

RESEARCH ARTICLE

Social media addiction and loneliness of high school students

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Abstract: The purpose of this study was to determine whether high school students' addictions to social media and feelings of loneliness were related. The UCLA loneliness scale, and the social media addiction scale were applied for this purpose. To supplement the quantitative data, a semi-structured questionnaire was also created, and students' perspectives on social media addiction and loneliness were evaluated. The study was conducted in a Turkish Anatolian high school student. 30 students took part in the study's qualitative part, whereas 379 students took part in the study's quantitative part. The study's quantitative findings and the data acquired from them showed that the students generally have a moderate level of social media addiction and a moderate level of loneliness. Additionally, the connection between students' addictions to social media and feelings of loneliness was investigated, and it was found through quantitative data that there was no such association. Nevertheless, qualitative data showed a connection between students' social media addictions and loneliness. While the qualitative findings match with the literature, the quantitative findings disagree with it when compared to other studies of a similar nature. As a result of the study, it can be seen that high school kids have moderate degrees of social media addiction and moderate level of loneliness. As a result, although quantitative data doesn't support, based on the qualitative data it can be said that high school students' addictions to social media may deprive them from real social environment and may lead them being loneliness.

Keywords: social media addiction, loneliness, secondary education

1 Introduction

Social networks are defined as a set of applications prepared in a web-based environment that enable information exchange and increase mutual or group interactions among individuals (Usluel et al., 2014). As can be understood from the definition, social media is used for interpersonal communication and interaction and information exchange. In addition, today, social networks can be used for media sharing such as videos and pictures, and for informational file sharing. In this way, millions of people around the world use these web-based applications for various purposes. These purposes have an important place in the lives of young people or those who are stepping into adulthood, by providing the information they need for friendship or relationship (Balci & Koçak, 2017). For this reason, it is possible to see these applications in every area of our lives.

Considering the internet usage in Turkey, it can be seen that the usage is constantly increasing based on the data of the Turkish Statistical Institute (TÜİK). According to these data, while the rate of mobile phone usage was 53.7% in 2014, this rate increased to 98.7% in 2019. Computer usage increased from 10% to 17.6% (TÜİK, 2019). Looking at the internet usage by age groups, it is seen that the age group that uses the internet most is young people (16-24 years, 94.8%, 25-34 years, 95.2%). When the purposes of use of the internet are examined in the same research results, it is seen that the most used purpose is to communicate. It is seen that 93.9% of the participants use the internet for messaging, and 82.7% of them use the internet and social media for the purpose of establishing audio or video communication (TÜİK, 2019). These statistics highlight how pervasive internet and social media use is in Turkey and the consequent level of addiction.

Today, the internet is mostly used by young people for the purpose of entering social media (Çiftçi, 2018). Many social media platforms have been used for a long time in Turkey as well as all over the world, as in the rest of the world. When this use is out of parental control, it can reach addiction levels (Çiftçi, 2018). Some users may even carry their addiction levels to such levels that they neglect their daily activities. High school students (12-18 years old) use the internet as a remedy for their own learning (Derin & Bilge, 2016). However, this situation can push them to use the internet until they reach their addiction levels, and these individuals may

experience negativities in their lives due to their addiction (Gökçeşlan & Günbatır, 2012). Beside these loneliness and happiness are indirectly affected by internet addiction (Karakose et al., 2022) and especially during the extreme situations such as Covid19 pandemic loneliness and internet addiction and accordingly quality of life affected negatively (Karakose et al., 2022).

Internet addiction was first described by Young (2004) as the “inability to prevent excessive use of the internet, loss of importance of the time spent not connected to the internet, excessive irritability and aggression when deprived, and progressive deterioration of the person’s work, social, and family life.” Based on this definition, social media addiction can be defined as negative feelings such as extreme restlessness, anxiety and nervousness experienced in the case of not being able to use social media. Studies have demonstrated that this addiction has a major impact on a person’s academic performance (Demir, 2016; Deniz & Gürültü, 2018; Derin & Bilge, 2016).

