

Social Media Addiction of New Media and Journalism Students*

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ABSTRACT

Social media addiction problem emerges when the users cannot limit the use of social media networks and spend more time online. Today social media platforms have become work habits in many work areas as well media industry. So, it is important to determine the social media addiction tendency of university students who will work in the media after graduation.

The aim of this research is to investigate social media addiction of the New Media and Journalism students, who were heavy users of new media tools, at Üsküdar University. The sample of the research consists of 85 students from New Media and Journalism Department. The research was conducted using a comparative survey model, with the data collected from Social Media Addiction Scale developed by Tutgun-Ünal and Deniz (2015); and social media addiction of students were examined in terms of various demographic variables. In the research, social media addiction of the students was found to be low. When the sub-scales were examined, occupation and mood modification levels of social media addiction of students were found to be moderate. The findings of the research revealed that (a) Social media addiction increases as the daily time spent increases, (b) Students sharing photos in social media by applying filter/makeup were found to be more addicted regarding the mood modification aspect, (c) Students use social media when they wake up in the morning, during the day, and before bed, (d) New Media and Journalism students' Instagram use is high, followed by students using Twitter the most.

Keywords: Social network, Social media addiction, New media, Journalism

INTRODUCTION

Social media addiction, defined as a psychological problem, has become important with various negative outcomes in daily life and relationships when the social media use gets out of control. The increasing use of the social media not only transformed how we work in many sectors, but it also affected our social life both positively and negatively, as it became part of our everyday life.

Social media provided communication on a global scale, enabling access to people who are hard to reach, or even impossible. We engage in and continue online communication disseminating information through various channels and social media applications that are interconnected. According to Akyazı and Tutgun-Ünal (2013), today the dominant culture is participatory and manifests itself best through online social networks. What matters in the participatory culture is that social bonds are made through online social networks; and individuals share information about what they have done through images, videos and texts in their profiles to track other people's reactions to them. In this sense, the sphere of influence the social networks possess make their use attractive.

As a result of these attractive properties, the social networks gain an increasing number of users every day; and when they go unrestrained, negative consequences follow. Researchers report numerous adverse effects of social media addiction in people's lives. (Savci, Ercengiz and Aysan, 2017; Şahin and Yağcı, 2017; Tarhan, and Nurmedov, 2019; Taş, 2017; Tutgun-Ünal and Deniz, 2015, 2016; Tutgun-Ünal, 2015, 2019, 2020). They even claim that as the youth today feel competent in their use of the social media, they tend to overuse it. (Tutgun-Ünal and Deniz, 2019).

In the initial studies about social media addiction, researchers examined a possible correlation between Facebook addiction and sleep habits (Abhijit, 2011; Andreassen, 2012; Dewald, Meijer, Oort, Kerkhof, and Bögels, 2010; Kuss and Griffiths, 2011). These studies have shown that social media use may lead to many problems such as a decrease in social activities, deterioration in academic performance, as well as relationship problems (Brunborg et al; 2011; Deniz and Gürültü, 2018; Dewald et al, 2010; Kuss and Griffiths, 2011; Tutgun-Ünal, 2015, 2019).

On the other hand, there are also many studies on the effects of social media in order to create a scale such as levels of social media use (Deniz and Tutgun-Ünal, 2019), social media addiction (Ayğar Bakır and Uzun, 2018; Fırat and Barut 2018; Taş, 2017; Tutgun-Ünal, 2015, 2020; Tutgun-Ünal and Deniz, 2015), Facebook addiction (Andreassen, 2012; Çam and İşbulan, 2012), social media adoption (Usluel and Mazman, 2009), and purposes of social media use (Karal and Kokoç; 2010).

When we examine these studies that try to measure social media addiction, we observe reports of addiction aspects such as (1) salience, (2) mood modification, (3) tolerance, (4) withdrawal, (5) conflict, and (6) relapse. (Andreassen, 2012; Brown, 1993; Griffiths, 1996, 2005). So, these studies seem to be important regarding the determination of social media addiction.

