A STUDY TO DETERMINE SOCIAL MEDIA USAGE HABITS OF UNIVERSITY STUDENTS: THE CASE OF AFYON KOCATEPE UNIVERSITY

Koray GURPINAR[*]
Yunus YILAN[**]

Abstract

People are now inclined to meet their social needs in social media. Social media has seen a rapid increase in use value, especially among young people. Recently, this rise can make individuals dependent on themselves and sometimes even threaten them. In this study, which was designed with this in mind, the study was conducted in Afyon Kocatepe University Vocational School and the social media use motivation and social media usage habits of the students were determined by means of a social media addiction scale consisting of 20 items and developed by Sahin and Yagci (2017). In order to determine the relationship between social media usage habits, social media addiction levels and various variables of Afyon Kocatepe University Vocational School students, a field research was conducted on the students of vocational school. Therefore, the universe of the study consists of university students studying at Vocational Schools of Afyon Kocatepe University. When the levels of social media dependency of the participants are examined, it can be said that they are focused on the expression "I am Unstable" according to the expressions in the scale. As a matter of fact, the frequency of social media use and social media dependency levels of the participants were found to be moderate.

Keywords: Social Media, Media Addiction, Communication.

Introduction

With the spread of information and communication technologies, social media, which has become an integral part of our lives, emerges as a Web 2.0 technology. Web 2.0 technology can create applications and content that can be used more comfortably by more users. In this context, social media can be defined as a set of internet-based tools that use web 2.0 technology and allow users to create and share their content (Ellison, Steinfield, and Lampe, 2007, 1144). On the other hand; Lietsala and Sirkkunan, (2008); Dawley (2009); Levy (2009); Eijkman (2009), Web 2.0 covers online services and technologies as the technical dimension of social media; they have stated that they involve any social activity and media related approach and the concepts of Web 2.0 and social media are not synonymous. Web 2.0 is referred to as the web sites or programs related to these activities that internet users visit to engage in communication activities with other users; social media is called sites that build on this technology and provide social interaction (Boyd and Ellison, 2008, 214; Hazar, 2011, 155; Kara and Coskun, 2012, 77).

Social media is one of the important communication channels. Through social media, people can communicate with each other as well as share a lot of data and information. With social media, people are no longer just spectators, users can now create their own content on social media and share it with others. Because "by its very nature, social media contains a high level of freedom" (Temir, 2018, 291). The involvement of people through social media is perhaps the most important feature that distinguishes it from traditional media. This makes it an advantage over traditional media.

Social networks have become increasingly important to a significant part of society. People from home, school and workplace using computers or mobile phones began to spend time in social networking (Lusted, 2011, 6).

Especially with the increasing use of smart phones in recent years, people can access the internet in any environment (Englander et al, 2010, 86). This (parallel) has enabled access to social media in every environment (Lusted, 2011, 6). According to the report prepared by We are social and Hootsuite in 2018, Turkey, with a population of 81 million is noteworthy that the 54.3 million Internet users (67%), 51 million active users of social media (51%), 44 million active users of mobile social media (54%) (https://dijilopedi.co) ./2018-turkiye-internet-kullanim-ve-sosyal-medya-istatistikleri/).

---

[*] Phd, Afyon Kocatepe University, Faculty of Economics and Administrative Sciences, Business Management
[**] Lecturer, Afyon Kocatepe University, Vocational School of Sandikli, Office Management and Secretary

"Virtual media users are of great interest to social media today. Social media meets the social demands of people from different cultures and different backgrounds. The place we call social media is a place that constantly renews itself, is open to multiple uses and allows users to share virtual. Through social media, users can express their ideas, and they can discuss without ideas of time and space" (Vural & Bat, 2010, 3349). Social media allows people to express their thoughts and ideas online and present their preferences, which makes social media different and important (Evans, 2008; Lietsala and Sirkkunan, 2008; Onat and Alikilic, 2008; Lee and Cho, 2011).

In the light of this information, the study examines the social media usage habits of university students and the occupation of social media in all living spaces of the students. In this context, the social media usage habits of the students have been revealed in the sample of vocational school students. In this context, it is thought that the study will help the academic studies to be carried out by evaluating the results of all these elements connected with the academic studies in this field.

