Research Article

An Investigation of the Relationship Between Social Media Addiction with Altruism and Egocentrism

Ergenlerde Sosyal Medya Bağımlılığı ile Özgecilik (Elseverlik/Fedakârlık) ve Egosantrizm (Ben-Merkezcilik) Arasındaki İlişkilerin İncelenmesi

Buğra YILDIRIM	**Vaysi BAYDAR**	**Gülay GÜNAY**	**Cengiz KILIÇ**
Assist. Prof., PhD,	Res. Assist. PhD.,	Prof., PhD,	Assist. Prof., PhD,
Manisa Celal Bayar University	Karabuk University	Karabuk University	Ataturk University
Faculty of Health Sciences	Faculty of Economics and Administrative Sciences	Faculty of Economics and Administrative Sciences	Open Education Faculty
Department of Social Work	Deparment of Social Work	Deparment of Social Work	Department of Social Work
bugra.yildirim@cbu.edu.tr	veysibaydar@karabuk.edu.tr	ggunay@karabuk.edu.tr	cengiz.kilic@atauni.edu.tr
https://orcid.org/0000-0002-2840-3624	https://orcid.org/0000-0002-1434-079X	https://orcid.org/0000-0002-8234-6683	https://orcid.org/0000-0003-1640-0132

_Öz_

Basit rastgele örnekleme desenine sahip bu çalışmada, ergenlerde sosyal medya bağımlılığı ile özgecilik ve egosantrizm (benmerkezcilik) arasındaki ilişkinin belirlenmesi ve sosyal medya bağımlılığını yordayan faktörlerin açıklanması amaçlanmıştır. Araştırmanın örneklemini yarıdan biraz fazlası (%51,7) kız öğrenci (n=464) olan 14 – 18 yaş grubundaki toplam 898 ergen oluşturmaktadır. Elde edilen bulgulara göre katılımcıların çoğunluğu (% 92) "WhatsApp" kullanmaktadır. Cinsiyet ile sosyal medya ağlarından "Facebook" (X^2=137.220; df=1; p<0.05), "Youtube" (X^2=10.511; df=1; p<0.05) ve "Snapchat" (X^2=14.869; df=1; p<0.05) kullanımı arasında anlamlı bir farklılık vardır. Ayrıca sosyal medya bağımlılığı; cinsiyet (r=.108, p<0.01), Ergen Ben-merkezcilik–Sosyomerkezcilik (r=.165, p<0.01) ve altboyutlarından ben merkezcilik (r=.194, p<0.01), kendine odaklana (r=.071, p<0.05), imgesel (r=.116, p<0.01) ile pozitif yönlü anlamlı bir ilişkiye sahiptir. Dahası hiyerarşik çoklu regresyon analiziyle elde edilen etki büyüklüklerinin çoğu göreceli olarak mütevazı olsa da sonuçlar sosyal medya bağımlılığının %7'sini açıklamaktadır. Katılımcıların sosyal medya bağımlılık düzeyleri, büyük ölçüde cinsiyet ve ben merkezcilikleri ile ilişkilidir. Özgecilik tutumları da sosyal medya bağımlılığının önemli yordayıcıları arasındadır. Gelecekteki çalışmalar, ergenlerde kişisel kaynaklara ek olarak sosyal kaynaklarında sosyal medya bağımlılığını engellemedeki rolü araştırmalıdır.

Keywords: sosyal medya bağımlılığı, ergen, özgecilik, egosantrizm, sosyal medya.

