

## The Factors Influencing the Internet Addiction of Secondary Education Students

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### Abstract

*Problem Statement:* The problem of this study is determined as the impact of genders and family functions of secondary education students on their internet addiction levels. Study has also analyzed whether socio-economic situations and the usage of internet influence internet addiction of adolescents.

*The Purpose of the Study:* The purpose of the study is to determine the effect of the genders and family functions of secondary education students on their internet addiction, and to investigate the relationship of such variables as daily internet usage durations, perceived socio-economic levels, and grades with internet addiction.

*Method:* This is a descriptive study. The research universe consists of two secondary schools located in Beyoğlu district of Istanbul province. Random sampling and convenience sampling methods were employed. The sample includes 315 students. 171 are female, and 144 are male. Internet addiction scale and family evaluation scale were used. Hierarchical regression analysis and Kruskal Wallis test were carried out.

*Findings and results:* At the first stage, the variable of gender was put into analysis as a predictor of internet addiction. It explained 1.2% of total variance. At the second stage, the variable of family functions were analyzed and seen to have an additional contribution of 11.8%. The variables of gender and family functions explain collectively 13.4% of the variance pertaining to internet addiction. Family functions rank first as the most important predictor of family functions (with the sub-dimensions of behavioral control, affective responsiveness, and affective involvement in the order of importance) while the variable of gender comes second in this matter.

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*Conclusions and Recommendations:* Within the context of this study; behavioral control, emotional responding, showing the needed care, gender variables and sub dimensions are family roles influencing internet addiction even though their effects are low. Furthermore it is possible to imply that internet addiction risk is increased by the development of socio-economic status and the increment of time spent on internet.

*Keywords:* Internet, internet addiction, family function

### Introduction

Internet is an integral part of life in the modern world. Considering its social effects on human life; mental, social, academic profits and the abilities of technology utilization, experiences on the management of time and the simplification of access to knowledge are the notable benefits of internet. On the other hand, internet generates significant negative impacts and results on every users living. Excessive internet addiction is commonly researched by psychologists as it decreases and occasionally eradicates social, interpersonal and professional interactions; triggers anxiety, autism, the feeling of desolation and raises aggressiveness rate.

Since internet connection is accessible in every location, children and adolescents of every group of age is growing interest on the internet day by day. Although some of children and adolescents use internet to reach information, research for their homework or gain skills, others mostly aim to use e-mail, texting and chatting or entertainment/games via internet. These usage purposes lead young generations to spend too much time on the internet.

According to Young and Rogers (1999), excessive time passed with the internet increases internet addiction risk. Internet addiction or excessive internet use is regarded as inadequate or excessive control over the behaviors, drives or anxieties concerning computer use and internet access that lead to any disorder or problem.

Recent studies on excessive internet use have demonstrated that excessive internet users connecting to internet primarily for social purposes differ from those who are not excessive internet users. This gives rise to thought that there may be certain important variables pushing particular individuals to be excessive internet users. The factors contributing internet addiction may be based on personality; such as the search of extreme excitement, loneliness, depression, low motivation, fear of rejection, need for acceptance as well as family related factors such as alcohol usage and social anxiety(Swickert, Hittner, Harris, & Herring, 2002).

Recent studies have indicated that while excessive internet use has a relationship with family, environmental and personal factors, the influence of family is significantly underlined. It is emphasized that family ambience is a determining fact on adolescent's overly internet use (Zhong, Si, Sha Sha,,2011;Ahmadi, Abdolmaleki, Afsar-Deir,2011; Weinstein, Lejoyeux,2010; Park, Kim ve Cho, 2008).

Especially at the age of puberty, relationships of the household widely affect children's physiological and mental growth. Adolescents' relationship with their parents and other family members identify their place in the family. Nonetheless, fullfilling what they have been required in the family is a necessity for them to

become a part of the society. In situations where adolescents feel the lack of family functionality, this absence is trying to be filled with virtual love and relationship. Young people may establish relationships via internet; they can find temporary intimacy, sense of belonging and involvement. Adolescents who haven't been reached with care and support often act psychologically unsettled. Thus, with the need to escape the attitude of their parents, adolescents tend to overly use internet (Davis, 2001).

Various authors have dealt with the question, "What are family functions?" Ogburn (2003) focused on seven functions of a family: meeting economic needs, providing status, planning the education of children, giving religious education, carrying out leisure time activities, ensuring that family members protect one another, and creating mutual love environment. Yorborg (1983:135) collected the functions of a family under the following titles: economic, sexual behavior, reproduction & child care, and socialization. According to Olsen (2000), the roles of family consists of communication demands such as the bond in between family, keeping away from strict rules and interaction. As is demonstrated, family functions are a complicated phenomenon that can be defined in various ways. The families that cannot fulfill their functions in a healthy and sound integration and unity are unhealthy families (Bulut, 1993). Unhealthy families may have trouble dealing with routine daily chores and the general atmosphere of the household may be in conflict and chaotic. Unhealthy family members also experience the lack of communication with each other. Messages may not be sent properly and may be understood differently (Nazlı, 2001). Healthy families are formed by individuals who are able to solve their problems together, fulfill their roles about each other with an emotional bond which does not limit other's freedom, keep their behaviors under control and connect with an open and direct relationship (Dönmezer, 2001)..