1. Related Literature

With the self-renewal of communication environments and the discovery of new communication environments, individuals' interest in ever-increasing information and communication technologies increases. This increases the power of social media and adds a new and different dimension to the concept of socialization (Haciefendioglu, 2010,67; Vural and Bat, 2010, 3377). Social Media is important in terms of influencing their behavior and even having the ability to direct community behaviors. Following the most listened music lists; choosing popular brands in clothing; use of popular mobile applications; continuous monitoring of popular people or brands through social media; It has a very important place in human life (U. Torun 2017, 348) On the other hand, social media has an important role in influencing the behaviors of individuals. In particular, the very rapid acquisition of feedbacks by social media users is an example (Gilbert and Karahalios 2009, 217). Since social networks are applications carried out over the internet, they cannot be considered independent from the internet. Excessive mental preoccupation with internet use, repetitive thoughts about controlling or limiting use, failure to prevent access, spending more time each time on the internet, and desire for the internet when not in use are seen as significant problems in internet use (Cam & Isbulan, 2012,17; Young, 2007, 672)). Studies also show that young people use social media to a large extent (Akyazi and Tutgun Ünal, 2013; Koroglu and Tutgun Ünal, 2013; Usluel and Mazman, 2009; Vural and Bat, 2010). Andreassen, (2012); Cam and Isbulan, (2012); Caspian, (2011); emphasize in the researches that social media is over-used.

Ince and Kocak (2017) examined the Social Media Usage Habits of University Students in the case of Necmettin Erbakan University, and it was concluded that the participants of the research mostly connected to social media via mobile phones. It was also concluded that the average social media usage time of university students participating in the study in a daily session was 47.41 minutes. In the research, internet was the most frequently used communication tool of the participants, followed by television and social media. According to gender, women use internet and social media more frequently than men, while women listen to radio more frequently than men. It is observed that the participants are close to social media addicts. Among the reasons for the social media usage of the participants; entertainment and relaxation, communicating with friends, having information on various subjects and leisure time options are among the first. As the duration of daily use of participants to social media increases, there is an increase in the level of trust in social media.

Calisir (2015) states that students use the internet to "get information and enter social networks". This is an important result in terms of showing that the internet is used on the basis of communication. When this research is examined, it is seen that students mostly have Facebook and Twitter accounts. Similar to other studies in the related literature, it is seen that students visit social networks every day. The students said that they mostly use social networks for the purpose of "accessing information and have fun. In the study, which is understood that the participants have been using social media for 5 years and longer, and it is noted that the participants selected the option of "long-term friends" in the selection of friends in social media. In the study, it was seen that the media stated that "the positive effects of their personal relations" and the students who stated that social media "contributed to their socialization". On the other hand, it is a remarkable result that most students do not agree with the answer "I prefer social media instead of going out with my friends". While participants did not participate in the answer of sosyal social media directs me about how to treat people ", it is also noteworthy that it does not adopt the answer "social media affects my daily motivation".

Balci S. , Baloglu E. (2018) examined the relationship between social media addiction and depression. The findings showed that the average level of university students' social media addiction was low. Social media addiction level does not differ significantly according to the gender of the participants. Depression was another variable that was thought to be associated with social media addiction. The results of the study indicated that the participants had mild symptoms of depression.

Aktan E. (2018) examined the social media dependency levels of university students according to various variables; In the study, it was found that the participants had a moderate level of dependence in terms of occupation, mood regulation, repetition behaviors in social media as a result of investigating the sub-factors of social media addiction levels; however, they have low level of dependence in terms of conflict sub-factor. According to the results, it is a positive situation that the participants do not experience the feeling of conflict in social media environments very much and therefore they will not experience the unrest caused by the conflict during and after the use of social media.

Aydan H. (2018) states that social media addiction is higher in female students than in male students. In addition, it is seen that social media addiction scores increase as the duration of active participation of young people increase in social media. Particularly in recent years, access to social media is easier to monitor because it can be performed on mobile without time and space limitations. As a generation of youth born in information communication technologies, university students are active users and producers of social media for different purposes such as education and entertainment. Active users of social media are able to realize themselves, increase their self-confidence and reach individual pleasure and satisfaction by being involved in the communication process with their various shares on social networks. Social media, which has become the routine of daily life, can be connected to the environment in any place and process by eliminating time and space boundaries with internet and mobile uses.