When we review the literature, we see that as these measurement tools are applied to different groups, many studies have been carried out. Even though most of these were performed with young people (Aktan, 2018; Akyazı and Tutgun-Ünal, 2013; Balcı and Baloğlu, 2018; Deniz and Gürültü, 2018; Tarhan, 2018, 2019; Tutgun-Ünal and Deniz, 2016; Tutgun-Ünal and Köroğlu, 2013; Tutgun-Ünal, 2019, 2020), it can be observed that the discipline expands incrementally as various psychological and behavioral disorders are also reported in these studies (Baripoğlu, 2012; Correa, Hinsley, and Zuniga, 2010; İşiten, 2012; Wilson et al, 2010).

In one study, in individuals with some other disorders such as hyperactivity, and attention deficit disorder (ADD), social media addiction is examined through some other variables (Uzun, Yıldırım and Uzun, 2016). On the other hand, it is stated that since social networks enable the individual to present himself or herself in his or her own self image, highly narcissistic people tend to be more active in social media platforms (Buffardi ve Campbell, 2008).

In previous studies, it was reported that the internet use started to demonstrate behaviors similar to substance, alcohol or gambling addictions (Goldberg, 1999; Young and Rodgers, 1998; Young, 1996a, 1996b, 2009), while nowadays, the same claim is made for online social media networks which increasingly became more popular with Web 2.0. They even emphasize that social media addiction is more harmful than alcohol or drug addictions (Baripoğlu, 2012; Tutgun-Ünal, 2015, 2019).

So, we see that studies on social media addiction and its definition as well as identification have been carried out based on definitions of internet addiction. DSM IV or later versions are taken as reference in defining cyber addictions, unrelated to substances such as internet addiction, social media addiction or digital game addiction (American Psychiatric Association, 1995). In this sense, Young (1998) preferred adapting the criteria of pathological gambling while defining internet addiction; and claimed that, just like gamblers, internet addicts also displayed certain characteristics such as overconfidence, emotional sensitivity, reactivity, alertness, inability for self-expression and adaptation. Goldberg, on the other hand, defined internet addiction based on DSM-IV substance criteria as “inappropriate use of the internet which accompanies three or more of the symptoms that occur at any time over a twelve month period and leads to a clinically distinct disorder or disturbance” (Goldberg, 1999).

In studies done later, definitions shifted towards a more dimensional direction when it was understood that internet overuse hurt people in many ways. For example, Caplan (2005) defines problematic internet use as a multi-dimensional syndrome. That refers to many aspects of life such as work/school, social life, and personal life. Tutgun-Ünal (2015) tried to collect definitions of internet addiction; and defined social media addiction as “a psychological problem that leads to such issues as occupation, mood modification, relapse and conflict in many aspects like personal, social, work/school areas of daily life, growing through cognitive, emotive and behavioral processes.” This definition actually includes the addiction dimension found in social media addiction scales, too.

Data was collected from users to proceed to situation assessment studies that include definitions and scales. In this context, it can be observed that studies were carried out with many samplings from different age groups; and that the importance of working with young people in terms of early intervention was emphasized (Deniz and Tutgun-Ünal, 2019; Tutgun-Ünal, 2013, 2015, 2019, 2020; Tutgun-Ünal and Deniz, 2019, 2020).

It is stated that overuse of social media leads to academic failure among young people who happen to be students. It is also predicted that this might affect their future education and professions (Deniz and Gürültü, 2018; Tutgun-Ünal, 2015, 2019, 2020). So, it can be seen that studies done with generations Y and Z are considered important; and that their use of social media habits and preferences are established (Ekşili and Antalyalı, 2017; Onurlubaş and Öztürk, 2018; Özdemir, 2017; Tutgun-Ünal, 2013; Tutgun-Ünal and Deniz, 2019, 2020). So, these studies demonstrate the importance of working with such specific groups.

On the other hand, the internet and social media are used intensively in many business sectors, too. They became an alternative way of doing business, replacing conventional media. With the emergence of new media, economic and technological developments, conventional media got inevitably transformed. According to Turgut (2013), it can be said that, just by looking at its economy, conventional media is replaceable by the new media. In this sense, conventional journalism evolved into new perspectives and professions like internet journalism, and even social media journalism. This points to the fact that students who choose new media as a future profession will have to spend a lot of time on social media for business purposes.