ABSTRACT

This study with a simple random sampling design aimed to determine the relationship between social media addiction and altruism and egocentrism in adolescents and explain factors predicting social media addiction. The sample of the study consisted of 898 adolescents in the 14-18 age group, a little more than half of whom (51.7%) were female students (n=464). According to the findings, the majority (92%) of the

participants was using "WhatsApp." There was a significant difference between sex and the use of "Facebook" ($X^2=137.220$; $df=1$; $p<0.05$), "YouTube" ($X^2=10.511$; $df=1$; $p<0.05$), and "Snapchat" ($X^2=14.869$; $df=1$; $p<0.05$). Furthermore, there was a significant positive relationship between social media addiction and sex ($r=.108$, $p<0.01$), Adolescent Egocentrism-Sociocentrism ($r=.165$, $p<0.01$), and among its sub-dimensions, Egocentrism ($r=.194$, $p<0.01$), Self-focus ($r=.071$, $p<0.05$), and Imaginary ($r=.116$, $p<0.01$). Moreover, while most of the effect sizes obtained by hierarchical multiple regression analysis were relatively modest, the results explained 7% of social media addiction. Future studies should investigate the role of social resources in addition to personal resources in preventing social media addiction in adolescents.

Keywords: *social media addiction, adolescent, altruism, egocentrism, social media.*

INTRODUCTION

Communication and interaction, which are defined as universal concepts and an inseparable part of humanity, emerge in all time periods in which human beings exist because communication is in the nature of human beings. People prioritize their communication skills during all their lives by using their mind, intelligence, skills, and creative power. Therefore, people live in quite a wide network of communication and interaction in all areas of their personal and social life from the moment they are born until they die.

For the last quarter century, the spread of internet-based communication tools and opportunities due to the strengthening of technology-based communication opportunities thanks to the rapid development especially in the field of technology has changed the ways of interpersonal communication significantly (Hou et al., 2019 p.4; Smith & Anderson, 2018; Stone & Wang, 2019, p.775). Social media platforms are among the most widely used tools by people to communicate on the internet (Bicen & Cavus, 2010, p.5864; Smith & Anderson, 2018; Tiryakioglu & Erzurum, 2011, p.137).

We perceive social media as the focus of a broad conceptual exchange framework and define it as any online service in which participants can create and use a variety of contents. Therefore, we attach importance to the use of social media. The widespread use of social media in today's societies increases problems related to social media addiction. The use of social media can lead to social media addiction that causes the inability to control the use of social media and prevents people from performing their other life tasks (Ryan et al. 2014, p.135). In recent studies on social media addiction (Common Sense Media, 2019; Hinduja & Patchin, 2007, p.91-97; O'Keeffe & Clarke-Pearson, 2011, p.801), it has been found that the number of adolescents who use such accounts has increased considerably, some adolescents check their accounts more than ten times a day, interact with the other party instantly, and adolescents use their accounts at least once a day. Hence, most of the social and emotional development of today's young generation takes place through the use of social media.

The proper use of various social media accounts may be a routine activity that provides benefits to adolescents by developing communication, social engagement, and even technical skills (O'Keeffe & Clarke-Pearson, 2011, p.801). Social media tools such as Facebook, Twitter, Instagram, and Snapchat provide many opportunities for people with common interests, ideas, and habits to connect with their friends in everyday life. Moreover, the use of social media may also improve personal and collective creativity, organization, and learning. On the other hand, there are also studies (Barnes, 2006; Hinduja & Patchin, 2010, p.209-214; Ybarra & Mitchell, 2008, p.352) showing that improperly used social media accounts may lead to cyberbullying, online harassment, and violations of privacy (Barnes, 2006; Hinduja & Patchin, 2010, p.213; Ybarra & Mitchell, 2008, p.353). What draws attention is that it is shown in certain studies (Bolton et al., 2013, p.247; Jones et al. 2004, p.197) that most users consume social media rather than contributing to it in terms of the logic of the use of social media. Nevertheless, only a small part of the use of social media shares triggers any exchange of information that is ultimately beneficial to young users (Ma & Chan, 2014, p.19). In our opinion, this consumption habit is the most important feature that paves the way for young users to become social media addicts.

