Contemporary Problem in Leisure Time Participation: Social Media Addiction

Alican BAYRAM[1,2] , Burcu Sıla SEZER[2*] İlimdar YALÇIN[2] , Dindar ŞEDAL[3]

[1]Indiana University, School of Health & Human Sciences, Indiana, USA.
[2]Bingöl University, Faculty of Sport Sciences, Bingöl, Türkiye.
[3]Bingöl University, Instıtute of Health Sciences, Bingöl, Türkiye.

Abstract

The aim of this study is to examine the relationship between social media addiction levels and leisure time activity participation of sport sciences faculty students. The research group consists of 189 male (age=21.71±3.37) and 203 female (age=21.87±3.90) students (n=392) studying at the Faculty of Sports Sciences of Bingöl University in the 2024-2025 academic year. Personal information form, Development of the Leisure Activity Participation Scale and Social Media Addiction Scale were used as data collection tools. As a result of the data analyses, it was determined that the data were normally distributed. In line with the findings obtained, no significant difference was found between the variables of social media addiction and leisure time activity participation according to the gender variable. There was no significant relationship between the variables of social media addiction and leisure time activity participation according to the age variable. When the variables of social media addiction and leisure time activity participation were evaluated according to the income status variable, it was determined that the social media addiction dimension showed a significant difference, and the difference was in favour of the participants with better income status. When the relationship between social media addiction and leisure time activity participation variables was analysed, no significant relationship was found. The results obtained indicate that there is no relationship between social media addiction and participation in leisure activities in the athlete sample. However, it shows that income level may be a direct factor in social media addiction. In this sense, it is a priority to use qualitative methods in future studies in order to examine behaviours in depth.

Keywords: Addiction, Leisure activity, Recreational activity, Social media

***** **Corresponding Author:** Burcu Sıla SEZER, **E-mail:** burcuslagoncu@gmail.com

INTRODUCTION

Social media platforms, utilized by over 5 billion people globally, are increasingly serving as tools for escapism rather than self-improvement (Statista, 2024). These platforms are powerful tools for directing societies (Gürsakal, 2009), particularly among youth populations (Dalaylı, 2018). They encompass diverse applications including weblogs, virtual social worlds, collaborative projects, virtual games, and online media creation/sharing (Çömlekçi & Başol, 2019; Kaplan & Haenlein, 2010; Kuss & Griffiths, 2015). The social media platform, which allows for communication between individuals, and the formation of new friendships (Yıldırım, 2019), has been used as a leisure tool by societies that had to adopt an isolated lifestyle, especially during the Covid-19 period, and this has caused a significant increase in active networkers in the following period (Aktaş & Bostancı, 2021; Yıldırım et al., 2021). TÜİK (2025) data indicate widespread adoption of platforms like WhatsApp, YouTube, and Instagram between 2022-2023 (though 2019-2021 data remain unreported).

The pervasive use of these platforms has ignited significant scholarly interest in its potential negative consequences, particularly addiction. Excessive engagement with these ubiquitous platforms carries addiction risks (Babacan, 2016; Yeşilay, 2025). Addiction, recognized as a neurobiological disorder (Uğurlu et al., 2012), is categorized into two main types: material and behavioral addictions (Delibaş, 2019; Nazlıgül & Yılmaz, 2019). Social media addiction (SMA), a specific behavioral addiction, is frequently conceptualized through theoretical frameworks such as Davis's (2001) Cognitive-Behavioral Model of Pathological Internet Use, which posits that maladaptive cognitions drive compulsive use, and is commonly measured by scales like Andreassen et al.'s (2012) Bergen Social Media Addiction Scale, which operationalizes core addiction components (salience, mood modification, tolerance, withdrawal, conflict, relapse). This phenomenon is described as a psychological disorder (Young, 1996), with research highlighting withdrawal symptoms upon reduced usage (Çiftçi, 2018), mood dysregulation (Andreassen et al., 2014), and negative cognitive impacts (Özdemir, 2019).

