

Free Time Management and Social Media Disorder Among University Students

Üniversite Öğrencilerinde Boş Zaman Yönetimi ve Sosyal Medya Bozukluğu

Belgin Varol¹ , Gamze Sarıkoç¹ , Safiye Dalfidan² , Emine Öksüz¹ 

¹ University of Health Sciences, Gülhane Faculty of Nursing, Department of Psychiatric Nursing, Ankara, Türkiye

² Kulu Regional State Hospital, Konya, Türkiye

Abstract

Leisure time management is important for individuals to use their time efficiently. Individuals who fail to manage their leisure time effectively may develop problematic social media use. This study aimed to determine the relationship between problematic social media use and leisure time management among university students. This cross-sectional, descriptive, and correlational study was conducted with 850 students studying in nursing, health services, health sciences, pharmacy, medicine, dentistry, and physical therapy and rehabilitation programs at a public university in Türkiye during the 2021–2022 academic year. Of the participants, 79.4% were female (n = 675) and 20.6% were male (n = 175). Data were collected through an online survey using a Descriptive Information Form, the Social Media Disorder Scale (SMDS), and the Leisure Time Management Scale (LTMS). The mean SMDS score of the students was 15.39 ± 11.03 , while the mean total LTMS score was 52.54 ± 7.79 . A statistically significant, moderate negative correlation was found between the mean SMDS scores and the total LTMS scores ($r = -0.33$, $p = 0.001$). These findings highlight the importance of leisure time management in reducing problematic social media use. In this context, universities should provide various programs and opportunities to help students improve their leisure time management skills.

Keywords: Free Time Management, Social Media Disorder, Time Management Skills, University Students

Özet

Boş zaman yönetimi, bireylerin zamanlarını verimli bir şekilde kullanmalarını açısından önemlidir. Serbest zamanlarını etkili biçimde yönetemeyen bireylerde sosyal medya kullanım bozuklukları görülebilmektedir. Bu çalışma, üniversite öğrencileri arasında sosyal medya kullanım bozuklukları ile boş zaman yönetimi arasındaki ilişkiyi belirlemeyi amaçlamaktadır. Bu kesitsel, tanımlayıcı ve ilişkisel çalışma, 2021–2022 akademik yılında Türkiye’de bir kamu üniversitesinde hemşirelik, sağlık hizmetleri, sağlık bilimleri, eczacılık, tıp, diş hekimliği ile fizyoterapi ve rehabilitasyon alanlarında öğrenim gören 850 öğrenci ile yürütülmüştür. Katılımcıların %79,4’ü kadın (n=675) ve %20,6’sı erkektir (n=175). Araştırma verileri, Tanımlayıcı bilgi formu, Sosyal medya bozukluğu ölçeği (SMBÖ) ve Serbest zaman yönetimi ölçeği (SZYÖ) kullanılarak çevrim içi bir anket yoluyla toplanmıştır. Öğrencilerin SMBÖ’den aldıkları ortalama puan $15,39 \pm 11,03$, SZYÖ toplam puanı ise $52,54 \pm 7,79$ ’dur. SMBÖ ortalama puanları ile SZYÖ toplam puanları arasında istatistiksel olarak anlamlı ve orta düzeyde negatif bir ilişki bulunmuştur ($r = -0,33$; $p = 0,001$). Bu bulgular, sosyal medya kullanım bozukluklarının azaltılmasında boş zaman yönetiminin önemli bir rol oynayabileceğini göstermektedir. Bu bağlamda, üniversitelerin öğrencilerin boş zaman yönetimi becerilerini geliştirmelerine yönelik programlar ve fırsatlar sunmaları önem taşımaktadır.

Anahtar Kelimeler: Boş Zaman Yönetimi, Sosyal Medya Kullanım Bozukluğu, Zaman Yönetimi Becerileri, Üniversite Öğrencileri

Technological advancements have altered interpersonal communication tools, increasing the use of various communication channels, particularly web-based social media tools (Cabral, 2011). Today, social media, which affects all age groups, is a web-based communication medium that allows the sharing of information, ideas, and personal messages online via websites

or applications, and it has become significantly important for people (Hjorth, 2019; Merriam-Webster, 2019). Social media has become a fundamental element of communication for both individuals and institutions due to its ability to remove temporal and spatial barriers and enable sharing at any time of the day (Çobanoğlu, 2021).