When social media research are studied, it is seen that social media has a role in facilitating students’ learning, gaining 21st century skills, developing identity, developing positive communication skills with peers, and being creative (Clarke, 2009; Eren, 2014; Sistik-Chandler, 2012; Wang et al., 2011). In addition to such positive effects, the use of social media can also have negative effects such as loneliness among individuals (Neto et al., 2015; Pittman & Reich, 2016; Tülübaş et al., 2023). However, the loneliness mentioned here is not social isolation. Loneliness is the state of being dissatisfied with this interaction environment despite spending a lot of time in friend environments (Neto et al., 2015). Such an affective state may affect the individual’s ability to cognitively and behaviourally evaluate himself and his social environment. Individuals who feel lonely may develop too much sensitivity to negative social situations, evaluate their own social relationships negatively, and often adopt a defensive approach (Cacioppo & Hawkey, 2009). It is believed that such a circumstance can negatively impact the person’s academic career. All things considered, the goal of this study was to shed light on the connection between high school students’ levels of social media addiction and their loneliness perceptions. For this purpose, answers to the following questions will be sought:

- (1) How addicted are high school kids to social media?
- (2) What do students in high school think about loneliness?
- (3) Is there a relation between loneliness between high school students and their use of social media?

2 Methods

2.1 Research model

The first semester of the school year 2019–2020 was used for this study. The study sought to understand the association between high school students’ degrees of social media addiction and their loneliness experiences. Correlational research, a quantitative research technique, was used in the research design. Studies of correlation are conducted to ascertain the connections between two or more variables and to get information regarding cause and effect. (Büyükoztürk et al., 2014). To corroborate the quantitative findings, qualitative data collection techniques were also applied. A semi-structured questionnaire was created for this aim and offered voluntarily to the students.

2.2 Participants

This study was conducted in the first semester of the 2021–2022 academic year at an Anatolian high school in Sivas, Turkey, to assess accessibility. Parents of the pupils were notified about the study and given permission by the school administration to use the questionnaire prior to the study. In this case, the parents gave their consent for the research to be conducted, and it was done voluntarily. Table 1 includes demographic data for the research participants’ students.

As can be seen from the table, a total of 379 students participated in the study. 57% of these students are female and 43% male. When the grade levels of the students are examined, 43.5% of the students are in the 10th grade, 25.9% are in the 11th grade and 30.6% are in the 12th grade. The age range of the students participating in the study generally varies between 14 and 19. However, most of the students are between the ages of 15 and 17 (95.3%).

Table 2 is a list of the students’ demographic data that participated in the qualitative portion of the study by responding to a semi-structured questionnaire.

The qualitative study included 30 students. Twelve of the pupils are in the tenth grade, nine are in the eleventh, and the nine are in the twelfth. The students’ ages range from 15 to 18.

The social media usage frequency scale, a component of the social media usage purposes scale created by İşman and Eren (2014), was employed within the parameters of the study to identify the more popular social media platforms among the students. The necessary authorization was

Table 1 Demographic information for students participating in quantitative research

		<i>f</i>	%
Gender	Female	216	57
	Male	163	43
	Total	379	100
Grade	Tenth Grade	165	43.5
	Eleventh Grade	98	25.9
	Twelfth Grade	116	30.6
	Total	379	100
Age	14	2	0.5
	15	125	33
	16	124	32.7
	17	112	29.6
	18	15	4
	19	1	0.3
Total		379	100

Table 2 Demographic information for students participating in qualitative research

		<i>f</i>	%
Gender	Female	15	50
	Male	15	50
	Total	30	100
Grade	Tenth Grade	12	40
	Eleventh Grade	9	30
	Twelfth Grade	9	30
	Total	30	100
Age	15	7	23.33
	16	9	30
	17	8	26.66
	18	6	20
	Toplam	30	100

secured by emailing the authors in order to do this. With the creators' permission, several of the scale's current social networking tools have been updated. "Wikipedia" was removed from this context and "Instagram, Discord, and Snapchat" were added. Both "Forum" and "Blog" have been combined. The information on how frequently students use social media is provided in [Table 3](#).

