. Studies report that especially in the generational studies carried out with young people, the characteristics of individuals belonging to the same age group have changed even in two different schools in the same region (Ekşili & Antalyalı, 2017; Özdemir, 2017). Considering this situation, it is useful to conduct social media addiction studies with small groups. The aim of the current study to investigate the social media addiction of university students in two countries.

## 2. Literature Review

Social media usage habits and addictions will change in different societies depending on many factors, such as being technologically advanced, using technology in business life, geography, traditions, face-to-face communication density, and sociological habits. Social media addiction studies that are conducted separately in the countries are valuable in determining addiction maps and international comparative studies are important in terms of revealing the differences.

The study of the problematic internet use of 595 teacher candidates in South Korea and Turkey (2011) revealed that men in Turkey are more addicted to the internet than women ,whereas in South Korea, internet addiction does not differ according to gender. However, the students in South Korea tend to be lonelier. As digital addictions may differ based on many variables among countries, it has become necessary to investigate factors affecting addiction such as loneliness (Tutgun, Deniz & Moon, 2011).

Investigations have been made looking at many aspects of digital addiction research, from internet addiction to problematic internet use, which is now gathered around social media addiction (Andreassen, 2015; Davis, 2001; Griffiths, 2005; Hazar, 2011; Kuss & Griffiths, 2011; Lee, Lee & Kwon, 2011; Tarhan & Nurmedov, 2019; Tutgun-Ünal, 2020a; Wilson, Fonasier & White, 2010; Wu, 2013).

In a study conducted by Müller and others (2011) with a group of 1,826 drug addict patients; it was revealed that 4.1% of these people were also addicted to the internet. In particular, it was observed that adolescents who are addicted to the internet have some common familial factors. These factors were found to be high levels of family-adolescent conflict, siblings' alcohol habits, positive attitude of families towards adolescents' substance use, and low family functionality.

By examining the relationships between social media addiction and personalities, the factors affecting addiction are gradually expanding. In a study, it is stated that neurotics tend to send/receive more comments while using the wall function on Facebook, whereas those with low neuroticism send more photos (Ross and et al., 2011). In another study, it was concluded that neurotics tend to share more photos on their pages (Amichai-Hamburger & Vinitzky, 2010). Also, a positive relationship was found between a high level of self-disclosure and feeling good on social media (Lee, Lee & Kwon, 2011).

According to Tutgun-Ünal (2020a), extroverts use social media more to achieve social gain and introverted people use it for more to achieve social balance. Besides, people with narcissistic personalities tend to be more active on social media, and the virtual environment enables them to configure the ideal personality they want to be (Buffardi & Campbell, 2008; Mehdizadeh, 2010).

According to Bozkurt (2018), social networks provide suitable ground for the emergence of selfishness that exists in the depths of humans in modern society. Especially late capitalism's hedonistic-narcissistic culture, which identifies people with what they consume and says, "taste the life", is reported to provoke selfishness. (Bozkurt, 2000). Furthermore, there is significant research in the literature that determines the relationship between several selfishness factors (Beck, 2011; Brooks, 2011; Dawkins, 1996; Fromm, 1996; Hobbes, 2007; Jung, 2001; Wilson, 1996).

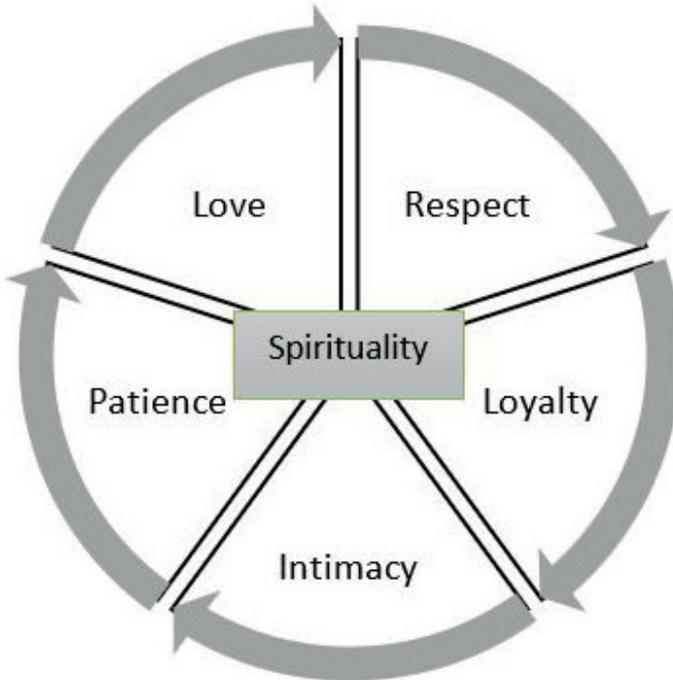
The relationship between social media addiction and depression is often investigated. Balci and Baloğlu (2018) made face-to-face interviews with 303 university students and found a positive significant relationship between social media addiction and depression. Accordingly, it was revealed that those who showed severe depression symptoms had higher social media addiction scores than those with normal and mild depression. An analysis of the literature shows that depression symptoms arise from sadness, unhappiness, unwillingness, and emotional fluctuations (Arslanoğlu, 2002, p.76; Güleç, 1999, p.23).