This widespread digital engagement inevitably influences how individuals, especially youth, spend their discretionary time. The concept of leisure time specifically denotes discretionary periods free from obligatory tasks (Karaküçük, 1999). Activities within this domain are intrinsically voluntary (Huang et al., 2015; Şahin & Yalçın, 2024) and are often driven by motivations outlined in theories such as Iso-Ahola's (1982) Leisure Motivation Theory, which categorizes drives into seeking (intrinsic) and escaping (extrinsic) dimensions, and Neulinger's (1974) Paradigm, which defines leisure primarily by the perceived freedom of choice. Sports and physical activities represent a prominent category within this voluntary sphere (Bayram et al., 2025). A critical contemporary issue is the potential displacement of active, socially engaging leisure (e.g., sports, socializing, cultural activities) by more passive, isolated digital consumption (e.g., scrolling, browsing), which may have implications for psychological well-being and social development (Hung & Liou, 2023).

However, the relationship between SMA and leisure participation is not fully understood and may be influenced by demographic and cultural factors. Previous research has shown varying impacts based on gender, age, and socioeconomic status (Çavuş, 2022; Çiftçi, 2018; Stănculescu & Griffiths, 2022). Within the Turkish context, characterized by a young

population and rapidly increasing internet penetration (TÜİK, 2025), understanding these dynamics is particularly relevant. Furthermore, students of sport sciences faculties represent a unique cohort. As individuals actively engaged in physical activity and academic training in this field, they might be expected to exhibit high levels of active leisure participation, potentially acting as a protective factor against SMA. Yet, they are not immune to the pervasive pull of digital socialization and entertainment. Existing literature presents a complex picture: some studies suggest a negative correlation between leisure satisfaction and technology addiction (Avunduk, 2021; Gulnar, 2025), while others highlight the distinct profiles of athlete populations whose ingrained habits might mitigate this effect.

This creates a clear research gap: a paucity of studies examining this relationship within the specific demographic of sport sciences students in a non-Western context like Türkiye, where cultural attitudes towards both leisure and technology may differ. In general, studies focus on university students as a whole, overlooking sports science students or athlete populations (Öztürk & Soytürk, 2025). These populations may exhibit different interactions in addiction due to their lifestyles. Indeed, the relationship between leisure time participation and social media addiction remains unresolved (Kumban et al., 2025).

This study therefore aims to examine the relationship between social media addiction levels and leisure activity participation among sport sciences faculty students. It seeks to contribute to the theoretical literature by testing established addiction and leisure theories within a novel and relevant population sample. Pragmatically, the findings are expected to provide valuable insights for university administrators, sports faculty educators, and student health services in developing targeted interventions—such as promoting specific on-campus leisure options—to mitigate the risks of SMA and foster a healthier, more balanced lifestyle among university youth.

METHOD

Research Model
The relational screening model was one of the quantitative research methods used in the study. This model is used to determine the direction and strength of a link between two or more variables (Karasar, 2018). As a result, the association between social media addiction and leisure activity participation levels among students at a university and sports science department in Eastern Anatolia was statistically assessed.

Study Group
The participant group in the study included 189 male (age= 21.71 ± 3.37) and 203 female (age= 21.87 ± 3.90) students studying at a university and faculty of sports sciences in the Eastern Anatolia region in the 2024-2025 academic year (n= 392). Convenience sampling technique was used to determine the sample group.

Data Collection Tools

Personal Information Form: Specific questions were formed by the researchers to determine the demographic information of the participants. It was objected to determine the gender, age and income status of the participants.

Development of the Leisure Activity Participation Scale (LAPS): It was developed by Şimşek and Çevik (2020). The scale, which contains 34 components in total, has an 8-dimensional structure. The scale is a 5-point Likert-type scale (strongly disagree (1), disagree (2), slightly agree (3), agree (4), and strongly agree (5)), with no reverse items. In the study, the internal consistency coefficients were specified as $\alpha=0.89$ for the relaxing activity dimension, $\alpha=0.88$ for the developmental activity dimension, $\alpha=0.89$ for the socializing activity dimension, $\alpha=0.86$ for the attractive environment activity, $\alpha=0.85$ for the productive activity, $\alpha=0.87$ for the aesthetic activity, $\alpha=0.85$ for the entertaining activity and $\alpha=0.82$ for the exciting activity dimension.

