

Determination of the relationship between social media addictions and smart phone addictions of university students

Determinación de la relación entre las adicciones a las redes sociales y las adicciones a los teléfonos inteligentes de los estudiantes universitarios

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ABSTRACT

With the rapidly increasing technology, the purpose and usage tools of today's people are changing. The use of this changing technology responds to our needs and raises other problems. In this study, the relationship between social media addiction status and smartphone addiction status of university students was investigated. In this study, the relationship between social media addiction and smart phone addiction of university students will be tried to be revealed. This research was carried out by using relational scanning model to determine the relationship between social media addictions and smartphone addictions. The study group consists of 270 university students studying at a university in the Northern Cyprus. It was found that the scores of the students participating in the study from the Social Media Addiction Scale and the Virtual Tolerance and Virtual Communication subscale scores and the scores obtained from the Smart Phone Addiction Scale were statistically significant. It was found that there was a statistically significant difference between the scores obtained from the social media addiction scale and the sub-dimensions of the scale according to the internet access of the students.

Keywords: Social media addiction, smartphone addiction, virtual tolerance, virtual communication.

RESUMEN

Con el rápido aumento de la tecnología, el propósito y las herramientas de uso de la gente de hoy están cambiando. El uso de esta tecnología cambiante responde a nuestras necesidades y plantea otros problemas. En este estudio, se investigó la relación entre el estado de adicción a las redes sociales y el estado de adicción a los teléfonos inteligentes de los estudiantes universitarios. En este estudio, se intentará revelar la relación entre la adicción a las redes sociales y la adicción al teléfono inteligente de los estudiantes universitarios. Esta investigación se llevó a cabo utilizando un modelo de escaneo relacional para determinar la relación entre las adicciones a las redes sociales y las adicciones a los teléfonos inteligentes. El grupo de estudio consta de 270 estudiantes universitarios que estudian en una universidad en el norte de Chipre. Se encontró que los puntajes de los estudiantes que participaron en el estudio de la Escala de adicción a las redes sociales y los puntajes de la subescala de Tolerancia virtual y Comunicación virtual y los puntajes obtenidos de la Escala de adicción al teléfono inteligente fueron estadísticamente significativos. Se encontró que había una diferencia estadísticamente significativa entre los puntajes obtenidos de la escala de adicción a las redes sociales y las subdimensiones de la escala de acuerdo con el acceso a internet de los estudiantes.

Palabras clave: adicción a las redes sociales, adicción a los teléfonos inteligentes, tolerancia virtual, comunicación virtual.

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INTRODUCTION

The effective role of computer and communication technologies in our lives is undeniable. Thanks to the internet, which is a revolutionary communication technology, instant sharing of different kinds of data such as video, music, photography and access to information has become easier. The Internet has created a giant environment of simultaneous and ubiquitous computer networks, independent of physical space and capable of uniting millions of people into the virtual World (Yilmazsoy & Kahraman, 2017).

These developments in communication technologies improve the capacities of smart phones and thus the limits of their usage areas. This causes smart phones to find more space in everyday life. In 2002, mobile technologies started to integrate with mainstream media. With 2G, 3G and 4G, fast access to information has started. Especially the developments in 3G technology have caused great changes in the new media. Together with 4G technology, people have started to access information more easily with their smart phones, which has led to the fact that smart phones have become a part of individuals' lives (Akçay, 2013).

Although studies investigating the prevalence of smartphones and their effects on users are mostly oriented towards sales and marketing, the issue should be addressed with its psychiatric and psychological dimensions. Repetitive behavior disorders that disrupt functionality in daily life and interpersonal relationships should be taken as dependency. Symptoms such as overworking a certain behavior, moving away from the real world, continuing the pleasurable behavior, developing tolerance as the behaviors repeat, difficulty in controlling the behavior and restlessness that occur when the repetition of the behavior are prevented are evaluated within the scope of addiction (Noyan vd. 2015).

Addiction is everything that creates excitement in man. Smart phones also cause addiction to the extent that arouses excitement in individuals. According to the behavioral approach, if a result of a behavior is reached or if a negative situation can be reached through a behavior, individuals can choose to reach or get rid of the negativity by doing this behavior in the future. Therefore, smart phones become an addictive element with this feature (Ünal, 2015).