While family members carry out family functions, several interaction areas occur during the process (Ryan, Epstein, Bishop, Miller, Keitner, 2005; Fidaner, 1995). These interaction areas are analysed and measured into six dimensions. These are listed as:

**Problem-solving:** This dimension defined as the practical and emotional problem solving ability which allows families to fulfill their functions properly. Money management, food and clothing provision are instrumental problems. The remaining anger to past problems, rage and depression are emotional problems. A family whose functionality is disrupted due to daily life problems can rarely cope with affective problems effectively. It was observed that families having effective family functions resolved majority of the problems in a relatively easier and more effective fashion.

**Communication:** Communication is expounded as how clear and direct information exchange is being made among family. In this dimension, communication is performed with two methods: directly and non-verbally. The first one is about the clarity of communication (clear vs. masked). The second is about whether the message given during the communication has been delivered to the intended person, or to another person through deviation.

**Roles:** How duties are shared and performed is the definition of roles within the family. "Practical roles" arrange how daily chores will carry out in the family. On the

other hand; growth, support and sexual satisfaction of adults are “emotional roles”. Additionally, the dimension of roles focuses on two issues: role sharing and role obligation. Role sharing is about how the roles are distributed (explicitly or implicitly), the appropriateness of these roles for family members, and whether there is an equal role distribution among the family members. In a healthy family, the tasks need to be fulfilled adequately, there must be a transparent role sharing, and family members must know their responsibilities deriving from their roles (Bulut, 1990; Ryan, Epstein, Keitner, Miller and Bishop, 2005).

**Affective Responsiveness:** It is defined as the ability of the family to respond to a range of stimuli with the appropriate quality and quantity of feelings. In a family environment, an individual should be able to experience such emotions as sadness, anger and sorrow in particular important subjects besides positive feelings including pleasure, love, tolerance, being accepted, etc. Family members express their affective responses by verbal and non-verbal means. Laughing, crying, annoyance, despair, anger, and impulsive attitudes can be observed even in the first meeting. In a healthy family, these affective responses are appropriate and diverse. In a poorly functioning family, affective responses are disrupted in terms of quality and quantity, and are mostly composed of a couple of titles (e.g. anger, sorrow).

**Affective Involvement:** The interest and activity exchange and emotional support of family members is identified as emotional involvement. Emotional involvement can occur in several levels. These levels are no involvement at all, compulsory involvement, narcissistic involvement, empathetic involvement, excessive involvement and symbiotic involvement. Strict family rules limit the freedom to express emotions. Empathetic involvement and moderate interest is observed within healthy families, while no involvement or symbiotic involvement is seen in unhealthy families.

**Behavioral control:** Behavioral control comprises the definition of behavior standards of family members and discipline forms. There are four types of behavioral approaches concerning the standards and rules which are implemented by the family. These are strict, flexible, non-interfering and complex behavioral controls. While flexible behavioral control is the most effective approach, the least is seen as complex behavioral control.

In this respect, the studies conducted on internet addiction in Turkey investigated the relationship of internet addiction with peer pressure, perceived social support (Esen, 2007; Satan, 2011), loneliness (Ayaroğlu, 2002), depression and self-esteem (Kurtaran, 2008), unwillingness to learn (Doruk, 2007), gender, academic achievement and perceived social support from family (Esen and Siyez, 2011), substance use (Cömert, 2007), tendency for bullying (Çoskun, 2008), aggressiveness, and social skills level (Yükselgün, 2008).

There are also studies evaluating the situation of internet cafes (Kırık, 2007; Bölükbaş, 2003; Sevindik, 2003), investigating internet use statuses (Ersoy and Yaşar, 2003; Orhan and Akkoyunlu, 2004), and attempting to determine excessive internet uses (Cengizhan, 2005). The review of studies having subjects parallel to the subject of the present study demonstrates that Demir (2006) examined internet uses in individual, family and social lives. Karaca (2007) focuses on the necessity of being pro-

tected from family-related dangers which result from the internet and virtual relations that offer a new style of communication, and puts forward suggestions in this matter.

As a result of the literature survey, it is necessary to study in order to define the variables causing internet addiction in our country. In this context; family functions and sex variables within family factors which cause excessive internet use among adolescents have been chosen for this study. This study is distinguished from other studies, since it underlines the topic which had very little dealt with before. The study has analyzed whether socio-economic situations and the usage of internet influence internet addiction of adolescents.

The Influence of the functions of family on excessive internet use is revealed with this study contributing the literature about internet addiction in Turkey. Adolescent and families under risk can be determined and might be given psychological help by considering the findings of this study. Preventive programs might be developed.

The main purpose of this study was to determine whether the genders and family functions (problem-solving, communication, roles, affective responsiveness, affective involvement, and behavioral control) of the secondary education 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students affected their internet addiction. In addition, the present study investigated the relationship between internet addiction and such variables as daily internet use durations, perceived socio-economic levels, and grades. To achieve the above-mentioned main purpose, an attempt was made to answer the following questions:

1. Is the joint effect of genders and family functions (problem-solving, communication, roles, affective responsiveness, affective involvement, and behavioral control) of the secondary education 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students on their internet addiction scores significant?

2. Do the internet addiction scores of the secondary education 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students vary by their daily internet use durations, perceived socioeconomic levels, and grades?

## Method

### *Research Design*

This is a descriptive study aimed at determining an existing situation in order to determine the factors influential on the internet addiction of the secondary education 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. Random and convenience sampling methods were employed.

