

**A MEDIATOR ROLE OF SOCIAL MEDIA ATTITUDES ON THE
RELATIONSHIP OF PROBLEMATIC INTERNET USE WITH SOCIAL
SAFENESS AND PLEASURE IN ADOLESCENTS**

*ERGENLERDE SOSYAL GÜVENDE HİSSETME VE MEMNUNİYET İLE
PROBLEMLİ İNTERNET KULLANIMI ARASINDAKİ İLİŞKİDE SOSYAL MEDYA
TUTUMLARININ ARACILIK ROLÜ*

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*Geliş Tarihi: 27.06.2018
(Received)*

*Kabul Tarihi: 27.03.2019
(Accepted)*

ABSTRACT: The purposes of this study are to examine whether or not there is a mediator role of social media attitudes on the relationship with problematic internet use and social safeness and pleasure of adolescents and to lead new studies. 461 high school students who were educated (9th, 10th, 11th and 12th grades) at high schools located in Erzurum, Turkey in the 2016 -2017 academic year were enrolled in this study. In order to analysing the data, frequency distribution, t Test, Pearson Product Moment Correlation Coefficient and Hierarchical Regression Analyses were used by using SPSS 21.0. In order to collect data from the participants “Problematic Internet Usage Scale – Adolescent”, “Social Safeness and Pleasure Scale”, “Social Media Attitudes Scale” and also to get demographical information “Demographical Information Form” were used. At the end of the study, the meaningful mediator role of social media attitudes (sub dimensions are social competence and need for sharing) on the relationship between problematic internet use and social safeness and pleasure on adolescents was seen. Also, there were positive relationships between social safeness and pleasure and social media attitudes; problematic internet use and social media attitudes. Beside there was a negative relationship between social safeness and pleasure and problematic internet use.

Key Words: Problematic internet use, Social media, Social safeness and pleasure

ÖZ: Bu araştırmada, ergenlerdeki sosyal güvende hissetme ve memnuniyet ile problemlü internet kullanımı arasındaki ilişkide sosyal medya tutumlarının aracı rolünün incelenmesi ve bu konuda yapılacak yeni çalışmalara yol göstermesi amaçlanmıştır. Araştırmaya 2016-2017 eğitim öğretim yılında, Erzurum İli, Palandöken İlçesi’nde bulunan liselerin 9.,10.,11. ve 12. sınıflarında öğrenim gören toplam 461 öğrenci katılmıştır. Araştırma verilerinin analizinde, SPSS 21.0 paket programından yararlanılarak frekans dağılımları, t testi, Pearson Momentler Çarpımı Korelasyon ve Hiyerarşik Regresyon Analizleri kullanılmıştır.

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Bu arařtırmada verileri toplamak için “Problemlı İnternet Kullanım Ölçeđi – Ergen Formu”, “Sosyal Güvende Hissetme ve Memnuniyet Ölçeđi”, “Sosyal Medya Tutum Ölçeđi” ve ergenlerin demografik özelliklerinin elde edilmesi için “Kişisel Bilgi Formu” kullanılmıřtır. Arařtırma sonucunda, ergenlerde sosyal güvende hissetme ve memnuniyet ile problemlı internet kullanımı arasındaki iliřkide sosyal medya tutumlarının (paylařım ihtiyaçı ve sosyal yetkinlik alt boyutları) aracı rolü olduđu görülmüřtür. Ayrıca, sosyal güvende hissetme ve memnuniyet ile problemlı internet kullanımı arasında negatif yönde; sosyal medya tutumlarının da hem sosyal güvende hissetme ve memnuniyet ile hem de problemlı internet kullanımı ile arasında pozitif yönde iliřkiler saptanmıřtır.

Anahtar Sözcükler: Problemlı internet kullanımı, Sosyal medya, Sosyal güvende hissetme ve memnuniyet

1. INTRODUCTION

In this section, explanations of problematic internet use, social media attitudes and social safeness and pleasure and also theoretical background of these concepts are mentioned.