In addition to facilitating daily life, smart phones can also bring about a number of problems. Smart phones with extremely useful and convenient features when used correctly can have serious physical and psychological negative effects in case of unconscious and excessive use. Ünal (2015) categorized the main physical and psychological ailments caused by the use of smart phones:

- Causing physical health problems such as headache, eye watering, eye fatigue,
- Social media and messaging applications become widespread and cause asociality through smartphone conversations rather than meeting in real life,
- Concentric loss due to continuous control of mobile phone,
- Risk of being drawn to healthy and illegal environments due to easy communication with everyone,
- Intervention of people's private life with spyware.

Although smartphone addiction has not been clearly defined yet, it often occurs with symptoms such as inability to stay away from the phone, frequent control of the phone, insomnia due to excessive use of smartphones and deterioration of sleep quality. One of the basic elements underlying smartphone addiction is the ability to connect to the internet via smartphone. Providing ease of access to the internet from anywhere with the advantage of being mobile is a factor that increases addiction (Sevgi, 2013; Sadeghpour et al., 2017). As the Internet increases, the dependence on smartphones increases. In other words, internet addiction is reflected in smart phones and has affected the addiction of smart phones.

Many functions and applications in smartphones can make users use them for longer. In addition to many positive functions such as banking transactions, shopping, training and acquiring information and communicating with other individuals, these devices can cause various health problems and academic problems in excessive and uncontrolled use (Hawi ve Rupert, 2015; Marques & Pitarma, 2016).

Social media is one of the areas of the Internet that finds its own unique place in communication by eliminating the distance limit and providing opportunities for sharing and social communication among users without face-to-face communication (Torlak & Ay, 2014; Doğan & Karakaş, 2017; Chay Atri et al., 2019). With the widespread use of the Internet, different applications such as Facebook, Twitter and YouTube were put into service and all of these applications were called social media. It is seen that the use of social media as an area where many things can be done from chat to shopping, enabling online communication with many people who are familiar or unfamiliar. It is observed that social media, which is known and accepted by everyone from the smallest to the largest, turns into addiction rather than use, and individuals spend a lot of time in social media and put their social life in the second place. When the literature is examined, it is seen that social media is classified in seven different ways. These:

- Blogs also known as social media app.
- Wikis, the most well-known example of which is wikipedia, where people can edit or add information content.

- By subscribing to music and video download sites are podcasts.
- Forums that allow discussion on specific topics and topics.
- Content communities that organize and share specific content, such as Flickr and youtube.
- Social networking networks, such as the Facebook, MySpace, where users share their content with friends and others through profile pages created by creating their own content.
- Today, the most popular example of microblogging is Twitter. (Durmuş, Yurtkoru, Ulusu and Kılıç, 2010).

The fastest developing technology in the context of internet and communication technologies is social media (Kang and Schuett, 2013). Social media refers to the way that users with similar thoughts and ideas communicate with each other using web services (Lietsala and Sirkkunen, 2008). The connections between people from past to present, but not seen in the concrete, have become more visible in the environment created on the internet. Social media has evolved with the spread of the Internet and has reached hundreds of millions of users today (Korkmaz, 2013; EbrahimiNejad et al., 2018).

Social media addiction, which has become an addiction among individuals, is a psychological problem that develops through cognitive, affective and behavioral processes and causes problems such as occupation, emotion regulation, repetition and conflict in many areas of the person's life such as private, work / academic and social fields. (Tutgun-Ünal, 2015).

With the development of the Internet and the strengthening of its technological infrastructure, the social media, which has a pluralistic structure with a user participation, plays a very important role in our recently popular lives, is an important social platform especially for establishing connections with friends and developing relations with new friends. (Aktan & Koçyiğit, 2016; Drahošová ve Balco, 2017). Social media has a great impact on life and daily routine (Tulu, 2017). In this respect, the reasons such as tablets, mobile phones and the fact that every staff member can easily access the internet have been an important factor in bringing social media usage to a level that worries the society (Şahin ve Yağcı, 2017).

Social networking sites, which are one of the most important components of social media, are virtual communities where users can create individual profiles, interact with friends and meet other people based on common interests, and especially young people come together in these networks (Kuss & Griffiths, 2011; Casale & Fioravanti, 2018). The fact that individuals have a pleasant time during this partnership leads to an increase in the time spent on social networks. The advanced dimension of this process can be defined as social media addiction. Just like substance addiction, addiction to social networking sites includes mood modification, specificity "classic" experience of addictive symptoms (Kuss ve Griffiths, 2011).