It is known that the use of social media differs according to East and West countries, age groups, and gender. (Tutgun-Ünal, 2020a, p.75). Accordingly, this diversification emerges more clearly in bridging social capital rather than unifying. Social media is used more to stay connected. Social media has a function to make one feel good as well as to stay in touch with family members.

In a study conducted with 126 university students from different cultures (62% White Americans, 21% African Americans, 10% Spanish, and 7% others), comparisons were made in terms of those who use social media more and less. As a result of the research, it was found that those who use social media intensively receive more social support than those who use social media less, feel mentally better, and communicate more with their families on Facebook (Asbury and Hall, 2013). The connection with the family on social media is the subject of various studies (Süleymanov, 2004; Tarhan, 2020a).

According to Tarhan (2020a), who emphasizes the importance of family communication, it is important to establish healthy communication between spouses in marriage, and only in this way can they raise healthy children. A sense of family trust can be provided with the 5S + 1M trust model which was developed by Tarhan to establish strong communication. Tarhan emphasizes that social media addiction, which he sees as a problem of the era, may decrease when this model gains functionality.

According to Tarhan (2020a), 5S + 1M is needed to develop a sense of trust: Love (Sevgi), Respect (Saygı), Patience (Sabır), Loyalty (Sadakat), Intimacy (Samimiyet), Spirituality (Maneviyat).



**Figure 1:** Tarhan's Model of Trust (5S+1M).

The disease of modernism is stated as narcissism. Narcissism harms the marriage institution and pushes individuals into loneliness. In the conducted studies, higher loneliness has been seen among young people compared to older people. While the rate was 27% in the elderly; it was 40% in the youth and it is stated that young people do not want to get married anymore (Tarhan, 2019; 2020b). This situation has gained a different dimension in social media research by including questions about how to establish family communication.

The relationship between social media addiction and relationship problems has also been the subject of many studies. Even the conflict dimension in social media addiction scales explains interpersonal conflict. In the studies carried out within this context, similar to other behavioral addictions, a core factor structure was revealed in determining social media addiction, and measurement tools have been developed around this core structure that can measure addiction psychometrically.

These factors are: mood modification (positive changes in the emotional state caused by social media use), salience (mental, emotional and behavioral readiness for social media use), tolerance (needing an increase in social media use), withdrawal (unpleasant physical and emotional symptoms when social media use is restricted), conflict (problems with persons and with themselves due to the use of social media) and relapse (the return of addiction with excessive use of social media after an avoidance period) (Andreassen, 2012; Brown, 1993; Griffiths, 2005; Karaiskos, et al., 2010; Kuss & Griffiths, 2011; Tutgun-Ünal & Deniz, 2015; Wilson, Fornasier & White, 2010).

The Social media addiction scale (SMAS) developed by Tutgun-Ünal and Deniz (2015) in Turkey is based on four core factors among the factors explained above. In a study conducted with this scale with 473 high school students in Istanbul, it was found that there was a moderate level of occupation and mood regulation dependencies, and relapse and conflict dependencies were low (Deniz & Gürültü, 2018). Another scale was developed in Turkey named “Adult form of social media addiction scale” and it consists of two dimensions, “Virtual tolerance” and “Virtual communication” (Şahin & Yağcı, 2017). This scale was developed to measure the social media addiction of adolescents from middle and high school students and consisted of two dimensions: “Deprivation” and “Affecting daily life/Lack of control” (Fırat & Barut, 2018).

Adaptation studies have been carried out to measure the dependencies of different groups of social media addiction scales. Taş (2017) has done a validity and reliability study of the “short version of social media addiction scale for adolescents” originally from Van den Eijnden, Lemmens, and Valkenburg (2016), and obtained a Turkish version of the scale. Accordingly, it consists of 9 items and those who mark “yes” to 5 or more questions are considered social media addicts. The social media addiction scale developed by Ayğar, Bakır, and Uzun (2018) on university students displays a 3-factor structure; “Functional deterioration”, “Difficulty and deprivation control”, “Social isolation”.

Scale development studies started with Facebook addiction. Andreassen (2012) developed the “Bergen Facebook Addiction Scale,” consisting of 6 factors (salience, tolerance, withdrawal, mood modification, relapse, conflict), 18 items, and investigated the Facebook addiction of 494 high school students. The scale is based on core determinatives used for various behavioral addictions. According to the first results obtained, as the daily usage time of high school students and the number of devices used to access social media increase, Facebook addiction has also increased.

Nowadays, social media usage habits and preferences are discussed from a generational perspective. In a study conducted in Istanbul with 516 participants from the Baby Boomer, X, Y, and Z generations, it was found that those who use social media for 4 hours or more per day provide more continuity in social media and are reported to be risky in terms of addiction (Tutgun-Ünal & Deniz, 2020). The social media addiction of 85 students from the communication faculty was examined in another study and it was found that as the daily social media usage time increased, the addiction increased. In addition, those who check their social media accounts as soon as they get up in the morning were found to have higher levels of social media addiction than those who check at other times. They also reported that people on the entire list of friends liked their posts regardless of looking at the content of the posts (Tutgun-Ünal, 2020).

Social media addiction research appears to be quite extensive. Considering that university students are also Generation Y, it is stated that studies with small focus groups are effective. In the research of Ekşili and Antalyalı (2017), it was revealed that the Generation Y in two different schools in the same region exhibits different characteristics, that there is a Generation Y varying from country to country and from society to society which should not be uniformized. Further-

more, institutional studies are considered important as they will provide general data for individual studies.