Social Media Addiction Scale (SMAS): The Social Media Addiction Scale was the impairment in functionality section, which is a sub-dimension of the internet addiction scale developed by Günüç (2009) and whose validity and reliability study was conducted, was revised by Çömlekçi and Başol (2019) as social media addiction instead of internet addiction with 7 items in the scale. The scale, which consists of 7 items in total, has a one-dimensional structure. The scale is a 5-point Likert type (Never (1), rarely (2), sometimes (3), often (4), always (5)) and does not contain reverse items. In the adapted study, the internal consistency coefficient was determined as $\alpha = 0.85$ for the total scale. In the study, it was determined as $\alpha = 0.92$.

Ethical Approval
The publication permission for this study was gathered by the Bingöl University Health Sciences Scientific Research and Publication Ethics Board with the decision numbered E-33117789-804.99-201003 and dated 07.02.2025. The application was performed out by obtaining the consent of the participants on a voluntary basis.

Analysis of Data
The collected data were analyzed using the SPSS statistical package. The normality of the distribution was assessed by examining skewness and kurtosis values. As presented in Table 1, all values for the scale dimensions fell within the acceptable range of ±1.5, indicating a normal distribution according to the criteria suggested by Tabachnick and Fidell (2013). Pearson correlation, independent samples t-test, and one-way ANOVA were employed to test the study hypotheses. The statistical significance level was set at $p < 0.05$.

Table 1. Examining the mean, standard deviation, skewness and kurtosis values of the dimensions of the social media addiction scale and the leisure time activity participation scale

Scales	Dimensions	n	X̄	Sd.	Skewness	Kurtosis
SMAS	Social Media Addiction Total	392	2.539	.994	.528	-.284
		392	20.788	3.095	-.444	-.114
LAPS	Relaxing Activity	392	20.653	3.339	-.695	.530
	Developmental Activity	392	20.367	3.489	-.679	.260
	Socializing Activity	392	16.362	2.647	-.414	-.087
	Attractive Environment Activity	392	16.076	2.849	-.659	.476
	Productive Activity	392	16.165	2.742	-.436	-.022
	Aesthetic Activity	392	16.505	2.589	-.636	.789
	Entertaining Activity	392	12.074	2.153	-.688	.812

When the skewness and kurtosis values of the scale dimensions used in the research are examined in Table 1, it was determined that the skewness values were between -.695 and .528, and the kurtosis values were between -.284 and .812.

FINDINGS

Table 2. Evaluation of scale sub-dimensions according to gender variable

Scales	Dimensions	Gender	n	X̄	Sd.	t	p
SMAS	Social Media Addiction Total	Male	189	2.533	.991	-.103	.918
		Female	203	2.544	1.000		
LAPS	Relaxing Activity	Male	189	20.592	3.392	-1.209	.228
		Female	203	20.970	2.785		
	Developmental Activity	Male	189	20.582	3.607	-.406	.685
		Female	203	20.719	3.077		
	Socializing Activity	Male	189	20.396	3.959	.161	.872
		Female	203	20.339	2.996		
	Attractive Environment Activity	Male	189	16.402	2.863	.287	.774
		Female	203	16.325	2.435		
	Productive Activity	Male	189	16.058	3.142	-.123	.902
		Female	203	16.093	2.553		
	Aesthetic Activity	Male	189	16.100	3.032	-.454	.650
		Female	203	16.226	2.447		
	Entertaining Activity	Male	189	16.402	2.761	-.759	.448
		Female	203	16.601	2.421		
	Exciting Activity	Male	189	11.989	2.367	-.750	.454
		Female	203	12.152	1.934		

When Table 2 is examined, no significant difference was found in the social media addiction dimension (t=-.103, p>.05) and the relaxing activity (t=-1.209, p<.05), developmental activity (t=-.406, p<.05), socializing activity (t=.161, p<.05), attractive environment activity (t=.287, p<.05), productive activity (t=-.123, p<.05), aesthetic activity (t=-.454, p<.05), entertaining activity (t=-759, p<.05), and exciting activity sub-dimensions (t=-.750, p<.05) of the leisure activity participation scale according to the gender variable of the participants.