In this study, the relationship between social media addiction and smart phone addiction of university students will be tried to be revealed. Within the scope of the research, answers to the following questions were sought:

1. What is the level of students' smartphone and social media addiction?
2. Do students' smartphone and social media addiction differ according to various factors (gender, age, possession of smartphone, internet access)?
3. Is there a correlation between students' levels of smartphone and social media addiction?

METHODOLOGY

3.1. Research Model

This research was carried out by using relational scanning model to determine the relationship between social media addictions and smartphone addictions.

3.2. Sample Group

The study group consists of 270 university students studying at a university in the Turkish Republic of Northern Cyprus. The students who participated in the study were included in the study by using simple random sampling method. Information about the demographic characteristics of the students participating in the research is given in Table 1.

Table 1. Distribution of students according to demographic characteristics (n=270)

	number (n)	percent (%)
Gender		
Female	137	50,74
Male	133	49,26
Age Group		

Between 17-18	173	64,07
Between 19-20	61	22,59
Over 21 age	36	13,33
Smartphone Ownership		
Yes	219	81,11
No	51	18,89
Smartphone Brand		
phone	55	20,37
Samsung	105	38,89
Other	59	21,85
Internet Connection in Smartphone		
Yes	167	76,26
No	52	23,74

Table 1 shows the distribution of students according to their descriptive characteristics.

When Table 1 is examined, it is seen that 50.74% of the students included in the research are female and 49.26% are male. It was found that 64.07% of the students participated in the study were between 17-18 years old, 22.59% between 19-20 years and 13.33% of them were 21 years and over. It was determined that 81.11% of the students included in the research had smart phones and 18.89% had no smart phones. The smartphone brands of the participants were found to be 20.37% from iPhone, 38.89% from Samsung and 21.85% from other brands. It was seen that 76.26% of the students included in the research had internet access on their smart phones and 23.74% did not have internet access.

3.3. Data Collection Tools

Demographic characteristics, social media addiction scale and smart phone addiction scale were used to collect the data. The social media addiction scale developed by Şahin and Yağcı (2017) was used to determine the social media dependence of the students. Likert-type scale has 20 propositions. In the scale, it was determined that there were two sub-dimensions, virtual tolerance and virtual communication, Cronbach alpha value of the virtual tolerance sub-dimension was 0.91 and the value of virtual communication sub-dimension was 0.90. The Cronbach's alpha for the overall scale was found to be 0.93 (Şahin and Yağcı, 2017). As a result of the reliability analysis conducted by the researcher, Cronbach's alpha value of the scale was found to be 0.88. The short form of the smart phone addiction scale developed by Noyan et al. In 2015 was used to measure the smartphone dependency of the students participating in the research. The scale consists of 10 items prepared using a 6-point rating and is a one-dimensional scale. Chronbach's alpha coefficient, which shows its reliability, was measured as 0.867. Test / retest reliability coefficient is 0.926. A statistically significant positive correlation was found between the Internet Addiction Scale used to demonstrate concurrent validity and the AESQ-SF. The scores of the participants who evaluated themselves as smartphone addicts were significantly higher than those of the participants who did not consider themselves smartphone addicts (Noyan ve ark.,2017)

3.4. Statistical Evaluation of Data

Statistical Package for Social Sciences (SPSS) 24.0 software was used for statistical analysis of the research data. Frequency analysis was used to determine the descriptive characteristics of the students, and descriptive statistics regarding the scores they obtained from the scale were given. The scale scores of the students were examined by Kolmogorov-Smirnov and Shapiro-Wilks tests and it was found that the data set did not match the normal distribution. For this reason, nonparametric hypothesis tests were used in the study. Mann-Whitney U test was used for comparison of scale scores according to gender, smartphone possession and internet access on smart phones, and Kruskal-Wallis test was used for comparison of scale scores according to age groups. In the case of a statistically significant difference between the categories of the independent variable as a result of Kruskal-Wallis test, Mann-Whitney U test was used to determine which categories the difference stems from.

The correlations between the scores obtained from social media addiction scale and the scores obtained from smartphone addiction scale were determined by spearman correlation analysis. In addition, the predictions of the scores obtained from the virtual tolerance and virtual communication sub-dimensions of the social media addiction scale from the smartphone addiction scale were examined by regression analysis.

FINDINGS

Table 2 shows the distribution of students according to their internet and social media usage.

