

# Addiction they can also be in active addiction

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Addiction is defined by factors such as a person has attempted numerous times to withdraw the substance being used, increasing the amount of usage, facing withdrawal symptoms when ceasing the substance usage, continuing to use despite seeing the harmful effects and spending most of their time seeking the substance (Ögel, 2001).

Individuals can be addicted to many substances such as cigarettes, alcohol or drugs. Other addictions independent of physical substances, such as food addiction based on behavior, game addiction, computer addiction, television addiction, shopping addiction and internet addiction also exist (Greenfield, 1999; Kim & Kim, 2002). Nowadays, substance addiction is the first notion coming to mind while talking about addiction. However the notion of addiction includes different activities such as internet addiction (Young, 1998), gambling addiction (Griffiths, 1995), food addiction and video game addiction (Griffiths, 1993). With the technology developments in the 21st century, addictions such as internet addiction and social media addiction have taken their place within the list of important and frequently encountered addictions. Internet addiction shares similar features with substance addiction. Here, internet usage reaches a pathological level as “technological addictions” (Young, 1996).

Internet and technology addiction can be described as the situation where an individual cannot control the usage with their own willpower, cannot refrain from performing that act and feel withdrawal symptoms when unable to access the technological product causing the addiction. While technological addictions can occur in passive states such as watching TV, they can also be in active addiction form while performing other acts such as

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playing video games (Griffiths, 1995). Another type of addiction discussed alongside internet addiction in recent years is social network addiction. Various definitions exist within the literature regarding social networks, such as: social interaction network (Çetin, 2009), informal learning environment (Stevenson & Liu, 2010), advertisement and public relations environment (Onat & Alikk? I? ç, 2008), online human community (Buss and Strauss, 2009), marketing environment and the innovator phenomenon of the internet (Akar, 2010).

Social networks are websites where individuals can create their profiles in a registered system either publicly or semi-publicly, share links, see other people's lists and see the relationship status of other people within the system while also allowing individuals in online groups to share their likes and activities and also share messages, e-mails, discussion groups, videos, audio chats and files (Boyd & Ellison, 2007). The most essential features of these environments include allowing the individuals to work with others and actively participate, give and receive feedback and customize their space in a comfortable environment, in a two-way communication process and interactive environment (Lee & McLoughlin, 2007). Thus a form of communication was born, where discussion and sharing are almost cost free and the individual is in the center.

One of the social networks allowing individuals to spend time in cyber space together with their loved ones, share information and have fun together is Facebook. This software, first developed by Mark Zuckerberg in 2004 at Harvard University for the university students, is now one of the most

recognized and used social networks in the world (?? man & Albayrak, 2014; Yaman, 2014). The popular social networks such as Facebook, Twitter, Instagram, Google+, Snapchat and Whatsapp are followed and used actively by millions of people (Hergüner, 2011). Social network addiction has started to be observed with the increasing rate of use. While these social networking sites increased in usage, they brought positive results such as communication, interaction, sharing, collaboration and socializing for users, yet they can also cause problems such as anxiety of socializing (? ahin, ?? leyen & Özdemir, 2012), decrease in face-to-face communication (Das & Sahoo, 2011; ?? bulan, 2011), solitude (Sheldon, 2008, 2012), and addiction (Pelling & White, 2009; Wang, 2009; Wilson, Formasier, & White, 2010). Social network addiction needs to be included in the internet addiction or technology addiction categories due to the messaging, online gaming and other interaction activities by the individuals and problematic internet usage by staying connected to the internet in carrying out these activities (Das & Sahoo, 2011; Karaiskos, Tzavellas, Balta, & Paparrigopoulos, 2010). Therefore, the internet usage ratings are expected to rise in proportion to the increase of social networking addiction among individuals. The purpose of this study is to determine the Facebook addictions and the addiction levels of the students studying in the Sakarya University, Faculty of Sports Sciences, Physical Education and Sports Teaching Department, concerning the gender and class variables.

**METHOD** Information regarding the findings related to the study, participants, data collection tool and the processes is given in this section. Participants Some 274 students of the Physical Education

students Department of physical education in the Bharathiar University, Coimbatore of Tamilnadu participated in this study, which aimed at measuring the Facebook addiction levels of the students. Participant selection in the study was carried out through convenience sampling. By gender, 146 (53%) of the students are female while 128 (47%) are male.

As for grade distribution, 65 (24%) of the students are in the 1st grade, while 69 (25%) are in the 2nd grade, 74 (27%) in the 3rd grade and 66 (24%) in the 4th grade. Data Collection Tool The "Facebook Addiction Scale" developed by Çam and ?? bulan (2012) was used as the data collection instrument in this study in which the descriptive method is used. The Facebook Addiction Scale consists of a single factorial model. The load value of the 19 items on the factor vary between 0.57? 0.