İletişim / Correspondence:

Asst. Prof. Belgin Varol
University of Health Sciences,
Gülhane Faculty of Nursing,
Department of Psychiatric Nursing,
Ankara, Türkiye
e-mail: varolbelgin@yahoo.com

Yükseköğretim Dergisi / TÜBA Higher Education Research/Review (TÜBA-HER), 16(1), 37-47. © 2026 TÜBA
Geliş tarihi / Received: Şubat / February 13, 2025; Kabul tarihi / Accepted: Mayıs / May 7, 2025

Bu makalenin atıf künyesi / How to cite this article: Varol, B., Sarıkoç, G., Dalfidan, S. & Öksüz, E. (2026). Free time management and social media disorder among university students. *Yükseköğretim Dergisi*, 16(1), 37-47. <https://doi.org/10.53478/yuksekogretim.1638113>

ORCID: B. Varol: 0000-0001-7138-9007; G. Sarıkoç: 0000-0003-1651-4308; S. Dalfidan: 0009-0000-9782-5444; E. Öksüz: 0000-0001-6970-7408

According to the digital report published by WeAreSocial in 2022, while the global average social media usage rate is 58.4%, this rate has increased to 80.8% in Türkiye (WeAreSocial, 2022). Data from the Household Information Technologies Usage Survey indicate that computer and internet usage is particularly high among individuals aged 16-24, with the rate being 90.8% (Türkiye İstatistik Kurumu [TÜİK], 2019). It is suggested that several factors play a role in the excessive use of social media. For individuals with a narrow social circle, forming new friendships, maintaining existing relationships, and communicating with distant individuals increase social media usage. On the other hand, individuals with a broader social circle may also use social media more frequently, driven by the desire and aspiration to showcase their numerous relationships to everyone (Cooper, 2016).

The rise of highly popular social networking sites, accommodating a large number of users without barriers such as income and age, and the desire of users to maintain control over their virtual environments, have led to social media addiction, negatively impacting daily life (Erzen & Odacı, 2021; Kırık, 2013). When examining social media and internet usage rates, particularly secondary and higher education students are at risk of addiction (Büyükgözü Koca & Tunca, 2019).

Social media use disorder is characterized by excessive behaviors such as constantly checking social media accounts and shared content, expecting important messages via social media, and spending short breaks in daily tasks by looking at one's own or followed individuals' social media accounts (van den Eijnden et al., 2016). As of 2023, there are nearly 5 billion active social media users worldwide, with the average user spending 2 hours and 27 minutes per day on social media (Statista, 2023). The significant amount of time allocated to social media usage within daily activities has drawn attention to the concept of time management.

Time, a highly valuable, unique, and irreplaceable resource equally possessed by everyone, is divided into work time and free time (Akgül & Karaküçük, 2015; Sabuncuoğlu et al., 2010). Work time refers to the obligatory period encompassing activities such as performing tasks (Akgül & Karaküçük, 2015). Free time, on the other hand, is defined as the period available to individuals to use as they wish after fulfilling their obligations. Time management is a form of self-management and the process through which individuals direct themselves to manage events. Time is life, and the demand for time is limitless. Therefore, wasting time equates to wasting life (Ziekye, 2016).

In today's world, many factors contribute to individuals' success, and the ability to manage time effectively and efficiently is one of these critical factors (Gözel & Halat, 2010). However, the excessive amount of time spent on social media within daily activities can complicate time

management. Recent studies have drawn attention to the increasing prevalence of social media addiction, with rates ranging between 5% and 31% depending on cultural and contextual factors (Casale et al., 2023; Cheng et al., 2021). Among university students, this rate has been reported as high as 18.4% (Salari et al., 2023), highlighting the need for further investigation in this population. One important yet underexplored factor related to social media use disorder is the ability to manage free time effectively. Poor time management has been associated with higher levels of internet and smartphone addiction (Gezgin et al., 2021; Toz & Gümüş, 2024). Research also indicates that individuals who can organize their free time efficiently are less likely to experience boredom or compulsive media use (Wang, 2019). Additionally, the COVID-19 pandemic has contributed to increased screen time and social media engagement, leading to reduced leisure regulation and elevated psychological distress (Boursier et al., 2020; Fernandes et al., 2020; Zhao & Zhou, 2020). Despite these findings, there is still a gap in the literature regarding the relationship between social media disorder and free time management, particularly among university students.

Although studies in the literature investigate the relationship between free time management and smartphone addiction (Gezgin et al., 2021) or internet addiction (Gümüş, 2024; Öksüz et al., 2018), no study has examined the relationship between social media disorder and free time management among university students. In light of this gap, the current study aims to determine the relationship between social media use disorder and free time management among university students and identify the factors influencing this situation.

Methods

Study design

This cross-sectional, descriptive and correlational study was conducted in a university in Ankara, Türkiye.

Participants

The population of the research consisted of students who continued their education at the University of Health Sciences Türkiye in the 2021-2022 academic year. There are a total of 6 faculties and a vocational school. In the research, all students were tried to be reached, and the study was completed with a total of 850 students.

Procedure

Before data collection, necessary permissions were obtained from the university administration and the ethics committee. Data were collected via online surveys. Online arrangements were made to ensure the anonymity of participants. Data collection tools were distributed to students through social media (WhatsApp) and QR codes. The first page of the online survey included an informed consent form for



the research. After reading the consent form and responding to the survey questions, students who selected the “I agree to participate in the research” option were included in the study. Participants who selected the “I do not agree to participate in the research” option ($n=7$) were excluded from the study. Completing the surveys took approximately 10-15 minutes for each participant. The data for the study were collected between May 19 and June 9, 2022.

