34. Examining the relationship between university students' life satisfaction, psychological resilience, and social media addictions[1]

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Abstract

This study aimed to examine the predictive power of university students' life satisfaction and psychological resilience on their social media addictions using structural equation modeling. The study group consisted of 322 students studying at various state and foundation universities in the spring semester of the 2022-2023 academic year. Bergen Social Media Addiction Scale, Life Satisfaction Scale and Brief Psychological Resilience Scale were used as data collection tools in the study. As a result of structural equation analysis, it was determined that there were negative, high and significant relationships between students' social media addictions and their life satisfaction and psychological resilience. Additionally, it was determined that university students' life satisfaction and psychological resilience predicted their social media addiction. Then, the differences in students' life satisfaction, psychological resilience and social media addiction scores according to gender and internet usage time were examined. According to the results, it was seen that male students had higher social media addiction levels and female students had higher life satisfaction. There was no significant difference between the psychological resilience of male and female students. Additionally, it was determined that students' social media addictions, life satisfaction and psychological resilience differed according to daily internet usage time. As a result of the research, it was seen that the life satisfaction and resilience of university students were important in reducing social media addictions, and various suggestions were made to educators and mental health experts.

Keywords: Social media addiction, life satisfaction, psychological resilience, university students

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Üniversite öğrencilerinin yaşam doyumu, psikolojik sağlamlık ve sosyal medya bağımlılıkları arasındaki ilişkinin incelenmesi[4]

Öz

Bu çalışmada üniversite öğrencilerinin yaşam doyumu ve psikolojik dayanıklılıklarının sosyal medya bağımlılıklarını yordama gücünün yapısal eşitlik modellemesi ile incelenmesi amaçlandı. Çalışma grubunu 2022-2023 eğitim-öğretim yılı bahar döneminde çeşitli devlet ve vakıf üniversitelerinde öğrenim gören 322 öğrenci oluşturdu. Araştırmada veri toplama aracı olarak Bergen Sosyal Medya Bağımlılığı Ölçeği, Yaşam Doyumu Ölçeği ve Kısa Psikolojik Dayanıklılık Ölçeği kullanıldı. Yapısal eşitlik analizi sonucunda öğrencilerin sosyal medya bağımlılıkları ile yaşam doyumları ve psikolojik dayanıklılıkları arasında negatif, yüksek ve anlamlı ilişkiler olduğu tespit edildi. Ayrıca üniversite öğrencilerinin yaşam doyumu ve psikolojik dayanıklılıklarının sosyal medya bağımlılıklarını yordadığı tespit edildi. Ardından öğrencilerin yaşam doyumu, psikolojik dayanıklılık ve sosyal medya bağımlılığı puanlarının cinsiyet ve internet kullanım süresine göre farklılaşması incelendi. Elde edilen sonuçlara göre erkek öğrencilerin sosyal medya bağımlılık düzeylerinin, kız öğrencilerin ise yaşam doyumlarının daha yüksek olduğu görüldü. Kız ve erkek öğrencilerin psikolojik dayanıklılıkları arasında anlamlı bir fark bulunmadı. Ayrıca öğrencilerin sosyal medya bağımlılıklarının, yaşam doyumlarının ve psikolojik dayanıklılıklarının günlük internet kullanım süresine göre farklılaştığı tespit edildi. Araştırma sonucunda üniversite öğrencilerinin yaşam doyumlarının ve dayanıklılıklarının sosyal medya bağımlılıklarını azaltmada önemli olduğu görüldü, eğitimcilere ve ruh sağlığı uzmanlarına çeşitli önerilerde bulunuldu.

Anahtar Kelimeler: Sosyal medya bağımlılığı, yaşam doyumu, psikolojik dayanıklılık, üniversite öğrencileri

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Introduction

Although the internet is an interesting area for individuals of all ages, internet addiction, overuse and misuse of social media has become a public health problem for the young age group including university students (Demir & Kumcağız, 2019). When students have difficulty in coping with the problems they experience, when they want to communicate with others more easily, and when they feel less satisfied with life, they see social media tools as an easy, fast, and low-cost area and may turn to more social media use to relax. Therefore, social media has become an indispensable tool for individuals to access information as well as an indispensable tool for leisure time as it creates a chat environment. Especially a large number of university students use different applications on social media for entertainment purposes (Cohen et al., 2019; Zachos, et al., 2018). However, studies have revealed that as a result of this situation, the addiction levels of individuals to social media have increased with the increase in the duration of using social media (Aktan, 2018; Leung, 2014; Özdemir, 2019).