### *Research Sample*

The universe of the study consists of the secondary education 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students attending two regular high schools located at Beyoğlu district of Istanbul province. The sample of the study consists of 315 students attending these schools. Out of 315 students participating in the study, 171 (54.3%) are female and 144 (45.7%) are male. 52 of the participants are secondary education 9<sup>th</sup> grade students

(16.5%), 75 are 10<sup>th</sup> grade students (23.8%), 115 are 11<sup>th</sup> grade students (36.5%), and 73 are 12<sup>th</sup> grade students (23.2%).

#### *Research Instrument and Procedure*

Internet Addiction Scale (Bayraktar, 2002) and Family Evaluation Scale (Bulut, 1990) were used for data collection.

#### *Internet Addiction Scale (IAS)*

"Internet Addiction Scale" was used for determining the internet addiction levels of students. The "Diagnostic Questionnaire" which was developed by Young (1996) through adaptation from DSM-IV criteria for "Pathological Gambling" was improved more and turned into a 20-item "Internet Addiction Scale". The test which can be accessed via the address of Center for Online and Internet Addiction led by Young (<http://www.netaddiction.com>) is a self-report test, and was prepared in such a way that those accessing the above-mentioned internet address could assess themselves. Likert-type Internet Addiction Scale requests participants to mark one of the following options: "never", "rarely", "sometimes", "often", "very often", and "always". These options are graded respectively as follows: 0, 1, 2, 3, 4, and 5. Those who get 80 or over are defined as "internet addicts". Those who get a score between 50 and 79 are defined as "limited-symptom holders", and those who get 50 or lower are defined as "no-symptom holders" (Bayraktar, 2001).

Translated from English to Turkish, the scale was examined by five academics from Ege University Faculty of Letters Department of Psychology. The questions were adapted without disrupting the content integrity in such a way that they could be understood by adolescents of the 12 to 17 age group. The reliability of the translated test was found to be .91 in terms of the standardized Alpha value and .87 in terms of Spearman-Brown value. These results imply that the test is reliable (Bayraktar, 2001).

#### *Family Evaluation Scale (FES)*

This is an instrument aimed to measure in which subjects the family was able to fulfill its functions, developed by Brown University and Buttlar Hospital in USA under the framework of Family Research Program. Instrument has been adapted to Turkish by Bulut (1990). Family Assessment Scale is applied on family members over 12. FAS has 7 sub scales. These sub scales are: problem solving, communication, roles, the ability of emotional responding, to show the needed care, behavioral control and general functions. Respondents are able to give answers from totally disagree=4 to totally agree=1 to this instrument prepared in 4 Likert scales. The clauses which compose the scale have two different expressions. These expressions show healthiness and unhealthiness. In some clauses "totally agree" demonstrates healthy family functions, while in others "totally disagree" does so. For example, in 34<sup>th</sup> clause "totally agree" shows unhealthy family functions, while in 26<sup>th</sup> clause this shows healthy family functions. Scale points differ from 1.00 (healthiness) to 4 (unhealthiness). FAS is evaluated as follows: the total point from the sub scale for each person is divided into the number of questions in that sub scale and average point is found. The points of the family is found by taking average of each family member's sub scale points. The height of the points show that the level of family functions are unhealthy. The reliability of FAS scale is examined in terms of core coherence and point stability. The core coherence of the scale is calculated using

Cronbach's alpha, reliability coefficients is found as from ,38 to ,86. By using Test Re-test Reliability, once in three weeks correlation points used for sub scales vary between ,62 and ,90. The validity of the scale is searched examining structure and accordance. The validity is tested by two different study, with comparing two known groups technique. First of the studies has shown that the scale as a whole and t values (3.07- 5.16,  $p < .001$ ) in the sub scales are meaningful, the second has also shown that t values (5.65,  $p < .01$  ve 24.09,  $p < .0001$ ) are meaningful. For the accordance of the scale, both FAS general functions sub scale and Marriage Life Scale is applied by 25 people with continuous marriages, and the correlation coefficient is found as .66 ( $p < .001$ ).

#### Data Analysis

The hierarchical regression analysis was employed in order to determine the degree to which independent variables including gender and family functions (problem-solving communication, roles, affective responsiveness, affective involvement, and behavioral control) predicted the internet addiction scores of students. Prior to proceeding to the hierarchical regression analysis, Pearson Correlation and t-test analyses were carried out in order to investigate the relationship between variables. Kruskal Wallis test was conducted to see the relationship of internet addiction scores with such independent variables as daily internet use durations, perceived socio-economic levels, and grades. The said analyses were performed by means of SPSS 13. The significance level was accepted to be  $p < .05$  for all findings obtained from the study.

## Results

The distribution of sub- functions of family evaluation scale and internet addiction scores of students are given in table 1.

**Table 1**

*The Distribution of Sub- Functions of Family Evaluation Scale and Internet Addiction Scores of Students (N=315)*

	<i>Min-Max</i>		<i>Mean± SD</i>	
Problem-solving	1.00	3.83	2.0783±	.03771
Communication	1.11	3.67	2.4434±	.02253
Roles	1.27	3.73	2.6823±	.02424
Affective responsiveness	1.00	4.00	2.5651±	.02749
Affective involvement	1.00	3.57	2.6739±	.02952
Behavioral control	1.00	4.00	2.7545±	.02586
Other functions	1.42	3.50	2.4172±	.01709
Internet Addiction	2.00	78.00	26.6921±	.92520

The table 1 presents the distribution of the scores achieved by the entire group in FES. According to the table, students perceive all family sub-functions unhealthy. Bulut (1990) stated that a score average over 2.0 is an indication of a tendency towards unhealthy family functions. In the table 1, the arithmetic mean of the scores achieved in IAS is 26.69.