Social media business dynamics work differently from conventional media work hours from 9 to 5. If we take journalism as an example, internet journalism is much more dynamic with constant updates and additions throughout the day in interaction with the world. This entails constant connectivity. According to İrvan (2014), it is possible to renew a newspaper almost every half hour with internet journalism with no shortage of space. When the said business model is applied to business done over social media nowadays, it becomes clear how much time will be spent on social media.

So, with this study done with Üsküdar University Communications Faculty New Media and Journalism students, we aim to establish the social media habits and the level of their addiction. As these students will be working in the new media sector in the future, it is important to determine their habits and take preventive measures against a possible social media addiction. It is also assumed to supply data for further future studies done with specific groups.

So, “Social Media Addiction of New Media and Journalism Students” comprised the problem title of the study.

Objectives

In this study, it is aimed to examine social media addiction of New Media and Journalism students in terms of many variables. For that purpose, the research questions below have been asked.

1. What is the level of social media addiction of New Media and Journalism students?
2. Is the social media addiction of New Media and Journalism students differentiated according to gender?
3. Is the social media addiction of New Media and Journalism students differentiated according to daily usage duration?
4. Is the social media addiction of New Media and Journalism students differentiated according to filters or make-up used in photographs?
5. What time do New Media and Journalism students use social media during the day?
6. Which social media applications do New Media and Journalism students use the most?

METHODOLOGY

Research Model

In the study, social media addiction of New Media and Journalism students was examined in terms of various parameters in order to establish the current status. Therefore, the comparative survey model was used. According to Karasar (2018), the comparative survey model aims to find out differences among groups formed on the basis of a variable.

Sampling

The sampling of the study consists of 85 students from 2018-2019 spring semester at Üsküdar University, Communications Faculty, New Media and Journalism Department. The age average is 22 as the students are between 19 and 35 years old. 35,3% of the sample is female (n=30); and 64,7% male (n=55).

Data Collection Tools

Personal Information Form. In the study, the researcher collected data on demographic characteristics (age, gender, department), social media preferences (which social media applications they use and how often), social media habitual use (what time and for how long) of the Communication Faculty students via a personal information form.

Social Media Addiction Scale (SMAS). Social Media Addiction Scale (SMAS) is developed by Tutgun-Ünal and Deniz (2015) in order to measure social media addiction of university students, having performed all validity and credibility tests. It is a scale that consists of 41 items and 4 factors (occupation, mood modification, relapse and conflict). It is a 5 point likert scale with “Always,” “Often,” “Sometimes,” “Seldom,” and “Never.” SMAS has 4 factors which explain 59% of the total variance. The specific consistency coefficient of the scale is cronbach alpha .967. The highest point to be obtained from SMAS is 205; the lowest is 41. The sub scales can

be assessed among themselves. Accordingly, the items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 on the scale are concerned with the occupation aspect; and measure the cognitive occupation effect of social media. The items 13, 14, 15, 16 and 17 on the scale are concerned with mood modification; and measure the emotive effect of social media. The items 18, 19, 20, 21 and 22 on the scale are concerned with the relapse aspect; and measure how the desire to control social media use fail and lead to repetitive reuse. The items 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41 on the scale are concerned with the conflict aspect; and measure how social media cause potential problems in an individual’s life.

Data Collection and Analysis

Data was collected in class on a voluntary basis. It took 15 minutes to fill the questionnaire in class. It took three weeks to collect the data.

The difference between the lowest possible point and the highest possible point to be obtained from SMAS divided by 5 gives us an interval as to the levels of addiction “Not Addicted,” “Little Addicted,” “Medium Addicted,” “Highly Addicted,” and “Very Highly Addicted” (Tutgun-Ünal and Deniz, 2015). In the same way, the difference between the lowest and highest possible points in the sub scale divided by 5 give us an interval as to the levels of addiction. Points in Table 1 show these levels in the analysis of the study.