Data Collection Tools

Data were collected using a descriptive information form, the Social Media Disorder Scale, and the Free Time Management Scale.

Descriptive information form. This form includes information regarding the student’s faculty, class, gender, whether they have a hobby, and their social media usage duration. These demographic variables were selected by the researchers based on a review of the literature, considering prior evidence that factors such as gender (Gazi et al., 2017; Alnjadat et al., 2019), hobbies (Hong & Ryu, 2021; Zhang et al., 2016), and time spent on social media (Parlak Sert & Başkale, 2023; Wong et al., 2020) may be associated with social media use disorder.

Social media disorder scale (SMDS). Developed by Van den Eijnden et al. (2016), this scale measures the level of social media addiction in adolescents. The SMDS consists of nine items and is rated on an 8-point scale ranging from “0=Never” to “7=More than 40 times a day,” with scores ranging from 0 to 63. The Turkish adaptation of the scale was conducted by Savci et al. (2018), and the Cronbach’s alpha coefficient was calculated as 0.86. In this study, the Cronbach’s alpha coefficient of the scale is 0.89.

Free Time Management Scale. The original form of this scale, developed in 2011 by Wei-Ching Wang et al., consists of four sub-dimensions and 15 items. The sub-dimensions include “Goal Setting and Technique” (six items), “Leisure Attitude” (three items), “Evaluating” (three items), and “Scheduling” (three items). Items are rated on a 5-point Likert scale ranging from “1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree.” Items in the ‘Scheduling’ sub-dimension are negatively worded. The minimum score that can be obtained from the scale is 20, and the maximum score is 75. Higher scores on the scale indicate better free time management practices. The Turkish adaptation of the scale was conducted by Akgül and Karaküçük (2015), and the Cronbach’s alpha coefficient was found to be 0.86. In this study, the Cronbach’s alpha coefficient of the scale is 0.83.

Statistical analysis

Analyses were conducted using the IBM SPSS Statistics 26 software package. The reliability of the scales and their sub-dimensions was examined and found to be reliable.

While evaluating the study data, frequencies (number, percentage) were provided for categorical variables, and descriptive statistics (mean, standard deviation) were provided for numerical variables. Skewness and kurtosis coefficients were examined to assess the normality assumptions of numerical variables, and it was observed that the variables were normally distributed as the coefficients were within the ± 1.5 range (Tabachnick & Fidell, 2013). Therefore, parametric statistical methods were used in the study. Differences between two independent groups were examined using the Independent Samples T-Test, and differences among more than two independent groups were examined using One-Way Analysis of Variance (ANOVA). When a difference was found in the One-Way ANOVA, the Tukey post-hoc test was used for multiple comparisons. Relationships between two independent numerical variables were interpreted using the Pearson correlation coefficient. Statistical significance in the analyses was considered at the 0.05 level.

Ethical considerations

The study procedures were conducted in strict accordance with the ethical principles outlined in the Declaration of Helsinki. Prior to the commencement of the study, approval was obtained from the local ethics committee to ensure adherence to all ethical guidelines (Date: March 17, 2022, Decision No: 2022/86). Comprehensive written informed consent was obtained electronically from all participants, ensuring they were fully aware of the study’s purpose, procedures, potential risks, and benefits. Participants were assured of their right to withdraw from the study at any time without any repercussions.

Results

■ Table 1 presents the demographic characteristics of the students who participated in the study. Of the students, 28.6% ($n = 243$) are from the nursing faculty, 37.6% ($n = 320$) are first-year students, and 79.4% are female. Additionally, 88.7% ($n = 754$) of the participants have a hobby, and 84.5% ($n = 718$) reported an increase in social media usage after the pandemic. A significant portion of students, 87.2% ($n = 741$), use social media for leisure purposes. The daily average duration of social media use for 44.6% ($n=379$) of the students is between 1-3 hours. When examining the most commonly used social media platforms, it is found that 93.9% ($n = 798$) use Instagram, 89.8% ($n = 763$) use YouTube, 50.5% ($n = 429$) use Twitter, and 43.1% ($n = 366$) use Snapchat.

The average score of students on the Social Media Disorder Scale is 15.39 ± 11.03 . The overall average score on the Free Time Management Scale is 52.54 ± 7.79 . The average scores for the sub-dimensions are as follows: “Goal Setting and Technique” sub-dimension is 21.13 ± 4.14 , “Leisure Attitude” sub-dimension is 11.97 ± 2.12 , “Scheduling” sub-dimension is 9.75 ± 2.34 , and “Evaluating” sub-dimension is 9.69 ± 2.25 (■ Table 2).

In ■ Table 3, the average scores on the Social Media Disorder Scale and the Free Time Management Scale are compared according to the demographic characteristics of the students. There is no statistically significant difference between the average scores on the Social Media Disorder Scale according to the students' class and gender ($p > 0.05$). However, the average scores on the Social Media Disorder Scale show a statistically significant difference according to the presence of a hobby ($t = 2.018$; $p = 0.04$), the increase in social media usage after the COVID-19 pandemic ($t = 9.200$; $p = 0.01$), and daily social media usage duration ($t = 31.423$; $p = 0.01$) ($p < 0.05$).