Table 3 Frequency of social networks used by students according to gender and class variable

Social Media App.	Female	Male	Tenth Grade	Eleventh Grade	Twelfth Grade	General
	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}
Facebook	1.14	1.63	1.33	1.37	1.34	1.35
MySpace/ Messenger	1.15	1.38	1.28	1.10	1.32	1.24
YouTube	3.75	3.94	3.81	4.02	3.70	3.83
WhatsApp	3.84	3.73	3.62	4.08	3.79	3.79
Twitter	1.89	1.95	1.85	1.83	2.09	1.92
Skype	1.18	1.30	1.30	1.13	1.23	1.23
Instagram	3.60	4.26	4.04	4.06	3.05	3.89
Snapchat	2.39	1.78	2.35	1.93	1.98	2.12
Discord	1.21	2.14	1.68	1.60	1.52	1.61
Forum / Blogs	1.13	1.52	1.27	1.31	1.33	1.30
Others	1.38	1.86	1.63	1.65	1.49	1.59

The most popular social media platforms utilized by high school students, according to the table, are Instagram ($x = 3.89$), Youtube ($x = 3.83$), and WhatsApp ($x = 3.79$). According to the gender variable, while female students used WhatsApp ($x = 4.26$) the most, male students stated that they used Instagram the most. According to the class variable, it was discovered that WhatsApp was used most frequently in the 11th and 12th grades ($x = 4.08$ and $x = 3.79$), while Instagram was used most frequently in the 10th grade ($x = 4.04$).

The study also looked at how much time kids spent online. Students were questioned regarding how long they have used the internet, how frequently they use it, and how long they use it each day. [Table 4](#) contains information on this.

Table 4 Internet usage time of students according to gender and school level variables

	How long have you been using internet (year)	How many days per week internet is used (days)	How many hours of internet is use per day (hours)
Female	5.90	3.50	2.38
Male	6.90	3.55	2.47
Tenth Grade	5.83	3.41	2.47
Eleventh Grade	6.53	3.72	2.39
Twelfth Grade	6.82	3.51	2.37
General	6.32	3.52	2.42

The chart shows that the students reported using the internet for an average of 3.5 days per week and 2.5 hours per day during the past six years. There is not much of a difference between the variables when studied according to gender and grade levels. When compared to female students, it is observed that only men begin utilizing the internet on average one year earlier.

2.3 Data Collection Tools

The goal of this study was to clarify the connection between social media addiction in high school students and loneliness. For this, the shortened form of the UCLA loneliness scale that was translated into Turkish by [Yıldız and Duy \(2014\)](#) and the social media addiction scale (SMDS) created by [Frat and Barut \(2018\)](#) were also used. The authors were contacted via email and the required authorizations were taken.

The Social Media Addiction Scale (SMAS), which has 24 items and two sub-dimensions (Deprivation and Influencing Daily Life/Uncontrollability), was developed as a five-point Likert (never-always) scale for secondary and high school adolescents. The deprivation dimension has 14 items, while the daily life dimension has 10 items. The overall score that can be produced from the SMAS ranges from 24 to 120; for the deprivation dimension, it ranges from 14 to 70, and for the dimension of influencing everyday life/lack of control, it ranges from 10 to 50. It is believed that as people's SMDS scores rise, so do their levels of social media addiction ([Firat & Barut, 2018](#)).

The UCLA loneliness scale's short form, which was modified by [Yıldız and Duy in 2014](#), was used in the study to find students' loneliness levels. This measure has seven items and is formatted as a Likert scale with four possible responses (I never live–I always live). The scale's fifth item is scored in reverse and is taken into account when calculating the overall score. The scale's lowest possible score is 7, while its greatest possible score is 28. The scale's low score reveals how little loneliness the teenagers are experiencing, while the high number reveals how much loneliness they are going through.

