ANALYZING RELATIONSHIPS BETWEEN THE LEVEL OF INTERNET ADDICTION AND THE LIFE SATISFACTION OF UNIVERSITY STUDENTS

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ABSTRACT

In this study, the aim is to analyze relationships between the level of internet addiction and life satisfaction of university students and to identify whether social-demographic features makes difference in point average of the level of internet addiction and life satisfaction or not. The study group of investigation consists of 366 students who are students of Faculty of Health Sciences and who accept to join to the study voluntarily. The data are collected with ''Personal Information Form'' prepared by investigators, improved by Young (1998), ''Internet Addiction Scale'' (IAS) adapted to Turkish by Bayraktar (2001), the study of adapting Turkish improved by Diener and his friends (1985), and ''Life Satisfaction Scale'' (LSS) done by Aysan(2001). The data obtained from investigation is evaluated with ''Pearson correlation coefficient analysis, t-test, one-way analysis of variance''. At the end of investigation, it is determined that there is a meaningful difference between internet addiction state according to gender, class level, the place they stay and using internet period of university students; and life satisfaction point averages according to gender, academic standing and the place they stay of university students(p<.05). However, it is shown that there is no meaningful relation between internet addiction and life satisfaction (p>.05).

Keywords: Internet addiction, Life satisfaction, University students

INTRODUCTION

Internet is a communication and data sharing means that provides people to reach any kind of data or forming communication with others in a fast way by annihilating distances. When appearance period of internet is examined, it is seen that it has started with the development of computers in 1950s. At the beginning of 1960s ARPANET from networks that were supported by USA Ministry of Defense, became the first net using Internet Protocole (IP) (tr.wikipedia.org). Although it was started to be used for military defense purpose, approximately in 55 years its usage field has become prevalent superiorly.

According to data dated November2015, internet usage in all over the World reached to 3.366.261.156 people. This number shows that 46.4% of world's population using internet (internetworldstats.com). In Turkey there is a rapid increase in internet usage and similar developments are experienced in parallel to all developments in the World. Since accessing of internet becomes easy, not only with computers but also with cell phones make it essential for people. As it was just used for knowledge acquisition at the beginning, its usage takes place in daily life depending on voluntarily or necessarily conditions such as formal processes, socializing, shopping cause increase in its prevalence and usage frequency.

According to Turkish Statistical Institute (TÜİK) data, as the rate of residences having internet Access was not over 20% in 2007, this rate reached to 69.5% in April 2015. All these numbers show that internet usage in our age continues to become common both in the World and our country rapidly and starts to take important place in almost every part of our life. However rapid proliferation of internet brings some negative results herewith. One of these negative results is overuse of internet. Some of millions of internet users in the World are defined as "internet addicted" (Ergin, Uzun and Bozkurt 2013).

As Aarts and Dijksterhuis (2000) expressed many behaviours that people do in life consciously or unconsciously, turn into habit in time and habits can also turn into addiction also. Due to its wide usage, it is seen that internet becomes routine in people's lives and turns into habit even addiction.

Young (1996) adapted diagnostic criteria of internet addiction and determined criteria over eight specifications. These are ordered as follows; "Do you think internet occupy your brain?, Do you use internet increasingly in order to be satisfied?, Did you have unsuccessful attempts to decrease internet usage rate?, Do you feel yourself angry, restless as you give up or decrease internet usage? Are you on-line more than you have planned?, Did you experience risking job, education or carrier opportunities due to internet usage?, Did you lie about how much you are interested in internet, Do you consider internet as an escape from distressing situations?" In case of answering at least five or more than five of these questions as "yes" internet user is considered as addicted. As all these are taken into consideration internet addiction is defined as a condition of unpreventing desire of overusing internet, feeling unvaluable as spending time without internet, being angry without internet Access, degeneration of social life an deven condition of being aggressive (Young, 2004).

When field of literature is examined there encountered various studies about internet addiction (Young, 1996; Balcı and Gülnar, 2009; Günüç and Kayri 2010; Esen and Siyez, 2011; Baltacı, İşleyen and Özdemir, 2012) and life satisfaction of individuals (Gündoğan, Gül, Uskun, Demirci and Keçeci, 2007; Demir, Özköklü and Turgut, 2015). The increase in number of studies about internet addiction in recent years shows clearly that the subject is considered as a factor that causes some serious problems on people. Researches show that addiction will cause obsessive and aggressive behaviours, hyperactivity, learning problems, health problems due to inactivity and antisocial behaviour problems (Ayas, Çakır and Horzum, 2011).