### **Purpose of the Study**

The study mainly attempts to compare social media addiction among two nations' university students, Turkey and South Korea. Three major research questions were examined to realize the main goal:

1. What are the main characteristics of university students of both nations concerning social media usage?
2. What are the levels of social media addiction of Turkish and Korean students?
3. Are there differences in social media addiction by university student characteristics (such as family communication, daily usage, etc.) within and between the nations?

### **3. Method**

#### **3.1. Research Model**

In the study, social media addiction of university students of two nations was examined in terms of various demographic variables to understand the current status. Therefore, the comparative survey model was used in the study. According to Karasar (2018), the comparative survey model aims to find out differences among groups formed based on variables.

#### **3.2. Participants**

The participants of the study consisted of 270 students from the 2019-2020 fall semester at Üsküdar University in Turkey and Kwang Woon University in South Korea. The age average was 22 and 50,7% of the sample was female (n=137); and 49,3% male (n=133).

#### **3.3. Data Collection Instruments**

**Demographic Form:** A demographic form was used to get data about certain individual characteristics of the participants (sex, age, etc.) and some habits in relation to social media usage (daily use, family communication, and year).

**Social Media Addiction Scale (SMAS):** Social Media Addiction Scale (SMAS) was developed by Tutgun-Ünal and Deniz (2015) to measure social media addiction of university students, having performed all validity and credibility tests. It is a scale that consists of 41 items and 4 factors (occupation, mood modification, relapse and conflict). It is a 5-point Likert scale with "Always," "Often," "Sometimes," "Seldom," and "Never." SMAS has 4 factors that explain 59% of the total variance. The specific consistency coefficient of the scale is Cronbach Alpha .967. The highest point to be obtained from SMAS is 205; the lowest is 41. The subscales can be assessed among themselves. Accordingly, items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 on the scale are concerned with the occupation aspect; and measure the cognitive occupation effect of social media. Items 13, 14, 15, 16, and 17 on the scale are concerned with mood modification and measure the emotive effect of social media. Items 18, 19, 20, 21, and 22 on the scale are concerned with the relapse aspect and measure how the desire to control social media use fails and leads to repetitive reuse. Items 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41 on the scale are concerned with the conflict aspect and measure how social media causes potential problems in an individual's life.

### 3.4. Data Collection and Analysis

The data in the study were collected face to face through questionnaires. The time taken for students to fill out the questionnaire was approximately 12 minutes. The scores obtained from the social media addiction scale and subscales were used in the analysis of the data.

Addiction levels can be determined according to the total scores of Social Media Addiction Scale and its subscales. Points in Table 1 show these levels in the analysis of the study.

**Table 1: Social Media Addiction Scale and the Assessment of Sub Scales**

Level of Addiction	SMAS (Total)	Occupation	Mood Modification	Relapse	Conflict
Not addicted	41-73	12-21	5-8	5-8	19-33
Little Addicted	74-106	22-31	9-12	9-12	34-48
Medium Addicted	107-139	32-41	13-16	13-16	49-63
Highly Addicted	140-172	42-51	17-20	17-20	64-78
Very Highly Addicted	173-205	52-60	21-25	21-25	79-95

SPSS 18 (PASW) statistics program was used in the data analysis; several techniques like frequency, t-test, and variance analysis were applied.

### 4. Findings

This section of the study discusses statistical findings on data collected from 270 students from Üsküdar University and Kwang Woon University.

The first main research question is to investigate the main characteristics of university students of both nations concerning social media usage.

**Table 2: Time Spent on Social Media in a Day**

	Turkey	South Korea	Total
	f (%)	f (%)	f (%)
Less than 1 hour	8 (5.0)	4 (3.7)	12
1-3 hours	63 (39.1)	50 (45.9)	113
4-6 hours	38 (23.6)	47 (43.1)	85
+ 7 hours	20 (12.4)	8 (7.3)	28
Always online	32 (19.9)	-	32
Total	161 (100)	109 (100)	270

Table 2 shows that 45.9% of South Korean students reported that they spend 1-3 hours using social media in a day. 50.4% of South Korean students spend more time on social media in a day (4 hours and more). 39.1% of Turkish students reported that they spend 1-3 hours on social media in a day and 36% of them use social media for 4 hours or more. Also, almost 20% percent of Turkish students reported that they are always online.

**Table 3: Number of Years Using Social Media**

	Turkey	South Korea	Total
	f (%)	f (%)	f (%)
Less than 1 year	1 (0.6)	-	1
1-3 years	15 (9.3)	-	15
4-6 years	50 (31.1)	-	50
+ 7 years	95 (59.0)	109 (100)	204
Total	161 (100)	109 (100)	270

As seen in Table 3, 59% of Turkish students have been using social media for more than 7 years and 31.1% have been using it for 4-6 years. Korean students, unlike Turkish students, have all been using social media for more than 7 years.

**Table 4: Family Communication Using Social Media**

	Turkey	South Korea	Total
	f (%)	f (%)	f (%)
Yes	139 (86.3)	70 (64.2)	209
No	22 (13.7)	39 (35.8)	60
Total	161 (100)	109 (100)	270

As seen in Table 4, 86% of Turkish university students reported that they use social media to communicate with family. 64.2% of Korean students use social media for this purpose and 35.8% of them don't use social media to communicate with family.