The increase in social media usage time causes social media addiction (Leung, 2014). Social media addiction is a situation in which a person has an irresistible desire for social media platforms, loses his/her willpower, cannot control himself/herself, spends long periods of time on social media, disrupts his/her social activities, work and interpersonal relationships and becomes unable to continue his/her daily life without going online (Andreassen & Pallesen, 2014). Therefore, social media addiction, which is interpreted as problematic behavior, is also described as an impulse-control disorder (Young, 1996). It is stated that the transition from normal social media use to problematic social media use is influenced by the fact that social media is seen by the individual as an important method to reduce stress, loneliness, and depression (Xu & Tan, 2012). In addition, the fact that university students are not yet at the desired level in developmental problem-oriented coping, turning to enjoyable tools to get away from them when faced with various difficulties, experiencing many things about adult life for the first time, and the fact that many of them start to live separately from their families for education are also considered as important factors in the emergence of social media addiction (Erkoç & Danış, 2020; Mahamid & Berte, 2019; Özer & Deniz, 2014). As a matter of fact, it is possible for students who are exposed to stressful and different life events to minimize the effects of problems or to completely get rid of their effects only if they have a strong and solid psychology (Sagone & De Caroli, 2014). At this point, it is thought that life satisfaction, which is characterized as a general evaluation of an individual's life, and the level of psychological resilience, which is also seen as a determinant of struggling with the difficulties encountered, may be effective (Booker et al., 2015; Boonlue, 2017; Cheng & Li, 2014; Hou et al., 2017). Based on this information, this study aimed to examine life satisfaction and psychological resilience as predictors of university students' social media addiction.

The Relationship Between Life Satisfaction, Psychological Resilience, and Social Media Addiction

After the Second World War, it was seen that studies in the field of psychology were insufficient in examining the positive aspects of human nature and focused on the positive aspects of individuals. As a result of this, the concept of positive psychology emerged in psychology, and thus, it was determined that research on issues within the field of positive psychology was intensified (Andreou et al., 2020; Gable & Haidth, 2005; Seligman, 2002). Life satisfaction, which was first proposed by Neugarten and colleagues (1961) and discussed within the scope of positive psychology, is based on the individual's evaluation of his/her own life in line with subjective criteria (Seligman & Csikszentmihalyi, 2000; Seon & Smith-Adcock, 2021). Before explaining life satisfaction, it is necessary to explain subjective well-

being, which is accepted as an umbrella concept that includes life satisfaction (Moksnes & Espnes, 2013). The concept of subjective well-being, which is often used as a synonym for happiness in everyday language, is accepted as an individual's satisfaction with his/her life and having more positive emotions than negative emotions (Solanes et al., 2021). Subjective well-being is considered a multifaceted structure that reflects the degree of positive experiences that the individual has obtained from life and includes both emotional and cognitive components (Diener, 1984). In this direction, the emotional components of subjective well-being are positive affect and negative affect, while the cognitive component is life satisfaction (Diener et al., 1999). Life satisfaction is accepted as an individual's cognitive judgment about his/her life as a result of evaluating his/her life from a subjective perspective (Diener, 1984; Pavot & Diener, 1993; Tu et al., 2023). In this evaluation, the individual evaluates the living conditions according to his/her own criteria and as a result of this evaluation, he/she assigns a value to his/her own life (Argyle, 2001).

In determining life satisfaction, it is necessary to make evaluations about the whole life rather than evaluations about only one area or one process of life (Kim-Prieto et al., 2005; Pavot & Diener, 1993). One of the most important periods in which life satisfaction gains importance and many judgmental evaluations are formed is the university period. University years are a period in which students prepare for working life, try out their roles in adulthood, and idealize their life values more. Diener (2000) reported in a study that university students from many different countries value happiness and life satisfaction more than money. This suggests that life satisfaction may be a protective factor for university students.

The effects of risky situations and crises experienced at the global and social level on individuals have been very effective in bringing psychological resilience, another of the basic concepts related to positive psychology, to the forefront (Erkoç & Danış, 2020; Pooley & Cohen, 2010). The concept of psychological resilience was first used in the literature by Block in the early 1950s and started to be studied as a subject of psychology in the 1970s (Can, 2018). Psychological resilience refers to a dynamic process that defines an individual's positive adaptation in the face of challenging experiences (Walsh, 2006). According to Newman (2005), psychological resilience is an individual's ability to adapt in the face of tragedy, trauma, difficulty, distress, and ongoing significant life stressors. In this context, in the concept of psychological resilience, is not about not being affected by the events as a result of severe life experiences such as trauma, disaster, or loss of a close person; it is about realizing the situation and ensuring social adaptation after experiencing a small-scale state of confusion, fulfilling tasks, and being willing to take on new responsibilities (Bonanno et al., 2007). Therefore, individuals with high psychological resilience are individuals who have the power to cope with stressful situations and problems by evaluating their mistakes without being stuck in past experiences (Henderson & Milstein, 1996). It is thought that psychological resilience, which is a protective factor in coping with many problems encountered, may also be an important protective factor in social media addiction.