Dever A., Koca M. (2017) evaluated the levels of physical education and sports students in terms of social media usage; It was seen that the individuals who participated in the research followed social media mostly on their mobile phones. According to the research, the Instagram platform where pictures are shared between social media platforms is followed. Then comes the use of Facebook and Twitter. When the difference between the use of social media according to the place where the family lived, a significant difference was found in terms of attracting attention subscale. Especially individuals living in districts use social media as a means of attracting attention.

Deniz L., Gurultulu E. (2018) examined the social media addiction on high school students and showed that high school students are moderately addicted on social media. High school students are moderately dependent on social media in terms of occupation and mood regulation; it is stated that they are less dependent on repetition and conflict dimensions. It was determined that social media addiction of high school students did not differ in the total scale and other subscales except the occupation subscale according to gender. The results show that female students are more engaged in social media than male students. It was observed that the social media addiction of high school students did not differ according to the type of school except the sub-dimension of conflict. In the conflict sub-dimension, the scores of Vocational and Technical Anatolian High School students were found to be significantly higher than the scores of the Anatolian Imam Hatip High School students.

Baz F. C. (2018) emphasizes that the highest participation of university students in social media is when they are alone. Another high turnout was the suggestion of the participant who stated that he preferred the use of social media to be aware of what was going on. According to the research, students stated that they are browsing social media in order to be aware of the sharing of social media groups. In addition, when students woke up in the morning, they stated that their first job was to enter social media. This may indicate that the students' use of the social media tools started from the first hours of the day. Students stated that they do not prefer social media friendships to real life friendships. It was determined that students' opinions about social media addiction did not show significant differences when gender, age, department and monthly expenditure amounts were taken into consideration.

Isman A., Ozdemir N. (2018) found no significant difference in social media addiction on gender, faculty and class distributions. There is a significant difference between the average time spent on Facebook and the use of social media. According to the results of the research; The most explaining factor of facebook usage habits is "social interaction and communication". Another factor explaining the satisfaction obtained from the use of social media is the "acquiring knowledge" factor. In the factor of "acquiring knowledge", the students get the comments and developments about acquiring knowledge, education, projects and similar information.

Eroglu O., Yildirim Y. (2017) found that there was a statistically significant difference in the sub-dimensions of sleep quality and social media network addiction according to the department variable. It was seen that the students of the School of Physical Education and Sports had a higher level of social media network addiction than the students of the Faculty of Dentistry, and their sleep quality was worse. The reason for this situation can be thought to be due to the fact that the students of the Faculty of Dentistry have a high course load and that the students of the Department of Physical Education and Sports Teaching are intertwined with the courses requiring physical activity.

As a result of recent research has shown that; The use of social media pushes the boundaries of addiction. Especially when it is thought that female students use social media more effectively with visual sharing and social communication than male students, social media addiction may have some problems in the loss of control dimension.

A Study to Determine Social Media Usage Habits of University Students: The Case of Afyon Kocatepe University

2.1. Method of Research

This study was carried out to determine the relationship between social media use habits, social media addiction levels and various variables of Afyon Kocatepe University Vocational School students; For this purpose, descriptive research method and questionnaire technique were applied. A questionnaire was prepared and applied on the participants.

2.2. Research Application and Sample

In order to determine the relationship between social media usage habits, social media addiction levels and various variables of Afyon Kocatepe University Vocational School students, a field research was conducted on the students of vocational school. Therefore, the universe of the study consists of university students studying at Vocational Schools of Afyon Kocatepe University. According to March 2018-2019 data, a total of 10345 students, 3818 of whom are female and 6527 of which are male, are studying in Vocational Schools of Afyon Kocatepe University.

In the determination of the sample, the convenience sampling technique, which is easily accessible and voluntarily participated, was preferred and a face-to-face survey was conducted with the students. As a result of the investigations, 548 questionnaires were found suitable for analysis.

2.3. Data Collection Tools

In order to collect data, a questionnaire consisting of 30 questions was used. The first 6 questions in the questionnaire aimed to reveal the socio-demographic characteristics of the participants. Again, with the following 4 questions, it was aimed to determine the frequency of social media usage of the participants, the social networks to which they are members, the time intervals they spend on social media and the reasons for using the social media.