Table 3. Evaluation of correlation analysis of scale sub-dimensions according to age variable

Dimensions		Age
Social Media Addiction Total	r	-.036
	p	.483
Relaxing Activity	r	.057
	p	.260
Developmental Acitivity	r	.049
	p	.336
Socializing Acitivity	r	.016
	p	.759
Attractive Environment Activity	r	.021
	p	.672
Productive Activity	r	.017
	p	.738
Aesthetetic Activity	r	.012
	p	.813
Entertaining Activity	r	.048
	p	.342
Exciting Activity	r	.062
	p	.224

It was determined that there was no significant relationship between the social media addiction dimension (n(392)=-.036, p>.05) and the relaxing activity (n(392)=.057, p>.05), developmental activity (n(392)=.049, p>.05), socializing activity (n(392)=.016, p>.05), attractive environment activity (n(392)=.021, p>.05), productive activity (n(392)=.017, p>.05), aesthetic activity (n(392)=.,012 p>.05), entertaining activity (n(392)=.048, p>.05), and exciting activity sub-dimensions (n(392)=.062, p>.05) of the leisure activity participation scale according to the age variable.

Table 4. Evaluation of scale sub-dimensions according to income status variable

Scales	Dimensions	Income Status	n	X̄	Sd.	F	p	Tukey
SMAS	Social media addiction total	Under 2500 ₺ (A)	94	2.370	.937	3.135	.045*	C>A
		2500-4000 ₺ (B)	117	2.475	.947			
		Over 4000 ₺ (C)	181	2.667	1.040			
LAPS	Relaxing Activity	Under 2500 ₺ (A)	94	20.351	3.095	1.265	.283	
		2500-4000 ₺ (B)	117	20.871	3.015			
		Over 4000 ₺ (C)	181	20.961	3.140			
	Developmental Activity	Under 2500 ₺ (A)	94	19.957	3.314	2.716	.067	
		2500-4000 ₺ (B)	117	20.906	3.245			
		Over 4000 ₺ (C)	181	20.850	3.380			
	Socializing Activity	Under 2500 ₺ (A)	94	19.659	3.332	2.592	.076	
		2500-4000 ₺ (B)	117	20.649	3.144			
		Over 4000 ₺ (C)	181	20.552	3.740			
	Attractive Environment Activity	Under 2500 ₺ (A)	94	15.946	2.717	1.572	.209	
		2500-4000 ₺ (B)	117	16.435	2.440			
		Over 4000 ₺ (C)	181	16.530	2.729			
	Productive Activity	Under 2500 ₺ (A)	94	15.691	2.651	1.150	.318	
		2500-4000 ₺ (B)	117	16.239	2.973			
		Over 4000 ₺ (C)	181	16.171	2.863			
	Aesthetic Activity	Under 2500 ₺ (A)	94	15.723	2.620	1.621	.199	
		2500-4000 ₺ (B)	117	16.282	2.638			
		Over 4000 ₺ (C)	181	16.320	2.857			
	Entertaining Activity	Under 2500 ₺ (A)	94	16.106	2.550	1.505	.223	
		2500-4000 ₺ (B)	117	16.581	2.464			
		Over 4000 ₺ (C)	181	16.663	2.679			
	Exciting Activity	Under 2500 ₺ (A)	94	11.787	1.972	1.257	.286	
		2500-4000 ₺ (B)	117	12.076	2.286			
		Over 4000 ₺ (C)	181	12.221	2.151			

When Table 3 is examined, no significant difference was found in the relaxing activity ($F_{(2-391)}$=1.265; p>.05), developmental activity ($F_{(2-391)}$=2.716; p>.05), socializing activity ($F_{(2-391)}$=2.592; p>.05), attractive environment activity ($F_{(2-391)}$=1.572; p>.05), productive activity ($F_{(2-391)}$=1.150; p>.05), aesthetic activity ($F_{(2-391)}$=1.621; p>.05), entertaining activity ($F_{(2-391)}$=1.505; p>.05), and exciting activity dimensions ($F_{(2-391)}$=1.257; p>.05) of the leisure activity participation scale according to the income status variable of the participants. A significant difference was found in the social media addiction dimension ($F_{(2-391)}$=3.135; p<.05). It was monitored that the difference obtained was in favor of the participants with high income status.