Then, Pearson correlation analysis was employed to investigate whether there was any relationship between internet addiction and the sub-functions of family evaluation scale (problem-solving, communication, roles, affective responsiveness, affective involvement, and behavioral control). The obtained findings are provided in the table 2. As is in the table 2, no significant relationship was detected between internet addiction and problem-solving ( $r=.037$ ,  $p>.01$ ). A negative significant relationship was detected between internet addiction and communication ( $r=-.20$ ,  $p<.01$ ), roles ( $r=-.17$ ,  $p<.01$ ), affective responsiveness ( $r=-.283$ ,  $p<.01$ ), affective involvement ( $r=-.283$ ,  $p<.01$ ), and behavioral control ( $r=-.280$ ,  $p<.01$ ). In other words, as a family is perceived unhealthy by an adolescent, internet addiction level of the adolescent rises. T-test was used for determining whether the internet addiction scores of the adolescents participating in the study varied by their genders (see table 3). The comparison of the internet addiction scale score averages of female and male students at the end of the analysis revealed that the score averages of male students ( $M=29.00$ ,  $sd=16.57$ ) were significantly higher than those of female students ( $M=25.00$ ,  $sd=16.10$ ) [ $t(313)=-2.199$ ;  $p<.01$ ] (See table 3).

The results of Pearson correlation analysis between internet addiction scores and family evaluation scale sub-functions is presented in table 2.

**Table 2**

*The Results of Pearson Correlation Analysis between Internet Addiction Scores and Family Evaluation Scale Sub-Functions*

<i>Family Evaluation Scale Sub-Functions</i>	<i>Internet Addiction</i>
Problem-solving	.037
Communication	-.205 **
Roles	-.169 **
Affective responsiveness	-.283 **
Affective involvement	-.283 **
Behavioral control	-.280 **

\*\* $p<.01$ , \*  $p<.05$



**Table 3***T-Test Results Pertaining to Internet Addiction Scores by the Variable of Gender*

<i>Gender</i>	<i>N</i>	<i>M</i>	<i>sd</i>	<i>t</i>	<i>p</i>
Female	171	25.00	16.10	-2.199	.029**
Male	140	29.00	16.57		

\*\* $p < .01$ , \*  $p < .05$ 

Internet addiction and the variable of gender by which internet addiction score averages significantly varied were subjected to the hierarchical regression analysis at the first step. The variable of gender was included in the hierarchical regression analysis as dummy variable. The second step of the hierarchical regression analysis included together the sub-dimensions of family evaluation scale that had a significant relationship with internet addiction such as communication ( $r = -.20$ ,  $p < .01$ ), roles ( $r = -.17$ ,  $p < .01$ ), affective responsiveness ( $r = -.283$ ,  $p < .01$ ), affective involvement ( $r = -.283$ ,  $p < .01$ ), and behavioral control ( $r = -.280$ ,  $p < .01$ ) (see table 2).

As can be seen in the table 4, the variables of gender and family evaluation scale sub-functions (communication, roles, affective responsiveness, affective involvement, behavioral control) collectively explain 13.4% of the variance pertaining to internet addiction among adolescents [ $F(6, 308) = 7.968$ ,  $p < .01$ ].

At the first stage, the variable of gender was subjected to the hierarchical regression analysis as a predictor of internet addiction, and explained 1.2% of total variance. The binary correlation between the variable of gender and internet addiction was found to be negative and significant [ $R = .12$ ,  $R^2 = .015$ ,  $F(1, 313) = 4.836$ ,  $p < .01$ ].

At the second stage, the variable of family functions was included in the analysis besides gender. The additional contribution brought by this variable was 11.8%. Thus, two variables explained 13% of the variance pertaining to internet addiction together. The binary correlation between the variable of family functions and internet addiction was found to be positive and significant [ $R = .367$ ,  $R^2 = .134$ ,  $F(6, 308) = 7.968$ ,  $p < .01$ ]. It was understood that the original contributions of communication ( $\beta = -.063$ ,  $p > .05$ ) and roles ( $\beta = .072$ ,  $p > .05$ ) sub-functions of family evaluation scale that were included in the model at the second step were not statistically significant. However, it was realized that the sub-functions of affective responsiveness ( $\beta = -.142$ ,  $p < .05$ ), affective involvement ( $\beta = -.142$ ,  $p < .05$ ), and behavioral control ( $\beta = -.141$ ,  $p < .05$ ) had statistically significant original contributions.

The regression equation related to the prediction of internet addiction score is provided below based on the multiple regression analysis carried out:

$$Y = 28.896 - 5.047 * (\text{Behavioral control}) - 4.775^{**} (\text{Affective responsiveness}) - 4.448^{**} (\text{Affective involvement}) - 4.060 (\text{Gender})^{**}$$

**Table 4**

*The Hierarchical Regression Analysis Results of the Factors Influencing Internet Addiction Scores*

Independent Variables	R	R <sup>2</sup>	R <sup>2</sup> Ch	F	Sd	Non-Standardized	Standardized	P	Correlations Binary Partial
						Beta Coefficient (B)	Beta Coefficient (β)		
1 (Constant)	.123	.015	.012	4.836	1/313	28.896			
Gender						-4.060	-.123**	.029	-.123 -.123
2 (Constant)	.367	.134	.118	7.968	6/308				
Gender						-3.670	-.112**	.038	-.118
Communication						-2.602	-.063	.308	-.111
Roles						2.753	.072	.285	-.058
Affective responsiveness						-4.775	-.142**	.050	-.054
Affective involvement						-4.448	-.142**	.049	.061 .057
Behavioral control						-5.047	-.141**	.036	-.111 -.104 -.112 -.105 -.119 -.112

\*\*p<.01, \* p<.05

Kruskal Wallis test results concerning internet addiction scores by daily internet use durations are given in the table 5. The results of analysis demonstrate that internet addiction scale scores vary significantly by daily internet use durations [ $\chi^2(2)=54.666$ ,  $p<.01$ ]. This finding shows that internet use durations have different effects on the rise of internet addiction scores. Based on the examination of the mean ranks of groups, it is seen that the highest internet addiction scores belong to the students who pass 5 to 8 hours over the internet who are followed by those who pass 1-4 hours over the internet and those who pass less than 1 hour over the internet respectively.