Table 2. Students' use of internet and social media (n=270)

	number (n)	percent (%)
Internet frequently connected places		

Home	163	60,37
School	62	22,96
Cafe	85	31,48
Hairdresser	23	8,52
AVM	34	12,59
Other	26	9,63
Social Media Accounts		
Facebook	102	37,78
Twitter	65	24,07
YouTube	166	61,48
LinkedIn	14	5,19
Flickr	9	3,33
Other	72	26,67
Chatting Apps		
Facebook Messenger	69	25,56
WhatsApp	214	79,26
Viber	17	6,30
Snapchat	54	20,00
Other	16	5,93
Aim of Smartphone Usage		
Chat	157	58,15
News	134	49,63
Follow the friends	145	53,70
Communication	188	69,63
Education	142	52,59
Other	8	2,96

When Table 2 is examined, 60.37% of the students included in the research are at home, 22.96% are at school, 31.48% are in cafes, 8.52% are in hairdressers, 12.59% are in shopping centers. and 9.63% were frequently connected to the internet in other places. 37.78% of the students included in the research were facebook, 24.07% were Twitter, 61.48% were YouTube, 5.19% were LinkedIn, 3.33% were Flickr and 26.67% were other social media accounts. It was determined that 25.56% of the participating students used Facebook Messenger, 79.26% of WhatsApp, 6.30% of Viber, 20% of Snapchat and 5.93% of other messaging software. 58.15% of the students participating in the research were chat, 49.63% were news, 53.70% were aware of friends, 69.63% were communication, 52.59% were education and 2.96% were have been using smart phones for other purposes. In Table 3, descriptive statistics of social media addiction and smartphone addiction scale scores of the students included in the research are given.

Table 3. Descriptive statistics of students' social media addiction and smartphone addiction scale scores (n=270)

	n		s	Min	Max
Virtual Tolerance	270	28,35	7,81	11	55
Virtual Communication	270	21,19	8,33	9	45
Social Media Addiction Scale	270	49,54	14,99	20	100
Smartphone Addiction Scale	270	26,65	12,83	10	60

When Table 3 is examined, the mean score of the Social Tolerance Scale, which is the sub-dimension of the Social Media Dependence Scale, was calculated as 28.35 ± 7.81 , and the mean score of the Virtual Communication Scale was 21.19 ± 8.33 . The mean score of the students who participated in the study from the Social Media Addiction Scale was 49.54 ± 14.99 , the minimum score was 20 and the maximum score was 100. It was determined that the students included in the study had an average score of 26.65 ± 12.83 and a minimum of 10 and a maximum of 60 points from the Smart Phone Addiction Scale. The results of the Mann-Whitney U test for the comparison of the scores of social media addiction and smartphone addiction scale according to the gender of the students included in the study are given in Table 4.

Table 4. Comparison of social media addiction and smartphone addiction scale scores according to gender (n=270)

Gender	n	s	median	Z	p
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Virtual Tolerance	Female	137	28,38	7,92	28,00	135,47	-0,005	0,996
	Male	133	28,32	7,72	28,00	135,53		
Virtual Communication	Female	137	20,51	7,85	20,00	130,39	-1,093	0,274
	Male	133	21,89	8,77	21,00	140,77		
Social Media Addiction Scale	Female	137	48,89	14,66	49,00	132,44	-0,654	0,513
	Male	133	50,20	15,35	49,00	138,65		
Smartphone Addiction Scale	Female	137	26,67	13,19	26,00	134,91	-0,126	0,899
	Male	133	26,63	12,50	25,00	136,11		

When Table 4 was examined, it was observed that there was no statistically significant difference between the scores of the students participating in the study according to their gender, Virtual Tolerance, Virtual Communication, Social Media Addiction Scale and Smart Phone Addiction Scale ($p > 0.05$). When the Social Communication Dependence Scale subscale Virtual Communication Scale scores were examined, it was seen that male participants had higher scores than female participants. However, this difference is not statistically significant. The results of the Kruskal-Wallis test conducted to compare the social media addiction and smartphone addiction scale scores according to the age groups of the students included in the study are given in Table 5.