The social media addiction scale developed by Sahin and Yagci (2017) in the last part of the questionnaire has a two-factor structure. In the scale consisting of 20 items, the participants' responses to expressions were "5 = Completely Suitable for Me", "4 = Suitable for Me", "3 = I am Unstable", "2 = Not Suitable for Me", "1 = Not Suitable for Me at All" 5-point Likert type scale was used.

2.4. Data Analysis

Field research was conducted between 15 January 2019 and 25 March 2019 by face-to-face interviews with the participants. The Obtained data were analyzed electronically by using statistical program. According to Buyukozturk (2007), the main point of the analysis is that the scores do not deviate excessively from normal. If the MP falls within the +1, -1 limits, it can be interpreted that the scores do not show a significant deviation from the normal distribution. Therefore, Frequency Analysis was used to determine the demographic characteristics and social media usage habits of the participants, respectively. The relationship between social media commitment level and gender was determined by Independent Sample T-Test. Whether the social media addiction level of the participants differed according to the department and the type of residence studied was determined through One-Way Analysis of Variance. Correlation analysis was used to determine possible differences between the groups.

2.5. Research Questions

o What is the level of social media addiction of the participants?

o Do social media addiction levels differ according to the socio-demographic characteristics of the participants?

o Do social media addiction levels differ according to the social media usage habits of the participants?

o What is the relationship between participants' level of addiction on social media?

3. Findings and Interpretation

Under this heading, the socio-demographic characteristics of the participants as well as the social media addiction level factors and the analysis results explaining the relationship between social media addiction level and various variables are included.

3.1. Some Characteristics of Participants

38.1 percent of the participants are female and 61.9 percent are male.

40,9 percent of the respondents are in social programs, 58.6 percent are in technical programs.

Looking at the residence status of the participants, 1.5 percent live with their relatives, 4.9 percent live at home alone, 9.5 percent live with friends at home, 20.3 percent live with their family, 41.5 percent live in the dormitory.

When the age distribution of the participants is examined, 10.8 percent is 18 and under, 75.9 percent is 19-22, 5.9 percent is 23-26, 9 percent is 27-30, 1.3 percent is 31 and older age group.

Table 1. Socio-Demographic Characteristics of the Participants

	Number	Percentage
Gender		
Female	208	38,1
Male	338	61,9
Age		
18 and under	87	15,9
19-22	415	75,9
23-26	32	5,9
27-30	5	,9
31 and above	7	1,3
Department		
Social Programs		
Office Management and Executive Assistant	49	8,9
Business Management	33	6,0
Accounting and Tax Aplications	37	6,8
Local Governments	34	6,2
Banking and Insurance	53	9,7
Foreign Trade	18	3,3
Total	224	40,9
Technical Programs		
Construction Technology	97	17,7
Computer Programming	32	5,8
Biomedikal	37	6,8
Rail systems	12	2,2
Mechatronics	21	3,8
Furniture and Decoration	12	2,2
Electricity	57	10,4
Food Technology	52	9,5
Health Technician	1	,2
Total	321	58,6
General Total	545	99,5
Missing	3	,5
Type of residence		
Alone at home	27	4,9
At home with friends	52	9,5
With my family	111	20,3
Live with relatives	8	1,5
In the dormitory	350	63,9

9.8 percent of the participants answered the question about the frequency of social media use once a week, 8.0 percent answered two days a week, 9.1 percent answered three days a week, 72.4 percent four days a week, seven percent of them answered five days and more a week. Therefore, it can be said that most of the participants use social media at least four days a week.

According to the importance of social media networks, 19.2 percent of the participants find facebook important, 29.6 percent of participants find instagram important, 17.2 percent of participants find twitter important, 15.2 percent of participants find snapchat important, 18.8 percent of them find other social media networks important.

15.0 percent of the participants spend less than one hour, 35.3 percent spend one or two hours, 25.9 percent spend three or four hours, 14.6 percent spend five or six hours, 9.2 percent spend seven or more hours time on social media on a daily basis.

75.3 percent of the respondents use social media to communicate with family and friends, 81.0 percent to follow news and current events, 65.2 percent to spend their free time, 15.8 percent to share their lives and ideas, 11.2 percent stated that they used social media for meeting new people, 25.8 percent sharing photos and video, and 5.8 percent are using social media for other reasons.

It is seen that most of the participants use mobile phones (95.8%) to use social media.