1.1. Theoretical Background

Today, internet is regarded as one of the most important inventions of this age. Due to opportunities provided by the internet, service versatility, easy access to such services (Gölge & Arlı, 2002: 11-13), idiosyncratic flexible and interactive structure (Şendađ & Odabaşı, 2009: 132-141), the internet has become a part of our lives in more intense way (Aydođdu, 2003 1-114). According to Internet World Stats (IWS, 2017) research, between 2000-2017 the number of internet users had 93.6% growth and in March 2017 internet users corresponded to 49.7% of world population with 3,739,698,500 users. In Turkey, based on TUIK Household Information Technologies Usage Research (TUIK, 2016), as of April 2016, the number of internet users had increased approximately 5% and reached 61.2% of the population. According to the another finding of this study is that in January, February, and March of 2016, 82.4% of internet users were social media users.

Another research was conducted by the Ministry of Transport Internet Board, Middle Eastern Technical University (METU), and Information Technologies and Communication Institute Telecommunication Department to identify “Social Sharing Website Using Habits of Children.” According to this report in February 2011, approximately 70% of 9-16 age group were using the internet at least once a day. 66% were using social sharing networks at least once a day and they spend 72 minutes/per on these networks. These findings indicate that children and young people are spending most of their time spending with internet on social networks (Otrar & Argn, 2015: 391-403).

In the last decade, use of the Internet has grown exponentially and intense use of both internet and social media have been a common ground for various internet related researches in different disciplines. It was seen that some of these

researches showed that internet contributed to development of children, adolescence, and young adults. In this sense, some researchers claimed that the internet increases academic success by easy access to information (Tuncer, 2001: 427-435), computer games enhance cognitive development (Subrahmanyam & Lin, 2007: 659-677), and provide certain advantages that lack in face-to-face communication to create psychological and social environment versatility (McKenna & Bargh, 2000: 57-75). On the other hand, some researches asserted that uncontrolled usage of the internet within long time periods, had caused certain problems for individuals including physical, academic, vocational, cognitive, psycho-social, and developmental areas (Balkaya Cetin, 2014: 1-226).

When the literature was reviewed, there were different concepts such as problematic or pathological internet usage, internet addiction disorders, cyber addiction, overuse of the internet, triggering internet use, and virtual addiction (Acier & Kern, 201: 983-989). Fundamentally, all these concepts were used with similar objectives and the starting point is overuse or problematic usage of the internet (Ceyhan, Ceyhan & Gürcan 2007: 387-416). Although “internet addiction” was popularly used, since this concept is different than other chemical-based addictions and fails to correspond to overuse of the internet (Wolf & Beard, 2001: 377-383), it is hard to tell that this concept completely reflects problems caused by internet use (Ceyhan, 2011: 85-93). Therefore, it can be seen that “problematic” and “pathological” concepts are used instead of “addiction” by many researchers (referred by Günüç & Kayri, 2010:220-232).

As the internet is a technological tool with a complex structure, it is hard to make an exact definition of problematic internet usage. Young (1996) organised main measures of problematic internet use in an eight-item scale. Additionally, based on diagnosis scale adopted from seven-item DSM-IV classification system by Suler (1996), eight-item diagnosis measures were determined. In addition, Wolf and Beard (2001) organised and developed diagnosis measures presented by Young.

Problematic internet usage can be observed at any age; however, adolescence is one of the most important risk groups (Öztürk, Odabaşoğlu, Eraslan, Genç & Kalyoncu, 2007: 36-41). Interest towards technological developments during adolescence and higher internet usage rate compared to other age groups (Treuer, Fábíán & Füredi, 2001: 283-290 ; Widyanto & McMurrin, 2004: 443-450) as well as insufficient psychological maturity in that period made adolescents a potential risk group in terms of problematic internet usage (Ceyhan, 2008: 109-116). Researches show that as adolescents yet failed to complete cognitive, emotional, and social development processes, they may be affected from negative consequences of internet more than other groups (Tsai, Lin, & Tsai 2001:

41-51; Tung, & Yang, 2007: 79-96). Individuals during adolescent period spend long time on the internet as a social communication tool in the process of discovering, finding, and realising their identities (Karaca 2007; Balkaya Cetin, 2014: 1-226). Problematic internet usage is an important risk factor for adolescents aged between 12-18 years (Öztürk et al, 2007: 36-41).

