Social Media Use of University Students, Social Media Addictions and Academic Procrastination Examining Their Behavior

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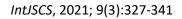
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Abstract

The aim of this study is to examine the social media use, social media addictions and academic procrastination behaviors of Manisa Celal Bayar University Faculty of Sport Sciences students and the relationships between them. In addition, it was examined whether there were relations between demographic variables such as age, department, device, time and instrument, and social media use, social media addiction and academic procrastination.Karal and Kokoç's (2010) "University Students' Social Media Usage Purposes Scale" applied to university students is in 5-point Likert type with 3 sub-dimensions and it consists of 14 questions. The social media addiction scale was developed by Şahin and Yağcı (2017) and consists of 20 questions, 5 likert type, and 4 sub-dimensions.The population of the research consists of students from Manisa Celal Bayer University Faculty of Sports Sciences Department of Physical Education, Coaching, Recreation and Sports Management. The sample consists of 441 students selected on a voluntary basis. Frequency, percentage, arithmetic averages, independent sample t-test for binary variables, and One Way ANOVA tests for multiple variables were used in the personal information form. Tukey test was applied to determine which variable favored the difference.As a result, a negative relationship was found between social media use and social addiction in this study. It can be stated that university students use social media without being addicted. No relationship was found between social media use and social media addiction and academic procrastination. In groups where social media is used consciously, social media does not cause addiction and does not adversely affect individuals academically.

Keywords: Social Media; Social Media Addiction; Academic Postponement.

Introduction

The communication began in 550 BC, when the Persians first established a postal organization. It can be stated that communication and media have improved greatly to this day. With the use of the Internet, great progress has been made in the field of communication and media (Büyükşener, 2009).

The technical development of the internet has been effective in the emergence of social networking sites, especially preferred by the younger generations. The effect of the Internet in this sense concerns all people (Duran-Okur, and Özkul, 2015).

With the popularization of this concept called' social media", it has become an important issue in human life. People are instantly aware of what is happening in the world through social media. They can access the information they want very easily. They can share their posts, photos and product ads by the help of social media (Kaplan, 2019). Social media is a virtual space where internet users can express themselves and communicate with other users quickly and easily (Özdemir and Erdem, 2016).

Most Internet users spend most of their time on social media. Due to the ease of use and diversity of social media, people find the opportunity to express themselves easily (Bedir and Gülcü, 2016:70). Since the use of social media is through the internet, it can be stated that internet use cannot be separated from social media use (Ünal, 2015).

Currently, social media has become the center of attention in society due to the various opportunities it offers to people in all age groups. People use social media and the internet unconsciously and for a long time (Seferoğlu and Yıldız, 2013). One of the dangers that arise as a result of excessive use of social media and the Internet is internet addiction or social media addiction (Deniz and Gürültü, 2018). Along with the remarkable increase in the amount of internet use, internet addiction has become a more negative situation observed in people (Balcı and Gülnar, 2009). New technologies can bring new risks, according to Aker (2014). Uncontrolled use of this technology, lack of control over technologies and time spent on technologies can lead to unintended consequences (Akter, 2014). In contrast, individuals can benefit from controlled and conscious use of the internet and associated social media in a social and academic sense (Akar, 2016).

Academic procrastination is a type of procrastination behavior. It is the delay that occurs during the execution of academic-based tasks (Akdemir, 2013). In academic procrastination, there is a postponement of what needs to be done about the school. Academic procrastination includes the following elements such as:

-Leaving the completion of work to the last minute,
- The work to be done takes more time than necessary,
- Having an anxiety state (Cited by: Çetin, 2016).

In academic procrastination, the individual cannot use time effectively and cannot make academic plans in order of priority. In addition, one of the factors leading to academic procrastination is the inability to acquire effective and efficient study habits (Yüce, 2016).

The Aim of the Study

The aim of this study is to examine the social media use, social media addictions and academic procrastination behaviors of Manisa Celal Bayar University Faculty of Sport Sciences students and the relationships between them. In addition, it was examined whether there were relations between demographic variables such as age, department, device, time and instrument, and social media use, social media addiction and academic procrastination.