Table 2. Findings Related to Some Characteristics of the Participants

	X	N
Weekly Social Media Usage Frequency		
1 day in a week	9,7	9,8
2 days in a week	7,8	8,0
3 days in a week	8,9	9,1
4 days in a week	71,2	72,4
5 days in a week and more	,7	,7
Membership of Social Networks by Importance		
Instagram	502	29,6
Facebook	325	19,2
Twitter	291	17,2
Snapchat	258	15,2
Other	318	18,8
Daily Time Spent on Social Media		
Less than 1 hour	14,8	15,0
1-2 hours	34,9	35,3
3-4 hours	25,5	25,9
5-6 hours	14,4	14,6
7 hours and more	9,1	9,2
Reason for Use of Social Media		
Communicate with family and friends	405	75,3
To follow news and current events	436	81,0
Spending leisure time	351	65,2
Share my life / ideas	85	15,8
To meet new people	60	11,2
Share photos / videos	139	25,8
Other	31	5,8
The most preferred device for social media use		
Mobile phone	524	95,8
Desktop Computer	5	,9
Laptop	16	2,9
Smart watch	1	,2
Tablet	1	,2

3.2. Social Media Addiction Level and Relationship Between Various Variables

Under this heading, descriptive statistical results are given to reveal the social media addiction levels of the students of Afyon Kocatepe University Vocational Schools. The arithmetic average of the scores given by 593 participants on a scale formed between 1 and 5 points is $\bar{X} = 65.75$.

Table 3.Central Tendency Statistics of Participants' Social Media Addiction Level

	N	Min.	Max.	$\bar{X}$	SD
Social Media Addiction Level	593	20,00	98,00	65,75	7,96

As can be seen in Table IV, descriptive statistics show that female ($\overline{X}$= 64,90) and male participants ($\overline{X}$=66,96) have similar values in terms of social media addiction level. Social media addiction levels and gender of the participants showed a statistically significant difference (t = -2.92; p =, 004; p <.05).

Table 4. Differences in Social Media Addiction Level by Gender

	Gender	N	X⁻	SD	t-value	Sig.
Social Media Addiction Level	Female	309	64,90	7,65	-2,92	,004
	Male	215	66,96	8,26		

When Table 5 is examined; there was no significant difference between the social media addiction levels of the students according to their departments (F =, 722; Sd. =, 539; p>, 05).

Table 5. Differences in Social Media Addiction Level by Departments

	Department	N	X⁻	SD	F	Sig.
Social Media Addiction Level	Office Management and Executive Assistant	51	64,19	7,285	,722	,539
	Cadastral	94	66,05	9,283		
	Public Relations	151	65,92	7,328		
	Business Management	227	65,83	7,946		

When Table 6 is examined; There was no significant difference between social media addiction levels according to the residence status of students (F =, 500; Sd. =, 736; p>, 05).

Table 6. Differences in Social Media Addiction Level by Type of Residence

	Type of residence	N	X⁻	SD	F	Sig.
Social Media Addiction Level	Alone at home	24	67,12	7,691	,500	,736
	At home with friends	184	65,91	8,256		
	With my family	168	65,64	8,261		
	Live with relatives	73	64,79	7,527		
	In the dormitory	75	66,08	7,114		

On the other hand, as seen in Table 7, there is no difference between the social media addiction levels of the participants according to the frequency of social media use (F =, 507; Sd. =, 731; p> .05).

Table 7. Differences in Social Media Addiction Level by Frequency of Use

	Frequency of Social Media Use	N	X⁻	SD	F	Sig.
Social Media Addiction Level	One day a week	211	65,81	7,533	,507	,731
	Two days a week	174	65,98	8,755		
	Three days a week	80	64,65	8,412		
	Four days a week	21	66,61	6,391		
	Five days a week and over	38	66,13	6,303		

Finally, in Table 8, the relationship between social media addiction dimensions was examined and it was concluded that there was a positively significant relationship between virtual toleras and virtual communication dimensions (r =, 406 **, p <.01).