Since social media is generally used for maintaining and developing relationships and strengthening social ties (Blackwell et al. 2017, p.69), altruism or egocentrism may affect social media addiction. Shao (2009, p.11) states that social media activities that are conceptually different make human life more difficult because of the addictions that emerge over time. Altruistic or egocentric people are insecure in relationships and often seek assurance (Jeffries et al. 2006, p.78; West et al. 2007, p.418). Moreover, Kandell (1998, p.15) reveals that certain people may become addicted to social media to maintain their relationships and constantly receive social feedback. For such people, social media may be a way to connect with others, but in fact, altruistic and egocentric people who cannot engage in social interaction easily are the main elements of this method (Nitzburg & Farber, 2013, p.1186).

At this point, it is necessary to further detail the dimension of the use of social media regarding altruism for young users. One of the most important aspects of altruism is that it is a long-term and organized activity for the sake of others (Haski-Leventhal, 2009, p.271). We believe that altruistic adolescents tend toward other people with the use of social media since there are studies showing that altruistic individuals help others through online information sharing, their satisfaction with social media use is high, and they are more willing to share information in social media (Eddleston & Kellermanns, 2007, p.548; Fang & Chiu, 2010, p.236; He & Wei, 2009, p.829; Hung et al. 2011, p.420; Ma & Chan, 2014, p. 54). Some of them (Fehr & Gächter, 2000, p.160; Haski-Leventhal, 2009, p.273; Nichols, 2001, p.443; Sigmund & Hauert, 2002, p.R270) claim that the communication established by altruistic individuals provides more benefits to recipients and in case the same communication harms altruistic individuals, any act performed for others will be considered as self-sacrifice and philanthropy. In open communication, if both parties win, the interaction between them is not altruism but cooperation, but when Smith (1994, s.254-258) explained that each altruistic action originates from the inner sacrifice of an individual, he claimed that altruistic individuals are egoistic. Indeed, all these explanations emphasize that the possibility that altruistic users use social media to stay connected with important people or people they consider important for themselves is high (Ma & Chan, 2014, p.54). While helping others based on one's own experiences is the proof of having an important self and feeling powerful (Parra-López et al. 2011, p.644), the egoistic aspect of altruistic actions may also nourish from the egocentric thoughts of adolescents.

Various researchers (Galston, 1993, p.126; Krebs & Van Hesteren, 1992, p.159; Rushton, 1980, p.8; Sorokin, 1941, p.58-62) consider altruism as a behavior with continuity, on the one hand, and a habit with egocentric traces, on the other hand. In our opinion, there may be various relationships between egocentrism, which is, in brief, a self-centered understanding, and altruism regarding the use of social media by adolescents. It is clear that there will be more solidarity in environments that emphasize mutual help, love, and respect than those that emphasize selfishness and competition (Jeffries et al. 2006, p.79). However, which environment covers social media is still controversial. Nowadays, altruistic or egocentric adolescents seem to use social media to experience a different environment. The behavior of using social media according to them may quickly change in the coming years.

METHOD

Study aims

There is an increasing emphasis on social media addiction and altruistic attitudes of adolescents. Many published studies (Andreassen et al. 2017, p.288; Blackwell et al., 2017, p.69; Hawi & Samaha 2017, p.577-579; Lindbeck & Nyberg, 2006, p.1473; McCullough et al. 2008, p.281; Monacis et al. 2017, p.177; Ngai & Cheung, 2009, p.107) investigated social media addiction, altruism, and relevant factors in young users. There is also an increasing number of studies that focus on egocentrism during childhood and in adolescents considering different variables (Epley et al. 2004, p.760; Hobson, 1984, p.85; Rubin, 1973, p.102; Schwartz et al. 2008, p.441). However, as far as we know, no study has directly investigated the factors related to social media

addiction in young users in Turkey in terms of altruism and egocentrism and has specifically focused on the correlation between social media addiction, altruism, and egocentrism variables. This study aims to determine the relationship between social media addiction and altruism and egocentrism in adolescents as of their unique nature and to explain factors that predict social media addiction. Specific study aims are as follows:

1. Revealing significant differences between the factors related to social media addiction (to which end adolescents use social networks at most, the most commonly used social media accounts) and socio-demographic features (age, gender, the employment status of parents, educational level, etc.),

2. Investigating the relationship between social media addiction, altruism, and egocentrism in adolescents,

3. Explaining the effect of altruistic, egocentric, and certain sociodemographic characteristics of adolescents (age, gender, grade level, etc.) on their social media addiction levels.