Material and Method

The method used for this research is the descriptive survey method. This method is used to determine the beliefs, views and attitudes of the determined group (McMillan and Schumacher, 2006).

In the personal information form prepared for the research, 5 questions were arranged as age, department, device, time and instrument. Karal and Kokoç's (2010) "University Students' Social Media Usage Purposes Scale" applied to university students is in 5-point Likert type with 3 sub-dimensions and it consists of 14 questions. The codes for determining the media usage purposes of university students are as follows: '' 1: Totally Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Totally Agree '.The social media addiction scale was developed by Şahin and Yağcı (2017) and consists of 20 questions, 5 likert type, and 4 sub-dimensions. This scale was coded as "1: not suitable for me at all, 2: not suitable for me, 3: neutral, 4: suitable for me, 5: very suitable for me". The academic procrastination scale developed by Çakıcı (2003) consists of 19 items and one dimension. The 5-point scale was coded as "does not reflect me at all, slightly reflects me, reflects me a bit, mostly reflects me, and completely reflects me". The population of the research consists of students from Manisa Celal Bayer University Faculty of Sports Sciences Department of Physical Education, Coaching, Recreation and Sports Management. The sample consists of 441 students selected on a voluntary basis. Frequency, percentage, arithmetic averages, independent sample t-test for binary variables, and One Way ANOVA tests for multiple variables were used in the personal information form. Tukey test was applied to determine which variable favored the difference.

Results

Table 1:

Personal Information	Sub groups	Frequency (f)	Percent (%)
Age	18-25 Age	347	78,7
	26-30 Age	84	19,0
	30+ Age	10	2,3
	Total	441	100,0
Episode	Physical education	138	31,3
	Coaching	149	33,8
	Recreation	100	22,7
	Management	54	12,2
	Total	441	100,0
Class	1.Class	128	29,0
	2.Class	99	22,4
	3.Class	181	41,0
	4.Class	33	7,5
	Total	441	100,0
Device	Sımart Telophone	326	73,9
	Computer İnternet	115	26,1
	Total	441	100,0
Hour	1 Less than Hour	81	18,4
	1-3 Hour	113	25,6
	4-6 Hour	226	51,2
	7 Hours and Over	21	4,8
	Total	441	100,0
Vehicle	Facebook	85	19,3
	Twitter	142	32,2
	İnstagram	92	20,9

Youtube	109	24,7
other	13	2,9
Total	441	100,0

According to Table 1, 78.7% of the participating students are in the 18-25 age group. It was stated that 73.9% of the students follow social media on smart phones. It was determined that students use general social media tools at a similar rate to each other.

Table 2:

Factors	Skewness	Kurtosis	Kolmogorov-Smirnow
Socıal Medıa Use	**,016**	**-1,452**	**3,390**
SMU Recognition	,554	-,521	4,631
SMU Contact	,627	-,638	3,971
SMU Education	,554	-,521	3,971
Socıal Medıa Addıctıon	**-,077**	**-,997**	**2,026**
SMA Safe	,132	-1,269	2,429
SMA İndifferent	-,551	-,489	4,534
SMA Obsession	-,212	-1,066	3,190
SMA Fear	-,510	,527	2,642
Academy Delay	**-,539**	**1,537**	**2,311**

According to Table 2, Skewness-Kurtosis values across the scale and in its sub-dimensions were found to be between $-2<X<+2$ (Şencan, 2002). It was decided to perform the parametric test according to the Kolmogorov-Smirnov Z test.

Table 3:

Factors	Confidence Coefficient (Cronbach Alpha)
Socıal Medıa Use	,871
SMU Recognition	,924
SMU Contact	,932
SMU Education	,862
Socıal Medıa Addıctıon	,833
SMA Safe	,859
SMA İndifferent	,895
SMA Obsession	,853
SMA Fear	,913
Academy Delay	,622

In Table 3, reliability coefficients (Cronbach Alpha) were calculated for the scale and its sub-dimensions.