The table 5 presents Kruskal Wallis test results concerning internet addiction scores by socio-economic levels. The result of analysis show that internet addiction scale scores vary significantly by perceived socio-economic levels [ $\chi^2(2)=7.023$ ,  $p<.05$ ]. This finding shows that perceived socio-economic levels have different effects on the rise of internet addiction scores. Based on the examination of the mean ranks of groups, it is seen that the highest internet addiction scores belong to the students who perceive their families belonging to upper socio-economic level who are followed by those who perceive their families belonging to lower socio-economic and middle socio-economic levels.

The results of analysis indicate that there is no significant difference between internet addiction scores in terms of the grades of students ( $F [3.311]=.297$ ,  $p>.01$ ).

**Table 5**

Kruskal Wallis Test Results Concerning Internet Addiction Scores by Daily Internet Use Durations and Perceived Socio-Economic Levels

<i>DailyInternet Use Durations</i>	<i>N</i>	<i>Mean Ranks</i>	<i>Sd</i>	$\chi^2$	<i>P</i>
Less than 1 hour	143	118.69	2	54.666	.000
1 to 4 hours	149	184.09			
5 to 8 hours	23	233.39			
<i>Socio-Economic Level</i>	<i>N</i>	<i>Mean Ranks</i>	<i>Sd</i>	$\chi^2$	<i>P</i>
Lower	27	157.63	2	7.023	.030
Middle	275	154.94			
Upper	13	223.42			

### Discussion and Conclusion

In this part; the findings on the effects of students' gender and family functions on internet addiction and the relationship of socio-economic levels and excessive internet use are discussed.

Firstly, it is noteworthy that the family function scale have shown the average of each sub dimension point as bigger than 2.0, which demonstrates unhealthiness. Thus adolescents are considered unhealthy, since they do not fulfill their family functions. The unhealthy approach to family functions partly explain the rise of internet addiction levels among adolescents. It's been implied in the literature that adolescents who do not receive enough care and support are psychologically unsettled, hence they tend towards excessive internet use. On the other hand, adolescent who get enough support are more sociable than the others (Davis, 2001).. This finding is also consistent with the identifications which emphasize that the interaction and structure of the family is related with internet addiction (Xin, Ran, Sha, 2009; Ahn, 2000). In conclusion, the "unhealthy" comprehension of family functions, is one of the factors contributing to internet addiction.

The effective family functions of internet addiction are listed by importance level as: behavioral control, the ability of emotional responding, to show the needed care and gender. According to this finding, the adolescents participated in this study do not comprehend the behavioral control function of the family properly, as limits and sanctions given by the family are considered strict, inconsistent or flexible. In conclusion, the misunderstanding of *behavioral control function* increases the possibility of adolescents' tendency towards overly use of internet, since they intend to escape from the negative atmosphere and regard internet as a release. It is supportive to this argument that Tao, Huang, Wang and Zhang (2009) have also demonstrated that the addiction risk of adolescents increase when the behavioral models of the family are too lacking emotional warmth, interfering, punishing, and refusing.

Furthermore in the context of *emotional responding ability*, the emotional reactions towards the adolescent is anger, rage, sadness and fear. Besides, family members convey every emotion with a limited vocabulary and facial expression. In this case, the negative understanding of family members' statements may lead the adolescent to decrease his/her bond with the family and create other kinds of attachments.

Internet addiction may occur as one of these attachments. Xin, Ran, and Sha (2009) have also indicated that internet addiction of adolescents is directly proportional to the troubles of family bonds. According to Şirin (1999), emotional relations are strong in healthy families. In case these relations are not healthy, family members have trouble reaching each other. The fundamental result of this is some uncovered socio-psychological needs. Adolescent tends to search for other attachments in order to meet these needs. The fact that family relationships are the most common reason for excessive use and tendency of internet indicates the need to analyse internet in terms of family relationships.

The adolescent's misunderstanding of *showing the needed care function* creates the idea that family members show less care and love to each other and spend less time together. Consequently adolescent becomes more lonely at home and overly uses the internet.

The unhealthy comprehension of these three family functions leads adolescent to use the nonfunctional coping mechanism of excessive internet use. This finding is consistent with other study findings in the literature. According to these findings; variables such as family functions, interaction in the family, the structure and characteristics of the family and family bonds have a negative and strong relationship with internet addiction (Soo Kyung Park, Jae Yop Kim, Choon Bum Cho, 2000; Davis, 2001; Park, Kim, Cho, 2008; Xin, Ran, Sha, 2009; Zhong, Si, Sha Sha,,2011; Ahmadi, Abdolmaleki, Afsar-Deir,2011).