In conjunction with the rapid growth of the internet, another concept that has become a part of our lives is social media. As Sayımer (2008) said that, social media is the common name given to all web-based online tools based on mutual interaction where users will have the opportunity to share their interests, information, and ideas about anything. Although social media has “media” in the given name, this form enables users to create a content, comment, and contribute on contrary to traditional media (Scott, 2015: 56). It could be stated that the first signs of social media usage were based on My Space program, appeared in 1997, where this program has been replaced by new social media tools like Facebook, Twitter, YouTube, and LinkedIn (Boyd & Ellison, 2010: 16-31; Jenkins-Guarnieri et al., 2012: 294-301). Additionally, it is known that there are more than 500 social media tools and number of these tools are increasing each day (Thompson & Loughed, 2012: 88-98).

There are two different perspectives about younger social media users. First perspective argues that since social media communication is low quality compared to face-to-face communication, the internet communication is related with socialisation problem and young people with social skill problems tend to communicate via the internet. On contrary to this perspective, second perspective claims that young people prefer to communicate with their current friends and meet them rather than communication via internet and offline communication as agents of socialisation (Mikami, Szwedo, Allen, Evans & Hare, 2010: 46-56).

It is claimed that internet creates a unique psychological environment for its users that makes people to feel free about social norms that exists in real life (Amichai-Hamburger & Barak, 2009: 34-76). For individuals, since face-to-face communication is threatening due to various reasons, virtual communication with less risks is preferred. Since the internet is anonymous and provides the opportunity to hide identity, individuals may perceive lower social risks in virtual communication rather than face-to-face communication (Caplan, 2002: 553-575; 2006: 234-242). It could be claimed that internet users found this virtual environment safer than real world based on researches regarding self-expression of people with high social anxiety level on virtual environments (Morahan-Martin & Shumacher, 2003: 659-671; Liu & Kuo, 2007: 799-804; Yen, Yen, Chen, Wang, Chang, & Ko, 2012: 7-12).

Trust based relationships and social aspects of human play an important role on having a good life (Akin, Uysal & Çitemel, 2013: 1-40). Individuals who have problem to feel socially secure are experiencing limitations in social life and problems to attend face-to-face events. In addition to that these people also have tendency for over-use of the internet (Griffiths, 2000: 246-251).

Safeness, which is the second step of hierarchy of needs of Maslow (1943) can be defined as being included in social unity that will meet the needs of living, belonging, and acceptance in a peaceful and a social area (referred by Şimşek, Akgemici & Çelik, 2001). When problematic internet use and related statement of Suler (1999) was considered, it could be claimed that internet users not only meet their socialising needs but also the need of socialising in a secure environment. Secure or insecure environment of individuals can stimulate cognitive functions of brain. While insecure environment caused negative effect, secure environment contributes to positive affect (Caine & Caine, 1991: 553-575; Gilbert et al., 2009: 135-143). Having positive affect such as peace and satisfaction can be related with moods such as well-being, and calmness (Depue & Morrone-Strupinsky, 2005: 313-349). According to Caster (1998) positive effects may be effective on uncovering security emotions and decrease the sense of threat (referred by Akin et al., 2013: 1-40). Gilbert et al. (2007) named this system as “social safeness and pleasure”. It could be stated that participating to interpersonal social events (spending time with friends that is loved) or non-social events may have a role to gain positive affects (Gilbert et al., 2009: 135-143).

Based on statements of researchers that investigated different aspects of problematic internet use (Young, 1996:899-902; Grohol, 1999; Suler, 1999: 385-389), a common point such as “over-use of the internet in search for socialising need” can be inferred.

When all these data were evaluated, it was expected that individuals that regarded the internet as a socialising tool and feel more safety in virtual environment have higher “social safeness and pleasure” perception regarding real world. Therefore, it is believed that social safeness and pleasure perception is an important factor for problematic internet usage.