The overall average scores on the Free Time Management Scale show a statistically significant difference according to the variables of class ($F = 4.841$; $p = 0.01$), the presence of a hobby ($t = 4.565$; $p = 0.01$), the increase in social media usage after the COVID-19 pandemic ($t = -2.722$; $p = 0.07$), and daily social media usage duration ($F = 10.243$; $p = 0.01$) ($p < 0.05$).

A statistically significant moderate negative correlation was found between the average scores of the Social Media Disorder Scale and the total scores of the Free Time Management Scale among the students in the study ($r = -0.33$; $p = 0.001$). There was a statistically significant moderate negative correlation between the average scores of the Social Media Disorder Scale and the "Goal Setting and Technique" sub-dimension scores ($r = -0.31$; $p = 0.01$). Additionally, statistically significant low negative correlations were found between the average scores of the Social Media Disorder Scale and the "Leisure Attitude" ($r = -0.15$; $p = 0.01$), "Scheduling" ($r = -0.25$; $p = 0.01$), and "Evaluating" ($r = -0.17$; $p = 0.01$) sub-dimension scores ($p < 0.05$) (■ Table 4).

Discussion

This study evaluated social media use disorder and free time management among university students, along with the factors influencing these behaviors. The average social media use disorder score of the students was found to be 15.39. Considering that the maximum score obtainable from the scale is 63, it is evident that the average score is below the midpoint. When compared with the literature, this average score is notably lower (Casale et al., 2023). Studies indicate that the prevalence of social media addiction in the general population varies between 5% and 31%, depending on cultural characteristics (Cheng et al., 2021). A meta-analysis conducted to determine the frequency of addiction among university students reported a prevalence of 18.4% (Salari et al., 2023). When comparing this study with the literature, the lower average score of social media use disorder suggests that the sample group might have more controlled social media usage habits.

In this study, it was found that the level of social media use disorder did not vary according to gender. However, the literature presents different research findings on this topic. A study conducted with university students in the United Arab Emirates determined that male students exhibited higher levels of social media addiction compared to female students (Alnjadat et al., 2019). Conversely, a study conducted in Türkiye found that female university students had higher levels of social media addiction (Gazi et al., 2017). It has also been noted that the ways men and women use social media tools differ, leading to different experiences (Krasnova et al., 2017).

Women frequently encounter edited body images on social media, which can lead to psychological distress (Choukas-Bradley et al., 2022; Tiggemann & Zaccardo, 2018). Young women, in particular, may develop greater preoccupation with their appearance on social media (Zimmer-Gembeck, et al., 2021). These findings highlight the gender-specific effects of social media use and its potential psychological implications. The lack of gender differences in our study suggests that social media use may vary based on individual habits and personal awareness rather than gender alone.

In this study, it was found that university students without hobbies had higher levels of social media use disorder and lower levels of free time management. Similarly, Hong and Ryu (2021) found that children with hobbies exhibited lower levels of social media addiction. Hobbies help individuals limit their social media use by engaging in more meaningful and satisfying activities, thus reducing the risk of social media addiction. Kross et al. (2013) reported that social media use negatively affects individuals' subjective well-being. Likewise, Vannucci et al. (2017) found that increased social media usage time was associated with higher levels of anxiety. Furthermore, Wong et al. (2020) demonstrated that social media use is related to psychological distress. The emotional and mental satisfaction gained through hobbies can mitigate the negative effects of social media use (Zhang et al., 2016). These findings are important as they highlight the significant impact of how individuals manage their free time on social media addiction and overall life satisfaction.

Another significant finding of this study is that students who reported an increase in social media use during the COVID-19 pandemic had lower levels of free time management and higher levels of social media use disorder. This finding is consistent with the literature examining the effects of the pandemic on social media addiction. For example, Fernandes et al. (2020) observed a significant increase in social media use due to the isolation effects of the pandemic. Boursier et al. (2020) found that the perceived sense of loneliness during the pandemic led to excessive use of social media and increased anxiety levels. Additionally, Zhao and Zhou (2020) indicated that the pandemic increased social media use, potentially leading to mental health issues. This study similarly found that social media use increased during the pandemic.



This study also found that as students' daily social media usage time increases, their free time management levels decrease, and their social media use disorder levels increase. Studies have shown that the longer the social media usage time, the higher the risk of developing addiction (Gazi et al., 2017; Parlak Sert & Başkale, 2023). The findings of this study, in parallel with similar studies in the literature, indicate that increased social media usage time raises the risk of social media addiction and negatively impacts free time management skills.

This study found a negative relationship between free time management and social media use disorder. Toz and Gümüş (2024) demonstrated in their study examining the relationship between free time management and internet addiction that individuals who manage their free time well have lower internet addiction scores. Another study investigating the relationship between free time management and smartphone addiction among university students found a weak negative relationship. The same study indicated that the "scheduling" sub-dimension alone was a significant predictor of smartphone addiction risk (Gezgin et al., 2021). A study conducted in Taiwan highlighted that poor management of free time reduces boredom during free periods, thus decreasing internet addiction (Wang, 2019). The findings of this study are consistent with the literature, supporting that free time management is an important factor in reducing social media use disorder. Specifically, students who can effectively manage their free time tend to have lower social media addiction scores, underscoring the importance of this relationship.