The least important variable in this study is gender. When FAS points are compared by gender, boys have been seen to have higher average scale points than girls. The studies including the validity and reliability test of the scale demonstrated that boy students are more addicted than girls (Balci, Şükrü ve Gülnar, 2009; Balta ve Horzum, 2008; Morahan, 2005; Kim ve ark., 2006; Günüç, 2009). However, a sensible relationship between gender and internet addiction was not found in many studies (Bayraktar, 2001; Kim ve ark., 2006; Hardie ve Tee (2007; Demetrovics v e ark.,2008; Taylor, 2008; Lam, Peng, Mai, Jing (2009). These results show that findings revealing the relationship between gender factor and internet addiction are not coherent.

Internet addiction level increases when the length of time spent in internet and socio-economic scale expand. There are many studies which are consistent of these findings (Nalwa ve Anand, 2003; Simkova ve Cincera, 2004; Balta ve Horzum, 2008; Balci, Şükrü ve Gülnar, 2009). Regarding the samples, findings can be summed up as: internet addiction and economic income has a direct relationship. As a result of high economic income, the facilities of computer and internet connection are more achievable, therefore internet usage levels increase. In paralel with the usage level of internet, internet addiction rate increases as well.

Within the context of this study; behavioral control, emotional responding, showing the needed care, and gender variables are family roles influencing internet addiction even though their effects are low. At the same time, in paralell with the usage of internet and socio-economic situation, internet addiction has also been seen to increase.

These findings demonstrate that family plays a great role in eradicating internet addiction. Minimising excessive internet use requires school or society based mother-father-adolescent training programs. If these training programs focus on increasing family functionality, they may contribute to the decrease in internet addiction rates.

The fact that findings are not established with different data collection processes such as observations and interviews is the limitation of this study. Studies prepared with bigger sample groups will contribute to the multi dimensional consideration of internet addiction in order to investigate the relationship between family functions and addictive adolescents. Qualitative and quantitative patterns may also be used in forthcoming researches.

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### Ortaöğretim Okulu Öğrencilerinin İnternet Bağımlılığını Etkileyen Faktörler

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#### Özet

*Araştırmanın Problemi:* Günümüzde her yerde internet erişiminin bulunmasından dolayı çocuklar ve diğer yaş gruplarına göre ergenler bu yeni teknolojiyle daha çok ilgilenmektedirler. Ancak ergenlerin hepsi interneti aynı şekilde kullanmamaktadırlar.

Bazıları interneti bilgi arařtırmak, beceri kazanmak ve ödevleri için arařtırma yapmak için kullanmasına rađmen, diđerleri interneti çođunlukla sosyal amaçlar için (e-mail, kısa mesajlaşma, chat yapma) ve eğlence/oyun amaçlı kullanmaktadır. Bu durum gençlerin interneti kullanma amaçları dođrultusunda internette uzun süre kalmalarının yolunu açmaktadır.

Young ve Rodgers'a göre (1999), internet başında harcanan aşırı zaman, internet bađımlılıđı riskini arttırmaktadır. İnternet bađımlılıđı veya aşırı internet kullanımı; herhangi bir bozukluđa ya da sıkıntıya yol açan bilgisayar kullanımı ile internet erişimine ilişkin davranışların, dürtülerin veya kaygıların yetersiz şekilde veya aşırı şekilde kontrol edilmesiyle nitelendirilmektedir.

Aşırı internet kullanımı üzerinde yapılan çalışmalar řunu göstermiştir: internete öncelikli olarak sosyal amaçlarla bađlanan aşırı internet kullanıcıları, aşırı internet kullanıcıları olmayanlardan farklılaşmaktadır. Bu da belli bireyleri aşırı internet kullanıcısı olmaya iten önemli deđişkenlerin olabileceđini düşündürmektedir. Bu deđişkenler, heyecan arama, yalnızlık, depresyon, düşük motivasyon, reddedilme korkusu ve kabul görme ihtiyacı gibi kişilik deđişkenlerinin yanı sıra ailesel faktörler, alkol kullanımı ve sosyal kaygı gibi bir takım faktörler de internet bađımlılıđının tetikleyici faktörleri arasında yer almaktadır (Swickert, Hittner, Harris, Herring, 2002).

Arařtırmalarda, internet bađımlılıđı ile bireysel, çevresel ve ailesel faktörler arasındaki iliřki gündeme getirilmekte, aile faktörleri ile internet bađımlılıđı arasındaki iliřkiye de dikkat çekilmektedir. Bir ergenin aile çevresinin büyük ölçüde onun internet bađımlılıđında belirleyici faktör olduđu belirtilmektedir (Zhong, Si, Sha Sha,,2011;Ahmadi, Abdolmaleki, Afsar-Deir,2011; Weinstein, Lejoyeux,2010; Park, Kim ve Cho, 2008).

Aile bireyleri arasındaki iliřkiler, fizyolojik olgunlaşma ile zihinsel gelişimin kritik döneminde olan ergenler üzerinde büyük bir etkiye sahip olduđu bilinmektedir. Anne babanın ve ailedeki diđer bireylerin çocukla olan iletiřimi, çocuđun aile içindeki yerini belirlemektedir. Kiřilerin sađlıklı bireyler olmaları yaşadıkları ailenin işlevlerini sađlıklı biçimde yerine getirmesi ile mümkündür. Aile işlevselliđinin iyi olmadıđı, mesela evliliđin kötü yürüdüđu zaman ya da ebeveyn-çocuk iletiřiminin zayıf olduđu durumlarda, gençler sanal âlemde sevgi ve iliřki arayışında bulunmaktadır. Gençler internet aracılıđıyla birçok sanal iliřki kurabilir; geçici bir duygusal yakınlık, aidiyet ve bir yerlere dâhil olma duygusu kazanabilirler (Kim & Haridakis, 2009). Aileden yeteri kadar ilgi ve destek görmeyen gençler psikolojik anlamda daha istikrarsız davranışlar göstermektedir. Bu da evdeki durumlardan kaçmak için gençleri aşırı internet kullanımına yöneltmektedir (Davis, 2001).