Based on these facts, in this study, predictive nature of social media attitude for the relationship between social safeness and pleasure of adolescent and problematic internet usage were investigated. Results of this study indicated that positive or negative attitude of adolescent, social safeness and pleasure will make the role of problematic internet usage visible. It is believed that this will be beneficial to identify social media attitude of adolescent and taking precautions towards addictive tendencies. Thus, if the relationship between problematic internet use of adolescent and social safeness and pleasure can be identified, it may

be possible to raise awareness for parents, teachers, and internet users, and such users can become more sensitive.

2. METHOD

In this section, universe and sample; measuring instruments and data analysing method of this study were explained in detailed.

2.1. Universe and Sample

Universe of this research consisted of middle school students in Erzurum, Palandöken.

Sample of this study consisted of students selected from the universe with “cluster sampling method”. From high school types in Erzurum, Palandöken, high schools were selected with “simple random sampling”. From determined high school types (Science High School, Anatolian High School, Social Science High School, Imam Hatip High School, Private High School), one class of 9, 10, 11, and 12th grades were applied with “convenient sampling.” The sample of the study consisted of 461 high students.

2.2. Data Collection Tools

In this study, Demographical Information Form, Problematic Internet Usage Scale, Social Safeness and Pleasure Scale and Social Media Attitudes Scale were used.

2.2.1. Demographical Information Form

Demographical Information Form was developed by the researchers and it is a general information form consisting of 12 questions. This form had information to determine demographical variables such as gender, age, socio-economic status etc.

2.2.2. Problematic Internet Usage Scale (PIUS)

The scale was first developed by Ceyhan, Ceyhan, and Gürcan (2007) to measure problematic internet use levels of university students. Later, validity and reliability study of this scale was conducted by Ceyhan and Ceyhan (2009) on adolescents. PIUS was a five-scale Likert type with total of 27 items. Factor analysis results of the scale provided three sub-dimensions named “negative consequences of the internet”, “social benefit/social comfort”, and “excessive use”. Internal consistency of this scale was (α) 0.93 and internal consistencies of sub-scales were 0.93, 0.76, 0.78 respectively for negative consequences of the internet, social benefit/social comfort and excessive use (Ceyhan & Ceyhan, 2009: 109-116). In this study, Cronbach alpha internal consistency coefficient value was found as .91.

2.2.3. Social Safeness and Pleasure Scale (SSPS)

Social Safeness and Pleasure Scale (SSPS) was first developed by Gilbert et al. (2009) to predict whether individuals perceive their social world as secure,

warm, and calming. SPSS was a five-point Likert type with total of 11 items. Descriptive factor analysis presented that the scale consisted of single factor. It was seen that factor loads of the scale varied between .51 and .84. Turkish adaptation study of the scale was conducted by Akın, Uysal, and Citemel (2013) on 350 high school senior students. Internal consistency coefficient of the scale was found as .82. In this study, Cronbach alpha internal consistency coefficient value was found as .85.

2.2.4. Social Media Attitude Scale (SMAS):

Social Media Attitude Scale (SMAS) was developed by Otrar and Argın (2015) to determine attitudes of students towards social media. It was applied to total of 302 students aged between 13-18 in middle school and high school levels. This scale is a five-point Likert type with total of 23 items. Descriptive factor analysis presented “need to share”, “social competence”, “social isolation”, and “relationship with teacher” sub-dimensions. For entire scale, Cronbach α was 0.85 and for each sub-dimensions Cronbach α coefficients were higher than 0.70. In this study, Cronbach alpha internal consistency coefficient value was found as .80.

2.3. Data Analysis

SPSS 21.00 package program was used for statistical analysis of this study. Data were analysed with statistical techniques. The data of the study was obtained from 461 students. However, since data of 20 students were incomplete, these data were excluded from data set. As results of analysis indicated extreme values for 22 students in data set, these were excluded. After extreme value analysis, data were tested for normality and homogeneity. In this scope, Kolmogorov-Smirnov test was conducted for normality and it was found that data complied with necessary criteria. Data analysis was conducted on total of 419 students. 212 of these students were female and 207 were male.