Table 5. Pearson correlation results regarding dimensions of Social Media Addiction Scale and Leisure Activity Participation Scale

Dimensions		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Social Media Addiction Total (1)	r	1								
	p									
Relaxing Activity (2)	r	-.002	1							
	p	.967								
Developmental Activity (3)	r	-.028	.787**	1						
	p	.585	.000							
Socializing Activity (4)	r	-.013	.762**	.766**	1					
	p	.791	.000	.000						
Attractive Environment Activity (5)	r	.006	.695**	.723**	.731**	1				
	p	.910	.000	.000	.000					
Productive Activity (6)	r	.057	.726**	.747**	.758**	.724**	1			
	p	.264	.000	.000	.000	.000				
Aesthetic Activity (7)	r	.016	.736**	.719**	.728**	.705**	.791**	1		
	p	.756	.000	.000	.000	.000	.000			
Entertaining Activity (8)	r	-.008	.722**	.719**	.697**	.676**	.719**	.761**	1	
	p	.878	.000	.000	.000	.000	.000	.000		
Exciting Activity (9)	r	.026	.652**	.609**	.645**	.599**	.604**	.672**	.710**	1
	p	.607	.000	.000	.000	,000	.000	.000	.000	

**p<0.01

Depending on the results of the applied multiple correlation analysis; it was determined that there was no significant relationship between the social media addiction dimension and the relaxing activity (n(392)=-.002, p>.05), developmental activity (n(392)=-.028, p>.05), socializing activity (n(392)=-.013, p>.05), attractive environment activity (n(392)=.006, p>.05), productive activity (n(392)=.057, p>.05), aesthetic activity (n(392)=.016, p>.05), entertaining activity (n(392)=-.008, p>.05), exciting activity sub-dimensions (n(392)=.026, p>.05) of the leisure activity participation scale.

DISCUSSION and CONCLUSION

This study investigated the relationship between social media addiction (SMA) levels and leisure activity participation (LAP) among sport sciences faculty students. The central finding was the absence of a significant relationship between these two variables. This null result, while seemingly counterintuitive, can be interpreted through the unique characteristics of the sample and existing theoretical frameworks. The participants' entrenched athlete identity, which inherently prioritizes physical activity and direct social interaction, appears to act as a buffer, potentially mitigating the classic displacement effect where social media use supplants traditional leisure pursuits (Hung & Liou, 2023). This finding stands in contrast to studies that have identified a negative correlation between leisure satisfaction and technology addiction in

broader university populations (Avunduk, 2021; Gulnar, 2025), and those linking higher social media use to decreased LAP (Hung & Liou, 2023). The compensation theory, which posits that individuals may turn to online activities to fulfil unmet psychosocial needs offline, may also be less applicable here, as the structured, satisfying nature of their sports-focused leisure likely leaves fewer needs to be compensated for online. This suggests that the theoretical models of leisure motivation (Iso-Ahola, 1982) and pathological internet use (Davis, 2001) may manifest differently in cohorts with strong pre-existing, active leisure habits.

Further analysis revealed no significant gender-based differences in either SMA or LAP. This convergence aligns with a growing body of literature suggesting that social media usage patterns and leisure engagement have become increasingly similar among contemporary male and female university students (Cheng et al., 2021; Demirel et al., 2022; İskender, 2023; Yeşildal & Üstünbaş, 2019). Similarly, age was not a significant factor influencing either variable within this relatively homogeneous student demographic, supporting previous research (Baz, 2018; Çakır, 2017; Demirel & Tapan, 2023; Kaderoğlu, 2023). The reason for this situation can be attributed to the similar developmental stages of the age group and their engagement with digital environments.