Bu noktadan hareketle arařtırmada ortaöđretime devam eden öğrencilerin internet bađımlılıđına etki eden aile işlevleri ve diđer bazı faktörlerin internet bađımlılıđı ile olan iliřkisi incelenmeye çalışılmıştır.

*Arařtırmanın Amacı:* Bu arařtırmanın temel amacı, ortaöđretim 9.,10.,11.ve 12. sınıf öğrencilerinin cinsiyet ve aile işlevlerinin (problem çözme, iletiřim, roller, duygusal tepki verebilme, gereken ilgiyi gösterme, davranış kontrolü,) internet bađımlılıđına etki edip etmediđini belirlemektir. Aynı zamanda İnterneti günlük kullanım süreleri, algılanan sosyo-ekonomik düzey ve sınıf düzeyi gibi deđişkenlerin internet bađımlılıđı ile olan iliřkisini arařtırmaktır.

*Arařtırma Sorusu,* Bu temel amacı gerçekleřtirmek için ařađıdaki sorulara cevap aranmaktadır.



1. Ortaöğretim 9.,10.,11. Ve 12. sınıf öğrencilerinin cinsiyet ve aile işlevlerinin (problem çözme, iletişim, roller, duygusal tepki verebilme, gereken ilgiyi gösterme, davranış kontrolü,) internet bağımlılığı puanına ortak etkisi anlamlı mıdır?

2. Ortaöğretim 9.,10.,11. Ve 12. sınıf öğrencilerinin internet bağımlılığı puanlarının interneti günlük kullanım süreleri, algılanan sosyo-ekonomik düzey ve sınıf düzeyine göre farklılık göstermekte midir?

*Araştırmanın Yöntemi;* Bu araştırma, ortaöğretim 9.,10.,11. Ve 12 sınıf öğrencilerinin internet bağımlılığına etki eden faktörlerin belirlenmesi amacıyla var olan durumu saptamaya yönelik betimsel bir araştırmadır. Bu araştırmada basit tesadüfi ve uygunluk örnekleme yöntemi kullanılmıştır. Araştırmanın evrenini, İstanbul İli Beyoğlu İlçesinde bulunan iki düz lisede öğrenim görmekte olan ortaöğretim 9.,10.,11. Ve 12 sınıf öğrencileri oluşturmaktadır. Örneklemi bu okullara devam eden toplam 315 öğrenci oluşturmaktadır. Araştırmaya katılan toplam 315 öğrencinin 171'i kız(% 54.3), 144'ü (%45.7) erkek öğrencilerden oluşmaktadır. Ayrıca, öğrencilerin 52'si ortaöğretim 9. Sınıfta (% 16.5), 75'i ise 10. Sınıfta %(23.8), 115'i ise 11.sınıfta (%36.5) ve 73'ü 12.sınıfta (%23.2) öğrenim görmektedir. Araştırmada, İnternet Bağımlılık Ölçeği, Aile Değerlendirme Ölçeği kullanılmıştır.

*Araştırmanın Bulguları:* aile değerlendirme ölçeğinin alt işlevlerinden problem çözme internet bağımlılığı arasında anlamlı bir ilişki bulunmamıştır ( $r = .037, p > .01$ ). İnternet bağımlılığı ile iletişim, roller, duygusal tepki verebilme, gereken ilgiyi gösterme ve davranış kontrolü arasında negatif yönde anlamlı bir ilişki bulunmuştur ( $r = -.20, p < .01$ ), ( $r = -.17, p < .01$ ), ( $r = -.283, p < .01$ ), ( $r = -.283, p < .01$ ) ve ( $r = -.280, p < .01$ ). Yani aile, ergen tarafından sağlıklı olarak algıladıkça internet bağımlılık düzeyi artmaktadır. Araştırmaya katılan ergenlerin internet bağımlılığına ilişkin puanlarının cinsiyete göre erkek öğrencilerin kız öğrencilerin puan ortalamalarından anlamlı düzeyde yüksek olduğu, [ $t(313) = -2.199; p < .01$ ] görülmüştür.

Hiyerarşik regresyon analizine internet bağımlılığı ile internet bağımlılığına ilişkin puan ortalamaları anlamlı düzeyde farklılık gösteren cinsiyet değişkeni (dummy) ilk adıma dahil edilmiştir. Hiyerarşik regresyon analizinin ikinci adımına internet bağımlılığı ile anlamlı ilişkisi olan aile değerlendirme ölçeğinin alt boyutlarından iletişim, roller, duygusal tepki verebilme, gereken ilgiyi gösterme ve davranış kontrolü birlikte dahil edilmiştir.

Birinci aşamada internet bağımlılığının yordayıcısı olarak cinsiyet değişkeni hiyerarşik regresyon analizine girmiş ve toplam varyansın % 1.2'sini açıklamıştır. Cinsiyet değişkeni ile internet bağımlılığı arasındaki ikili korelasyon negatif yönde ve anlamlı olarak bulunmuştur ( $R = .12, R^2 = .015, F(1,313) = 4.836, p < .01$ ).