Under the framework of this research, Pearson correlation analysis were used to investigate the relationship between social safeness and pleasure, problematic internet use, and social media attitudes. Mediator analyses was conducted to determine whether social media attitudes are mediator between social safeness and pleasure, and problematic internet use. Hierarchical regression analysis was used to test mediation role in accordance with recommendations of Baron and Kenny (1986). When these measures were considered, a variable can be accepted as mediator if that variable meets four measures. First, the relationship between predictor and predicted variables should be significant; second, the relationship between predictor and mediator variable should be significant. Another measure for mediator analyses is that the relationship between mediator and predicted variable should be significant. Last measure of mediator hypothesis is that when predictor and mediator variables are included in regression analysis

simultaneously, previous significant relationship between predictor and predicted variables should no longer be significant or significance level should decrease (Baron & Kenny, 1986: 1173-1182).

3. RESULTS

Results of this study indicated that social media attitudes (need for share and social competence sub-dimensions) of adolescence was a mediator for the relationship between social safeness and pleasure, problematic internet usage. Simple linear regression analysis was conducted to analyse pre-requisites of mediator variable. As a result, it was determined that social competence mediator variable had significant relationship with both predictor ($R=.129$, $R^2=.02$, $p<.001$) and predicted variable ($R=.428$, $R^2=.18$, $p<.001$). According to fundamental purpose of this study, Table 1 shows analysis results regarding mediator variable for social competence.

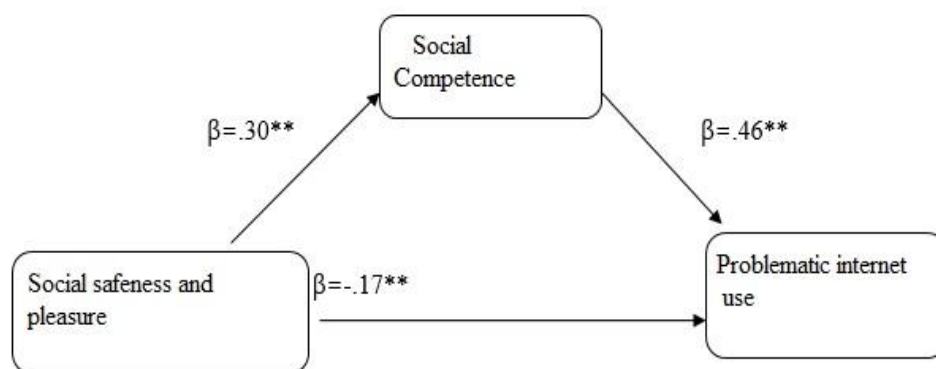
Table 1: Hierarchical Regression Analysis Results of Mediator Role of Social Competence for Relationship Between Social safeness and pleasure, and Problematic Internet use

Analysis Stage	Predictive Variable	Predicted Variable	R	R ²	Adj. R ²	β	t	p
1	Social safeness and pleasure	Problematic internet use	.182	.033	.031	-.246	-5,234	.000
2	Social safeness and pleasure	Problematic internet use	.491	.241	.237	-.174	-3.780	.000
	Social Competence					.459	10.662	.000

According to Table 1, it could be seen that social safeness and pleasure included to the model at first stage had significantly predicted problematic internet use, and variance for problematic internet use explained 3% of the relationship. When social competence that is included to model at second stage was considered, it was seen that social attitude explained 24% of the variance for the relationship between social safeness and pleasure, and problematic internet use. Additionally, it was found that beta values of social safeness and pleasure decreased from -.25 to -.17. According to Sobel test results, this difference in beta value was significant (Sobel $z:2,58$, $p<.001$). Based on analysis results, social competence had partial mediator role for the relationship between social safeness and pleasure, and problematic internet use.

Accordingly, it could be stated that social competence has partial mediator role for the relationship between social safeness and pleasure, and problematic internet use (Figure 1).

Figure 1. Beta coefficients regarding mediator role of social competence for predicting social safeness and pleasure, and problematic internet use.