Participants

The study was conducted in public high schools maintaining their educational activities in the center of Karabük province in Turkey. In this context, public high schools carrying out educational activities in Karabük provincial center were first identified and numbered. In the 2017 - 2018 academic year, a total of 21 high schools were operating in the provincial center of Karabük. Five high schools that could represent the population were selected using the simple random sampling design out of a total of 21 high schools. The research data were collected from students studying at 9th, 10th, 11th, and 12th grades in the 5 high schools determined and volunteering to participate in the study. In this context, a total of 1100 students participated in the study. However, 898 students in total formed the sample of the study due to incompletely and inaccurately filled in research forms. The participation rate was approximately 82%.

Of the participants, 51.7% (n=464) consisted of females and 48.3% (n=434) consisted of males. The age range of the participants varied between 14 and 18, and the age average was approximately 16 (S=1.1) years. Of the participants, 18% were 14 years old (n=162), 28.3% were 15 (n=254), 27.6% were 16 (n=248), and 26.1% were 18 (n=234) years old. Of the participants, 28.2% studied in the 9th grade, 27.2% in the 10th grade, 27.1% in the 11th grade, and 17.5% studied in the 12th grade. Those participants who lived with their parents constituted the majority (84.4%). Moreover, a great majority of the participants (91.9%) stated that their parents were married and lived together. The mothers of the participants were generally primary school graduates (36.6%) and their fathers were high school graduates (31.7%). This was followed by those who stated that their mothers (26.2%) and fathers (21.6%) were secondary school graduates. Moreover, 67.5% of the participants reported that their mothers did not work, while 84.1% reported that their fathers worked.

The frequency of daily social media network use of the participants and their duration of use varied by the social media network used. Upon examining the frequency of daily social media tool use of the participants, the duration of use of social media applications such as "WhatsApp" and "Instagram" was high. While the use of the "WhatsApp" application among the participants varied between 1 and 150 (M=23.51; S=30.23), the "Instagram" application was used 14 (S=14.89) times a day on average. Moreover, the duration of the daily use of social media links (min) of the participants also varied. Upon investigating the duration of daily social media link use among the participants, "Instagram" was in the first place with 95 min (S=92.13), which was followed by "WhatsApp" with 91 min (S=94.96) and "YouTube" with 80 min (S=73.20).

Procedures

The ethics board approval regarding the data collection tool of the study was taken from Karabük University Social and Humanities Ethics Board (2017). After taking the approval of the Ethics Board, meetings were held with Karabük Provincial Directorate of National Education, and the official permissions required for the survey to be conducted at high schools were demanded. The data collection of the study was applied to the participants in the classroom setting by the researchers, and the data of the study were collected during a period of approximately 6 weeks between March and April 2017 in the 2017 – 2018 academic year. Information was given to the participants on the aim of the study and research form before the data collection, and the questions asked by the participants regarding the subject of the study were answered. Moreover, the students were told that participation in the study was based on volunteering, the identity information of the participants was not required in the study, and that they could give up filling in the form whenever they wanted as they filled in the research form. The duration of responding to the research form was approximately 25 minutes, while it differed by the students' speed of reading and understanding.

Instruments

The Adolescent Egocentrism-Sociocentrism Scale developed by Van den Enright et al. (1980, p.104), the Altruism Inventory developed by London & Bower (1968, p.20), and the Social Media Disorder Scale – Short Form developed by Eijnden et al. (2016, p.763), and the demographic information form were used within the scope of this study, which was planned to determine the levels of predicting altruism (philanthropy/sacrifice) and egocentrism social media disorder among adolescents.