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

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

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

Findings

In this section of the study, there are statistical findings on the research questions collected from 85 students at Üsküdar University Communications Faculty New Media and Journalism Department. Data collected on a personal information form using a social media addiction scale has been analyzed; and points shown in Table 1 have been taken into consideration in establishing the levels of students’ addiction.

Findings about the Social Media Addiction among the New Media and Journalism Students

In this section, there are findings on the level of social media addiction among New Media and Journalism students. Analyses have been made according to the total points in social media addiction scale and sub scale. The results are given in Table 2.

Table 2. Social Media Addiction Levels

Sub Scale/Scale	n	\bar{X}	sd
Occupation	85	36,38	9,32
Mood Modification	85	13,30	5,31
Relapse	85	11,95	5,83
Conflict	85	40,94	18,70
Social Media Addiction	85	102,58	32,51

When the average points in Table 2 are examined, the total of 4 factors for social media addiction adds up to 102,58. Since the lowest possible point is 41, and the highest possible point is 205, the calculations indicate that the New Media and Journalism students are ‘little addicted’ to social media.

The occupation sub scale consists of 12 items. While examining the average point students got in the sub scale, interval calculations have been taken into consideration as 12 is the lowest possible point, and 60 is the highest possible point. So, the average point students got in the occupation sub scale is 36,38, which indicates that the students are ‘medium addicted’ to social media.

Mood modification sub scale consists of 5 items. The lowest possible point is 5, while the highest possible point is 25. Considering the addiction intervals, the average point the students obtained in the sub scale was assessed, which was 13,30. This shows that students are ‘medium addicted’ to social media in mood modification.

Relapse sub scale consists of 5 items; the lowest possible point is 5, and the highest possible point is 25. Accordingly, the average point students obtained was 11,95. This demonstrates that the students are ‘little addicted’ to social media in relapse.

Conflict sub scale consists of 19 items. The lowest possible point is 19, and the highest possible point is 95. The average point the students obtained was 40,94, which indicates that they were ‘little addicted’ to social media in the conflict aspect.

Findings about the Social Media Addiction According to Gender among the New Media and Journalism Students

The points New Media and Journalism students got in the social media scale and sub scales are analyzed through an independent group t-test in order to determine whether social media addiction differentiate according to gender; and the results are shown in Table 3.

Table 3. T-Test Results According to Gender Differentiation in Social Media Addiction

Sub Scale/Scale	Gender	n	\bar{X}	sd	df	t	p
Occupation	Female	30	38,40	10,14	83	1,479	,143
	Male	55	35,29	8,74			
Mood Modification	Female	30	14,43	5,46	83	1,454	,150
	Male	55	12,69	5,18			
Relapse	Female	30	13,36	5,80	83	1,667	,099
	Male	55	11,18	5,75			
Conflict	Female	30	42,46	19,70	83	,553	,582
	Male	55	40,10	18,26			
Social Media Addiction	Female	30	108,66	35,80	83	1,278	,205
	Male	55	99,27	30,41			

When Table 3 is examined, it is found out that New Media and Journalism students did not differentiate according to gender ($p>0.05$). When sub scales are examined, no significant difference is found. When the total of the scale and the sub scales is looked into, it is observed that the average point of females is higher than males.

Findings about the Social Media Addiction According to Daily Use Durations among the New Media and Journalism Students

One way anova variance analysis is used to determine whether social media addiction of New Media and Journalism students differentiate according to daily use duration; and the results are shown in Table 4.

Table 4. Variance Analysis Results According to Daily Use in Social Media Addiction

Scale	Daily Duration	n	\bar{X}	sd	F	p	Difference
Social Media Addiction	Less than 1 hour	4	82,50	31,00	5,256	,002	Less than 1 hour<4-6 hours 1-3 hours<4-6 hours 1-3 hours<more than 7 hours
	Between 1-3 hours	35	89,31	24,59			
	Between 4-6 hours	32	115,93	35,68			
	More than 7 hours	14	111,00	29,66			
	Total	85	102,58	32,51			

When Table 4 is studied, it was revealed that social media addiction of New Media and Journalism students differentiated significantly according to daily use duration ($p<0.05$). According to LSD analysis, as the daily use duration of social media increased, so did social media addiction. So, it can be said that those who use social

media between 4-6 hours a day are more addicted (medium addicted) than those who use it for less than one hour or between 1-3 hours.