**p<.001

For need for share sub-dimension of social media attitudes mediator analysis, simple linear regression analyses were conducted to analyse pre-requisites for mediator variable. As a result, it was determined that need to share mediator variable had significant relationship with both predictor ($R=.156$, $R^2=.02$, $p<.001$) and predicted variable ($R=.364$, $R^2=.13$, $p<.001$). According to fundamental purpose of this study, Table 2 shows analysis results regarding mediator variable for need to share.

Table 2: Hierarchical Regression Analysis Results of Mediator Role of Need to Share for Relationship Between Social safeness and pleasure, and Problematic Internet use

Analysis Stage	Predictive Variable	Predicted Variable	R	R ²	Adj. R ²	β	t	p
1	Social safeness and pleasure	Problematic internet use	.182	.033	.031	-.246	-5,234	.000
2	Social safeness and pleasure	Problematic internet use	.437	.191	.187	-.190	-3.855	.000
	Need to Share Attitude					.402	9.102	.000

According to Table 2, it could be seen that social safeness and pleasure included to the model at first stage had significantly predicted problematic internet use, and variance for problematic internet use explained 3% of the relationship. When need to share that is included to model at second stage was considered, it was seen that social attitude explained 19% of the variance for the relationship between social safeness and pleasure, and problematic internet use. Additionally, it was found that beta values of social safeness and pleasure decreased from -.25 to -.19. According to sobel test results, this difference in beta value was significant (Sobel $z:2,99$, $p<.001$). Based on analysis results, need to share had partial mediator role for the relationship between social safeness and pleasure, and problematic internet use.

Accordingly, it could be stated that need to share has partial mediator role for the relationship between social safeness and pleasure, and problematic internet use (Figure 2).

4. DISCUSSION

Atalay (2014: 1-409) stated that adolescence using social media for self-expression have high level of social competence points. According to Bayraktutan (2005), the internet environment provides an environment where users can get away from real-life problems, express themselves without getting humiliated or judgement, create a self-space on virtual platform, and gain sense of freedom and control. Such opportunities provided by the internet may cause problematic internet usage (Balkaya Çetin, 2014: 1-226).

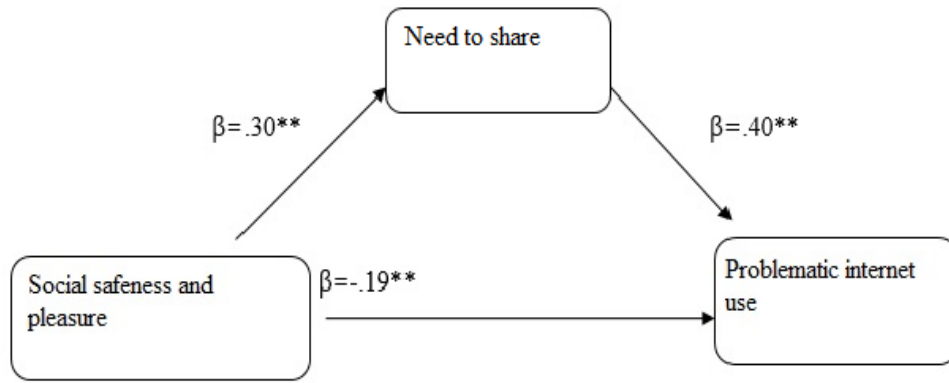
According to another study (Karataş & Balaman, 2012: 498-504), high school students express themselves not only with written messages but also by adding multimedia elements that enable to address sense. Based on this fact, it could be stated that individuals use different elements in social media for self-expression. It is believed that social media environments provide self-expression opportunities and easier recognition in terms of social competence (Atalay, 2014: 1-409) and this causes people to feel socially secure and become more satisfied with their lives. Based on the inferences given above. it could be stated that social competence has partial mediator role for the relationship between social safeness and pleasure, and problematic internet use result is in coherent with the literature.

As a result, social competence and need to share sub-dimensions of social media attitudes have partial mediator role for the relationship between social safeness and pleasure, and problematic internet use.