Similarly it is thought that negative behaviours and being not delighted from life that are seen in other addictive people, can be seen in internet addicted individual and it can affect life satisfaction and life quality in a negative way. Especially in order to prevent possible teenager and adolescence problems it becomes necessary to examine this factor. In this study it was aimed to examine relation between life satisfaction and internet addiction levels of university students that are educating in Kırıkkale University Faculty of Health Sciences.

MATERIAL AND METHOD

The research was done aiming to determine relation between life satisfaction and internet addiction levels of university students that are educating in Kırıkkale University Faculty of Health Sciences.

366 volunteer university students that are educating in Kırıkkale University Faculty of Health Sciences in 2014-2015 formed the working group of descriptive type of research.

Personal Information Form; The information regarding socio-demographic datas such as gender, age, class, success level of student, where he stays and the amount of time he spends with internet take place in the form that was developed by researchers.

Internet Addiction Scale (İBÖ);The scale that was developed by Young (1998) and adapted into Turkish by Bayraktar (2001) is consisted of 20 items. Cronbach Alpha internal consistency coefficient was found as .91. Since the scale is a sextet likert type 1 point is given for "never", 2 point is for "rarely", 3 point is for "sometimes", 4 point is for "generally", 5 point is for "often" and 6 point is given for "always". Taking totally 80 points and over from questionnaire is accepted as a sign of significant disruption in functionality and this group is defined as "internet addicted". The ones taking points between 50–79 are defined as "risky internet usage" group that have some problems regarding internet in their Daily lives. The ones taking points between 49 and lower are defined as "average internet users" that have no problem regarding internet in their Daily lives. The high points taken from scale shows that the internet usage is high.

Life Satisfaction Scale; It was developed by Diener, Emmons, Laresen and Griffin (1985) and is consisted of five items regarding life satisfaction. Each item involves answers changing from "completely disagree" to "completely agree" according to septet scaling answering system. Adaptation of scale into Turkish was done by Aysan (2001) and reliability coefficient was found as .85. In this study for reliability Cronbach alpha coefficient was calculated as .83.Factor analysis results showed that there is only one factor that evaluates satisfaction regarding the life of person totally. The highest point that can be taken from scale is 35 whereas the lowest point is 5.The low point taken from scale is considered as the sign of lowness of life satisfaction (Narr: Aysan, 2001).

In analysis of datas "Pearson correlation coefficient analysis" was used to determine the relation between internet addiction and life satisfaction of university students whereas in comparison of arithmetic averages of points taken from scales "t test" was used when category number of independent variable is two, "one way variance analysis" was used when category number is more than two. As a result of variance analysis "Scheffe Test" was used to determine from which group this difference is originated (Büyüköztürk, 2002).

FINDINGS AND DISCUSSION

In this study which is aimed to examine internet addiction levels and life satisfaction of university students as well as determine if socio-demographic properties make difference on internet addiction levels and life satisfaction point averages, the datas of university students were analysed and discussed by presenting them as in table 1.

As Table 1 is examined, it is seen that the internet addiction average points of boys ($\bar{x}$=52.05) is higher than the internet addiction points of girls ($\bar{x}$=47.32). As a result of t-test there obtained a significant difference between gender and internet addiction of students (t = -2,461, p<.05).

Canan (2010) stated that boys have more internet addiction at significant level than girls in relation between dissociative symptoms and socio-demographic properties.

Alaçam (2012) obtained in his study which he examined the relation between frequency of internet addiction of university students and adult attention deficit hyperactivity disorder that internet addiction is more prevalent in boys than in girls.

Table 1. Socio-Demographic Properties Analysis Results Regarding Points That University Students Taken from Internet Addiction Scale

Socio-demographic properties	S	%	$\bar{x}$	ss	Statistics
Gender					t=-2.461 p=.014*
Female	293	80.10	47.32	14.44	
Male	73	19.90	52.05	15.70	
Age					t=-.685 p=.494
20 years old and under	311	85.00	48.04	14.50	
21 years old and over	55	15.00	49.52	16.47	
Class					F=3.183 P=.024* 2-1
1st grade	107	29.20	51.24	15.29	
2nd grade	111	30.30	45.55	12.04	
3rd grade	80	21.90	49.43	15.37	
4th grade	68	18.60	46.61	16.62	
Success level					F=1.194 P=.304
Good	140	38.30	46.82	15.35	
Medium	212	57.90	49.03	14.18	
Bad	14	3.80	51.00	18.14	
Accomodation					F=6.030 P=.003* 2-3
State hostel	46	12.60	49.86	16.97	
Private hostel	259	70.80	46.69	13.96	
House	61	16.70	53.72	15.38	
Time spending on Internet (a day)					F=25.347 P=.000* 1-2 1-3
1-3 hours	256	69.90	44.88	13.66	
4-6 hours	94	25.70	55.76	15.03	
7 hours and over	16	4.40	58.28	10.21	