Limitations

This study has several limitations. First, the sample group was selected from only one university, which limits the generalizability of the results. Future studies could include a larger sample group from different universities and regions to make the results more generalizable. Second, the data collection method in the study relied on self-report questionnaires, which may result in participants providing inaccurate information about their social media usage habits, addiction levels, and free time management. To improve the accuracy of participants' responses, it is necessary to diversify data collection methods and use more objective measurement tools. Third, the cross-sectional design of the study creates difficulties in determining causality. Future longitudinal studies could help us better understand the dynamics of the relationship between social media use disorder and free time management.

Conclusion

This study provides important insights into social media use disorder among university students and the associated factors, highlighting the significance of free time management and hobby activities in reducing social media addiction. Overall, these findings underscore the necessity of interven-

tions aimed at promoting healthier social media habits and enhancing free time management skills among students. Such efforts could mitigate the negative impacts of excessive social media use on students' academic and personal lives.

For university administrators and educators, these results indicate the need to develop strategies that help students utilize their free time more effectively and healthily. Research shows that university students primarily use computers and similar technologies during their free time, with social media being the most preferred activity (Jimenez, 2017). In this context, it is crucial for universities to offer various opportunities for students to engage in hobbies and develop free time management skills through specific programs. Universities and local governments should create opportunities for students to participate in home, school, or community projects. Such interventions could be effective in reducing social media addiction and improving the overall quality of life for students.