Uysal et al. (2013) presented that Facebook addiction had a mediator role on subjective happiness and well-being. Similarly, there are studies indicated significant relationship between problematic Facebook use and low level subjective well-being, psychologice well-being, and life satisfaction (Denti et al., 2012: 1-38;

Ellison et al., 2007: 1143-1168; Kalpidou, Costin, and Morris, 2011: 183-189). Uysal (2015) studied on 18-27 years old university students and found that there was a negative relationship between problematic internet usage and social safeness and pleasure and well-being. The results of the same study further indicated that social safeness and pleasure, and well-being predicts problematic Facebook use.

Figure 2. Beta coefficients regarding mediator role of need to share for predicting social safeness and pleasure, and problematic internet use.



** p<.001

Akın and Akın (2015:341-353) found that social safeness and pleasure had an important role on the relationship between Facebook use and life satisfaction. According to the results of that study, it was commented that long user of Facebook had tendency for social insecurity and unhealthy social relationships. Similarly, there are studies that indicate Facebook addiction causes loneliness, social incompetence, and low self-esteem (Balcı & Gölcü, 2013: 255-278; Koç & Gülyağcı, 2013: 279-284 Kalpidou, Costin & Morris, 2011: 183-189).

Same researchers (Akın & Akın, 2015: 341-353) found that social safeness and pleasure had a mediator role on Facebook use and life satisfaction. Based on this literature review, mediator role of social competence and need to share in social media attitude for the relationship between social safeness and pleasure, and problematic internet use is coherent with other studies in the literature.

It could be stated that people are aiming to become a member of social system and interacted with other members to socialise. Socialising process that starts with birth accelerates during adolescence and individuals are searching to form an identity. Gaining identity phenomenon which is the fundamental developmental need in adolescence period had an important role on problematic internet use (Huang, 2006: 571-576). Because, adolescent spend long time on the

internet as social communication tool in the process of discovering, finding, and realising their identities (Karaca 2007: 1-288). Social media environment that has a large percentage in internet use (TUIK, 2016) causes socialisation to have a new meaning (Vural & Bat, 2010: 3348-3382). It is known that adolescence is taking their investment from family to peers and friend groups and using social media areas to communication with peers and have fun (Balkaya Cetin, 2014: 1-226). In this sense, it could be inferred that adolescence that are unhappy in real life and has no secure social environment may show problematic internet use behaviour. It is believed that compensating the need to share during adolescence with social media tools and providing level of competence to adolescence had an important role on emphasise on social media for such problematic internet use behaviours.

5. CONCLUSION AND SUGGESTION

As a result, it was determined that social competence and need to share sub-dimensions of social media attitudes have partial mediator role for the relationship between social safeness and pleasure, and problematic internet use.

It is believed that social competence and need to share levels will be affected from social safeness and pleasure, thus, problematic internet use will decrease.

It is known that the internet provider firms are offering attractive campaigns to increase internet use percentage. With such campaigns, increased internet use percentage is only natural. Therefore, it is advice that purpose of use and amount of use should be controlled in environment such as school, family, and the internet cafe where personal the internet is used. Offering inclusion to cultural activities or sports to adolescence with guidance activities can prevent digital game playing and social media interaction habits to become problematic internet use. Since an individual receives the support needs during adolescence from family, friends, and school environment, and insufficient social activities in these areas will make it harder to prevent problematic internet use. It is necessary to consult professional support, especially emotional support from family, and offering options instead of spending time on the internet.

It is believed that if family members, teachers, and friends that are in social relationship with adolescents provide an environment where they can feel secure, and have higher satisfaction levels, their problematic internet use levels will decrease.

One of the limitations of this study is that this study was conducted on single city. In future studies, this study can be applied to different cities and the participants may be selected from elementary school, high school, and universities.

As a result of this study, it was found that problematic internet use was predicted by social media attitudes and social safeness and pleasure. It is believed that as experts investigate social safeness and pleasure and social media attitude of

individuals in future research and therapy studies regarding problematic internet use, effects of problematic internet use can be decreased or eliminated, and reoccurrence may be decreased. By considering environmental conditions of adolescence may have an effect on formation of problematic internet use behaviour, future studies may test models regarding effect of environmental factors.

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