The reason why boys are more inclined to internet addiction than girls are found as boys are busier with activities such as chatting over internet and online games.

According to age; Internet addiction average points of the students over 21 years old ($\bar{x}$=49.52)are higher than the ones 20 years old and below($\bar{x}$ =48.04). However as a result of t-test there was not obtained any significant points between age and internet addiction points of students (t = -0.685, p>.05).According to TUİK (2011) Household Information Technologies Usage Research it was obtained that the most frequent internet usage is between 16-24 age group. Since our study involves only university students and age group interval is not wide it can be thought as a limiting factor in interpretation of relation between internet addiction and age.

Acccording to classes; it was obtained that 1st grade students have the highest internet addiction points ($\bar{x}$=51.24) and it is followed by 3rd grade students ($\bar{x}$=49.43), 4th grade students ($\bar{x}$=46.61) and 2nd grade students ($\bar{x}$=45.55) respectively. At the end of analysis there obtained a significant difference betweeen class level of students and their internet

addiction (F=3.183; p<.05). As a result of Scheffe test the difference between the points of 1st grade students and 2nd and 4th grade students is significant.

It was also obtained that the internet addiction average points of unsuccessful students (x̄=51.00) is higher than the addiction average points of successful students (x̄=46.82). This situation can be associated with the time spend on internet. However at the end of variance analysis there was not obtained any significant difference between internet addiction average points of students in terms of success (F= 1.194, p>.05). Alaçam (2012) in his study obtained that students that are taking lecture from previous year have higher points from internet addiction scale than the ones that are not taking lecture from previous year. Internet addicted people usually have problems in every field of life including academic success.

Table 2. According to Their Socio-Demographic Properties Analysis Results Regarding Points That University Students Taken From Life Satisfaction Scale

Socio-demographic properties	S	%	x̄	ss	Statistics
Gender					t=2.042 p=0.042*
Female	293	80.10	21.10	6.42	
Male	73	19.90	19.41	5.66	
Age					t=-0.486 p=0.627
20 years old and under	311	85.00	20.84	6.12	
21 years old and over	55	15.00	20.40	7.28	
Class					F=2.118 P=0.098
1st grade	107	29.20	20.63	6.47	
2nd grade	111	30.30	20.79	5.97	
3rd grade	80	21.90	19.68	6.10	
4th grade	68	18.60	22.27	6.64	
Success level					F=13.091 P=0.000* 1-3
Good	140	38.30	22.46	6.14	
Medium	212	57.90	20.05	6.06	
Bad	14	3.80	15.00	6.51	
Accommodation					F=5.900 P=0.003* 1-2, 1-3
State hostel	46	12.60	18.52	5.66	
Private hostel	259	70.80	20.73	6.26	
House	61	16.70	22.68	6.46	
Time spending on Internet (a day)					F=2.285 P=0.103
1-3 hours	256	69.90	20.95	6.26	
4-6 hours	94	25.70	20.87	6.37	
7 hours and over	16	4.40	17.50	6.11	

According to accommodation; The internet addiction average points of students living in a house(x̄ =53.72) is higher than the ones living in private hostel (x̄ =46.69) and state hostel (x̄ =49.86). As a result of variance analysis there obtained a significant difference between internet addiction average points according to the place they live in (F= 6.030, p<.05). As a result of Scheffe test done to obtained where this difference originates from, it was found that the difference comes from the average points of students living in a house and private hostel.

Alaçam (2012) in his study obtained that internet addiction scores of university students living in a rent house is higher than the ones living in a private or a state hostel. This result can bring out a comment that house condition does not have any limitation effect.