The second main research question is to find out the level of social media addiction of Turkish and Korean students.

**Table 5: Social Media Addiction of University Students by Nations**

Scale/Sub-Scale	Nation	n	$\bar{X}$	sd	df	t	p
Occupation	Turkey	161	34.47	9.79	268	3.933	0.000
	Korea	109	30.26	6.50			
Mood Modification	Turkey	161	12.13	4.86	268	2.320	0.021
	Korea	109	13.49	4.50			
Relapse	Turkey	161	10.54	4.88	268	5.364	0.000
	Korea	109	13.38	3.13			
Conflict	Turkey	161	32.40	11.38	268	12.547	0.000
	Korea	109	47.88	7.31			
Social Media Addiction	Turkey	161	89.55	24.55	268	5.977	0.000
	Korea	109	105.03	13.71			

As seen in Table 5, independent t-test results show differences between both nations. There are significant differences between Turkish and Korean students regarding social media addiction and dimensions (occupation, mood modification, relapse, and conflict). The results show that Korean students are more addicted to social media than Turkish students ( $p < 0.01$ ).

When sub-scales are examined, it is seen that Korean students are more addicted to social media concerning 3 factors: mood modification, relapse, and conflict. Turkish students, however, are more addicted to social media in terms of occupation than Korean students ( $p < 0.01$ ).

The occupation subscale consists of 12 items and takes a value between 12 and 16. The average point Turkish students got in the occupation sub scale was 34.47, which indicates that they are "medium addicted" to social media. Korean students are "little addicted" ( $X = 30.26$ ).

The mood modification sub-scale consists of 5 items. The lowest possible point is 5, and the highest is 25. The average point Korean students got in the mood modification subscale was 13.49, which indicates that they are "medium addicted" to social media. Turkish students' points were 12.13, which indicates that they are "little addicted."

The relapse subscale consists of 5 items. The lowest possible point is 5, and the highest is 25. The average point Korean students got in the mood modification sub scale was 13.38, which indicates that they are "medium addicted" to social media. Turkish students' points were 10.54, which indicates that they are "little addicted."

The conflict subscale consists of 19 items. The lowest possible point is 19 and the highest possible point is 95. The average point Korean students got in the mood modification sub scale was 47.88, which indicates that they are “little addicted” to social media. Turkish students’ points were 32.40, which indicates that they are “not addicted”.

The third main research question is to differences in social media addiction by university student characteristics within and between the nations.

A one-way ANOVA variance analysis was used to determine whether social media addiction of university students differs according to daily use duration. The results are shown in Table 6 and Table 7 separately for both nations.

**Table 6: Social Media Addiction by Time Spent on Social Network in a Day in Turkey**

Scale/Sub-Scale	Time	n	$\bar{X}$	sd	F	p	Difference
Occupation	Less than 1 hour	8	29.87	10.09	4,19	0,003	Less than 1 hour<Always Online 1-3 hours<4-6 hours 1-3 hours<Always Online +7 hours<Always Online
	1-3 hours	63	31.92	8.59			
	4-6 hours	38	36.57	9.50			
	+7 hours	20	32.90	10.51			
	Always Online	32	39.12	10.04			
	Total	161	34.47	9.79			
Mood Modification	Less than 1 hour	8	11.00	3.85	1,31	0,267	n.s
	1-3 hours	63	11.42	4.49			
	4-6 hours	38	13.13	5.69			
	+7 hours	20	11.35	4.24			
	Always Online	32	13.12	4.94			
	Total	161	12.13	4.86			
Relapse	Less than 1 hour	8	11.12	3.60	2,96	0,022	1-3 hours<Always Online 4-6 hours<Always Online
	1-3 hours	63	9.30	4.19			
	4-6 hours	38	10.55	4.86			
	+7 hours	20	10.55	4.33			
	Always Online	32	12.84	6.04			
	Total	161	10.54	4.88			
Conflict	Less than 1 hour	8	30.37	13.46	3,23	0,014	1-3 hours<Always Online 4-6 hours<Always Online +7 hours<Always Online
	1-3 hours	63	30.58	11.92			
	4-6 hours	38	32.18	9.81			
	+7 hours	20	29.60	8.43			
	Always Online	32	38.50	11.59			
	Total	161	32.40	11.38			
SMA	Less than 1 hour	8	82.37	24.79	4,55	0,002	Less than 1 hour<Always Online 1-3 hours<Always Online +7 hours<Always Online
	1-3 hours	63	83.23	24.12			
	4-6 hours	38	92.44	24.05			
	+7 hours	20	84.40	20.83			
	Always Online	32	103.59	22.96			
	Total	161	89.55	24.55			

An examination of Table 6 reveals that occupation, relapse, conflict, and SMA of Turkish university students differed significantly according to daily use duration ( $p < 0.05$ ). According to LSD analysis, Turkish university students who are always connected to social media (always on-line) in a day compared to others were found to be more addicted to social media. The students who use social media for 4-6 hours daily or are always connected to social media have higher addiction points than others.

Mood modification factor does not differ according to time spent on social media ( $p > 0.05$ ). The students who use social media for 4-6 hours per day or are always connected to social media

have higher addiction points more than others. Also, these students are “medium addicted” to social media concerning mood modification.