In the literature, there are criteria developed by different researchers to characterize an individual as a social media addict. For example, if 5 of the 8 criteria defined by Young (1998) are met, the individual is diagnosed as a "social media addict". These criteria identified by Young are "Excessive mental preoccupation with social media", "The need to use social media more and more", "Unsuccessful attempts to control social media use", "Feeling restless, depressed or angry as a result of reducing or stopping social media use", "Using social media longer than planned", "Having problems with family, school, work, and friends, not being able to take advantage of opportunities related to education or career", "Lying about the time spent on social media", "Using social media to escape from problems or

to be free from negative emotions". As the use of social media has started to increase day by day, this situation has brought along various problems. Social phobia, attention deficit hyperactivity disorder, depression (Balcı & Baloğlu, 2018; Can, 2020), decrease in self-confidence and life satisfaction (Hawi & Samaha 2017; McDool et al., 2016; Brooks & Longstreet, 2017) and decrease in academic success (Özer, 2014; Mingle & Adams, 2015) are the most common problems that occur in individuals with social media addiction. Social media addiction, which is interpreted as a problematic behavior, is also quite common among university students (Başbayram, 2021; Chen & Peng, 2008; Çiftçi, 2018; Ehrenberg et al., 2008; Kalaitzaki, 2020; Koç, 2021; Özdemir, 2019). When the causes of social media addiction are investigated, it is seen that people generally tend to use social media for social reasons (Dredge & Chen, 2020; Kuss & Griffiths, 2012). Among these reasons are self-concealment behavior; and psychological problems such as depression, anxiety, and loneliness (Magsamen-Conrad et al., 2014). On the other hand, the individual who is insecure and lonely in his/her daily life can move away from his/her real identity with a new and different identity, which makes him/her emotionally happy but detaches him/her from his/her real self, and this can be the cause of social media addiction (Koç, 2021). Considering all these explanations, it was hypothesized that students' inability to get enough satisfaction from life and to show enough psychological resilience in the face of the problems they face may predict social media addiction. As a matter of fact, there are studies in the literature that reveal that individuals' life satisfaction (Cao & Liang, 2020; Longstreet & Brooks, 2017; Shahnaz & Karim, 2014; Vujić & Szabo, 2022) and psychological resilience (Cao et al., 2020; Ma et al., 2022; Turan, 2021) are related to different types of addiction. Based on this idea, the first hypothesis of the study is that there is a significant relationship between university students' life satisfaction, psychological resilience, and social media addictions; the second hypothesis of the study is that university students' life satisfaction and psychological resilience are significant predictors of their social media addictions.

Investigation of Life Satisfaction, Psychological Resilience, and Social Media Addiction According to Gender and Duration of Internet Use

Life satisfaction, psychological resilience, and social media addiction may differ according to the demographic characteristics of individuals (Aydın & Egemberdiyeva, 2018; Calvete et al., 2010; Erus et al., 2020). In the literature, it is possible to come across studies in which these variables are examined in terms of gender and internet usage time of individuals in different developmental periods (Calvete et al., 2010; Dadiotis et al., 2021; Joshanloo & Javanovic, 2020; Varıcıer, 2019). However, it is necessary to know whether these variables differ according to gender and duration of internet use in terms of university students. Thus, the factors that create a risk to individuals' life satisfaction, psychological resilience, and social media addiction can be identified and suggestions can be developed to take necessary measures in this regard. Based on these considerations, the third hypothesis of the study is that life satisfaction, psychological resilience, and social media addictions of university students show a significant difference according to gender variable; the fourth hypothesis is that life satisfaction, psychological resilience, and social media addictions of university students show a significant difference according to the duration of internet use.

Current Study

According to the literature, there is a negative relationship between social media addiction and psychological resilience (Boonlue, 2017; Ünlü, 2018). Again, studies show that there are negative relationships between problematic internet use and social media addiction and life satisfaction (Sağar & Sağar, 2022; Yüksel et al., 2020). In addition, a limited number of studies conducted in different age

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groups have examined the relationships between life satisfaction, psychological resilience and social media use. These studies have shown that psychological resilience and life satisfaction are negatively related to social media addiction (Cavga, 2019; Sağar & Sağar, 2022). All these results show that increasing psychological resilience and life satisfaction in university students can contribute to reducing social media addiction. However, it seems that studies on these variables are more limited and there is a need for studies examining social media addiction and both variables together. In addition, it has been stated in the literature that life satisfaction and psychological resilience may be protective in preventing social media addiction, and it has been suggested to examine these relationships in a sample of university students (Sağar & Sağar, 2022). In this context, the aim of this study is to examine the relationship between university students' life satisfaction and psychological resilience and social media addictions and to make suggestions that can protect university students from social media addiction. Four hypotheses were presented in the study: Hypothesis 1: There is a significant relationship between life satisfaction, psychological resilience, and social media addiction among university students. Hypothesis 2: Life satisfaction and psychological resilience of university students are significant predictors of their social media addictions. Hypothesis 3: Life satisfaction, psychological resilience, and social media addictions of university students show a significant difference according to gender variable. Hypothesis 4: University students' life satisfaction, psychological resilience, and social media addictions show a significant difference according to their internet usage time.

Method

Procedure

This study was designed according to the relational survey and structural equation model, which are quantitative research methods, to examine the relationships between psychological resilience, life satisfaction, and social media addiction of university students.