References

- Akgül, B. M., & Karaküçük, S. (2015). Free time management scale: Validity and reliability analysis. *Journal of Human Sciences*, 12(2), 1867-1880. <https://doi.org/10.14687/ijhs.v12i2.3445>
- Alnjadat, R., Hmaid, M. M., Samha, T. E., Kilani, M. M., & Hasswan, A. M. (2019). Gender variations in social media usage and academic performance among the students of University of Sharjah. *Journal of Taibab University Medical Sciences*, 14(4), 390-394. <https://doi.org/10.1016/j.jtumed.2019.05.002>
- Boursier, V., Gioia, F., Musetti, A., & Schimmenti, A. (2020). Facing loneliness and anxiety during the COVID-19 isolation: The role of excessive social media use in a sample of Italian adults. *Frontiers in Psychiatry*, 11, 586222. <https://doi.org/10.3389/fpsy.2020.586222>
- Büyükgöbeç Koca, E., & Tunca, M. Z. (2019). İnternet ve sosyal medya bağımlılığının öğrencilerin performanslarına etkileri üzerine bir yazın taraması. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 24(1), 1-16.
- Cabral, J. (2011). Is generation Y addicted to social media? *The Elon Journal of Undergraduate Research in Communications*, 2(1), 5-14.
- Casale, S., Akbari, M., Seydavi, M., Benucci, S. B., & Fioravanti, G. (2023). Has the prevalence of problematic social media use increased over the past six years and since the start of the COVID-19 pandemic? A meta-analysis of the studies published since the development of the Bergen social media addiction scale. *Addictive Behaviors*, 147, 107838. <https://doi.org/10.1016/j.addbeh.2023.107838>
- Cheng, C., Lau, Y. C., Chan, L., & Luk, J. W. (2021). Prevalence of social media addiction across 32 nations: Meta-analysis with subgroup analysis of classification schemes and cultural values. *Addictive Behaviors*, 117, 106845. <https://doi.org/10.1016/j.addbeh.2021.106845>
- Choukas-Bradley, S., Roberts, S. R., Maheux, A. J., & Nesi, J. (2022). The perfect storm: A developmental-sociocultural framework for the role of social media in adolescent girls' body image concerns and mental health. *Clinical Child and Family Psychology Review*, 25(4), 681-701. <https://doi.org/10.1007/s10567-022-00404-5>
- Cooper, S. (2016). *Internet, social media, and television use: What effect does problematic use of technology have on one's psychological well-being, appreciation, and life satisfaction?* [Doctoral dissertation, Rutgers University]. ProQuest Dissertations and Theses.
- Çobanoğlu, H. (2021). *Lise öğrencilerindeki psikolojik belirtilerin sosyal medya kullanım bozukluğu ve siber zorbalık ile ilişkisi* [Yüksek Lisans Tezi, Trabzon Üniversitesi].
- Erzen, E., & Odacı, H. (2021). Sosyal medya bozukluğu ölçeği: Türkçe uyarlama çalışması. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 51, 520-535. <https://doi.org/10.53444/deubefd.776333>
- Fernandes, B., Biswas, U. N., Mansukhani, R. T., Casarín, A. V., & Essau, C. A. (2020). The impact of COVID-19 lockdown on internet use and escapism in adolescents. *Revista de Psicología Clínica con Niños y Adolescentes*, 7(3), 59-65. <https://doi.org/10.21134/rpna.2020.mon.2056>
- Gazi, M. A., Çetin, M., & Çaki, C. (2017). The research of the level of social media addiction of university students. *International Journal of Social Sciences and Education Research*, 3(2), 549-559. <https://doi.org/10.24289/ijsser.279705>
- Gezgin, D. M., Mihçı, C., & Gedik, S. (2021). The effect of free time management skills upon smartphone addiction risk in university students. *Journal of Education in Science Environment and Health*, 7(4), 354-366. <https://doi.org/10.21891/jeseh.991910>
- Gözel, E., & Halat, E. (2010). Primary school teachers and time management. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6, 73-89.
- Hjorth, L., & Hinton, S. (2019). *Understanding social media*. Sage.
- Hong, E., & Ryu, J. (2022). Effects of practical hobbies on children's device usage and media addiction in Korea. *Journal of Human Behavior in the Social Environment*, 32(6), 812-818. <https://doi.org/10.1080/10911359.2021.1968557>
- Jimenez, J. J. (2017). Leisure activities and hobbies preferred by third year college students. *Asia Pacific Journal of Multidisciplinary Research*, 5(2), 21-25.
- Kırık, A. M. (2013). Gelişen web teknolojileri ve sosyal medya bağımlılığı. In A. Büyüksalın & A. M. Kırık (Eds.), *Sosyal medya araştırmaları 1: Sosyalleşen birey* (pp. 69-102). Çizgi Kitabevi.
- Krasnova, H., Veltri, N. F., Eling, N., & Buxmann, P. (2017). Why men and women continue to use social networking sites: The role of gender differences. *The Journal of Strategic Information Systems*, 26(4), 261-284. <https://doi.org/10.1016/j.jsis.2017.01.004>
- Kross, E., Verduyn, P., Demiralp, E., Park, J., Lee, D. S., Lin, N., Shablack, H., Jonides, J., & Ybarra, O. (2013). Facebook use predicts declines in subjective well-being in young adults. *PLoS One*, 8(8), e69841. <https://doi.org/10.1371/journal.pone.0069841>
- Merriam-Webster. (n.d.). *Social media*. In Merriam-Webster.com dictionary. <https://www.merriam-webster.com/dictionary/social%20media>
- Öksüz, E., Guvenc, G., & Mumcu, S. (2018). Relationship between problematic internet use and time management among nursing students. *CIN: Computers, Informatics, Nursing*, 36(1), 55-61. <https://doi.org/10.1097/CIN.0000000000000391>
- Parlak Sert, H., & Başkale, H. (2023). Students' increased time spent on social media, and their level of coronavirus anxiety during the pandemic, predict increased social media addiction. *Health Information & Libraries Journal*, 40(3), 262-274. <https://doi.org/10.1111/hir.12448>
- Sabuncuoğlu, Z., Paşa, M., & Kaymaz, K. (2010). *Zaman yönetimi*. Beta.
- Salari, N., Zarei, H., Hosseinian-Far, A., Rasoulpoor, S., Shohaimi, S., & Mohammadi, M. (2025). The global prevalence of social media addiction among university students: A systematic review and meta-analysis. *Journal of Public Health*, 33, 223-236.
- Santini, Z. I., Meilstrup, C., Hinrichsen, C., Nielsen, L., Koyanagi, A., Koushede, V., Ekholm, O., & Madsen, K. R. (2020). Associations between multiple leisure activities, mental health and substance use among adolescents in Denmark: A nationwide cross-sectional study. *Frontiers in Behavioral Neuroscience*, 14, 593340. <https://doi.org/10.3389/fnbeh.2020.593340>
- Savcı, M., Ercengiz, M., & Aysan, F. (2018). Turkish adaptation of the social media disorder scale in adolescents. *Archives of Neuropsychiatry*, 55(3), 248. <https://doi.org/10.5152/npa.2017.19285>
- Statista. (2023). *Number of social media users worldwide from 2017 to 2030*. <https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users>



- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Pearson.
- Tiggemann, M., & Zaccardo, M. (2018). 'Strong is the new skinny': A content analysis of #fitspiration images on Instagram. *Journal of Health Psychology, 23*(8), 1003-1011. <https://doi.org/10.1177/1359105316639436>
- Toz, Y., & Gümüş, R. (2024). The impact of free time management skills and socio-demographic factors on internet addiction among university students. *Academic Journal of Health Sciences, 39*(5), 50-58. <https://doi.org/10.3306/AJHS.2024.39.05.50>
- Türkiye İstatistik Kurumu [TÜİK]. (2019, August 27). *Hanehalkı bilişim teknolojileri (BT) kullanım araştırması, 2019* [Household information technologies (IT) usage survey, 2019]. Türkiye İstatistik Kurumu. [https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-\(BT\)-Kullanim-Arastirmasi-2019-30574](https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-(BT)-Kullanim-Arastirmasi-2019-30574)
- van den Eijnden, R. J., Lemmens, J. S., & Valkenburg, P. M. (2016). The social media disorder scale. *Computers in Human Behavior, 61*, 478-487. <https://doi.org/10.1016/j.chb.2016.03.038>
- Vannucci, A., Flannery, K. M., & Ohannessian, C. M. (2017). Social media use and anxiety in emerging adults. *Journal of Affective Disorders, 207*, 163-166. <https://doi.org/10.1016/j.jad.2016.08.040>
- Wang, W. C. (2019). Exploring the relationship among free-time management, leisure boredom, and internet addiction in undergraduates in Taiwan. *Psychological Reports, 122*(5), 1651-1665. <https://doi.org/10.1177/0033294118789034>
- We Are Social & DataReportal. (2022). *Digital 2022: Global overview report*. <https://datareportal.com/reports/digital-2022-global-overview-report>
- Wong, H. Y., Mo, H. Y., Potenza, M. N., Chan, M. N. M., Lau, W. M., Chui, T. K., Pakpour, A. H., & Lin, C.-Y. (2020). Relationships between severity of internet gaming disorder, severity of problematic social media use, sleep quality and psychological distress. *International Journal of Environmental Research and Public Health, 17*(6), 1879. <https://doi.org/10.3390/ijerph17061879>
- Zhao, N., & Zhou, G. (2020). Social media use and mental health during the COVID-19 pandemic: Moderator role of disaster stressor and mediator role of negative affect. *Applied Psychology: Health and Well-Being, 12*(4), 1019-1038. <https://doi.org/10.1111/aphw.12226>
- Ziekye, J. (2016). Impact of time management on organizational effectiveness. *Texila International Journal of Management, 2*(1). <https://doi.org/10.21522/TIJMG.2015.02.01.Art003>
- Zimmer-Gembeck, M. J., Hawes, T., & Pariz, J. (2021). A closer look at appearance and social media: Measuring activity, self-presentation, and social comparison and their associations with emotional adjustment. *Psychology of Popular Media, 10*(1), 74. <https://doi.org/10.1037/ppm0000277>

Appendix: Tables

Table 1

Demographic Characteristics of the Students (n=850)

	Number	Percentage
Faculty		
Nursing	243	28.6
School of Health Services	184	21.6
Health Sciences	157	18.5
Pharmacy	115	13.5
Medicine	79	9.3
Dentistry	49	5.8
Physical Therapy and Rehabilitation	24	2.7
Class		
1st year	320	37.6
2nd year	262	30.8
3rd year	106	12.5
4th year	99	11.6
5th year	48	5.6
6th year	15	1.8
Gender		
Female	675	79.4
Male	175	20.6
Having a hobby		
Yes	754	88.7
No	96	11.3
Increase in Social Media Usage After COVID-19 Pandemic		
Yes	718	84.5
No	132	15.5
*Purpose of Social Media Use		
Passing time	741	87.2
Entertainment	688	80.9
Communication	649	76.4
Information gathering	616	72.5
Research	513	60.4
Making friends	235	27.6
Other	12	1.4
Daily Social Media Usage Time		
1 hour or less	46	5.4
1-3 hours	379	44.6
3-6 hours	357	42.0
More than 6 hours	68	8.0



	Number	Percentage
*Social Media Platforms Used		
Instagram	798	93.9
YouTube	763	89.8
Twitter (X)	429	50.5
Snapchat	366	43.1
Telegram	219	25.8
Facebook	111	13.1
Linkedin	46	5.4
Whatsapp	42	4.9
Tiktok	6	0.7
Twitch	3	0.4
Other	13	1.5
*Participants could select multiple options for these questions.		

Table 2

Mean Scores of Students on the Social Media Disorder and Free Time Management Scales

	Mean	SD	Min	Max	Skewness	Kurtosis
Social Media Disorder Scale	15.39	11.03	0	63	0.895	0.354
Free Time Management Scale						
Total	52.54	7.79	20	73	-0.598	1.359
Goal Setting and Technique	21.13	4.14	6	30	-0.806	1.159
Leisure Attitude	11.97	2.12	3	15	-0.898	1.092
Scheduling	9.75	2.34	3	15	0.192	0.044
Evaluating	9.69	2.25	3	15	-0.433	0.517
SD: Standard deviation, Min: Minimum, Max.: Maximum						

Table 3

Comparison of Social Media Disorder Scale and Free Time Management Scale Scores According to Students' Demographic Characteristics