**Table 7: Social Media Addiction by Time Spent on Social Network in a Day in Korea**

Scale/Sub-Scale	Time	n	$\bar{X}$	sd	F	p	Difference
SMA	Less than 1 hour	4	97.00	19.18	0.99	0.398	n.s
	1-3 hours	50	104.48	13.94			
	4-6 hours	47	106.95	13.11			
	+7 hours	8	101.25	13.19			
	Total	109	105.03	13.71			

As seen in Table 7, significant differences were not found between social media addiction of Korean students concerning the time spent on social media in a day. An examination of subscales does not show significant differences ( $p>0.05$ ).

**Table 8: Social Media Addiction according to Family Communication via Social Media**

Nations	Scale/Sub-Scale	Family Communication	n	$\bar{X}$	sd	df	t	p	
Turkey	Occupation	Yes	139	35.01	9.94	159	1.778	<b>0.049</b>	
		No	22	31.04	8.20				
	Mood Modification	Yes	139	12.41	4.92	159	1.855	<b>0.043</b>	
		No	22	10.36	4.12				
	Relapse	Yes	139	10.53	4.84	159	0.046	0.966	
		No	22	10.59	5.25				
	Conflict	Yes	139	32.47	11.55	159	0.198	0.833	
		No	22	31.95	10.53				
	Social Media Addiction	Yes	139	90.44	25.03	159	1.153	0.199	
		No	22	83.95	20.94				
	South Korea	Occupation	Yes	70	29.68	6.83	107	1.250	0.214
			No	39	31.30	5.81			
Mood Modification		Yes	70	13.17	4.59	107	1.005	0.317	
		No	39	14.07	4.34				
Relapse		Yes	70	13.21	3.03	107	0.761	0.448	
		No	39	13.69	3.32				
Conflict		Yes	70	47.45	8.05	107	0.826	0.410	
		No	39	48.66	5.76				
Social Media Addiction		Yes	70	103.52	14.76	107	1.547	0.125	
		No	39	107.74	11.27				

An examination of Table 8 shows that Turkish university students who communicate with their family on social media differed significantly from others in two factors: “occupation” and “mood modification” ( $p<0.05$ ). When sub-scale points are examined, these students were found more addicted to social media cognitively and emotionally. 139 of 161 students in Turkey communicate with their families on social media.

## 5. Conclusion and Discussion

Results showed that while social media addiction among university students in Turkey was found at a minimum level, social media addiction of students in South Korea was found to be at a moderate

level. According to the subdimensions analyses, it was revealed that university students in South Korea received more emotional support from social media. It was concluded that students in South Korea were using social media to relieve their loneliness and to avoid the negativities in their lives.

Social media addiction among university students in Turkey was found at a low level in the relapse dimension, whereas it was found at a moderate level in South Korea. Accordingly, it can be concluded that students in South Korea may want to reduce their amount of social media use, yet they fail in doing so and continue to use it in increasing doses. In this case, the results revealed that the daily use of social media of university students in South Korea was found at a higher level than those from Turkey.

Also, the score of university students in South Korea was high in the conflict dimension. The high score of conflict in the social media addiction scale means that the students neglected their jobs, course projects, or assignments and had a resulting decrease in productivity. They could not finish work on time and had conflicts with the people around them. Thus, they experienced many negative results due to their use of social media.

In conclusion, it was found that university students in Turkey are less addicted to social media than university students in South Korea. This result does not present a very dangerous addiction problem for now. Although the moderate level of social media addiction of the university students in South Korea does not demonstrate an imminent danger, they are more at risk when compared to students in Turkey.

It was also found that daily social media usage time affects social media addiction. 20% of university students surveyed in Turkey were “constantly online” and they were still online while not using social media. This situation appeared to cause moderate preoccupation addiction. According to this, it can be said that the thought of being on social media occupies their minds and they constantly think about what is happening in social media when they do not use social media. These problems were also found in students using social media for 4 hours a day or more.

Results showed that social media addiction of university students in South Korea does not differ according to daily usage time. However, more than half of students in South Korea stated that they use social media for 4 hours a day or more.

In the research on social media addiction carried out by Tutgun-Ünal (2020b) with 85 university students, the increase in daily social media usage time also indicates an increase in social media addiction. In the literature, some studies examining the relationship between daily use of social media and addiction indicate that those who use social media for more than 4 hours a day have a higher addiction tendency (Karaiskos, et al., 2010; Wu, 2013).

As mentioned in previous clinical studies, daily internet or social media usage time was not sufficient for the detection of addiction alone, but in a case study, it was reported that a person was dismissed from his job because he was connected to Facebook for 5 hours a day and constantly checked Facebook instead of working at the workplace. (Karaiskos, et al., 2010).

Hazar (2011) states that the use of social media eliminates face-to-face activities and shortens the time and money spent on daily activities such as getting up, getting ready/doing make-up, getting on the car/bus, coming home by banalizing relationships, causing them to become ordinary. Thus, the relationship of the family with social media has been the subject of this research, as well.

When asked if they communicate with their families via social media, 86.3% of university students in Turkey reported that they did communicate with their families via social media, with this ratio being 64.2% in South Korea. It has been revealed that young people who communicate

with their families on social media also have high social media usage times and have a high mental occupation with social media.