Sample

The study group of the research consists of university students attending various state and foundation universities in Turkey in the spring semester of the 2022-2023 academic year. Since it was decided that university students would continue their education remotely due to the earthquake disaster that occurred during the period of the research, the ease of reaching the group to be researched was taken into consideration and the data were collected online via Google Form. For this reason, the convenience sampling method was used to determine the study group. In this method, considering the existing limitations, the sample can be selected from groups that are easier to reach (Büyüköztürk et al., 2014). The study group consisted of 322 students, 54.7% (n=176) of whom were female and 45.3% (n=146) of whom were male. The age range of the students varied between 19 and 28 ($\bar{x}$ =21.45; Se=.10). Considering the daily internet usage time of the students ($\bar{x}$ =2.91; Se=.06), 16.8% of them use the internet for 1 hour or less per day, 14.9% use the internet for 2 hours per day, 28.9% use the internet for 3 hours per day and 39.4% use the internet for 4 hours or more per day. The students who participated in the study continue to study at the faculties of medicine, engineering, teaching, law and science, and literature.

Instruments

Bergen Social Media Addiction Scale

Bergen Social Media Addiction Scale in Turkish culture was conducted by Demirci (2019) in a sample of university students. It was developed to test six basic addiction criteria such as mental occupation, mood change, tolerance, withdrawal, conflict, and failed quit attempts. Bergen Social Media Addiction Scale was developed as a five-point Likert rating scale and consists of six items. During the scale development study, Cronbach's alpha internal consistency coefficient was calculated as .88. The unidimensional structure of the scale was confirmed by confirmatory factor analysis during the adaptation study and it was seen that the model goodness of fit values was at an acceptable level [χ^2=10.80, *df*=9; *CFI*= .99; *TLI*=.99; *SRMR*=.03; *RMSEA*=0.039]. As a result of the confirmatory factor analysis conducted to examine whether the scale has construct validity for this study, the goodness of fit values obtained was found to be at an acceptable level [χ^2 (8) = 23.838; *p* <.001; χ^2 / df =2.98; *RMSEA* = .08; *IFI* = .98; *CFI* = .98; *GFI* = .98; *AGFI* = .94; *SRMR* = .03]. The Cronbach's alpha coefficient of the scale for this study was calculated as .80 and its internal consistency was found to be high. Some of the items that make up the Bergen Social Media Addiction Scale are as follows:

-Have you felt the urge to use social media more and more?

-Has using social media too much negatively affected your work/studies?

-Would you be uncomfortable or distressed if you were banned from using social media?

Satisfaction with Life Scale

Satisfaction with Life Scale developed by Diener et al. (1985) in Turkish culture was conducted by Dağlı and Baysal (2016). The scale is unidimensional and consists of five items. The scale was evaluated using a seven-point rating method, and the feedback received during the validity and reliability studies was evaluated and the scale was reduced to a five-point rating. In the adaptation study, Cronbach's alpha value was calculated as .88. As a result of the confirmatory factor analysis, the model was found to have acceptable goodness of fit values [χ^2 (5) = 5.476; *p* <.001; χ^2 / df = 1.09; *RMSEA* = .02; *IFI* = .99; *CFI* = .99; *GFI* = .99; *AGFI* = .98; *SRMR* = .02]. The Cronbach's alpha coefficient of the scale for this study was calculated as .86 and its internal consistency was found to be high. Some of the items that make up the Satisfaction with Life Scale are as follows:

-I have a life close to my ideals.

-My living conditions are perfect.

-So far, I've gotten the important things I wanted out of life.

Brief Resilience Scale (BRS)

Brief Resilience Scale (BRS) developed by Smith et al. (2008) to measure the psychological resilience levels of individuals was applied to Turkish culture after a validity and reliability study by Doğan (2015). The scale has a unidimensional structure and consists of six items. The validity and reliability of the scale were tested in a sample of university students and Cronbach's alpha coefficient during the

adaptation study was calculated as .83. As a result of the confirmatory factor analysis conducted to examine whether the scale has construct validity for this study, the goodness of fit values obtained was found to be at an acceptable level [$χ^2$ (9) = 24.631; *p* <.001; $χ^2 / df$ =2.74; *RMSEA* = .07; *IFI* = .98; *CFI* = .98; *GFI* = .98; *AGFI* = .94; *SRMR* = .03]. The Cronbach's alpha coefficient of the scale for this study was calculated as .82 and the internal consistency was found to be high. Some of the items that make up the Brief Resilience Scale are as follows:

-I can recover quickly after difficult times.

-It doesn't take long for me to recover after stressful situations.

-I get through difficult times with little trouble.

Results

Statistical analyses

In addition to descriptive analyses in which values such as arithmetic mean and standard deviation were calculated, ANOVA and t-test analyses were used to determine differences, correlation analysis was used to determine the relationships between variables, and structural equation analysis was used to examine the predictors of psychological resilience and life satisfaction on social media. Skewness and kurtosis values were analyzed and presented in Table 1 and it was assumed that the data were normally distributed. The presence of multicollinearity, which is one of the prerequisites for structural equation model analysis, was examined through variance inflation factors (VIF) and tolerance values (TV) of the variables in the model. If VIF≥ 10 and TV≤ 0.10, the multicollinearity problem is mentioned (Çokluk et al., 2010), and it was observed that the variables in this model had VIF values of 1.01 and TV values of 0.92 and there was no multicollinearity problem. To have a multivariate normal distribution, Mardia's multivariate standardized kurtosis coefficient should be less than 8 and, in this study, the standardized kurtosis value was calculated as 0.97 and it was seen that the assumption of multiple normality was met.