In addition, a semi-structured questionnaire form was created by the authors within the scope of the study. This questionnaire was prepared with the aim of getting students' ideas on social media addictions and related feelings of loneliness.

2.4 Data Collection

The data in the research were obtained from an Anatolian high school located in the city centre of Sivas. The reason for choosing this school in the research is easy access to data. Permission was obtained from the provincial directorate of national education and school administration before the data were collected. Additionally, prior to data collection, students and their parents were made aware of the project, and quantitative data was gathered voluntarily. A semi-structured questionnaire was created for the research's qualitative data collection, and students and their parents were requested to voluntarily complete it.

2.5 Analysis of Data

This study was carried out in the context of secondary education with the aim of determining the relationship between students' social media addictions and loneliness. The scales for social media addiction and loneliness were applied in this situation. The necessary analyses were then performed once the acquired data were initially loaded into the SPSS package program. Calculations based on frequency and percentage were used to assess students' use of social media and feelings of loneliness. To investigate the correlation between social media addiction and loneliness simple linear correlation analysis was performed. To investigate the connection between loneliness and social media addiction, simple linear regression analysis was used. Simple linear regression analysis is a method for determining the impact of one or more independent variables on at least one dependent variable ([Taşpınar, 2017](#)). Before proceeding to these analyses, the normal distribution of the data set was performed with skewness and kurtosis values and Kolmogorov-Smirnov and Shapiro-Wilk tests.

To analyse qualitative data, content analysis was performed. A systematic, repeatable approach known as content analysis divides a text's words into smaller content groups and codes them according to predetermined standards. (Büyükoztürk et al., 2014; Creswell, 2014). The main purpose of content analysis is to create a network of concepts and relationships in order to explain the collected data.

3 Results

3.1 Social media addiction levels of high school students

This study studied how addicted high school students were to social media and how lonely they felt, as well as how these two factors related to one another. Mathematical mean calculations were used to calculate the kids' levels of social media addiction. Table 5 presents the findings.

Table 5 Social media addiction levels of students by gender and school level variables

	Gender		Grade			General
	Female	Male	10 th Grade	11 th Grade	12 th Grade	
	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}	
Deprivation	38.15	36.08	38.10	35.96	37.17	37.27
Affecting daily life	20.63	20.50	21.50	18.41	21.11	20.59
General level of addiction	58.80	56.58	59.59	54.38	58.28	57.84

Firat and Barut (2018) stated that in terms of scoring the social media addiction scale, a maximum of 70 at least 14 points in the deprivation dimension, a maximum of 50 at least 10 points in the dimension of affecting daily life, and a maximum of 120 at least 24 total points in general. Regarding the interpretation of these scores, he stated that an increase in the score obtained is an indicator of an increase in social media addiction. When the table is examined in the light of this information, it can be said that the social media addiction levels of high school students are generally at a moderate level ($x = 57.84$). When examined in the deprivation dimension, it is seen that the level of addiction of the students is slightly above the medium level ($x = 37.27$), and in the dimension of affecting daily life, they have a slightly lower level of addiction ($x = 20.59$). Examining the levels of addiction among students by gender and academic level reveals that the results are typically similar. As a result, it can be seen that high school kids have moderate degrees of social media addiction.

3.2 Loneliness levels of high school students

Within the scope of the study, students' lonely feelings were also examined. For this purpose, the UCLA loneliness scale prepared by Yıldız and Duy (2014) was used. The scale is calculated over the total score. The scale's lowest possible score is 7, while its greatest possible score is 28. The scale's low score reveals how little loneliness the teenagers are experiencing, while the high number reveals how much loneliness they are going through. The findings of the scale are shown in Table 6 for your review.

Table 6 Students' feelings of loneliness by gender and school level variables

	Gender		Grade			General
	Female	Male	10 th Grade	11 th Grade	12 th Grade	
	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}	
Loneliness	13.01	12.71	12.1	12.01	13.51	12.89

According to Table 6, it can be observed that high school students do not generally experience loneliness at a high level, but rather at a level that is near to the middle ($x = 12.89$). Examined in the context of the gender variable, it can be shown that female students experience loneliness to a little greater extent than male students (Female $x = 13.01$, Male $x = 12.71$). Examining the students according to their academic level reveals that there aren't many differences.