The Adolescent Egocentrism-Sociocentrism Scale. The Adolescent Egocentrism-Sociocentrism Scale is a measurement tool developed by Enright et al. (1980, p.104) to determine the self-perceptions of individuals in the early and late adolescence period and how they are perceived by others. The scale consists of 15 items in total. It is the 5-item Likert type self-report scale in which adolescents can evaluate each item with one of the options of "1- does not matter at all and 5 – very important." Egocentrism increases as the scores obtained from the scale increase. According to the factor analysis performed by Enright et al. (1980, p.105), the scale consists of three sub-dimensions, named "uniqueness or egocentrism, self-focus or non-social, imaginary audience behavior or sociocentrism." Moreover, the Cronbach's alpha values were examined in order to determine the reliability of the scale. The Cronbach's alpha value was found to be 0.83 for the overall scale, 0.92 for the imaginary audience behavior, 0.87 for self-focus, and 0.70 for egocentrism among the sub-dimensions.

The adaptation study of the egocentrism scale into Turkish was performed by Aşkun & Çetin (2017, p487-490) with a total of 1358 individuals studying at the university. As a result of the validity analyses carried out by Aşkun & Çetin (2017 ,p.489), the scale was reduced to 10 items in total, and it was determined that this form of 10 items protected three different sub-dimensions (uniqueness, self-focus, imaginary audience behavior) in the original structure of the scale. In the reliability analyses of the Turkish form of the scale, it was found that the internal consistency (Cronbach's alpha) values were between 0.73-0.78 and the test-retest reliability values were between 0.61-0.68 (Aşkun & Çetin, 2017, p.488).

The Altruism Inventory. It was developed by London & Bower in 1968 (p.20) in order to determine an individual's helping behaviors that emerge for the welfare of others by setting aside one's feelings of interest, in other words, to determine altruistic behaviors. The Altruism Inventory consists of 20 items such as "To what extent would your father help others?" and "To what extent do you believe that many people can fend for themselves?" The inventory is of a 5-point Likert type, and the options are scored between (1=too little, 5=too much). There is no inversely coded item on the scale. The Altruism Inventory consists of four sub-dimensions, including family, sociality, charitableness, and responsibility, and there are five items in each of the sub-dimensions. The study on the adaptation of the inventory to Turkish culture was

performed by Akbaba (1994, p.78). In their study conducted with 48 university students in total, 24 of which constituted the experimental group and 24 constituted the control group, Akbaba (1994, p.83) analyzed the internal consistency coefficients of the inventory separately for family, sociality, charitableness, responsibility, and the overall scale. The Cronbach's alpha coefficients obtained for the sub-dimensions of the Altruism Inventory and the overall inventory are 0.72, 0.77, 0.84, 0.80, and 0.85, respectively. It is emphasized that there is an increase in altruistic behaviors as the scores obtained from the inventory increase.

The Social Media Disorder Scale – Short Form. The Social Media Disorder Scale-Short Form for Adolescents (SMDS-SF), which was developed by Van den Eijenden et al. (2016, p. 482) in order to determine adolescents' addiction to social media and of which the Turkish validity and reliability analyses of the short form were performed by Taş (2017, p.33), was used within the scope of the study. The Social Media Disorder Scale consists of 27 items, and the participants answer each item as yes (1) or no (0). The internal consistency coefficient of the 27-item scale was .90 for the first sample and .92 for the second sample.

Van den Eijenden et al. (2016, p.482) performed the validity and reliability analyses of the 9-item short form of the Social Media Disorder Scale. It was found that this short form obtained had a good fit validity and a Cronbach's alpha value of .76. Furthermore, it was observed that the 9-item short form had a high positive correlation with the 27-item general scale. In a study carried out with 376 high-school students, Taş (2017, p.36-37) determined that the Social Disorder Scale had a single-factor structure explaining 56% of the total variance, the single-factor structure had good fit indices according to the result of the confirmatory factor analysis, and the Cronbach's alpha internal consistency coefficient was .76.