Table 4:

Source of Variance	Age	N	$\overline{\text{X}}$	SD	F	P*	Tukey
	18-25 Age	347	2,3131	,61467			
Socıal Medıa Use	26-30 Age	84	2,2849	,58886	2,366	,096	
	30+	10	2,7214	,21678			
	18-25 Age	347	2,2637	,76949			
SMU Recognition	26-30 Age	84	2,1696	,78114	1,870	,155	
	30+	10	2,6500	,45947			

		N	Mean	SD	F	P	Tukey
SMU Contact	18-25 Age	347	1,9155	,76569	3,090	,057	
	26-30 Age	84	1,7738	,77987			
	30+	10	2,3667	,42889			
SMU Education	18-25 Age	347	1,9155	,76569	3,090	,067	
	26-30 Age	84	1,7738	,77987			
	30+	10	2,3667	,42889			
Socıal Medıa Addıctıon	18-25 Age	347	3,0887	,56409	5,564	,004	**18-25**
	26-30 Age	84	3,2343	,52494			**26-30**
	30+	10	2,6684	,31584			30+
SMA Safe	18-25 Age	347	3,2351	,85485	4,944	,008	**26-30**
	26-30 Age	84	3,4881	,82415			
	30+	10	2,7571	,56765			30+
SMA İndifferent	18-25Age	347	2,8444	,75857	1,598	,203	
	26-30 Age	84	2,9702	,70005			
	30+	10	2,6000	,65828			
SMA Obsession	18-25 Age	347	3,2467	,74089	4,634	,010	**18-25**
	26-30 Age	84	3,4857	,71358			
	30+	10	2,9600	,44020			26-30
SMA Fear	18-25 Age	347	2,9332	,46136	7,992	,000	**30+**
	26-30 Age	84	2,9167	,36816			18-25
	30+	10	2,3667	,25820			26-30
Academy Delay	18-25Age	347	3,8039	,47351	1,630	,197	
	26-30Age	84	3,8586	,36728			
	30+	10	4,0313	,13582			

Social Media Use, Social Media Addiction and Academic Procrastination Dimensions and their sub-dimensions are compared according to the age variable in Table 4. The difference between age variable and the size of Social Media Use and all its lower dimensions was not significant. The difference between the age variable and the size of Social Media Addiction and the sub-dimensions of safe attachment, obsessive attachment, fearful attachment is significant. In Tukey's analysis, which was conducted to determine the difference between the groups, the statistical difference between the 18-25 and 26-30 age groups and the 30+ age group in the dimension of Social Media Addiction is significant in favor of the 18-25 age groups and 26-30 age groups. In the secure attachment sub-dimension of Social Media Addiction, the difference between the 26-30 age group and the 30+ age group was found to be significant in favor of the 26-30 age group. In the SMA obsessive attachment sub-dimension, the difference between the 18-25 age group and the 26-30 age group was found to be significant in favor of the 18-25 age group. In the SMA fearful attachment sub-dimension, the difference between the 30+ age group and the 18-25, 26-30 age group was found to be significant in favor of the 30+ age group. In the Dismissive Attachment sub-dimension, the difference was found to be insignificant. There was no significant difference between the age variable and the Academic Procrastination dimension.

Table 5:

Source of Variance	Episode	N	$\overline{\text{X}}$	SD	F	P*	Tukey
Socıal Medıa Use	PHYSICAL EDUCATION	138	2,0916	,58521	21,938	,000	PHYSICAL **EDUCATION**
	COACHING	149	2,2991	,60338			**COACHING**
	RECREATION	100	2,3829	,60851			**RECREATION**
	MANAGEMENT	54	2,8201	,23942			**MANAGEMENT**
Socıal Medıa Use	PHYSICAL EDUCATION	138	2,0054	,77275	16,473	,000	MANAGEMENT PHYSICAL