3.3 Relationship between social media addiction and feeling of loneliness

To ascertain the connection between students' level of social media addiction and their loneliness, basic linear regression analysis was used within the parameters of the study. Before beginning this study, the skewness, kurtosis, Kolmogorov-Smirnov, and Shapiro-Wilk tests were

used to determine whether the data set had a normal distribution. Table 7 presents the pertinent findings.

Table 7 Skewness-Kurtosis and Kolmogorov-Smirnov and Shapiro-Wilk values of social media addiction and loneliness scales

		Skewness	Kurtosis	Kolmogorov-Smirnov	Shapiro-Wilk	Sd
Loneliness		0.87	-0.30	0.16	0.90	5.30
Social media addiction	General	0.41	-0.45	0.06	0.96	21.23
	Deprivation	0.28	-0.59	0.05	0.97	13.41
	Affecting daily life	0.74	-0.31	0.14	0.91	9.44

When Table 6 is examined, it is seen that the skewness value of the loneliness scale is 0.87 and the kurtosis value is -0.30. The skewness values of the general addiction and sub-dimensions of the social media addiction scale. 28 and. It is seen that the kurtosis values are between -0.31 and -0.59. Can (2017) stated that skewness and kurtosis values between +1.96 and -1.96 are an indicator of normal distribution. The obtained data show that the data are normally distributed.

Kolmogorov-Smirnov and Shapiro-Wilk tests were also performed to test the normality of the data. The Kolmogorov-Smirnov value of the loneliness scale was calculated as 0.16 and the Shapiro-Wilk value as 0.90. The Kolmogorov-Smirnov values of the general addiction and sub-dimensions of the social media addiction scale were found to be between 0.05 and 0.14, and the Shapiro-Wilk values were between 0.91 and 0.97. Can (2017) stated that these values being higher than 0.05 is sufficient for a normal distribution. In the light of the data obtained, it can be said that the data set has a normal distribution.

Normal distribution cases were also examined with the Q-Q plot. In this graph, the collection of the data around a 45-degree line shows the normality of the distribution of the data (Taşpınar, 2017). Below are the Q-Q graphs of the related scales.

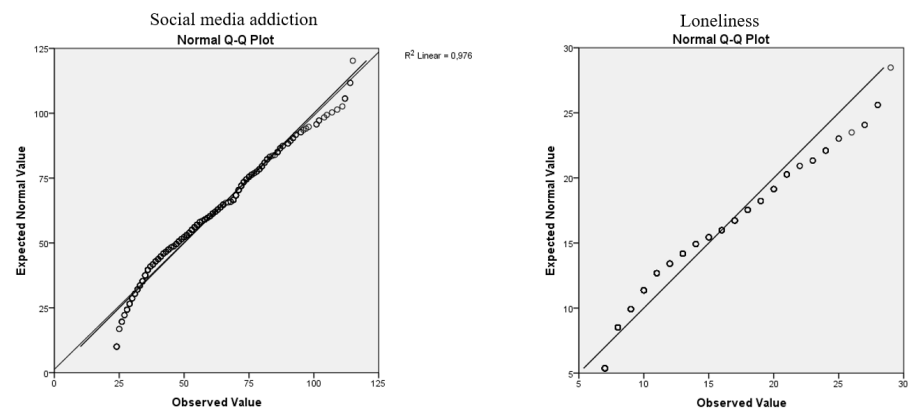


Figure 1 Q-Q graphs of Loneliness and Social media addiction scales

As can be seen from the Q-Q charts, the data were collected at an angle of approximately 45 degrees. This indicates that the data are normally distributed.