A pivotal finding, however, was the significant positive relationship between higher income status and increased levels of SMA. This can be robustly explained by theories of digital inequality, which extend beyond mere access to include variations in usage types and skills (Van Dijk, 2020). Students with greater financial resources likely have superior, more reliable access to technology and high-speed internet, facilitating more frequent and immersive social media engagement (Çavuş, 2022; Orsal et al., 2013). Conversely, and importantly, income status did not predict LAP levels. This indicates that the university environment may successfully act as an equalizer, providing accessible recreational facilities and opportunities that mitigate the economic barriers to participation often observed in broader society (Çelik & Dalbudak, 2021; Kızılkoca, 2023; Veal, 2016).

Conclusion and Implications
In conclusion, this study reveals that for sport sciences students, a pre-commitment to an active lifestyle may neutralize the typical inverse relationship between SMA and LAP. The significant influence of income on SMA, but not on LAP, highlights the role of contextual factors and suggests that proactive institutional strategies can counteract the risks associated with digital affluence.

The pragmatic implications of these findings are multifaceted. While expanding on-campus leisure options remains a valid recommendation, it should be part of a broader intervention strategy. Universities should consider integrating digital literacy and healthy usage awareness programs into orientation and student wellness initiatives. Promoting digital detox challenges and creating designated low-tech zones on campus could also foster healthier habits.

Limitations and Future Research Directions
This study has several limitations that should be acknowledged. First, the sample was drawn from a single faculty in one university in Eastern Anatolia, which may limit the generalizability of the findings to other regions or academic disciplines. Second, the cross-sectional design of the research precludes any causal inferences about the relationships between the variables.

Longitudinal studies are needed to explore how these dynamics evolve over time. Third, the reliance on self-report measures for data collection introduces the potential for social desirability and recall bias.

Future research should aim to include a more diverse and larger sample from multiple universities and faculties. Qualitative methodologies, such as in-depth interviews, could provide richer insights into the motivations and perceptions behind social media use and leisure choices among this demographic. Investigating the role of specific personality traits, time management skills, and the university's sport culture could offer a more nuanced understanding of the null relationship found here.

Conflict of Interest: The authors of the article have no personal or financial conflict of interest within the scope of the study.

Declaration of Contribution of Researchers: Research Design-Alican BAYRAM, Data Collection- Dindar ŞEDAL, statistical analysis- Burcu Sıla SEZER; Preparation of the article, Alican BAYRAM; Burcu Sıla SEZER; Ilimdar YALÇIN.

Generative AI Disclosure: No Generative AI was used in the preparation of this manuscript

Ethics Approval
Committee Name: Bingöl University Health Sciences Scientific Research and Publication Ethics Committee
Date:07.02.2025
Issue No: E-33117789-804.99-201003

REFERENCE

Aktaş, B., & Bostancı, N. (2021). Game addiction levels among university students during the Covid-19 pandemic and the effect of the pandemic on their digital game playing. *Journal of Dependence, 22*(2), 129-138. [CrossRef]

Andreassen, C. S., Torsheim, T., & Pallesen, S. (2014). Predictors of use of social network sites at work a specific type of cyberloafing. *Journal of Computer-Mediated Communication*, *19*(4), 906-921. [CrossRef]

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

Avunduk, Y. (2021). The relationship between leisure satisfaction and social media addictions of individuals at university. *Journal of Educational Issues, 7*(1), 507-522. [CrossRef]

Babacan, M. E. (2016). Social media usage areas and addiction relationship. Addicta: *The Turkish Journal on Addictions, 3*(1), 7-28. [CrossRef]

Bayram, A., Yalcin, I., Sahin, E., Ekinci, N. E., Talaghir, L. G., & Iconomescu, T. M. (2025). The role of recreational flow experience and well-being on re-participation intention: recreational sport participants. *Frontiers in Psychology*, (16), 1574337. [CrossRef]

Baz, F. Ç. (2018). Social media addiction: A study on university students. *OPUS International Journal of Society Researches, 9*(16), 276-295. [CrossRef]