Demographic Information Form. In order to obtain information about the participants, it consists of questions such as age, gender, grade level, the people that the participants live together, the status of the parents' being together, the educational level of parents, and the employment status of parents. Questions such as "What is your purpose of using social media?", "How many hours a day, how many times a day and which social media links do you use?" were also included in order to determine the purpose of the participants' use of social media, the amount of the time they spend on social media, and which social media links they use.

Statistical analysis

Among the students who participated in the study voluntarily, the forms of those who filled in the research form accurately and fully were evaluated. Descriptive statistics (frequency distributions, percentages, means, and standard deviations) of the data were examined before statistical analyses were applied.

The social media links used by the students and the frequency, duration, and purpose of using these social media networks were examined. Chi-square analysis was conducted to determine the relationship between the social media links used by the students and their purpose of using social media links and gender, among the demographic variables.

The relationship between social media addiction and demographic variables (gender, age, grade level), egocentrism, and altruism scores was analyzed by means of hierarchical multiple regression analysis. Before performing hierarchical multiple regression analysis, the gender and grade level variables collected with the classification scale were turned into new artificial variables as dummy variables (Büyüköztürk, 2007, p.92). In the hierarchical multiple regression analysis, a 3-step model was prepared. In the first stage, gender, age and grade level (dummy variables), which were thought to have an impact on social media addiction, were included in the analysis. In the second stage, the scores obtained from the scale prepared to measure the adolescent egocentrism behavior in three sub-dimensions ("uniqueness or egocentrism, self-focus or non-social, imaginary audience behavior or sociocentrism") were put through hierarchical multiple regression analysis separately. In the third and final stage, the sub-dimensions of the

Altruism Inventory (family, sociality, charitableness, and responsibility) were added to the analysis one-by-one. The R, R^2, F, standardized regression coefficients (β), and t-test values obtained from the hierarchical multiple regression analysis were given in the results section in tables.

RESULTS

The explanations on which social media networks the students used were presented in Table 1, and it was observed that the participants gave more than one answer to this question. A vast majority of the participants (92%) used "WhatsApp" in the study. It was followed by "Instagram" with 83.4%, "YouTube" with 82.6%, "Facebook" with 40.3%, "Snapchat" with 35.6%, "Twitter" with 19.3%, and "Tinder" with 0.7%, respectively. Furthermore, according to the chi-square analysis, there was a significant difference between the gender of the students, among the demographic variables, and the use of "Facebook" ($X^2=137.220$; df=1; p<0.05), "YouTube" ($X^2=10.511$; df=1; p<0.05), and "Snapchat" ($X^2=14.869$; df=1; p<0.05) among social media networks (Table 1).

Table 1. Social Media Networks Used by Students

Social Media Network	N	%	Statistical Analysis
Facebook	362	40.3	$X^2=137.220$; df=1; p=.000*
WhatsApp	826	92.0	$X^2=2.738$; df=1; p=.108
Twitter	173	19.3	$X^2=2.126$; df=1; p=.085
YouTube	742	82.6	$X^2=10.511$; df=1; p=.001*
Instagram	749	83.4	$X^2=0.664$; df=1; p=.236
Snapchat	320	35.6	$X^2=14.869$; df=1; p=.000*
Tinder	6	0.7	$X^2=$Not Applied

*** p<0.05**

The rate of the students who said that they used social media networks for the purpose of "listening to music" (74.7%) was quite high. Those who stated that they used social media "to chat" (73.1%), "spend time" (71.3%), "get information" (67.7%), "watch films" (58.1%), "follow the news" (45.7%), "play games" (42.1%), "make friends" (19.2%), and "follow the fashion" (16.3%) were included in Table 2. Moreover, a significant difference between the gender of the participants, among the sociodemographic variables, and the purposes of using social media to "make friends" ($X^2=31.120$; df=1; p<0.05), "chat" ($X^2=13.093$; df=1; p<0.05), "watch films" ($X^2=4.856$; df=1; p<0.05), "play games" ($X^2=130.055$; df=1; p<0.05), "listen to music" ($X^2=27.762$; df=1; p<0.05), "follow the fashion" ($X^2=12.758$; df=1; p<0.05), and "follow the news" ($X^2=20.592$; df=1; p<0.05) was important (Table 2).