The 5S + 1M trust model offered by Tarhan is useful in family communication as it strengthens family ties. If face-to-face communication within the family is strong, excessive social media usage by young people may decrease. As a result, communication activities including the 5S + 1M trust model can be conducted for young people and their parents. This model is thought to be effective in reducing social media addiction.

---

**Peer-review:** Externally peer-reviewed.

**Conflict of Interest:** The author has no conflict of interest to declare.

**Grant Support:** The author declared that this study has received no financial support.

**Hakem Değerlendirmesi:** Dış bağımsız.

**Çıkar Çatışması:** Yazar çıkar çatışması bildirmemiştir.

**Finansal Destek:** Yazar bu çalışma için finansal destek almadığını beyan etmiştir.

---

## References/Kaynakça

- Abhijit, N. (2011). Facebook addiction. Retrieved from: <http://www.buzzle.com/articles/facebook-addiction.html>
- Ağyar Bakır, B., & Uzun, B. (2018). Developing the social media addiction scale: Validity and reliability studies. *Addicta: The Turkish Journal on Addictions*, 5, 507–525.
- American Psychiatric Association (1995). *Diagnostic and statistical manual of mental disorders. (4th ed.)* Washington, DC: Author.
- Amichai-Hamburger, Y., & Vinitzky, G. (2010). Social network use and personality. *Computers in Human Behavior*, 26, 1289–1295.
- Andreassen, C.S (2012). Development of a facebook addiction scale. *Psychological Reports*, 110(2), 501–517.
- Andreassen C.S. (2015). Online social network site addiction: A comprehensive review. *Curr Addict Rep.*, 2, 175–184.
- Arslanoğlu, K. (2002). *Psikiyatri El Kitabı*. İstanbul, Turkey: Adam Yayınları.
- Asbury, T., & Hall, S. (2013). Facebook as a mechanism for social support and mental health wellness. *PSI CHI Journal of Psychological Research*, 18(3), 124–129.
- Balcı, Ş., & Baloğlu, E. (2018). Sosyal medya bağımlılığı ile depresyon arasındaki ilişki: Üniversite gençliği üzerine bir saha araştırması. *İleti-ş-im*, 29, 209–233.
- Balcı, Ş., & Gölcü, A. (2013). Facebook addiction among university students in Turkey: Selçuk University example. *Türkiyat Araştırmaları Dergisi*, 34, 255–278.
- Balcı, Ş., & Tiryaki, S. (2014). Facebook addiction among high school students in Turkey. *IISES- The International Institute of Social and Economic Sciences: Vienna 10th Academic Conference*. Vienna, Austria, 120–134.
- Baripoğlu, S. (2012). Facebook ve Twitter davranış bozukluğu yapıyor mu? *e-psikiyatri*, Retrieved from: <http://www.e-psikiyatri.com/facebook-ve-twitter-davranis-bozuklugu-yapiyor-mu-33945>
- Beck, U. (2011). *Risk toplumu: Başka bir modernliğe doğru* (Çev. B. Doğan ve K. Özdoğan) [Risk society: Towards another modernity]. İstanbul, Turkey: İthaki Yayınları.
- Bianchi, A., & Philips, J. G. (2005). Psychological predictors of problem mobile phone use. *Cyberpsychology & Behavior*, 8, 39–51.
- Bozkurt, V. (2000). Püritanizmden hedonizme yeni çalışma etiği. Bursa, Turkey: Alesta Yayınları.
- Bozkurt, V. (2018). Sosyal medya kullanan gençler arasında bencilik ve yalnızlık. *Türkiye'nin Yüzyılı ve Geleceği Uluslararası Gençlik Sempozyumu Tebliğler Kitabı*, in process, İstanbul.
- Brooks, D. (2011). *Sosyal hayvan* (Çev. O. Düz). İstanbul, Turkey: Say Yayınları.
- Brown, R. I. F. (1993). Some contributions of the study of gambling to the study of other addictions. In W. R. Eadington & J. Cornelius (Eds.). *Gambling behavior and problem gambling*, Reno, NV: University of Nevada Press., 341–372.
- Brunborg, G. S., Mentzoni, R. A., Molde, H., Myrseth, H., Skouerøe, 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.
- Buffardi, E. L., & Campbell, W. K. (2008). Narcissism and social networking web sites. *Personality and Social Psychology Bulletin*, 34, 1303–1314.
- Caplan, S.E. (2010). Theory and measurement of generalized problematic internet use: A two step Approach. *Computers in Human Behavior*, 26(2010) 1089–1097.
- Ceyhan, E., Ceyhan A., & Gürcan, A. (2007). Problemlı internet kullanımı ölçeđi'nin geçerlik ve güvenilirlik çalışmaları. *Kuram ve Uygulamada Eğitim Bilimleri*, 7(1), 387–416.
- Choliz, M. (2010). Mobile phone addiction: A point of issue. *Addiction*, 105, 373–374.
- Çam, E., & İşbulan, O. (2012). A new addiction for teacher candidates: Social networks. *The Turkish Online Journal of Educational Technology (TOJET)*, 11(3), 14–19.
- Davis, R.A. (2001). A cognitive-behavioral model for pathological internet use (PIU). *Computers in Human Behavior*, 17(2), 187–195.
- Dawkins, R. (2001). *Gen bencildir* (Çev. A. Ü. Müftüođlu). Ankara, Turkey: TÜBİTAK Popular Science Books.
- Deniz, L., & Gürültü, E. (2018). Lise öğrencilerinin sosyal medya bağımlılıkları. *Kastamonu Educational Journal*, 26(2), 355–367. <https://doi.org/10.24106/kefdergi.389780>