Variable	Group	N	Mean	SD	F	p	Difference
	COACHING	149	2,2248	,72582			EDUCATION
	RECREATION	100	2,3400	,76995			
	MANAGEMENT	54	2,8148	,52796			
SMU Contact	PHYSICAL EDUCATION	138	1,5773	,65133	25,226	,000	**MANAGEMENT PHYSICAL EDUCATION COACHING RECREATION**
	COACHING	149	1,9060	,77893			
	RECREATION	100	1,9767	,75842			
	MANAGEMENT	54	2,5556	,54176			
SMU Education	PHYSICAL EDUCATION	138	1,5773	,65133	25,226	,000	PHYSICAL EDUCATION COACHING RECREATION MANAGEMENT
	COACHING	149	1,9060	,77893			
	RECREATION	100	1,9767	,75842			
	MANAGEMENT	54	2,5556	,54176			
Socıal Medıa Addıctıon	PHYSICAL EDUCATION	138	3,3295	,51636	25,395	,000	**PHYSICAL** EDUCATION COACHING RECREATION MANAGEMENT
	COACHING	149	3,0918	,56901			
	RECREATION	100	3,0921	,52072			
	MANAGEMENT	54	2,6072	,32504			
SMA Safe	PHYSICAL EDUCATION	138	3,6335	,79267	29,863	,000	**PHYSICAL EDUCATION COACHING RECREATION MANAGEMENT**
	COACHING	149	3,2656	,84271			
	RECREATION	100	3,2257	,82233			
	MANAGEMENT	54	2,4550	,35655			
SMA İndifferent	PHYSICAL EDUCATION	138	3,1051	,68469	24,539	,000	MANAGEMENT PHYSICAL EDUCATION COACHING RECREATION
	COACHING	149	2,9463	,69783			
	RECREATION	100	2,7750	,73641			
	MANAGEMENT	54	2,1759	,61550			
SMA Obsession	PHYSICAL EDUCATION	138	3,5594	,70210	24,755	,000	**PHYSICAL EDUCATION COACHING RECREATION MANAGEMENT**
	COACHING	149	3,2685	,73218			
	RECREATION	100	3,2960	,66514			
	MANAGEMENT	54	2,6148	,50485			
SMA Fear	PHYSICAL EDUCATION	138	2,9855	,40198	2,215	,086	-
	ANTRENÖRLÜK	149	2,8803	,49170			
	RECREATION	100	2,9283	,43504			
	MANAGEMENT	54	2,8241	,44794			
Academy Delay	PHYSICAL EDUCATION	138	3,7758	,48127	,757	,518	-
	COACHING	149	3,8406	,42783			
	RECREATION	100	3,8213	,45894			
	MANAGEMENT	54	3,8692	,42255			

Although there was no significant difference between the department variable and the Academic Procrastination dimension and the SMA Fearful Attachment sub-dimension in Table 5, a significant difference was found in the Social Media Use, Social Media Addiction dimensions and their sub-dimensions. In Tukey's analysis to determine between which groups there is a difference, the statistical difference between the physical education department and the Coaching, Recreation and Management departments was found to be significant in the Social Media Usage dimension in favor of the Coaching, Recreation and Management departments. In the Social Media Addiction dimension, the statistical difference between the Physical Education department and the Coaching, Recreation and Management departments was found to be significant in favor of the Physical Education Department.

Table 6:

Source of Variance	Episode	N	$\overline{X}$	SD	F	P*	Tukey
Socıal Medıa Use	1	128	2,5257	,55246			**4**
	2	99	2,4654	,57018	38,982	,000	
	3	181	1,9984	,53425			1-2-3
	4	33	2,8095	,41560			
SMU recognition	1	128	2,4375	,76847			**1-2-4**
	2	99	2,4242	,79013	23,016	,000	
	3	181	1,9337	,64638			3
	4	33	2,7955	,63262			
SMU Contact	1	128	2,1120	,65779			**4**
	2	99	2,0909	,77492	31,454	,000	
	3	181	1,5322	,66275			1-2-3
	4	33	2,5051	,78670			
SMU education	1	128	2,1120	,65779			**4**
	2	99	2,0909	,77492	31,454	,000	
	3	181	1,5322	,66275			1-2-3
	4	33	2,5052	,78670			
Socıal Medıa Addıctıon	1	128	2,8803	,53261			**3**
	2	99	3,0260	,48660	26,455	,000	
	3	181	3,3597	,53255			1-2-4
	4	33	2,8421	,42900			
SMA safe	1	128	2,9029	,82172			**3**
	2	99	3,1299	,77365	29,703	,000	
	3	181	3,6796	,78703			1-2-4
	4	33	2,9004	,53629			
SMA indifferent	1	128	2,5508	,70666			**3**
	2	99	2,7980	,72815	23,973	,000	
	3	181	3,1796	,66003			1-2-4
	4	33	2,5303	,72822			
SMA obsession	1	128	3,0047	,73236			**3**
	2	99	3,2586	,61561	19,736	,000	
	3	181	3,5646	,72577			1-2-4
	4	33	2,9273	,56749			
SMA fear	1	128	2,8919	,45946			**3**
	2	99	2,8300	,46716	5,946	,001	
	3	181	3,0138	,39786			2-4
	4	33	2,7475	,51391			
Academy Delay	1	128	3,8486	,38945			-
	2	99	3,8996	,37466	2,284	,078	
	3	181	3,7659	,52113			
	4	33	3,7595	,44418			

Sosyal Medya Kullanımı ve Sosyal Medya Bağımlılığı boyutlarında ve tüm alt boyutlarda sınıf değişkenine göre anlamlı fark bulunmuştur. Akademik Erteleme boyutunda anlamlı fark bulunamamıştır. Hangi gruplar arasında fark olduğunu belirlemeye dönük yapılan Tukey analizinde; Sosyal Medya Kullanımı boyutunda 1,2 ve 3.sınıflar ile 4.sınıflar arasında istatistiksel olarak fark 4.sınıflar lehine anlamlı, Sosyal Medya Bağımlılığı boyutunda 1,2,4.sınıflar ile 3.sınıflar arasında fark 3.sınıfların lehine anlamlı bulunmuştur.

Table 7:

	Device	N	$\overline{\mathbf{X}}$	SD	T	P*
Sosıal Medıa Use	Smart phone	326	2,4439	,58614	7,905	,000
	Computer Internet	115	1,9571	,51175		
SMU recognition	Smart phone	326	2,4103	,75791	7,619	,000
	Computer Internet	115	1,8130	,61134		
SMU Contact	Smart phone	326	2,0532	,73210	7,565	,000
	Computer Internet	115	1,4609	,69189		
SMU training	Smart phone	326	2,0532	,73210	7,565	,000
	Computer Internet	115	1,4609	,69189		
Sosıal Medıa Addıctıon	Smart phone	326	3,0079	,53432	-6,561	,000
	Computer Internet	115	3,3876	,53166		
SMA safe	Smart phone	326	3,0925	,81802	-7,987	,000
	Computer Internet	115	3,7826	,73268		
SMA indifferent	Smart phone	326	2,7607	,77923	-4,960	,000
	Computer Internet	115	3,1522	,55478		
SMA obsession	Akıllı Telefon	326	3,1601	,69972	-6,285	,000
	Computer Internet	115	3,6417	,72572		
SMA fear	Smart phone	326	2,9064	,45894	-,850	,396
	Computer Internet	115	2,9478	,41907		
Academy Delay	Smart phone	326	3,7880	,45789	-2,481	,013
	Computer Internet	115	3,9087	,42116		

Although no significant difference was found in the SMB Fearful Attachment sub-dimension according to the device variable in Table 7, a significant difference was found in the Social Media Use, Social Media Addiction and Academic Procrastination dimensions.