Table 2. The Purpose of the Participants to Use Social Media

Purpose of using social media	N	%	Statistical Analysis
Make Friends	172	19.2	$X^2=31.120$; df=1; p=.000*
Chat	656	73.1	$X^2=13.093$; df=1; p=.000*
Get Information	608	67.7	$X^2=1.225$; df=1; p=.147
Watch Films	522	58.1	$X^2=4.856$; df=1; p=.016*
Play Games	378	42.1	$X^2=130.055$; df=1; p=.000*
Listen to Music	671	74.7	$X^2=27.762$; df=1; p=.000*

Follow the Fashion	146	16.3	X^2=12.758; df=1; p=.000*
Follow the News	410	45.7	X^2=20.592; df=1; p=.000*
Spend Time	640	71.3	X^2=0.062; df=1; p=.430

* p<0.05

The results of Spearman's correlation analysis performed to determine the relationship between social media addiction and other independent variables and the direction of this relationship are shown in Table 3. Social media addiction had a significant positive relationship with gender (r=.108, p<0.01), adolescent egocentrism-sociocentrism (r=.165, p<0.01) and its sub-dimensions of egocentrism (r=.194, p<0.01), self-focus (r=.071, p<0.05), and imaginary audience (r=.116, p<0.01). Therefore, adolescent egocentrism-sociocentrism, egocentrism, self-focus, and imaginary increased as social media addiction increased, and gender was a weakly effective variable in social media addiction. On the other hand, it was determined that there was a significant negative relationship between social media addiction and only the family (r=-.076, p<0.05) and responsibility (r=-.101, p<0.01) sub-dimensions of the Altruism Inventory (r=-.081, p<0.05). The scores obtained from the Altruism Inventory, family and responsibility subscales decreased as social media addiction increased (Table 3).

Table 3. Correlations Between Social Media Addiction and Independent Variables

Variables	N	M	SD	Correlations
1. Gender	898	-	-	.108**
2. Age	898	15.65	1.11	.007
3. Class	898	-	-	-.020
4. Egocentrism	898	16.60	3.14	.194**
5. Self-focus	898	17.44	3.47	.071*
6. Imaginary	898	17.06	3.89	.116**
7. Adolescent Egocentrism-Sociocentrism	898	51.10	7.80	.165**
8. Family	898	17.97	3.22	-.076*
9. Sociality	898	13.46	4.29	-.058
10. Charitableness	898	15.77	3.71	-.009
11. Responsibility	898	17.30	3.22	-.101**
12. The Altruism Inventory	898	64.51	10.11	-.081*
13. Social Media Addiction	898	3.19	2.28	1.000

* p<0.05; ** p<0.01

The results of the hierarchical multiple regression analysis with regard to predicting altruism and egocentrism on the social media addiction of students are shown in Table 4. Gender and grade level were included as dummy variables in the first stage of the hierarchical multiple regression analysis, together with the age variable. The demographic variables included in the analysis in the first stage explained only 1.6% of the total variance (R=0.128, R^2=0.016, F= 2.962, p<0.05). The t-test results related to the significance of the regression coefficients showed that only gender (t=3.535, p<0.001) among the demographic variables was a significant predictor of social media addiction (Table 4).