- Dewald, J. F., Meijer, A. M., Oort, F. J., Kerkhof, G. A., & Bögels, S. M. (2010). The influence of sleep quality, sleep duration and sleepiness on school performance in children and adolescents: A meta-analytic review. *Sleep Medicine Reviews*, 14, 179–189.
- Ekşili, N., & Antalyalı, Ö.L. (2017). Türkiye’de Y kuşağı özelliklerini belirlemeye yönelik bir çalışma: Okul yöneticileri üzerine bir araştırma [A study to determine the characteristics of generation Y in Turkey: A survey on school administrators]. *Humanities Sciences (NWSAHS)*, 12(3), 90–111.
- Fırat, N., & Barut, Y. (2018). Sosyal medya bağımlılığı ölçeğinin (SMBÖ) geliştirilmesi: Geçerlik ve güvenilirlik çalışması. *International Journal of Human Sciences*, 15(4), 2266–2279.
- Fisher, S. (1994). Identifying video game addiction in children and adolescents. *Addictive Behaviors*, 19, 545–553.
- Fromm, E. (1996). *Özgürlükten kaçış* (Çev. Ş. Yeğün) [Escape from freedom]. İstanbul, Turkey: Payel Yayınları.
- Goldberg, I. (1996). Goldberg’s message. Retrieved from: <http://www-usr.rider.edu/~suler/psycyber/supportgp.html>
- Griffiths, M. D. (2005). A components model of addiction within a biopsychosocial framework. *Journal of Substance Use*, 10, 191–197.
- Güleç, C. (1999). *Psikiyatrinin ABC’si* [ABC of psychiatry]. İstanbul, Turkey: Gendaş Kültür Sanat Yayınları.
- Ha, J.H., Chin, B., Park, D.H., Ryu, S.H., & Yu, J. (2008). Characteristics of excessive cellular phone use in Korean adolescents. *Cyberpsychology & Behavior*, 11(6), 783–786.
- Hazar, M. (2011). Sosyal medya bağımlılığı: Bir alan çalışması. *İletişim, Kuram ve Araştırma Dergisi*, 32, 151–175.
- Holden, C. (2001). Behavioral addictions: Do they exist? *Science*, 294(5544), 980–982.
- Johnson, K. A. (2011). The effect of Twitter posts on students’ perceptions of instructor credibility. *Learning, Media and Technology*, 36(1), 21–38.
- Jung, C. G. (2001). *İnsan ruhuna yönelik: Bilinçaltı ve işlevsel yapısı* (Çev. E. Büyükinal). Ankara, Turkey: Say Yayınları.
- Kandell, J.J. (1998). Internet addiction on campus: The vulnerability of college students. *Cyberpsychology & Behavior*, 1, 11–17.
- Karal, H., & Kokoç, M. (2010). Üniversite öğrencilerinin sosyal ağ siteleri kullanım amaçlarını belirlemeye yönelik bir ölçek geliştirme çalışması. *Turkish Journal of Computer and Mathematics Education*, 1(3), 251–263.
- Karaiskos, D., Tzavellas, E., Balta, G., & Paparrigopoulos, T. (2010). Social network addiction: A new clinical disorder? *European Psychiatry*, 25(1), 855.
- Karasar, N. (2018). *Bilimsel araştırma yöntemi* (33<sup>th</sup> ed.) [Scientific research method]. Ankara, Turkey: Nobel Akademi Yayınları.
- Keleş, E., & Demirel, P. (2011). Bir sosyal ağ olarak Facebook’un formal eğitimde kullanımı. *5th International Computer and Instructional Technologies Symposium*. 22-24 Eylül 2011, Fırat Üniversitesi, Elâzığ, Turkey.
- Kuss, D. J., & Griffiths, M. D. (2011). Addiction to social networks on the internet: A literature review of empirical research. *International Journal of Environmental and Public Health*, 8, 3528–3552.
- Lee, G., Lee, J., & Kwon, S. (2011). Use of social-networking sites and subjective well-being: A study in South Korea. *Cyberpsychology, Behavior and Social Networking*, 14, 151–155.
- McCool, L.B. (2011). Pedagogical use of Twitter in the university classroom. *Unpublished Master’s Thesis*, Iowa State University, Ames, Iowa.
- Mehdizadeh, S. (2010). Self-presentation 2.0: Narcissism and self-esteem on Facebook. *Cyberpsychology, Behavior and Social Networking*, 13, 357–364.
- Mitchell, K. (2009). ESOL students on Facebook, *Unpublished master’s thesis*, Portland State University, Portland.
- Müller, K. W., Dickenhorst, U., Medenwaldt, J., Wölfling, K., & Koch, A. (2011). Internet addiction as comorbid disorder in patients with a substance-related disorder: Results from a survey in different inpatient clinics. *European Psychiatry*, 26, 1912.
- Odabaşı, H., Mısırlı, M., Günüş, S., Şahin-Timar, Z., Ersoy, M., Som, S., Dönmez, F.İ., Akçay, T., & Erol, O. (2012). Eğitim için yeni bir ortam: Twitter [A new media for education: Twitter]. *Anadolu Journal of Educational Sciences International*, January-2012, 2(1), 89–103.
- Pfeil, U., Arjan, R., & Zaphiris, P. (2009). Age differences in online social networking—A study of user profiles and the social capital divide among teenagers and older users in MySpace. *Computers in Human Behavior*, 25, 643–654.