Table 8:

Source of Variance	Time	N	$\overline{\mathbf{X}}$	SD	F	P*
Sosıal Medıa Use	1 Less than Hour	81	2,2213	,59318		
	1-3 Hour Break	113	2,2478	,59754	2,206	,087
	4-6 Hour	226	2,3875	,60146		
	7 Hours and Over	21	2,2993	,69679		
SMU recognition	1 Less than Hour	81	2,1111	,71480		
	1-3 Hour Break	113	2,1659	,73770	2,896	,055
	4-6 Hour	226	2,3573	,78940		
	7 Hours and Over	21	2,1786	,79113		
SMU Contact	1 Less than Hour	81	1,7366	,74669		
	1-3 Hour Break	113	1,8673	,76835	2,010	,112
	4-6 Hour	226	1,9587	,75180		
	7 Hours and Over	21	2,0476	,92668		
SMU training	1 Less than Hour	81	1,7366	,74669		

	1-3 Hour Break	113	1,8673	,76835	2,010	,112
	4-6 Hour	226	1,9587	,75180		
	7 Hours and Over	21	2,0476	,92668		
Social Media Addiction	1 Less than Hour	81	3,1735	,58249	1,095	,351
	1-3 Hour Break	113	3,1509	,54235		
	4-6 Hour	226	3,0629	,55313		
	7 Hours and Over	21	3,0877	,60477		
SMA safe	1 Less than Hour	81	3,3298	,90510	,553	,646
	1-3 Hour Break	113	3,3325	,87220		
	4-6 Hour	226	3,2250	,82463		
	7 Hours and Over	21	3,2381	,84314		
SMA indifferent	1 Less than Hour	81	2,9259	,79887	,325	,808
	1-3 Hour Break	113	2,8717	,71270		
	4-6 Hour	226	2,8429	,74885		
	7 Hours and Over	21	2,7857	,73436		
SMA obsession	1 Less than Hour	81	3,3605	,79399	1,336	,262
	1-3 Hour Break	113	3,3611	,67658		
	4-6 Hour	226	3,2177	,74120		
	7 Hours and Over	21	3,3238	,75492		
SMA fear	1 Less than Hour	81	3,0000	,40654	1,787	,149
	1-3 Hour Break	113	2,9425	,45358		
	4-6 Hour	226	2,8732	,45476		
	7 Hours and Over	21	2,9365	,48727		
Academy Delay	1 Less than Hour	81	3,8495	,45563	,435	,728
	1-3 Hour Break	113	3,8103	,44766		
	4-6 Hour	226	3,8219	,44544		
	7 Hours and Over	21	3,7262	,53087		

According to Table 8, no significant difference was found in Social Media Use, Social Media Addiction and Academic Procrastination dimensions and in all sub-dimensions according to the time variable.

Table 9:

Source of Variance	Vehicles	N	$\overline{X}$	SD	F	P*	Tukey
Social Media Use	Facebook	85	2,0109	,57329	18,235	,000	**Twitter**
	Twitter	142	2,1901	,56550			**Instagram**
	Instagram	92	2,3929	,65564			**Youtube**
	Youtube	109	2,5872	,48808			**Diğer**
	Other	13	2,9011	,28052			
							Facebook
SMU recognition	Facebook	85	1,9765	,78455	10,753	,000	**Instagram**
	Twitter	142	2,1320	,72609			**Youtube**
	Instagram	92	2,3315	,78368			**Diğer**
	Youtube	109	2,4656	,68589			
	Other	13	3,0962	,54523			Facebook
SMU Contact	Facebook	85	1,5373	,60613	21,349	,000	**Diğer**
	Twitter	142	1,6925	,62402			
	Instagram	92	1,9638	,85942			Twitter
	Youtube	109	2,3119	,73602			Instagram
	Other	13	2,5897	,62589			Facebook
SMU education	Facebook	85	1,5373	,60661	21,349	,000	**Diğer**
	Twitter	142	1,6925	,62402			
	Instagram	92	1,9638	,85942			Twitter
	Youtube	109	2,3119	,73602			Instagram
	Other	13	2,5897	,62589			Facebook