Table 5. Comparison of social media addiction and smartphone addiction scale scores according to age groups (n=270)

	Age Group	n	s	median	X ²	p	difference		
Virtual Tolerance	Between 17-18	173	29,26	8,07	29	145,04	7,809	0,020*	1-2
	Between 19-20	61	26,21	6,48	27	113,75			1-3
	21 and over	36	27,58	7,97	26,5	126,49			
Virtual Communication	Between 17-18	173	21,94	9,02	22	141,09	4,376	0,112	
	Between 19-20	61	19,05	6,60	19	117,14			
	21 and over	36	21,19	6,93	23,5	139,75			
Social Media Addiction Scale	Between 17-18	173	51,20	15,89	50	143,62	6,908	0,032*	1-2
	Between 19-20	61	45,26	11,94	46	113,08			1-3
	21 and over	36	48,78	13,99	51,5	134,47			
Smartphone Addiction Scale	Between 17-18	173	27,49	13,44	27	139,63	2,011	0,366	
	Between 19-20	61	24,07	10,35	22	123,19			
	21 and over	36	27,00	13,36	26	136,51			

**p < 0,05*

When Table 5 was analyzed, it was found that there was a statistically significant difference between the scores of the students included in the study from the Social Media Addiction Scale and Virtual Tolerance subscale of the scale ($p < 0.05$). This difference is due to students between the ages of 17-18. The scale scores of the students between the ages of 17-18 were found to be higher than those of the students aged 19-20 and 21 years and older.

It was found that there was no statistically significant difference between the scores obtained from the Virtual

Communication sub-dimension of Social Media Addiction Scale according to age groups. It was found that the difference between the scores of smartphone addiction scale according to the age groups of the students participating in the study was not statistically significant. The results of the Mann-Whitney U test for the comparison of the scores of social media addiction and smartphone addiction scale according to the status of smartphone possession of the students participating in the study are given in Table 6.

Table 6. Comparison of social media addiction scale scores according to students' smartphone ownership (n=270)

Smartphone		n		s	Medyan		Z	p
Virtual Tolerance	Yes	219	28,82	7,81	29,00	139,95	-1,941	0,052
	No	51	26,31	7,54	26,00	116,40		
Virtual Communication	Yes	219	21,55	8,29	21,00	139,01	-1,532	0,126
	No	51	19,65	8,40	19,00	120,43		
Social Media Addiction Scale	Yes	219	50,37	15,02	49,00	139,42	-1,712	0,087
	No	51	45,96	14,49	48,00	118,65		

When Table 6 was examined, it was seen that there was no statistically significant difference between the scores of Virtual Tolerance, Virtual Communication and Social Media Addiction Scale according to the status of having smartphone ($p > 0.05$). It was seen that the scores obtained from the scale-wide and sub-dimensions of the students who had smart phones from the participants were higher than those without smart phones, but this difference was not statistically significant.

The results of the Mann-Whitney U test for the comparison of the scores of social media addiction and smartphone addiction scale according to the internet access status of the students participating in the study are given in Table 7.

Table 7. The comparison of social media addiction scale scores according to the internet access of the students (n=219)

		Internet connection		n	s	Medyan	Z	p
Virtual Tolerance	Yes	167	29,74	7,97	29,00	116,90	-2,891	0,004*
	No	52	25,88	6,52	26,00	87,84		
Virtual Communication	Yes	167	22,66	8,17	23,00	118,60	-3,605	0,000*
	No	52	17,98	7,69	16,00	82,37		
Social Media Addiction Scale	Yes	167	52,40	15,04	52,00	118,40	-3,516	0,000*
	No	52	43,87	13,09	45,00	83,03		

* $p < 0,05$

When Table 7 was examined, it was found that there was a statistically significant difference between the scores obtained from the social media addiction scale and the subscales of the scale according to the internet access status of the students participating in the study ($p < 0.05$). The scores obtained by the participants with Internet access from the scale general and sub-dimensions were calculated to be higher than the participants without internet access, and this difference was statistically significant.

Table 8 shows the results of Spearman correlation analysis conducted to determine the correlations between the scores obtained from social media addiction scale and smartphone addiction scale scores.

Table 8. Correlations between students' scores on social media addiction scale and smartphone addiction scale scores (n=270)

		Virtual Tolerance	Virtual Communication	Social Media Addiction Scale	Smartphone Addiction Scale
Virtual Tolerance	r	1,00			
	p	.			
Virtual Communication	r	0,70	1,00		
	p	0,00*	.		
Social Media Addiction Scale	r	0,90	0,93	1,00	
	p	0,00*	0,00	.	
Smartphone Addiction Scale	r	0,71	0,71	0,77	1,00
	p	0,00*	0,00*	0,00*	.