Table 5. Variance Analysis Results Regarding Differentiation of Occupation According to Daily Use in Social Media Addiction

Sub Scale	Daily Duration	n	\bar{X}	sd	F	p	Difference
Occupation	Less than 1 hour	4	27,50	4,50	7,31	,000	Less than 1 hour<4-6 hours Less than 1 hour<More than 7 hours 1-3 hours<4-6 hours 1-3 hours<More than 7 hours
	Between 1-3 hours	35	32,74	7,97			
	Between 4-6 hours	32	38,56	9,02			
	More than 7 hours	14	43,07	8,75			
	Total	85	36,38	9,32			

When Table 5 is examined, it is seen that daily social media use duration differentiated significantly in the occupation aspect ($p < 0.01$). According to LSD analysis, as the daily use duration of social media increased, so did addiction in the occupation aspect. Those who use social media between 4-6 hours a day are found to be medium addicted to social media in the occupation aspect. Those who use social media more than 7 hours a day are highly addicted to social media in the occupation aspect.

Table 6. Variance Analysis Results of Mood Modification According to Daily Duration of Use in Social Media Addiction

Sub Scale	Daily Duration	n	\bar{X}	sd	F	p	Difference
Mood Modification	Less than 1 hour	4	7,25	1,70	7,11	,000	Less than 1 hour < 4-6 hours Less than 1 hour<More than 7 hours 1-3 hours<4-6 hours 1-3 hours<More than 7 hours
	Between 1-3 hours	35	11,25	4,34			
	Between 4-6 hours	32	15,28	4,73			
	More than 7 hours	14	15,64	6,40			
	Total	85	13,30	5,31			

When Table 6 is examined, it was found that daily use of social media significantly differentiated in the mood modification aspect ($p < 0.01$). According to LSD analysis, as the daily use of social media increased, so did social media addiction in the mood modification aspect. So, it can be said that as the daily use durations of social media increased, the students take more emotional solace in social media. Additionally, those who use social media between 4-6 hours a day and those who use it for more than 7 hours are found to be medium addicted in the emotional aspect.

Table 7. Analysis Results of Relapse in Social Media Addiction According to Daily Use Duration

Sub Scale	Daily Duration	n	\bar{X}	sd	F	p	Difference
Relapse	Less than 1 hour	4	11,75	8,99	1,67	,180	-
	Between 1-3 hours	35	10,34	4,72			
	Between 4-6 hours	32	13,40	6,16			
	More than 7 hours	14	12,71	6,28			
	Total	85	11,95	5,83			

When Table 7 is examined, no differentiation was found regarding the relapse aspect in social media use ($p > 0.05$). The average points in the Table indicate medium addiction in those students who use social media between 4-6 hours a day in the relapse aspect. This tells us that there is no decrease in the students' daily use of social media; and that it remained steady.

Table 8. Variance Analysis Results of Social Media Addiction Conflict According to Differences in Daily Use

Sub Scale	Daily Duration	n	\bar{X}	sd	F	p	Difference
Conflict	Less than 1 hour	4	36,00	19,06	3,40	,021	1-3 hours<4-6 hours
	Between 1-3 hours	35	34,97	14,75			
	Between 4-6 hours	32	48,68	21,51			
	More than 7 hours	14	39,57	15,82			
	Total	85	40,94	18,70			

When Table 8 is examined, it is seen that there is a significant differentiation in daily social media use regarding conflict ($p < 0.05$). According to LSD analysis, those students who use social media between 4-6 hours a day compared to those who use it between 1-3 hours are more conflicted. Additionally, those students who use social media between 4-6 hours a day are medium addicted to social media in the conflict aspect.

Findings in Social Media Addiction According to Photograph Filter/Make-up Application Use among New Media and Journalism Students

In order to determine whether the social media addiction of New Media and Journalism students differ in accordance with the use of filter, or make-up in photographs they share, points taken from social media addiction scale and sub scales are analyzed with an independent group t-test; and the results are shown below in Table 10.