- Ross, C., Orr, E. S., Sisc, M., Arseneault, J. M., Simmering, M. G., & Orr, R. R. (2009). Personality and motivations associated with Facebook use. *Computers in Human Behavior*, 25, 578–586.
- Savci, M., & Aysan, F. (2017). Technological addictions and social connectedness: Predictor effect of internet addiction, social media addiction, digital game addiction and smartphone addiction on social connectedness. *Düşünen Adam The Journal of Psychiatry and Neurological Sciences*, 30(3), 202–216.
- Süleymanov, E. (2004). Sosyo-Kültürel değişim süreci içerisinde Azerbaycan toplumunun bazı meseleleri [Some issues of Azerbaijani society in the process of socio-cultural change]. *Sosyoloji Konferansları*, 26, 49–54.
- Şahin, C., & Yağcı, M. (2017). Sosyal medya bağımlılığı ölçeği yetişkin formu: Geçerlilik ve güvenilirlik çalışması. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 18(1), 523–538.
- Tarhan, N. (2019). *Bilinçli aile olmak: Ailede fırsat eğitimi* (7<sup>th</sup>ed.) [Being a conscious family: Opportunity education in the family]. İstanbul, Turkey: Timaş Yayınları.
- Tarhan, N. (2020a). “Haz, mutluluk ve huzur ayrı kavramlar”. Retrieved from: <https://www.nevzattarhan.com/prof-dr-nevzat-tarhan-haz-mutluluk-ve-huzur-ayri-kavramlar.html>
- Tarhan, N. (2020b). “Güçlü bir toplum için aile güçlendirilmeli”. Retrieved from: <https://www.nevzattarhan.com/prof-dr-nevzat-tarhan-guclu-bir-toplum-icin-aile-guclendirilmeli.html>
- Tarhan, N., & Nurmedov, S. (2019). *Bağımlılık, sanal veya gerçek bağımlılığa başa çıkma* (7<sup>th</sup>ed.) [Addiction, coping with virtual and real addiction]. İstanbul, Turkey: Timaş Yayınları.
- Taş, İ. (2017). Ergenler için sosyal medya bağımlılığı ölçeği kısa formunun geçerlik ve güvenilirlik çalışması. *Online Journal of Technology Addiction & Cyberbullying*, 4(1), 27–40.
- Tutgun, A., Deniz, L., & Moon, Man-Ki (2011). A comparative study of problematic internet use and loneliness among Turkish and Korean prospective teachers. *The Turkish Online Journal of Educational Technology*, 10(4), 14–30.
- Tutgun-Ünal, A. (2020a). *Sosyal medya: Etkileri-bağımlılığı-ölçülmesi* (1<sup>st</sup> ed.) [Social media: Effects-addiction-measurement]. İstanbul, Turkey: Der Yayınları.
- Tutgun-Ünal, A., & Deniz, L. (2015). Development of the Social Media Addiction Scale. *Online Academic Journal of Information Technology (AJIT-e)*, 6(21), 51–70.
- Tutgun-Ünal, A., & Deniz, L. (2020). Sosyal medya kuşaklarının sosyal medya kullanım seviyeleri ve tercihleri. [Social media usage levels and preferences of social media generations]. *OPUS-International Journal of Society Research*, 15(22), 125–144.
- Uzun, Ö., Yıldırım, V., & Uzun, E. (2016). Habit of using social media and correlation of social media addiction, self-esteem, perceived social support in adolescent with attention deficit hyperactivity disorder. *TJFM&PC*, 10(3), 142–147.
- Van Den Eijnden, R.J.J.M., Lemmens, J.S., & Valkenburg, P. M. (2016). The Social media disorder scale. *Computers in Human Behavior*, 61, 478–487.
- Wilson, E. O. (1996). *Doğanın gizli bahçesi* (Çev. A. Biyen). Ankara, Turkey: TÜBİTAK Popüler Bilim Yayınları.
- Wilson, K., Fornasier, S., & White, K. M. (2010). Psychological predictors of young adults’ use of social networking sites. *Cyberpsychology, Behavior and Social Networking*, 13, 173–177.
- Wu, Pi-C. (2013). Addictive behavior in relation to the happy farm facebook application. *Social Behavior and Personality*, 41(4), 539–554.
- Yılmazsoy, B., & Kahraman, M. (2017). Üniversite öğrencilerinin sosyal medya bağımlılığı ile sosyal medyayı eğitsel amaçlı kullanımları arasındaki ilişkinin incelenmesi: Facebook örneği. *Journal of Instructional Technologies & Teacher Education*, 6(1), 9–20.
- Young, K. S. (1996a). Psychology of computer use: Addictive use of the internet, a case that breaks the stereotype. *Psychological Reports*, 79, 899–902.
- Young, K.S. (1996b). Internet addiction: The emergence of a new clinical disorder. *Cyberpsychology & Behavior*, 1(3), 237–244.
- Young, K. S. (2009). Internet addiction: Diagnosis and treatment consideration. *Journal of Contemporary Psychotherapy*, 39, 241–246.