Social Medıa Addıctıon	Facebook	85	3,3412	,52935	12,637	,000	**Facebook**
	Twitter	142	3,2090	,57964			
	Instagram	92	3,0727	,53223			Instagram
	Youtube	109	2,8498	,48311			Youtube
	Other	13	2,8583	,30416			Diğer
SMA safe	Facebook	85	3,6101	,80944	12,482	,000	**Twitter**
	Twitter	142	3,4004	,90130			**Instagram**
	Instagram	92	3,3075	,77553			**Facebook**
	Youtube	109	2,8716	,74711			
	Other	13	2,7802	,38516			Youtube
SMA indifferent	Facebook	85	3,0941	,56428	8,308	,000	**Facebook**
	Twitter	142	2,9824	,72055			**Twitter**
	Instagram	92	2,8533	,79676			
	Youtube	109	2,5872	,76329			
	Other	13	2,4231	,78650			Youtube
SMA obsession	Facebook	85	3,6118	,63347	12,459	,000	**Facebook**
	Twitter	142	3,4127	,74727			
	Instagram	92	3,2109	,74678			Instagram
	Youtube	109	2,9505	,67995			Youtube
	Other	13	3,1077	,32265			
SMA fear	Facebook	85	3,0020	,46823	3,566	,007	**Twitter**
	Twitter	142	2,9894	,41883			
	Instagram	92	2,8261	,40216			
	Youtube	109	2,8471	,47851			Instagram
	Other	13	2,8077	,51750			
Academıc Delay	Facebook	85	3,7853	,50779	1,420	,226	
	Twitter	142	3,8151	,47189			
	Instagram	92	3,8240	,44145			
	Youtube	109	3,8756	,38485			
	Other	13	3,5865	,37198			

In Table 9, a significant difference was found in the Social Media Use, Social Media Addiction dimensions and all sub-dimensions, except for the instrument variable and the Academic Procrastination dimension. In Tukey's analysis to determine between which groups there is a difference, the difference between Twitter, Instagram, Youtube and Others and Facebook was found to be significant in favor of Twitter, Instagram, Youtube and Others in terms of Social Media Usage. In the dimension of Social Media Addiction, the difference between Facebook and Twitter, Instagram, Youtube and Others was found to be significant in favor of Facebook.

Table 10:

		Social Media Usage	Social Media Addiction	Academic Postponement
Social Media Usage	r	1	**-,745****	**,074**
	p		,000	,120
	n	441	441	441
Social Media Addiction	r	**-,745****	1	**-,010**
	p	,000		,830
	n	441	441	441
Academic Postponement	r	**,074**	**-,010**	1
	p	,120	,830	

n	441	441	441

In Table 10, there is a high negative (r=-.745; p<0.001) relationship between Social Media Use and Social Media Addiction, while a low positive (r=.074) relationship between Social Media Use and Academic Procrastination. There was a low negative (r=-.010) relationship between Social Media Addiction and Academic Procrastination.

Discussion and Conclusion

Social Media Usage, Social Media Addiction and Academic Procrastination Dimensions and sub-dimensions were compared according to the age variable. There was no significant difference in age variable and Social Media Use dimension and all sub-dimensions. There is a significant difference between the age variable and the Social Media Addiction dimension and the Secure Attachment, Preoccupied Attachment and Fearful Attachment sub-dimensions.

In Kaplan 's study called "Examination of the Relationship Between Social Media Addiction Levels, Social Media Use Purposes and Attachment Styles of University Students"(2019) and in Koçer's (2012) study, the fact that they could not find a difference between Social Media Use and age variable supports this study. The fact that Eren (2014) did not find a significant difference between the age variable and the communication dimension in terms of the purpose of Social Media Use is in line with our study. The fact that Eren (2014) found a significant difference between age variables in the education dimension does not coincide with this study. It can be thought that a large part of the sample size in Eren (2104)'s study stems from the departments where academic studies are more intense, such as law faculty, medical school, and engineering faculty.

Finding a significant difference between Social Media Addiction and age variable, and finding a significant difference between 18-24 age group participants and Social Media Addiction in Şentürk (2017) study coincides with this study. The fact that Kaplan (2019) and Ünal (2015) did not find a significant difference between Social Media Addiction and age variable in their studies does not overlap with this study. The high level of social media addiction of younger age group students may be due to their lower awareness.