It was found that there were statistically significant correlations between the scores obtained from the Social Tolerance and Virtual Communication subscales of the Social Media Addiction Scale and the scores obtained from the Smart Phone Addiction Scale ($p < 0,05$). These correlations are positive and high-strength. Accordingly, as the students' scores on the Social Media Addiction Scale and the Virtual Tolerance and Virtual Communication subscales increase, the scores obtained from the Smart Phone Addiction Scale increase.

Table 9 shows the results of the regression analysis of students' scores on the social media addiction scale predicting smartphone addiction scale scores.

Table 9. The results of the regression analysis of students' scores on social media addiction scale predicting smartphone addiction scale scores (n=270)

	non-standardized coefficients		standardized coefficients	t	Sig.
	B	SH	Beta		
(Constant)	-6,69	1,87		-3,58	0,00
Virtual Tolerance	0,72	0,09	0,44	7,79	0,00*
Virtual Communication	0,61	0,09	0,40	7,04	0,00*

* $p < 0,05$, $R^2 = 0,60$

In the model in Table 9, it was found that the scores of the students participating in the study from the social media addiction scale predicted the smartphone addiction scale scores significantly, and the virtual tolerance and virtual communication scores included in the social media addiction scale explained 60% of the variance in the smartphone addiction scale scores. ($p < 0,05$). According to the model, the increase in the scores of the students' Virtual Tolerance Scale, which is a sub-dimension of the social media addiction scale, increases by 1 unit, increases the score of the smartphone addiction scale by 0.44 units, and increases the scores of the scale taken by the Virtual Communication Scale by 1 unit and increases the score of the smart phone addiction scale by 0.40 units.

DISCUSSION AND CONCLUSION

With the rapidly increasing technology, the purpose and usage tools of today's people are changing. The use of this changing technology responds to our needs and raises other problems. In this study, the relationship between social media addiction status and smartphone addiction status of university students was investigated. According to the results of the research, the majority of students have smart phones and have internet connections. Çakır and Oğuz (2017) stated that young students use smartphones extensively in their research. In another study conducted with university students, the majority of students stated that they felt incomplete when they were away from their phone (Ay, 2008).

It shows an equal distribution in terms of gender variable. It was observed that male students scored higher than female students, but this score was not significant. As the place where internet access is provided, it is seen that students mostly connect to the internet at home. In terms of social media accounts, it is stated that students mostly use the YouTube network. In terms of networks, students mostly use WhatsApp (We Are Social, 2016). The results showed that the

students used the smartphone for which purposes they used the most communication and chat devices (Bilen, Ercan, & Gülmez, 2014). There was no statistically significant difference between the scores of Virtual Tolerance, Virtual Communication, Social Media Addiction Scale and Smart Phone Addiction Scale scores. At the point of establishing a virtual communication, it is seen that male participants get higher scores than female participants and prefer to communicate in virtual environments more than women in virtual environments (Cemaloğlu & Bıçak, 2015; Altundağ & Bulut, 2017).

When we look at the age groups, smartphone usage shows differences in total and sub-dimensions. It is seen that smart phone addiction is mostly in the 17-18 age group. While there was no difference between the levels of social media addiction and age, it was found that 17-18 year olds had the highest age group (Çakır & Oğuz, 2017). Considering that it is a transition period to adolescence, this result can be said to be natural. There was no statistically significant difference between the scores of Virtual Tolerance, Virtual Communication and Social Media Addiction Scale according to the status of students having smart phones (Aydın & Çelik, 2017). It was seen that the scores obtained from the scale-wide and sub-dimensions of the students who had smart phones from the participants were higher than those without smart phones, but this difference was not statistically significant (Yılmazsoy & Kahraman, 2017).

It was found that the scores of the students participating in the study from the Social Media Addiction Scale and the Virtual Tolerance and Virtual Communication subscale scores and the scores obtained from the Smart Phone Addiction Scale were statistically significant. Accordingly, as students' dependence on the use of social media increases, it has been seen that smartphone addiction also increases (Gül & Diken, 2018). It was found that there was a statistically significant difference between the scores obtained from the social media addiction scale and the sub-dimensions of the scale according to the internet access of the students. The scores obtained by the participants with Internet access from the scale general and sub-dimensions were calculated to be higher than the participants without internet access, and this difference was statistically significant.

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