Çakır, V. O. (2017). The relationship between university students' leisure time satisfaction levels and leisure time management. *Gaziantep University Journal of Sports Sciences, 2*(3), 17-27. [CrossRef]

Çavuş, S. (2022). A field research on social media usage of university students: the case of Aksaray University. *İnönü Üniversitesi İletişim Fakültesi Elektronik Dergisi, 7*(2), 9-25. [CrossRef]

Çelik, S., & Dalbudak, İ. (2021). Examining the factors affecting university students' participation in recreational activities. *Propósitos y Representaciones,* (SPE3), e1206-e1206. [CrossRef]

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,* Article 106845. [CrossRef]

Çiftçi, H. (2018). Social media addiction among university students. *MANAS Journal of Social Research, 7*(4), 151-166. [CrossRef]

Çömlekçi, M. F., & Başol, O. (2019). Examining the relationship between social media usage purposes of young people and social media addiction. *Manisa Celal Bayar University Journal of Social Sciences, 17*(4), 173-188. [CrossRef]

Dalaylı, F. Ü. (2018). *Communication practices of middle-aged individuals in the digital age: Social media addiction and social isolation* [Master's thesis]. Marmara University.

Davis, R. A. (2001). A cognitive-behavioral model of pathological Internet use. *Computers in human behavior, 17*(2), 187-195. [CrossRef]

Delibaş, H. (2019). *Technology-related addictions and related factors among university students* [Medical specialization thesis]. Düzce University.

Demirel, A. C., & Tapan, M. G. (2023). Üniversite öğrencilerinin sosyal medya ve kompulsif çevrimiçi alışveriş bağımlılığı arasındaki ilişkinin incelenmesi. *Journal of the Human and Social Science Researches, 12*(1), 60-78. [CrossRef]

Demirel, M., Er, Y., Kaya, A., & Çuhadar, A. (2022). Investigation of the effect of digital addiction and leisure time management on daily life. *Gümüşhane University Journal of Social Sciences, 13*(3), 1292-1306. [CrossRef]

Gulnar, U. (2025). Investigation of the relationship between recreation awareness and technology addiction of

Bayram, A., Sezer, B. S., Yalçın, İ., & Şedal D. (2025). Contemporary problem in leisure time participation: Social media addiction. *Journal of Sport Sciences Research, 10*(3), 492-503.

university students. *International Journal of Technology in Education, 8*(2), 246-273. [CrossRef]

Günüç, S. (2009). *İnternet bağımlılık ölçeğinin geliştirilmesi ve bazı demografik değişkenler ile internet bağımlılığı arasındaki ilişkilerin incelenmesi* [Master's thesis]. Yüzüncü Yıl University.

Gürsakal, N. (2009). *Social network analysis* (pp. 235-237). Dora Publishing.

Huang, H. C., Chang, S. S., & Luo, S. J. (2015). Preliminary investigation on recreation and leisure knowledge sharing by Line. *Procedia-Social and Behavioral Sciences, 174,* 3072-3080. [CrossRef]

Hung, W. T., & Liou, G. B. (2023). How is the effect of social media on intention to outdoor recreations? A study using personal social connections as a moderator. *Heliyon, 9*(11), Article e22268. [CrossRef]

Iso-Ahola, S. E. (1982). Toward a social psychological theory of tourism motivation: A rejoinder. *Annals of Tourism Research, 9*(2), 256-262. [CrossRef]

İskender, A. (2023). Determination of the relationship between social media addiction and perception of boredom and life satisfaction in leisure time. *Tourism and Recreation, 5*(1), 35-42. [CrossRef]

Kaderoğlu, M. A. (2023). Sources Used in Determining University Students' Recreation Activities and the Role of Social Media Usage [Master's thesis]. Necmettin Erbakan University.

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons, 53*(1), 59-68. [CrossRef]

Karaküçük, S. (1999). *Recreation: Evaluation of leisure time.* Bağırgan Publishing House.

Karasar, N. (2018). *Bilimsel araştırma yöntemi (33. baskı).* Nobel Yayıncılık.