The fact that there was no significant difference between the Academic Procrastination Dimension and the age variable can be explained by the application of the study to student groups who have reached a certain level, and therefore the students' awareness.

Although no significant difference was found between the department variable and the Academic Procrastination dimension and the SMA Fearful Attachment sub-dimension, a significant difference was found in the Social Media Use, Social Media Addiction dimensions and their sub-dimensions. In the study of Ünal (2015), it was stated that the social dependency levels of the students vary according to the faculties. In this study, the difference between the departments supports the study.

A significant difference was found in the Social Media Use and Social Media Addiction dimensions and in all sub-dimensions according to the class variable. No significant difference was found in the dimension of Academic Procrastination. The fact that there is no significant difference between academic procrastination and the class variable can be seen as an expected result for students to reach these levels only by showing academic success. The fact that Filiz et al. (2014) found a significant difference between grade level and internet addiction in their study is in line with this study. The fact that Akdemir (2013), Noise (2016) and Durdu (2019) did not find a significant difference between social addiction and class level in their studies does not overlap with this study.

Although no significant difference was found in the Social Media Addiction Fearful Attachment sub-dimension according to the device variable, a significant difference was

found in the Social Media Use, Social Media Addiction and Academic Procrastination dimensions and their sub-dimensions. Regarding Social Media Usage and its sub-dimensions, it can be said that the fact that the average of smartphone usage is higher than the average of computer/internet usage is due to the fact that access to social media is always accessible by the help of smartphone. We can say that Social Media Addiction, SMA secure attachment, SMA dismissive attachment and SMA obsessive attachment are higher with computer internet use.

No significant difference was found in Social Media Use, Social Media Addiction and Academic Procrastination dimensions and in all sub-dimensions according to the time variable. Although there is no significant difference between the SMU communication and SMU educational sub-dimensions of the Social Media Usage dimension and the duration of using social media, we can say that social media has been used for communication and education purposes for a long time. Ergenç (2011) Akdemir (2013), Durdu (2019) and Şentürk (2017) found in their studies that social media addictions increase as the duration of internet use increases. In this study, university students are expected to use social media for educational and communication purposes.

A significant difference was found in the Social Media Use, Social Media Addiction dimensions and all sub-dimensions, except for the instrumental variable and the Academic Procrastination dimension. In a study conducted by Koçer (2012) on university students, it was stated that every time students access Twitter, Youtube and Facebook, they use at least one social media tool for the purpose of communicating, getting information and doing homework. Çam and İşbulan (2012) found in their study that the use of Facebook social media tool has significant differences according to gender and increases social media addiction. The findings of Koçer (2012) and Çam and İşbulan (2012) that social media tools increase social media use and social media addiction overlap with this study. In this case, the use of social media tools increases the use of social media and social media addiction. We see that Facebook has a lot of influence, especially in terms of Social Media Addiction.

There was a high negative correlation (r=-.745; p<0.001) between Social Media Use and Social Media Addiction. A low positive correlation (r=.074) was found between Social Media Use and Academic Procrastination. There was a low negative (r=-.010) relationship between Social Media Addiction and Academic Procrastination. Kaplan(2019) found a positive relationship between social media use and social media addiction. Filiz, Erol, Dönmez, and Kurt (2014) stated in their study that there is a low level of positive correlation between social media use and internet addiction. The studies carried out support this study. The finding of a significant relationship between social media and academic procrastination by Durdu (2019), Noise (2016) and Akdemir (2013) does not overlap with this study.
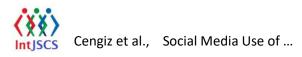
As a result, a negative relationship was found between social media use and social addiction in this study. It can be stated that university students use social media without being addicted. No relationship was found between social media use and social media addiction and academic procrastination. In groups where social media is used consciously, social media does not cause addiction and does not adversely affect individuals academically.

Recommendations

- Social media courses can be given to schools at all levels in order to use social media consciously.

- Similar studies can be applied to students of different age groups, different universities and departments.

- Due to the obsessive addiction of students aged 18-25, which is revealed in the research findings, seminars and courses can be organized for this age group on conscious use of social media.

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