In the study, first of all, simple linear correlation analysis was conducted to see whether there was a significant relationship between loneliness and social media addiction. Before the analysis, normality assumptions were examined, and it was seen that the data set was normally distributed (Table 7, Figure 1). Another prerequisite for performing simple linear correlation analysis is that the data pairs must be selected with unbiased assignment and the data forming the data pairs must be independent from each other. Since the data on loneliness and social media addiction are independent of each other, simple linear correlation analysis was performed. The results obtained are presented in Table 8.

A simple linear correlation analysis was conducted to reveal whether there was a significant relationship between high school students' social media addictions and loneliness, and it was found that there was a positive and significant relationship ($r = 0.117$, $p < 0.05$) (Can, 2017).

Whether social media addictions of high school students are a predictor of their feelings of loneliness was examined by simple linear regression analysis. The results obtained are presented in Table 9.

After analysis, it was shown that there was no correlation between expected social media addiction and predicted loneliness ($R = 0.11$; $R^2 = 0.014$). As a result, it was found that social

Table 8 Correlation analysis results of the relationship between high school students’ social media addictions and loneliness levels

		Social media addiction	Loneliness
Social media addiction	Pearson Correlation	1	0.117*
	Sig. (2-tailed)		0.023
	N	379	379
Loneliness	Pearson Correlation	0.117*	1
	Sig. (2-tailed)	0.023	
	N	379	379

* The correlation is significant at the 0.05 level.

Table 9 Simple linear regression results

	R	R2	F	p	a(stable)	t	p	b(Reg. K)	t	p
Addiction	0.11	0.014	5.19	0	11.2	14.23	0	0.029	2.28	0.023

media addiction did not influence students’ feelings of loneliness ($F_{(1-329)} = 5.19$; $p > 0.05$). In light of this, it can be said that “social media addiction” does not predict students’ loneliness.

A semi-structured questionnaire was used in the study to examine the connection between students’ use of social media and their level of socializing. Table 10 presents the survey’s findings.

Table 10 Student views on social media use and socialization

Theme	Code	f	
Socialization	Negative	Isolation from society	26
		Use of vulgar language	2
		Unhappiness	1
		Friendship with the wrong people	1
		Loss of confidence	1
	Positive	New friendships	20
Self confidence		4	

As a result of the study, the majority of the students (n=26) claimed that social media use causes loneliness and social isolation and that there is a connection between the two.

S4 (male): Dealing with social media too much can make us antisocial.

S7 (female): Even though we socialize on social media, this is not the case in real life. We are lonely. We are moving away from society.

S9 (male): ... besides loneliness, we also become different.

S22 (female): It reduces and complicates face-to-face interaction with people, sometimes it can cause shyness.

S18 (male): Virtual conversation, messaging etc. things do not provide full communication. In addition to this, individuals may think that they can meet their need for social relations with people and break their ties with the society.

S6 (male): It definitely pushes us to loneliness and distance ourselves from ourselves.

S12 (female): A person who spends most of the day on social media becomes lonely contrary to socializing.

S8 (male): Blindly attaching to social media gradually breaks one’s ties with the real world.

The data gathered from the viewpoints of the students show that using social media forces them to be asocial, breaks their connections to real life, and makes them lonely. It is understood that the communication made through social media does not meet the real communication needs.

The data obtained from the students also showed that the use of social media can lead to unreal friendships, the use of rude language in interactions over social media affects them negatively and causes unhappiness. Sample comments are given below.

S5 (male): We also indirectly see the ridiculous things they throw in the social

environment, and sometimes really disturbing things come out.

S9 (male): Social media also hosts insecure and rude people and rude conversations. This is not nice. That makes us unhappy.

The study's findings revealed that some students had favourable thoughts about using social media. These students claimed that social media had helped them forge new friendships and improved their self-confidence. Below are some examples of student opinions.

S23 (male): So you can talk to many people at the same time or you can video chat with people outside the city. This is a good thing.

S24 (female): I think it contributes to socialization.

S17 (male): You can spend time with your friends. You can play games with them, you can make new friends.

S5 (male): We get to know new characters and personalities. We can form different friendships.