Pearson correlations

The skewness and kurtosis values of social media addiction, psychological resilience, and life satisfaction scale scores and the results of the correlation analysis examining the relationships between the variables within the scope of the first hypothesis of the study are presented in Table 1:

Table 1. Descriptive Statistics of Variables and Relationships Between Variables

	n	Min.	Max.	$\bar{x}$	*Sd*	Skewness	Kurtosis	(1)	(2)	(3)
(1)Social media addiction	322	6	30	12.09	5.72	.88	-.14	1	-.60**	-.61**
(2) Psychological Resilience	322	12	27	19.27	3.25	-.22	-.10	-.60**	1	.59**
(3)Life satisfaction	322	9	25	19.39	4.08	-.20	-1.01	-.61**	.59**	1

**p < .01

Looking at the data obtained from the research, it can be said that the skewness and kurtosis values are

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in the range of ±2 and the data have a normal distribution (George & Mallery, 2019). Looking at the relationship between the variables of the study, as seen in Table 1, there is a negative and highly significant relationship between social media addiction and psychological resilience ($r= -.60$, $p< .01$), while there is a negative and highly significant relationship between social media addiction and life satisfaction ($r= -.61$, $p< .01$). When the relationship between psychological resilience and life satisfaction was examined, it was seen that there was a positive and highly significant relationship ($r= .59$, $p< .01$). Accordingly, as psychological resilience and life satisfaction increase, social media addiction decreases. In addition, looking at the results of the collinearity analysis, it can be said that as psychological resilience increases, life satisfaction also increases.

Theoretical model

Within the scope of the second hypothesis of the study, the predictive effect of the psychological resilience and life satisfaction of the students participating in the study on their social media addiction was examined with the structural equation model, and the result is shown in Figure 1:
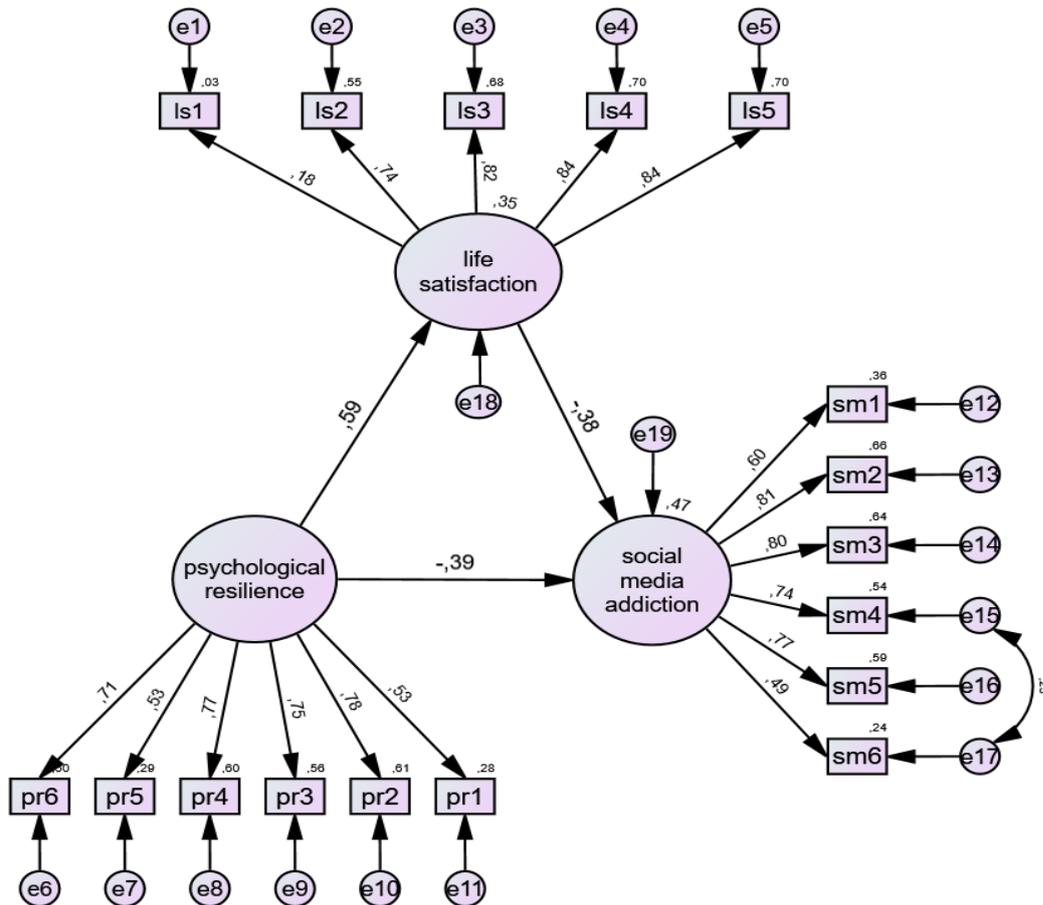
Figure 1. The direct effect of psychological resilience and life satisfaction on social media addiction.