	Free Time Management Scale					
	Social Media Disorder Scale	Total	Goal Setting and Technique	Leisure Attitude	Scheduling	Evaluating
	Mean±SD	Mean±SD	Mean±SD	Mean±SD	Mean±SD	Mean±SD
Class						
1st year (1)	15.16±11.88	51.42±8.09	20.77±4.41	11.64±2.28	9.49±2.42	9.53±2.35
2nd year (2)	15.22±10.13	52.42±7.69	21.08±3.93	11.98±2.09	9.80±2.36	9.57±2.28
3rd year (3)	15.47±10.48	53.06±7.08	21.44±3.93	12.24±1.61	9.71±2.06	9.67±2.14
4th year (4)	16.81±11.68	55.04±6.99	21.92±3.59	12.66±1.92	10.16±2.35	10.30±2.12
5th-6th year (5)	14.90±10.11	53.84±8.09	21.41±4.57	12.11±2.24	10.22±2.13	10.10±1.81
F;p	0.492;0.742	4.841;0.001*	1.753;0.136	5.087;0.001*	2.452;0.045*	2.990;0.018*
Difference (Tukey)	-	4>1,2	-	4>1,2	4>1	4>1,2
Gender						
Female	15.48±10.85	52.78±7.51	21.24±3.96	11.99±2.07	9.85±2.26	9.69±2.17
Male	15.02±11.74	51.61±8.76	20.70±4.75	11.89±2.33	9.34±2.57	9.69±2.57
t;p	0.499;0.618	1.612;0.108	1.378;0.169	0.601;0.548	2.414;0.016*	0.024;0.981
Having a Hobby						
Yes	15.08±10.80	53.04±7.45	21.38±3.93	12.02±2.07	9.82±2.34	9.83±2.16
No	17.78±12.52	48.57±9.21	19.18±5.09	11.63±2.47	9.17±2.28	8.60±2.63
t;p	-2.018;0.046*	4.565;0.001*	4.082;0.001*	1.700;0.090	2.586;0.010*	4.380;0.001*
Increase in Social Media Usage After COVID-19 Pandemic						
Yes	16.54±11.13	52.23±7.68	20.96±4.07	11.97±2.07	9.63±2.30	9.66±2.20
No	9.11±7.97	54.23±8.19	22.03±4.40	12.00±2.40	10.36±2.43	9.83±2.52
t;p	9.200;0.001*	-2.722;0.007*	-2.732;0.006*	-0.150;0.881	-3.323;0.001*	-0.798;0.425
Daily Social Media Usage Time						
1 hour or less	8.33±8.17	55.91±8.88	22.85±5.16	12.67±2.46	9.93±2.59	10.46±2.67
1-3 hours	12.69±9.88	53.36±7.61	21.49±3.87	12.04±2.06	9.92±2.31	9.92±2.23
3-6 hours	17.88±11.12	51.91±7.44	20.80±4.12	11.95±1.99	9.73±2.31	9.43±2.16
More than 6 hours	22.13±11.62	48.93±8.32	19.71±4.37	11.21±2.66	8.74±2.27	9.28±2.35
F;p	31.423;0.001*	10.243;0.001*	7.167;0.001*	4.832;0.002*	5.101;0.002*	5.481;0.001*
Difference (Tukey)	1<2,3,4 2<3,4 3<4	1>3,4 2>4 3>4	1>3,4 2>4	4<1,2,3	4<1,2,3	1>3,4 2>3

F: One-Way Analysis of Variance (ANOVA); t: Independent Samples T-Test; : p<0.05



Table 4

The Relationship Between Students' Average Scores on the Social Media Disorder Scale and the Free Time Management Scale

Free Time Management Scale		Social Media Disorder Scale
Total	r	-0.336**
	p	0.001
Goal Setting and Technique	r	-0.313**
	p	0.001
Leisure Attitude	r	-0.153**
	p	0.001
Scheduling	r	-0.257**
	p	0.001
Evaluating	r	-0.177**
	p	0.001

r: Pearson Correlation Coefficient; : p<0.01

Bu makale Creative Commons Attribution-NonCommercial-NoDerivs 4.0 Unported (CC BY-NC-ND 4.0) Lisansı standartlarında; kaynak olarak gösterilmesi koşuluyla, ticari kullanım amacı ve içerik değişikliği dışında kalan tüm kullanım (çevrimiçi bağlantı verme, kopyalama, baskı alma, herhangi bir fiziksel ortamda çoğaltma ve dağıtma vb.) haklarıyla açık erişim olarak yayımlanmaktadır. / *This is an open access article distributed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivs 4.0 Unported (CC BY-NC-ND 4.0) License, which permits non-commercial reuse, distribution and reproduction in any medium, without any changing, provided the original work is properly cited.*

Yayıncı Notu: Yayıncı kuruluş olarak Türkiye Bilimler Akademisi (TÜBA) bu makalede ortaya konan görüşlere katılmak zorunda değildir; olası ticari ürün, marka ya da kuruluşlarla ilgili ifadelerin içerikte bulunması yayıncının onayladığı ve güvence verdiği anlamına gelmez. Yayıncının bilimsel ve yasal sorumlulukları yazar(lar)ına aittir. TÜBA, yayınlanan haritalar ve yazarların kurumsal bağlantıları ile ilgili yargı yetkisine ilişkin iddialar konusunda tarafsızdır. / *Publisher's Note: The content of this publication does not necessarily reflect the views or policies of the publisher, nor does any mention of trade names, commercial products, or organizations imply endorsement by Turkish Academy of Sciences (TÜBA). Scientific and legal responsibilities of published manuscript belong to their author(s). TÜBA remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.*