Table 9. T-Test Results According to Photograph Filter/Make-up Application Use in Social Media Addiction

Sub Scale/Scale	Filter/Make-Up	n	\bar{X}	sd	df	t	P
Occupation	Yes	50	37,50	9,57	83	1,320	,191
	No	35	34,80	8,85			
Mood Modification	Yes	50	14,26	5,46	83	2,013	,047
	No	35	11,94	4,85			
Relapse	Yes	50	12,22	6,04	83	,502	,617
	No	35	11,57	5,57			
Conflict	Yes	50	42,44	20,99	83	,882	,380
	No	35	38,80	14,86			
Social Media Addiction	Yes	50	106,42	36,44	83	1,304	,196
	No	35	97,11	25,42			

When Table 9 is examined, it can be seen that there is differentiation in mood modification sub scale ($p < 0,05$). The mood modification addiction of those students who use filter and make-up in their photos is high. It can be concluded that these touches and changes on the photos make the students feel better.

Findings on When New Media and Journalism Students Use Social Media

New Media and Journalism students use of social media during the day has been examined with their frequency of use. The data is provided in Table 10.

Table 10. Social Media Addiction Levels

Time of Use	n	%
I check it in the morning	7	8,2
I check it before bed	3	3,5
I check it both in the morning and before bed	6	7,1
I check it only during the day	6	7,1
I check it in the morning, during the day and before bed	63	74,1
Total	85	100

When the following social media use times are examined, i.e. in the morning, before bed, both in the morning and before bed, only during the day, and all day (in the morning, during the day and before bed), the ratio of those who check the social media all day long was found to be 74,1%.

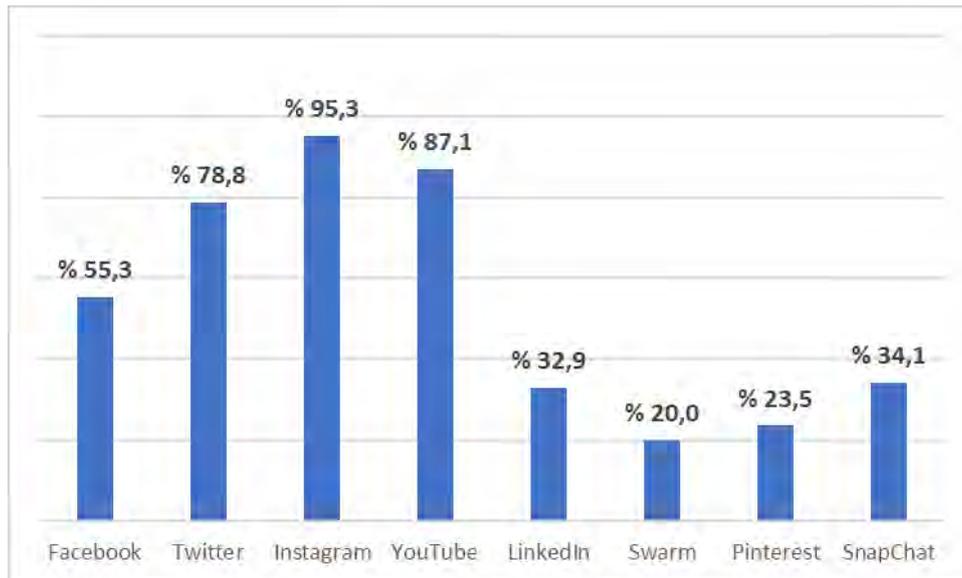
Findings on Social Media Applications Used by New Media and Journalism

In this section, social media applications New Media and Journalism students use have been questioned; and the frequency analysis results are given in Table 11.