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Table 2. Goodness Of Fit Values of The Model

Criterion	Good Fit	Acceptable Compliance	Values Obtained	References
(χ2/sd)	≤ 3	≤ 4-5	3.15	Byrne, 1989
RMSEA	≤ .05	.06-.08	.07	Browne & Cudeck, 1993; Hu & Bentler, 1998
SRMR	≤ .05	.06-.08	.07	
CFI	≥ .95	.90-.94	.91	McDonald & Marsh, 1990
IFI	≥ .95	.90-.94	.91	Bollen, 1989
GFI	≥ .90	.89-.85	.90	Tanaka & Huba, 1985; Jöreskog & Sörbom, 1993
AGFI	≥ .90	.89-.80	.85	

Table 2 shows that the model in Figure 1, which shows the direct effect of the scores obtained from the psychological resilience and life satisfaction scales on social media addiction, is compatible with the data obtained at an acceptable level [χ^2 (115) = 362.003; $p < .001$; χ^2 / df =3.15; RMSEA = .07; IFI = .92; CFI = .92; GFI = .92; AGFI = .89; SRMR = .06]. When the direct effect results are analyzed, it is seen that psychological resilience has a negative effect on social media addiction (β= -.39; t=-4.740; $p < .01$). It can be said that as the scores obtained from the psychological resilience scale increase, social media addiction scores decrease. Again, life satisfaction has a negative effect on social media addiction (β= -.38; t=-2.611; $p < .01$). It can be said that as the scores obtained from the life satisfaction scale increase, social media addiction scores decrease. 47% of the change in social media addiction scores was explained by psychological resilience and life satisfaction scores. Within the scope of the second hypothesis of the study, it can be said that psychological resilience and life satisfaction scores predict social media addiction. It was also observed that psychological resilience had a positive effect on life satisfaction (β= .59; t=2.808; $p < .01$).

Independent groups t-test and ANOVA analyses

Within the scope of the third hypothesis of the study, it was examined whether the life satisfaction, psychological resilience, and social media addiction scores of the students showed a significant difference according to the gender variable. The results are presented in Table 3:

Table 3. Independent Groups T-Test Results on Whether Social Media Addiction, Life Satisfaction, and Psychological Resilience Scores Differ According to Gender Variable

	Gender	n	$\bar{x}$	Sd	df	t	p
Social media addiction	Female	176	11.21	6.01			
	Male	146	13.15	5.33	292.58	3.04	.003*
Life satisfaction	Female	176	20.25	4.05			
	Male	146	18.36	3.89	320	-4.25	.000**
Psychological resilience	Female	176	19.59	3.09			
	Male	146	18.88	3.40	320	-1.96	.06

*$p < .01$ **$p < .001$

As a result of the analysis, according to the mean scores of social media addiction, it was found that the mean scores of male students ($\bar{x}$ =13.15) were statistically significantly higher than female students ($\bar{x}$

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=11.21). Accordingly, it can be said that male students' social media addiction levels are significantly higher than female students ($p<$ .01). According to the mean life satisfaction scores, it was found that the mean life satisfaction scores of female students ($\bar{x}$ = 20.25) were statistically significantly higher than male students ($\bar{x}$ = 18.36). Accordingly, it can be said that the life satisfaction of female students is significantly higher than male students ($p<$ .001). As a result of the analysis, it was determined that the mean scores of female students were not statistically significantly different from male students ($p<$ .01). Within the scope of the third hypothesis of the study, it was examined whether social media addiction scores showed a significant difference according to the variable of internet usage time and it is presented in Table 4:

Table 4. Anova Results Related to The Differentiation of Social Media Addiction Scores According to Internet Usage Time Variable

	Source of Variance	Squares Total	*Sd*	$\bar{x}$	*F*	*p*	Tamhane T2
Social media addiction	Between Groups	774.462	3	258.154	8.437	.000	4 hours or more-1 hour or less
	Within groups	9729.926	318	30.597			
	Total	10504.388	321				

It was observed that social media addiction scores differed statistically significantly according to the variable of internet usage time [$F_{(3-318)}$= 8.437, $p<$ .001]. In cases where the variances were not homogeneous, Tamhane's T2, which does not require the number of samples in the groups to be equal, was preferred and as a result, it was seen that there was a significant difference between the social media addictions of students with a daily internet usage time of 4 hours or more ($\bar{x}$=4.40) and the social media addictions of students with a daily internet usage time of 1 hour or less ($\bar{x}$=2.43). The social media addictions of students with a daily internet usage time of 4 hours or more are significantly higher than those of students with a daily internet usage time of 1 hour or less ($p<$ .01). Within the scope of the third hypothesis of the study, it was examined whether life satisfaction scores showed a significant difference according to the variable of internet usage time and it is presented in Table 5:

Table 5. Anova Results Related to The Differentiation of Life Satisfaction Scores According to Internet Usage Time Variable

	Source of Variance	Squares Total	*Sd*	$\bar{x}$	*F*	*p*	Tamhane T2
Life satisfaction	Between Groups	1725.086	3	575.029	50.435	.000	4 hours or more-1 hour or less
	Within groups Total	3625.609	318	11.401			
		5350.696	21				

Life satisfaction scores showed a statistically significant difference according to the duration of internet use variable [$F_{(3-318)}$= 50.435, $p<$ .001]. As a result of Tamhane's T2, it was seen that there was a significant difference between the life satisfaction scores ($\bar{x}$=3.82) of students with a daily internet usage time of 4 hours or more and the life satisfaction scores ($\bar{x}$=6.61) of students with a daily internet usage time of 1 hour or less ($p<$ .01). The life satisfaction of students with daily internet usage time of 1 hour or less is significantly higher than the life satisfaction of students with daily internet usage time of 4 hours or more. Within the scope of the third hypothesis of the study, it was examined whether the psychological resilience scores showed a significant difference according to the variable of internet usage time and it is presented in Table 6:

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Table 6. Anova Results Related to The Differentiation of Psychological Resilience Scores According to Internet Usage Time Variable

	Source of Variance	Squares Total	Sd	$\bar{x}$	F	p	Tamhane T2
Psychological resilience	Between Groups	277.348	3	92.449	9.471	.000	4 hours or more-1 hour or less
	Within groups Total	3104.146	318	9.761			
		3381.494	321				

Psychological resilience scores showed a statistically significant difference according to the variable of internet usage time [$F_{(3-318)}$= 9.471, $p <$ .001]. As a result of the analysis, it was seen that there was a significant difference between the psychological resilience scores ($\bar{x}$=1.07) of students with a daily internet usage time of 4 hours or more and the psychological resilience scores ($\bar{x}$=2.59) of students with a daily internet usage time of 1 hour or less ($p <$ .01). The psychological resilience of students with a daily internet usage time of 1 hour or less is significantly higher than the psychological resilience of students with a daily internet usage time of 4 hours or more.

Discussion

This study aimed to examine the predictors of university student's life satisfaction and psychological resilience on their social media addiction. Uncontrolled use of the Internet and social media can increase the potential of people to develop addiction (Rębisz & Sıkora, 2016; Sağar, 2021; Sharma & De Sousa, 2016). From this point of view, it is thought that raising students' awareness about internet and social media addiction and knowing the variables associated with internet addiction are important in terms of preventive and curative mental health services (Booker et al., 2015; Sağar & Sağar, 2022). In the behavioral addictions group, social media addiction, especially internet addiction, is also included (Shaffer et al., 2004). A large number of university students use different applications on social media for entertainment purposes, and both internet addiction and social media addiction are very common among university students (Demir & Kumcağız, 2019; Hjetland et al., 2021; Zachos et al., 2018). Studies have revealed that as a result of this situation, the level of addiction to social media increases with the increase in the duration of using social media (Aktan, 2018; Leung, 2014; Özdemir, 2019).

With fast and easy access, social media addiction is increasing day by day and has started to cause various mental health problems (Brooks & Longstreet, 2017; Can, 2020). Young people are more prone to become addicted to social media when they face various difficulties because they are not yet at the desired level of problem-oriented coping developmentally (Mahamid & Berte, 2019). This situation requires students who are exposed to stressful and different life events to have a strong and robust psychology to minimize the effects of their problems (Erkoç & Danış, 2020; Sagone & De Caroli, 2014). In light of this information, it was thought that both the life satisfaction and psychological resilience levels of individuals could provide a protective effect on social media addictions. As a result of the study conducted for this purpose, it was observed that there were negative, high, and significant relationships between students' social media addictions and their life satisfaction and psychological resilience. As a result of structural equation analysis, students' life satisfaction and psychological resilience explained 47% of the total variance in social media addiction scores. This finding shows that the change in life satisfaction and psychological resilience scores significantly explains the change in social media addiction scores of university students.

When the literature is examined, it is seen that internet and social media addicts are evaluated as close

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to each other considering the similarity in the symptoms they show (Eijnden et al., 2016; Kuss & Griffiths, 2012). Similar to the results obtained from this study, studies have shown that there is a relationship between social media addiction and psychological resilience and that an increase in psychological resilience reduces social media addiction (Bilgin & Taş, 2018; Boonlue, 2017; Hou et al., 2017; Ünlü, 2018; Ward, 2017). It is also known that there is a negative relationship between problematic internet use and psychological resilience (Robertson et al., 2018; Sağar & Sağar, 2023). Similar to the result obtained from this study, it has been observed in the literature that there are negative relationships between social media addiction, internet use disorder, and life satisfaction (Booker et al., 2015; Cheng & Li, 2014; Lachmann et al., 2016; Longstreet & Brooks, 2017; Yüksel et al., 2020). In a study examining the relationships between family life satisfaction, psychological resilience, and social media use disorder, it was observed that social media use disorder was negatively related to family life satisfaction and psychological resilience (Cavga, 2019). In a study examining the relationships between adolescents' internet addiction and psychological resilience and life satisfaction, similar to this study, it was observed that internet addiction was significantly negatively related to life satisfaction and psychological resilience and internet addiction predicted life satisfaction and psychological resilience (Sağar & Sağar, 2022). All these results show that increasing psychological resilience and life satisfaction can contribute to reducing social media addiction in university students.