It was obtained that internet addiction average points of students spending 7 hours or more on internet are the highest (x̄=58.28) and they are followed by the ones spending 4-6 hours (x̄=55.76) and 1-3 hours (x̄=44.88) respectively. It was found that as the time spending on internet increases, the internet addiction average points increase as well as a significant difference occurs between average points of students according to intenet usage time (F= 25.347, p<.05). As a result of Scheffe test the difference between points of students using internet 4-6 hours and 7 hours and over, is significant. This situation causes us to think as the time on internet increases, addiction also increases.

Kır and Solak (2014) in their study which they research internet addiction level of education faculty students, found that according to Daily internet usage internet addiction level is the highest in students spending Daily 4 hours or more internet.

As Table 2 is examined life satisfaction points of female students (x̄=21.10) is higher than average points of male students (x̄=19.41). According to the result of t-test there obtained a significant difference between gender and life satisfaction points of students (t = 2.042, p<.05). Tuzgöl Dost (2007) in his study examining life satisfaction of university students, found that life satisfaction points of girls are higher than the points of boys.

According to age; Life satisfaction points of students that are 21 years old and below (x̄=20.84) are higher than the ones that are 20 years old and over(x̄ =20.40).However in t-test there is not seen any significant difference between age and life satisfaction points of students (t = -0.486, p>.05).

As it is evaluated according to classes it was seen that the highest life satisfaction points are of 4th grade students (x̄=51.24) whereas the lowest points are 3rd grade students (x̄=49.43). As a result of analysis there was not obtained any significant difference between class level of students and their life satisfaction points (F=2.118; p>.05).

It was also obtained that the life satisfaction points of successful students (x̄=22.46) are higher than students having medium success level (x̄=20.05) and bad level (x̄=15.00). As a result of variance analysis there obtained a significant difference between life satisfaction points and success level of students (F=13.091, p<.05). As a result of Scheffe test this difference originates from the points of students having medium and bad success levels. Being academically successful at university years that brings individual to his job which involves most of his life and to his Professional identity which identifies his status in society, is the most important factor in their own happiness (Tuzgöl Dost2007). This situation causes us to think that university students are suffering to achieve the degree of graduation.

When students are evaluated according to accommodation the life satisfaction average points of students living in a house (x̄ =22.68) is higher than the ones of living in a private hostel (x̄ =20.73)   and state hostel (x̄ =18.52). As result of variance analysis there obtained a significant difference between life satisfaction points of students according to accomodation

(F= 5.900, p<.05). As a result of Scheffe test done to determine from which group the difference is originated, it was found that the difference is originated from the average points of students living in state hostel.

By being away from their parents and surroundings and trying to comply with a new surrounding increase their possibility of being lonely. The students that try to overcome their loneliness by making new friendships can sometimes be unsuccessful in making such relations and their life satisfaction levels decreases for this reason.

It is seen that life satisfaction points of students spending Daily 7 hours or more in internet are the lowest ($\bar{x}$=17.50) and as the period increases, life satisfaction points decrease. However at the end of analysis there was not obtained any significant difference between internet usage of students and life satisfaction average points (F= 2.285, p>.05).

Soydan (2015), in his study examined the relation between life satisfaction and depression with internet addiction of university students. The findings obtained from research showed that there is a positive relation between internet addiction and depression and a negative relation between internet addiction and life satisfaction.

Table 3. Correlation analysis results regarding relation between internet addiction scale and life satisfaction scale

Variables	N	r	P
Internet addiction Life satisfaction	366	-.050	.344

As it is seen in Table 3 there was not obtained any significant relation between internet addiction and life satisfaction (r=-.050, p>.05).Esen and Siyez (2011) in their study which they examine psych-social changes cause internet addiction, obtained that life satisfaction is not a precursor of internet addiction.

RESULT AND SUGGESTIONS

In this research it was aimed to examine internet addiction level of university students and their life satisfaction as well as obtain if socio-demographic properties make any difference on internet addiction levels and life satisfaction average points.

At the end of research it was obtained that the difference between internet addiction average points are significant in terms of gender, class level, accommodation and internet usage period, there was not any significant difference obtained in terms of success level and age variables. A significant difference was found between life satisfaction points in terms of gender, success level and accommodation whereas age, class level and internet usage period did not create any significant difference. Also it was obtained that there is not any significant difference between internet addiction and life satisfaction.

Although the occurrence of internet is somehow increasing communication and making data sharing easy, the rapid prevalence of internet starts to cause internet addiction. It is thought that different research patterns such as different sampling groups and qualitative researches will make contribution to future researches in which internet addiction of university students is evaluated ambidextrously. It is also suggested that similar studies involving other universities can be done comparatively.

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