Table 8. Findings of Correlation Analysis Between Social Media Addiction Factors

	Virtual Tolerance	Virtual Communication
Virtual Tolerance	1	,406**
Virtual Communication	,406*	1

p<.01

Conclusion and Discussion

With the spread of the Internet, social networks and social media environments have become indispensable sharing areas of human beings. Today, university students use these sharing spaces intensively. In addition, within the framework of the economic opportunities offered by the operators, students have the opportunity to access all kinds of information on social media, send messages and make

calls at any time. In addition, this research was carried out based on the idea that students may have different usage habits while using social media.

According to this research; When looking at the social media usage habits of the participants, Instagram is seen as the most important tool, followed by facebook. Instagram is a popular sharing application with its social network features as well as creating temporary stories with quality filters while preparing videos and photos. According to other applications, the purpose is instant video and photo sharing. Other applications (facebook, twitter, etc.) are the platforms where users share their thoughts as well as visual sharing. For this reason, we can say: University students spend a lot of time sharing video and photos instantly. On the other hand; We can say that their habits such as sharing their thoughts, evaluating the agenda and making criticism have less time compared to the instant situation sharing.

Most of the participants regularly participate in social media every day and spend at least 2 hours a day on social media. Similarly, Bozkurt and Torun U. (2018) stated that students who have reached similar results frequently use social media in their study on social media. This is considered normal. Because with smart phones, operators access to the internet with the campaigns is extremely fast and easy. At the same time, the availability of free internet in universities and public areas has allowed students to access the internet at any time.

In this study, which was developed by Sahin and Yagci (2017) social media addiction scale, two factors were used: virtual communication and virtual tolerance. When the levels of social media dependency of the participants are examined, it can be said that they are focused on the expression "I am Unstable" according to the expressions in the scale. When the relationship between the factors formed according to the expressions in the scale is examined, it is seen that there is a positive relationship. In other words, participants who attach importance to virtual communication dimension also see this situation as virtual tolerance. When the reasons of the participants in social media are examined, it can be stated that most of them use social media to follow news and current events, to communicate with their family and environment and to spend time.

It is possible to say that men are more addicted to social media than women. Thus, Bayhan (2011) Who is examining the relationship between gender and social media addiction, found that men are more dependent than women. Yilmazoy and Kahraman (2017), who obtained the same finding, interpreted this finding as the fact that female students give priority to studies and academic activities, while male students may cause their desire to establish social relations and communicate with different people. This shows us that the satisfaction of men and women in using social media is different. In other words, we can say that men and women use social media for different purposes.

According to the results of the research, it was found that those living alone at home were more addicted on social media. Possible reasons for such individuals (if not personality) are; lack of social environment, personality traits, inability to adapt to peer groups, lack of communication skills. Because nowadays, if there is a deficiency in these subjects in individuals, they can eliminate it with social media. Social media creates a virtual and artificial relationship environment. With this artificial relationship, individuals are able to live social communication that they cannot live face to face with virtual communication. Therefore, individuals who prefer loneliness become virtual individuals. It is very difficult for them to give up this habit. Thus, it is necessary to examine the social media usage habits of lonely people separately.

As a result, it is inevitable that there will be different habits on young people during these periods of intensive use of the internet and social media. This situation is thought to affect their lives and psychology significantly. The lack of a system in our country that can prevent, limit or filter this makes it difficult to tackle social media addiction. In order to reveal today's social media habits more clearly and distinctly and to combat social media addiction; training programs can be organized to raise awareness of families and young people. In addition, this issue should be supported by quantitative, qualitative and longitudinal studies.

REFERENCES
Aktan, Ercan (2018). Üniversite Ogrencilerinin Sosyal Medya Bagimlilik Duzeylerinin Cesitli Degiskenlere Gore Incelenmesi. *Erciyes Iletisim Dergisi*, Temmuz, Cilt:5, Sayi: 4, s. 405-421
Akyazi, Erhan & Tutgun Ünal, Aylin (2013). Iletisim Fakultesi Ogrencilerinin Amac, Benimseme, Yalnizlik Duzeyi Iliskisi Baglaminda Sosyal Aglari Kullanimi. *Global Media Journal TR*, 3(6), s.1-24.
Andreassen, Cecilie Schou (2012). Development of a Facebook Addiction Scale. *Psychological Reports*, 110, 2, s.501-517.
Aydan, Hidaye (2018). Sosyal Medya Kullanimi ile Sosyal Medya Bagimlilik Duzeylerinin Belirlenmesine Yonelik Bir Arastirma: Ege Üniversitesi Ornegi. *Erciyes Iletisim Dergisi*, Cilt:5 Sayi:4, s.351-369