As a result of other analyses, it was observed that male students' social media addiction levels were higher than female students, consistent with other studies in the literature (Calvete et al., 2010; Can & Tozoğlu, 2019; Özdemir, 2019; Yang et al., 2022). While there was no significant difference between the psychological resilience of female and male students, the life satisfaction of female students was found to be higher than male students. When the literature is examined, although studies are showing that the psychological resilience of university students does not differ according to gender variable (Aydın & Egemberdiyeva, 2018; Can & Cantez, 2018; Varıcıer, 2019), there are also studies showing that psychological resilience differs according to gender (Erkoç & Danış, 2020; Kılıç, 2014). Supporting the result obtained from this study, while there are studies that university students' life satisfaction does not differ significantly according to gender variable (Ergün, & Meriç, 2020; Joshanloo & Javanovic, 2020; Odacı & Çıkrıkcı, 2019), there are also studies in which life satisfaction differs according to gender variable (Erus et al., 2020; Eker & Taş, 2021; Yar et al., 2022). These differences suggest that many variables may affect the psychological resilience and life satisfaction of university students and that more studies are needed in this field. As a result of the analyses conducted in this study, it was seen that the daily internet usage time of the students differed according to their social media addiction levels, life satisfaction, and psychological resilience. There are studies in the literature that support the results obtained from this study and show that social media addiction increases as the duration of internet use increases (Alabi, 2013; Dadiotis et al., 2021; Demir & Kumcağız, 2019). As a result of spending too much time on social media, people allocate less time for other things they need to do and miss the ordinary flow of life, which may cause their life satisfaction to be negatively affected (Aksoy, 2022).

In summary, the results obtained show that increasing psychological resilience and life satisfaction can contribute to reducing social media addiction in university students, social media addiction decreases as the daily internet usage time decreases, and life satisfaction and psychological resilience increase. The rapid spread of social media addiction among young university students, and young adults, shows that there is a need for studies in this field and will allow us to recognize the variables associated with social media addiction. As a result, stronger steps can be taken towards prevention and intervention studies on social media addiction. It is assumed that the results obtained from this study will contribute to the literature.

Limitations

In future research, conducting research that reveals the cause-and-effect relationship between the variables affecting social media addiction is considered important in providing protective and preventive mental health services. Since it was decided that university students would continue their education remotely due to the earthquake disaster in Turkey at the time of the research, the ease of reaching the group to be researched was taken into consideration and the data were collected online via Google Form. For this reason, the convenience sampling method was used to determine the study group. This is considered as a limitation of the study and other researchers are advised to conduct similar studies with larger sample groups and use random sampling methods. This study is purely quantitative and limited to students' responses to the scale questions. However, examining the reasons that push students to social media addiction through qualitative methods and their own opinions will enable us to make more concrete suggestions.

Implications

This study shows that increasing the life satisfaction and psychological resilience of university students can contribute to reducing their social media addiction. Considering the developmental processes of students, it is very important to direct them to activities that increase their life satisfaction and draw their attention away from social media. Considering that it is possible to reach things that give pleasure quickly and cheaply on social media, it is thought that it is important to provide students with economic activity areas that they can easily access and enjoy in school environments and to create active sharing environments. Developing students' psychological resilience is important in coping with problems. Considering that students may turn to social media to get away from the problems they cannot cope with, it is recommended that school counselors should conduct awareness-based psychoeducation programs to improve their psychological resilience. In addition, it is recommended to improve the problem-solving skills of young people in the face of stressful situations in guidance and counseling services (Onat Kocabıyık & Donat Bacıoğlu, 2022). This may also contribute to an increase in psychological resilience. It is thought that the most basic environment where students spend time outside of school is the family, and having a healthy relationship environment in the family can contribute to university students' life satisfaction and distance from social media. In addition, if the reasons for social media addiction of university students are examined with qualitative studies by taking their opinions, more effective steps can be taken towards solution suggestions. For this reason, it is recommended that other researchers examine the variables affecting university students' social media addiction, life satisfaction, and psychological resilience through qualitative analysis.

Ethics Committee Statement

Before the study, ethical permission was obtained from Marmara University Institute of Educational Sciences Research and Publication Ethics Committee (Protocol No: 579398, Approval Number: 06-20, Date: 15.06.2023), consent was obtained from the students participating in the research, and scale use permission was obtained from the owners of the scales used in the study.

Conflict of Interest

No conflict of interest has been declared.

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