Table 11. Social Media Applications

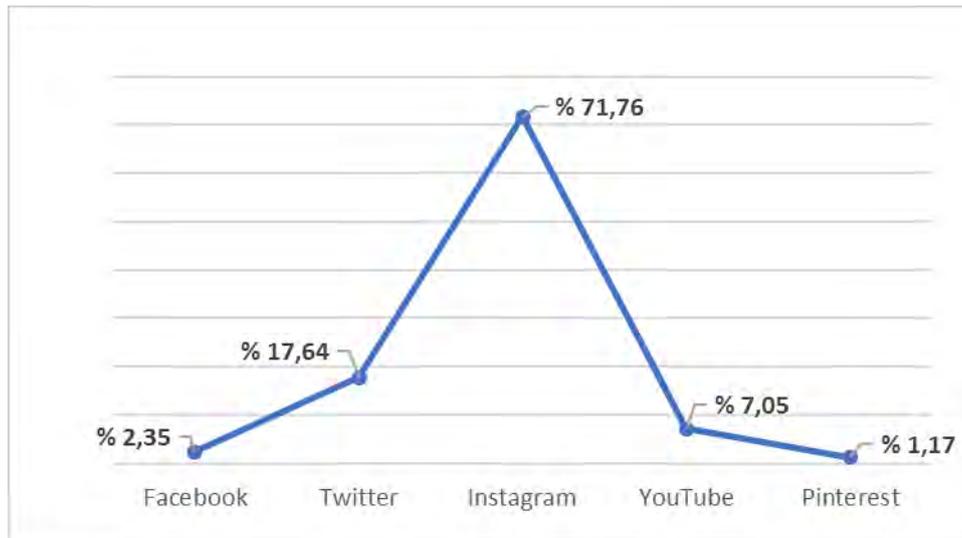
Social Media Applications	n	%
Instagram	81	95,3
YouTube	74	87,1
Twitter	67	78,8
Facebook	47	55,3
Snapchat	29	34,1
LinkedIn	28	32,9
Pinterest	20	23,5
Swarm	17	20,0

According to Table 11, Instagram was the most preferred application (98,3%). Almost all the students use Instagram (n=81). When the Table is examined, it can be seen that YouTube comes second with 87,1%; and Twitter third with 78,8%. Facebook is used 55,3%, which corresponds to almost half the students. The other applications remained below 50% (Graph 1).



Graph 1. Social Media Applications Used by New Media Journalism Students

Considering that the students use several social media applications together, it was questioned which one they used the most; and some results have been reached (Graph 2).



Graph 2. The Most Commonly Used Social Media Applications

The social media application New Media and Journalism students used the most turned out to be Instagram with 71,6% as can be seen in Graph 2 (n=61). The percentage of those students who reported to use Twitter the most is 17,64 (n=15). Only 6 students reported to use YouTube the most.

RESULTS AND DISCUSSION

As a result, social media addiction of New Media and Journalism students is found to be at a minimum level. When we examine the sub scales, though, we detect medium level addiction in the occupation and mood modification aspects. This result demonstrates that the students occupy themselves with social media in order to modify their mood, i.e. get emotional support.

In another study done with the social media addiction scale, which was developed by Tutgun-Ünal and Deniz (2015) for this study, also found the addiction level of Üsküdar University Communications Faculty students to be at a minimum (Tutgun-Ünal, 2019). Similarly, a medium level addiction is detected in the occupation and mood modification aspects. So, the levels of social media addiction at Üsküdar University Communication Faculty in general and also New Media and Journalism Department are found to be the same. The specific examination of New Media and Journalism Department yielded the same results as the Faculty.

When the sub scale items for occupation are examined, mostly items related to cognitive addiction to social media are found such as; “If I have a job to do, I first check the social media,” “I sometimes spend more time on social media than I intend to,” “When I do not check social media for some time, it occupies my mind.” In the sub scale of mood modification; however, there are mostly items related to emotional addiction to social media such as; “I use social media to forget about my personal problems,” “I spend time on social media when I feel lonely,” “I prefer to browse through social media to get rid of negative thoughts.” It is striking that students demonstrate medium level addiction in both aspects. So, it becomes apparent that more work is needed to support emotional and cognitive occupation.