Balci Sukru. , Baloglu Enes. (2018).Sosyal Medya Bagimliligi ile Depresyon Arasindaki Iliski: Üniversite Gencligi Üzerine Bir Saha Arastirmasi. *Iletisim,* Sayi 29, s. 209 - 234

Baz Fatih Cagatay (2018). Sosyal Medya Bagimliligi: Üniversite Ogrencileri Üzerine Calisma. *Uluslararasi Toplum Arastirmalari Dergisi,* Cilt:9 Sayi: 16, s.277-295

Boyd, Danah M. ve Ellison Nicole, B. (2008), Social Network Site: Definition, History, and Scholarship. *Journal of Computer- Mediated Communication,* sayi:13, s.210-230.

Bozkurt, E. ve Torun, U. B. (2018) Medya Bagimliligi Kurami Cercevesinde Meslek Yuksekokulu Ogrencilerinin Sosyal Medya Bagimliligini Belirlemeye Yonelik Bir Calisma. *IV International Acedemic Research Congress* 30 October- 03 November Alanya, p. 479-489.

Buyukozturk, Sener (2007). *Sosyal Bilimler Icin Veri Analizi El Kitabi.* Ankara: Pegem A Yayincilik.

Calisir Gulsum. (2015). Kisilerarasi Iletisimde Kullanilan Bir Arac Olarak Sosyal Medya: Gumushane Üniversitesi Iletisim Fakultesi Ogrencilerine Yonelik Bir Arastirma. *NWSA-Humanities,* 4C0197, 10, (3), s.115-144.

Cam, Emre. & Isbulan, Onur (2012). A New Addiction For Teacher Candidates: Social networks. *The Turkish Online Journal of Educational Technology,* 11 (3), s.14-19.

Dawley, Lisa (2009). Social Network Knowledge Construction: Emerging Virtual World Pedagogy. *On The Horizon,* Vol. 17, No. 2. s.109-121.

Deniz Levent. , Gurultu Ercan. (2018). Social Media Dependence of High School Students. *Kastamonu Education Journal,* March, Vol:26 Issue:2.,p.355-367

Dever Aynan, Koca Mehmet (2017). Beden Egitimi ve Spor Yuksekokulu Ogrencilerinin Sosyal Medya Kullanimina Yonelik Duzeylerinin Degerlendirilmesi: Ordu Üniversitesi Ornegi. *Mavi Atlas,* 5(2) s. 383-401.

Eijkman, Henk (2009), Using Web 2.0 to decolonise transcultural learning zones in higher education. *Campus Wide Information Systems,* Vol. 26, No. 3., 240-255

Ellison, Nicole B., Steinfield, Charles W. & Lampe, Cliff (2007). The benefits of Facebook "friends": Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication,* 12, p.1143-1168. ttps://onlinelibrary.wiley.com/doi/full/10.1111/j.1083-6101.2007.00367.x (18.06.2019)

Englander, Fred., Terregrossa, Ralph. A., Wang, Zhaobo. (2010). Internet Use Among College Student: too or toy?. *Educational Review,* vol.62, no.1, s.85-96.

Eroglu Oguzhan, Yildirim Yunus. (2017). Sosyal Medya Aglarinin Kullanim Amaci ve Bagimliliginin Uyku Kalitesi Ile Iliskisinin Incelenmesi. *Turkiye Spor Bilimleri Dergisi,* Yil 2017, Cilt 1, Sayi 1, s. 1-10

Evans, Dave. (2008). *Social Media Marketing An Hour A Day.* Indiana: Wiley Publishing Inc,.

Gilbert, Eric. Ve Karahalios, Karrie. (2009).

Haciefendioglu, S. (2010). Sosyal Paylasim Sitelerinde Üye Bagliligi Üzerine Bir Arastirma. *Kocaeli Üniversitesi Sosyal Bilimler Enstitusu Dergisi,* sayi 20, s. 56-71.