Kızılkoca, M. (2023). Investigation of Family Belonging and Recreation Experience Preferences of University Students. *Mediterranean Journal of Sport Science, 6*(2), 612-624. [CrossRef]

Kumban, W., Cetthakrikul, S., & Santiworakul, A. (2025). Smartphone addiction, screen time, and physical activity of different academic majors and study levels in university students. *International Journal of Environmental Research and Public Health, 22*(2), 237. [CrossRef]

Kuss, D. J., & Griffiths, M. D. (2015). Social networking sites and addiction: Ten lessons learned. *International Journal of Environmental Research and Public Health, 12*(3), 1286-1306. [CrossRef]

Neulinger, J. (1981). *The psychology of leisure: Research approaches to the study of leisure.* Thomas.

Nazlıgül, M. D., & Yılmaz, A. E. (2019). Gaming addiction and exercise addiction within the framework of behavioral addictions. *Journal of Dependence, 20*(2), 97-108. [CrossRef]

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

Özdemir, Z. (2019). Social Media Addiction among University Students. *Beykoz Academy Journal, 7*(2), 91-105. [CrossRef]

Öztürk, Ö. T., and Soytürk, M. (2025). Exploring the interplay of leisure freedom, satisfaction, and participation styles among Turkish sports sciences students. *Behavioral Sciences, 15*(9), Article 1273. [CrossRef]

Şahin, E., & Yalcin, I. (2024). Examining the relationship between the perceived benefit and life engagement of individuals participating in sportive recreational activities. *Journal of Physical Education and Sport, 24*(12), 2179-2186. [CrossRef]

Şimşek, K., & Çevik, H. (2020). Development of the leisure activity participation scale (LAPS). *Loisir et Société / Society and Leisure, 43*(1), 98-115. [CrossRef]

Stănculescu, E., & Griffiths, M. D. (2022). Social media addiction profiles and their antecedents using latent profile analysis: The contribution of social anxiety, gender, and age. *Telematics and Informatics, 74,* 101879, 1-12. [CrossRef]

Bayram, A., Sezer, B. S., Yalçın, İ., & Şedal D. (2025). Contemporary problem in leisure time participation: Social media addiction. *Journal of Sport Sciences Research, 10*(3), 492-503.

Statista. (2024, 15 Haziran). Social media-statistics & facts. Retrieved from https://www.statista.com/topics/1164/social-networks/.

Tabachnick, L. S. (2013). *Fidell using multivariate statistics (sixth ed.).* Pearson.

TUİK. (2025, 15 Haziran). Household information technologies (IT) usage survey. Retrieved from https://www.tuik.gov.tr/.

Uğurlu, T. T., Şengül, C. B., & Şengül, C. (2012). Addiction psychopharmacology. *Current Approaches in Psychiatry, 4*(1), 37-50. [CrossRef]

Van Dijk, J. (2020). *The digital divide.* John Wiley & Sons.

Veal, A. J. (2016). Leisure, income inequality and the Veblen effect: Cross-national analysis of leisure time and sport and cultural activity. *Leisure Studies, 35*(2), 215-240. [CrossRef]

Yeşilay. (2025, 15 Haziran). Paths followed in the treatment of social media addiction. Retrieved from https://www.yesilay.org.tr/tr/makaleler/sosyal-medya-bagimliligi-tedavisinde-izlenen-yollar.

Yeşildal, M., & Üstünbaş, B. N. (2019). *The Result of an Ineffective Free Time Management: Social Media Addiction.* 4th International Health Sciences and Management Conference.

Yıldırım, B., Baydar, V., Gunay, G., & Kiliç, C. (2021). An investigation of the relationship between social media addiction with altruism and egocentrism. *Third Sector Social Economic Review, 56*(3), 1576-1595. [CrossRef]

Yıldırım, N. H. (2019). *The relationship between university students' social media addiction levels and the meaning they attribute to marriage and spouse selection criteria* [Master's thesis]. İstanbul Sabahattin Zaim University.

Young, K. S. (1996). Internet addiction: The emergence of a new clinical disorder. *Cyber Psychology & Behavior, 1*(3), 240-242. [CrossRef]