73. The factor in the scale accounts for 43.86% of the total variance. As a result of the exploratory factor analysis, the scale was found to be consisting of 19 items and a single factor.

In the confirmatory factor analysis carried out afterwards, the weight of the factor varied between .55 and .77 for Facebook addiction. In the confirmatory factor analysis, the findings were as follows, chi square = 767.26, sd = 143.

02 ( $p < 0.01$ ), RMSEA = 0.054, NFI = 0.98, CFI = .99, SRMR = 0.035, and IFI = .

99 AGFI = 0.93. The 19-item internal coefficient of consistency of the Facebook Addiction scale was found as Cronbach's  $\alpha = 0.93$ . This value is seen as an acceptable value for the reliability level of the Facebook Addiction Scale.

**Data Collection Process** The data of this study which aims to determine the Facebook addiction levels of the Physical Education and Sports Teaching Department students and examine the data in terms of various variables. The data was collected from 274 students who continue their studies in a public university, Sports Sciences Faculty, Physical Education and Sports Teaching Department in the fall semester of the 2015-2016 academic year, and through the application of the Facebook Addiction Scale. The data collection process lasted for approximately 2 weeks and special attention was paid to data collection from the volunteering students. **FINDINGS** In this section, the findings regarding the research are presented in terms of Facebook addiction levels, differences in the Facebook addiction levels in accordance with the gender and grade variables.

**Table 1. THE FACEBOOK ADDICTION LEVELS OF THE STUDENTS**

Test Mean	Min	Max	sd	%
Facebook Addiction Levels	40.53	19.11	14.19	97.35

According to the analysis, the Facebook addiction levels of the students who participated in the study are around 35%. This represents the fact that the Facebook addiction of the group is at a low level. **TABLE 2. THE ITEMS RATED HIGHEST AND LOWEST BY THE STUDENTS**

Items	Mean	How often do you choose to spend time on Facebook instead of going out with your friends?
1.83	1.83	How often do you find yourself trying to hide how much time you spend browsing Facebook?
1.86	1.86	How often do you find yourself

trying to hide how much time you spend browsing Facebook? 1. 85 How often do you check Facebook while having something else to do? 2. 46 How often do you establish new connections with Facebook users? 2.

49 How often do you choose to browse Facebook in order to get away from the negative thoughts in your life? 2. 57 Analysis of the results suggests that students do not prefer to spend time on Facebook rather than going out with their friends; they were not feeling depressive, down or tense and not trying to hide their behavior while browsing Facebook. In addition, another conclusion was that the students sometimes checked Facebook while doing other things, established new connections with Facebook users and used Facebook in order to escape a negative occurrence in their life.

The innovations and developing technologies bring a new and different dimension into the lives of the individuals while offering them different options (Karaman & Kurtulu, 2009). As can be seen, the results of the study reveal that even though they are not addicted to Facebook, the students choose from these options even if only occasionally. Table 3.

The Facebook Addiction Levels of the Students by Gender

Gender	N	Mean	SD	t	p
Female	146	37.31	17.34	2.88	0.05
Male	128	44.24	22.11		

Analysis of the mean scores of the male students showed that their scores were significantly higher when compared to the scores of the female students.

However, because the scores are still at low levels, the consideration is that the male students should not be qualified as Facebook addicts. TABLE 4.





lives of individuals, as shown in many studies. This is because Facebook addicts may show behaviors such as feeling as if they are left behind when not using Facebook (Denti et al.

, 2012), hacking the Facebook accounts of their partners and keeping them under control (Abhijit, 2011). Xu & Tan (2012) show that Facebook addiction may be causing loneliness and stress. In addition, Facebook addiction has been identified as a cause of decreased sleep quality (Wolniczak et al., 2013). However, despite other studies, in this study the Physical Education and Sports Teaching students come into view as not being addicted to Facebook or having addictions at mild levels.

Therefore, the students participating in this study are thought not to be carrying the symptoms of Facebook addiction. To help prevent addiction, teachers need to be role models for the students in our schools. When the fact that these pre-service teachers will be the teachers in the near future is taken into consideration, this finding of the study can be considered to be reassuring.

The pre-service teachers of the Physical Education department are considered to be promising role models. Namely, since a teacher who is addicted will not be able to recommend their students not to be addicted, they will also not be able to be a good role model. Extension of computer and internet usage nowadays also increases the amount of time spent using the internet. Especially with the ability to access the internet service anytime anywhere through mobile technologies, addiction to Facebook is rising on a daily basis. Therefore, to prevent problematic internet use or increase

in Facebook addiction levels, time spent on the internet and social media must be limited to certain levels.

Moreover, it is important for educators to take further steps by holding events such as in-service training, seminars and briefings organized by the counsellors and teachers of IT, aimed at raising the awareness levels of the students, parents and other teachers regarding the dangers of social media addiction.