S4 (male): People can communicate with people they do not know, thus creating an asocial environment.

S21 (female): If she has problems such as not being able to talk or communicate with people in real life, she can feel more comfortable on social media and chat, I think she can carry this into her real life over time.

S29 (male): It gives people self-confidence.

4 Discussion

The purpose of this study was to identify high school students' addiction to social media, their feelings of loneliness, and any connections between these variables.

The students' social media addictions were investigated, and it was discovered that they typically had a moderate level of addiction. There was a moderate level of addiction overall, according to an examination of addiction levels by gender and educational level. Examining the literature, [Aktan \(2018\)](#) found that in his study on social media addictions of university students, the addiction level of students was low. In his study on social media addictions of university students, [Çiftçi \(2018\)](#) revealed that men are more addicted than women, and that age, gender and educational status have a significant effect on social media addiction. In addition, it was stated that the level of addiction of individuals increased according to their education level. In this study, no difference was found in the level of addiction according to gender and education level. The reason for this differentiation is thought to be due to the fact that the sample of [Çiftçi's \(2018\)](#) study is different from the sample of this study. [Yılmazsoy and Kahraman \(2017\)](#) examined social media addiction in the context of "facebook". The study's findings showed that the students had favourable opinions on Facebook addiction. Additionally, it is evident that students are supportive of the usage of Facebook for education.

The literature review revealed that there were numerous studies on internet addiction but no studies on high school kids' addiction to social media. For example, [Gökçeşlan and Günbatar \(2012\)](#) found that 2.33% of high school students were internet addicted, 17.45% were internet addicts in the threshold and risk group. Additionally, the study found that neither gender nor the amount of time spent on social networks had a statistically significant impact on internet addiction. As a result, the conclusions made in this study about social addiction are closely related to the literature.

The study included an examination of high school students' experiences with loneliness. According to the study's findings, high school kids do not experience loneliness on a particularly high level; rather, it is at medium level. [Akr and Ouz \(2017\)](#) investigated the connection between smartphone addiction and degrees of loneliness among high school students and discovered that students exhibited a moderate sensation of loneliness. The study also looked at the connection between students' addictions to social media and their loneliness experiences, and it was discovered that social media addiction did not predict loneliness. The qualitative study revealed, however, that students connected using social media with feeling lonely, and it was suggested that social media addiction might be a contributing factor. In their study, [Türker and Dilmaç \(2018\)](#) looked at the connection between teenage social media use and loneliness, finding that loneliness exacerbated social media addiction. [Çakır and Oğuz \(2017\)](#) revealed that there is a positive and significant relationship between smartphone use and the feeling of loneliness.

Eni (2017), on the other hand, examined the effect of high school students' frequency of using social media on their perceptions of loneliness and found that there was no significant difference between them. Doğan and Karataş (2016) revealed that there is a significant relationship between the use of social networks and loneliness. The results of the study were not comparable to the results of this study, it became clear after a review of the literature. While it was clear from this study's quantitative section that there was no connection between social media addiction and loneliness, it was later discovered that there was a connection in the literature. However, the research's findings, which came from its qualitative component, support the literature.

5 Conclusion and Recommendations

This study looked at the connection between social media addiction among high school students and feelings of loneliness. The study's findings indicated that the students' levels of social media addiction were moderate. Additionally, it was shown that loneliness sensations were moderate. Even while there was no statistically significant link between social media addiction and loneliness, the student-collected qualitative data suggested that such a link might exist when it came to the relationship between the two. It has been discovered through a review of the literature that social media use and loneliness are related. The qualitative method's findings supported the literature even if the quantitative results of this study did not match what was previously published. Therefore, it is hypothesized that social media addiction may have an effect on students' feelings of social isolation and loneliness. This is why curriculum development experts, teachers, and administrators working in secondary education institutions, as well as parents, should take into account the fact that high school students' addictions to social media may cause them to distance themselves from society and break their ties with the real world.

6 Limitations

This study is limited to high school students in Sivas city centre in Turkey and their opinions on the survey.

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