İkinci aşamada cinsiyet değişkenine ek olarak analize Aile işlevleri değişkeni de sokulmuştur. Bu değişkenin getirdiği ek katkı % 11.8 olup iki değişken birlikte internet bağımlılığına ilişkin açıklanan varyansı % 13'e yükseltmiştir. Aile işlevleri değişkeni ile internet bağımlılığı arasındaki ikili korelasyon pozitif yönde ve anlamlı bulunmuştur ( $R = .367, R^2 = .134, F(6,308) = 7.968, p < .01$ ). Modele ikinci adımda girilen aile değerlendirme ölçeği alt işlevlerinden iletişim  $\beta = -.063, p > .05$  ve Roller  $\beta = .072, p > .05$  özgün katkılarının istatistiksel olarak anlamlı olmadığı anlaşılmıştır. Duygusal tepki verebilme alt işlevi  $\beta = -.142, p < .05$ , gereken ilgiyi gösterme alt işlevi  $\beta = -.142, p < .05$  ve davranış kontrolü alt işlevi  $\beta = -.141, p < .05$  özgün katkılarının istatistiksel olarak anlamlı olduğu anlaşılmıştır. Çoklu regresyon analizi denklemi aşağıda verilmiştir.

$Y = 28.896 - 5.047 * (\text{Davranış kontrolü}) - 4.775 ** (\text{ Duygusal tepki verebilme}) - 4.448 ** (\text{ Gereken ilgiyi gösterme}) - 4.060 (\text{ Cinsiyet}) **$

Araştırmanın kapsamı içersin de internet bağımlılık puanlarının interneti günlük kullanım sürelerine ve sosyo-ekonomik düzeye göre anlamlı bir şekilde farklılaşmaktadır [ $\chi^2(2)=54.666, p<.01$ ], [ $\chi^2(2)=7.023, p<.05$ ]. Grupların sıra ortalamaları dikkate alındığında, en yüksek internet bağımlılık puanları 5-8 saat arası internette zaman geçiren öğrencilere ait olduğu, bunu 1-4 saat arası internette zaman geçiren ve 1 saatten az internette zaman geçiren öğrenciler izlediği görülmektedir. Yine internet bağımlılık puanları ailelerini üst sosyo-ekonomik düzeye ait algılayan öğrenciler olduğu, bunu alt ve orta sosyo-ekonomik düzey algılayan öğrenciler izlediği görülmektedir.

*Araştırmanın Sonuç ve Önerileri:* göre aile işlevlerinin önem sırasına göre, davranış kontrolü, duygusal tepki verebilme, gereken ilgiyi gösterme değişkenleri birlikte internet bağımlılığının en önemli yordayıcısı olarak birinci sırada yer almaktadır. Bu bulguya göre aile üyeleri tarafından yapılan kısıtlama ve yaptırımların katı, tutarsız veya esnek, serbest, kaotik olması ergenlerin “davranış kontrol” işlevini sağlıklı algıladığını göstermektedir. Yine aile üyelerinin ergene karşı göstermiş oldukları “duygusal tepkilerin” daha çok kızgınlık, öfke, üzüntü ve korku şeklinde ifade edildiği düşünülmektedir. Bir başka değişle bu işlevini yerine getiremeyen bir ailede aile üyeleri her türlü duyguları, kapsamı çok kısıtlı olan söz veya hareketlerle ifade edebilir. Son olarak da ergenin aile üyelerinin birbirlerine karşı gerekenden az ilgi ve sevgi gösterdiğini düşündüğü söylenebilir. Bu bağlamda ergenin sağlıklı olarak algıladığı bu üç işlev onların internet bağımlılık düzeylerini arttırdığını göstermektedir. Araştırmada, ikinci sıradaki değişkenlerden cinsiyete göre İBÖ puanı değerlendirildiğinde, erkeklerin kızlara göre ölçek puanları daha yüksek olarak bulunmuştur. Aynı zamanda ergenlerin internette kalma sürelerinin uzaması ve sosyo-ekonomik düzeyin artması internet bağımlılık riskinin yükseltilmesine de yardımcı olduğu söylenebilir.

Bu bulgular şunu göstermektedir ki internet bağımlılığını önlemede aile önemli bir rol oynamaktadır. Aşırı internet kullanımını en aza indirmek için okul veya toplum temelli anne-baba-ergen eğitim programlarına ihtiyaç vardır. Bu eğitim programlarının ailenin işlevselliğini nasıl arttırılabileceği üzerine odaklanması durumunda internet bağımlılık oranlarının düşmesine katkı sağlayacağı düşünülmektedir.

Bu araştırmadan elde edilen bulguların gözlem, görüşme gibi farklı veri toplama teknikleri ile desteklenmemesi, araştırmanın sınırlılıklarındandır. Sınırlı semptom düzeyinde internet bağımlılığı gösteren ve internet bağımlısı olan ergenler ile aile işlevleri arasındaki ilişkiyi araştırmak için daha büyük örneklem gruplarıyla yapılacak çalışmaların internet bağlantının çok yönlü değerlendirilmesine katkı sağlayacağı düşünülmektedir. Aynı zamanda yapılacak olan araştırmalarda aile işlevleri ile internet bağımlılığı arasındaki ilişkiyi daha detaylı incelemek için nitel ve nicel araştırma desenleri de birlikte uygulanabilir.

*Anahtar sözcükler:* : Internet, , internet bağımlılığı, ailenin işlevi