Hazar, Murat. (2011). Sosyal Medya Bagimliligi: Bir Alan Calismasi. *Iletisim, Kuram ve Arastirma Dergisi,* 32, s.151-175. https://dijilopedi.com)./2018-turkiye-internet-kullanim-ve-sosyal-medya-istatistikleri/20.05.2019

Ince, Mustafa. Kocak, Mevlut Can. (2017). Üniversite Ogrencilerinin Sosyal Medya Kullanim Aliskanliklari: Necmettin Erbakan Üniversitesi Ornegi. Karabuk Üniversitesi, Safranbolu Meslek Yuksekokulu, Karabuk Yil:2017 Cilt:7 Sayi:2, s.736-749

Isman Aytekin., Ozdemir Nilgun. (2018). Üniversite Ogrencilerinin Sosyal Medya Kullanimi Aliskanliklari Üzerine Bir Arastirma: KTO Karatay Üniversitesi Facebook Ornegi. *Akdeniz Üniversitesi Iletisim Fakultesi Dergisi,* Yil 2018, Cilt , Sayi 29. Ozel Sayisi, s.89-103

Kara, Yasemin. ve Coskun, Ali. (2012). Sosyal Aglarin Pazarlama Araci Olarak Kullanimi: Turkiye"deki Hazir Giyim Firmalari Ornegi. *Afyon Kocatepe Üniversitesi IIBF Dergisi,* Cilt:15, Sayi:2, s.73-90

Koroglu, Osman. & Tutgun Ünal, Aylin. (2013). Ogretmen Adaylarinin Sosyal Aglari Benimseme Duzeyleri Ile Yalnizlik Duzeyleri Arasindaki Iliski. *Yeni Medya Çalışmaları: Kuram, Yöntem, Uygulama ve Siyasa I. Ulusal Kongresi, Kongre kitabı,* Kocaeli, s.161-175

Lee, Sangwon., ve Cho, Moonhee. (2011), Social Media Use in a Mobile Broadband Environment: Examination of Determinants of Twitter and Facebook Use. *Mobile Marketing Association,* IJMM , Winter ,Vol. 6, No. 2, s.71-87

Levy, Moria (2009). WEB 2.0 Implications on Knowledge Management. *Journal of Knowledge Management,* Vol. 13. No. 1, s.121-134.

Lietsala, Katri., ve Sirkkunen, Esa (2008). *Social Media: Introduction to The Tools and Processes of Participatory Economy.* Finlandiya: Tampere University Pres

Lusted, Amidon. Marcia. (2011). *Social Networking: Myspace, Facebook and Twitter.* America: ABDO Publishing Company.

Onat, Ferah ve Alikilic, Ozlem Asman (2008). Sosyal Ag Sitelerinin Reklam ve Halkla Iliskiler Ortamlari Olarak Degerlendirilmesi. *Journal of Yasar University,* 3 (9), s. 1111-1143. <http://journal.yasar.edu.tr/wpcontent/uploads/2012/05/no9_vol3_09_onat_alikilic.pdf>, (26.06.2019)

Sahin, Cengiz. & Yagci, Mustafa. (2017). Sosyal Medya Bagimliligi Olcegi- Yetiskin Formu: Gecerlilik ve Guvenirlik Calismasi, *Ahi Evran Üniversitesi Kirsehir Egitim Fakultesi Dergisi,* Cilt 18, Sayi 1, s.523-538

Temir, Erkam. (2018). Kriz Yonetimi ve Hermeneutik. *Afyon Kocatepe University Journal of Social Sciences,* 20(2), p. 283-301 p. 291

Urhan Torun Bahar. (2017). Medya ve Populer Kultur Cocuklarin Tuketim Toplumundaki Yeri Üzerine Bir Degerlendirme, *INES Sosyal ve Beseri Bilimler Arastirmalari,* Aralik s. 345-352

Usluel, Yasemin Kocak. & Mazman, Sacide Guzun. (2009). Sosyal Aglarin Benimsenmesi Olcegi. *Egitim Bilimleri Ve Uygulama,* 8 (15), s. 139-160.

Vural, Z. Beril Akinci Ve Bat, Mikail. (2010). Yeni Bir Iletisim Ortami Olarak Sosyal Medya: Ege Üniversitesi Iletisim Fakultesine Yonelik Bir Arastirma, *Journal of Yasar University,* 20(5), s. 3348-3382.

Young, Kimberly S. (2007). Cognitive Behavior Therapy With Internet Addicts: Treatment Outcomes And Implications. *Cyberpsychology & Behavior,* 10 (5), s. 671-679.