In 2015, in a study done in universities in İstanbul, the same scale (SMAS) was used with 1034 students; and similar results were obtained. That means medium addiction was found in the occupation aspect. Even though addiction was found to be minimum in the mood modification aspect, in some faculties it turned out to be medium level addiction. According to research, addiction in the mood modification aspect differentiated among faculties. In the Faculty of Nursing, which mostly consists of female students, addiction according to the Mood Modification aspect was found to be at medium level. In the same study, it was predicted that as women get more emotional support compared to men, their social media addiction in the emotional aspect would be higher in faculties where they are in the majority (Tutgun-Ünal, 2015).

In this study, it is found that the students in the New Media and Journalism Department are little addicted to social media, which confirms other studies. Concerning the mood modification aspect, there is consistency with the social media addiction level of Nursing Faculty students, as reported in the Tutgun-Ünal and Deniz study (2015). So, it can be said that social media addiction can be different according to faculties and departments. These differences can be expressed via studies done with specific, small groups.

In this study, it is seen that the social media addiction of New Media and Journalism students did not differentiate according to gender. This result should be assessed only in relation to New Media and Journalism students. However, in a study done with 314 students from Üsküdar University Communications Faculty, using the same scale, there was no differentiation according to gender, either, which confirms the results of this study (Tutgun-Ünal, 2019).

Social media addiction manifested differences according to daily use. According to this, those students who use social media between 4-6 hours a day are found to be more addicted than those students who use it less. The students who use social media between 4-6 hours a day are also medium addicted according to social media addiction scale. In many studies, it is stated that as the daily use of social media increases, so does social media addiction (Tutgun-Ünal, 2015, 2019, 2020; Tutgun-Ünal and Deniz, 2016, 2019, 2020). Also, in some studies, it is stated that duration of internet use is not an indicator of addiction by itself, but after 4 hours, internet addiction is often observed (Tutgun-Ünal, 2015, 2019, 2020; Young, 1996a,1996b,1998).

Also, in this study, students who use social media between 4-6 hours a day are found to have relapse addiction. It can be said that these students cannot limit their social media use; and continue to use it the same way each time. As far as conflict is concerned, medium addicted people are found to use social media between 4-6 hours. It can be said that these individuals get conflicted about their social media use with people around them, and experience many adverse effects in their life because of it.

When the social media addiction of those who use filter/make-up in their photos versus those who do not is compared, differences are found in mood modification sub scale. Those students who modified their photos felt better about themselves, which led to emotional social media addiction. In another study done including other departments at Üsküdar University Communications Faculty, differences in both occupation and mood modification sub scales were found; and it was revealed that those who use filter/make-up in their photos are more occupied with social media and felt better about themselves (Tutgun-Ünal, 2019, 2020). In this study, New Media and Journalism students were found to differ only regarding the mood modification aspect, and not regarding occupation sub scale.

Social media drives out many mundane activities like getting into a vehicle, commuting, putting on make-up, and getting ready, forcing people to go online. Social media platforms enable users to get to places without even getting up or to look made-up with make-up applications. New studies question the filter/make-up features and find out that they lead to social media addiction.

Besides, it was determined that New Media and Journalism students use social media at all hours. That is, 74% of the students check social media as soon as they wake up, during the day, and before they go to bed. It can be said that they already integrated internet and social media into their personal life which will become a part of their professional life later on, without any time limits.

Lastly, almost all the New Media and Journalism students use Instagram (95,3%). YouTube comes second with 87,1%, followed by Twitter with 78,8%. The percentage of Facebook users is 55,3%, i.e., less than Twitter.

When asked which social media platform they used most, again the answer was Instagram (71,76%). What is striking here is the percentage of students who said they used Twitter most. 17,64% of New Media and Journalism students reported Twitter as the social media platform they use most, and not Instagram. This result is found quite significant for the said department.

When we consider that the students in the Department of New Media and Journalism also engage in social media journalism, or “Twitter journalism,” they are probably interested in Twitter for that same reason. Additionally, the students who report using YouTube (87,1%) also said it is not their number one choice (7,05%).

In conclusion, it is possible to assess small groups specifically, like in this study. In this way, a potential social media addiction can be prevented considering the characteristics of the groups in the studies. In general, more comprehensive studies combined with those conducted on small groups should be evaluated together to obtain stronger data.

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