Table 4. Hierarchical Multiple Regression Analysis of Social Media Addiction with Independent Variables

Model	Variables	B	β	t	p	R	R²	F
1						.128	.016	2.962*
	Gender	.543	.119	3.535	.000			
	Age	.257	.125	1.760	.079			
	Class 2	-.369	-.072	-1.502	.133			
	Class 3	-.630	-.123	-1.821	.069			
	Class 4	-.858	-.143	-1.859	.063			
2						.234	.055	6.461***
	Egocentrism	.125	.172	4.874	.000			
	Self-focus	-.003	-.005	-.127	.899			
	Imaginary	.037	.064	1.761	.079			
3						.278	.077	6.160***
	7. Family	-.056	-.079	-2.222	.027			
	8. Sociality	-.014	-.027	-.746	.456			
	9. Charitableness	.034	.055	1.464	.143			
	10. Responsibility	-.082	-.116	-3.205	.001			

* p<0.05; *** p<0.001

The sub-dimensions of the Adolescent Egocentrism-Sociocentrism Scale (egocentrism, self-focus, imaginary) were separately included in the model in the second stage. In the second stage of regression analysis, Adolescent Egocentrism-Sociocentrism, with its three sub-dimensions, explained 5% of the total variance related to the social media addiction of students (R=0.234, R^2=0.055, F=6.461, p<0.001). Upon investigating the standardized regression coefficients (β) so as to test the impact of the independent variables in the second stage of the analysis on the social media addiction of students, the relative significance of the predictor variables on social media addiction was listed as imaginary, egocentrism, and self-focus. The t-test results related to the significance of the regression coefficients showed that only the egocentrism (t=4.874; p<0.001) sub-dimension was a significant predictor. The imaginary (t=1.761; p>0.05) and self-focus (t=-0.127, p>0.05) sub-dimensions did not have a considerable effect.

In the third stage of the hierarchical multiple regression analysis, four sub-dimensions of altruism (family, sociality, charitableness, and responsibility), which were included in the analysis in addition to the sub-dimensions of Adolescent Egocentrism-Sociocentrism, explained 7% of the total variance by providing a 3% contribution to the social media addiction of students (R=0.278, R^2=0.077, F=6.160, p<0.001). The standardized regression coefficients were ranked as responsibility, family, charitableness, and sociality. The t-test analysis related to the significance of the altruism sub-dimensions included in the third stage of the model showed that the family (t=-2.222; p<0.05) and responsibility (t=-3.205; p<0.001) sub-dimensions were significant predictors of social media addiction (Table 4).

DISCUSSION

This simple random sampling study aimed to determine the relationship between social media addiction and altruism and egocentrism in 898 young participants attending high schools and to explain the predictors of social media addiction. While the results of the study were generally

consistent with the results of previous studies, a part of the study yielded different results. In the beginning, the descriptive characteristics of the participants were briefly explained, and the results regarding the participants' purposes of using social media tools were shared.

The majority of the participants used social media tools such as WhatsApp, Instagram, YouTube, and Facebook, and the rate of Twitter users was not at all negligible. Similarly to our study, the participants widely used Facebook and Twitter in most studies (Cabral, 2011, p.7; Choudhary et al. 2015, p.2308; Çam & Isbulan 2012, p.17; Griffiths, 2012, p.518; Koc & Gulyagci, 2013, p.280; Kuss Van Rooij et al. 2013, p.1989; Rom & Alfasi, 2014, p.27; Tang et al. 2016, p.104). WhatsApp was at the forefront in very few studies (Al-Menayes, 2015a, p.25; Choudhary et al. 2015, p.2308; Montag et al., 2015, p.4).

More importantly, in certain studies that showed the relationship between social media addiction and gender (Banyai et al., 2017, p.6; Griffiths, 2000, p.213; Montag et al., 2015, p.3), in parallel with our study, gender widely determined the social media tool and its purpose since there were significant differences in our study between gender and the purposes of using social media tools such as making friends and chatting among social media tools such as Facebook, YouTube, and Snapchat. While this information was in line with the results of the limited studies carried out in Turkey (Çam & Isbulan 2012, p.16), it also had results opposite to the national literature (Koc & Gulyagci, 2013, p.281).

Moreover, in the above-mentioned studies that reached similar results to our study (Çam & Isbulan 2012, p.334; Griffiths, 2000, p.214; Montag et al., 2015, p.334), social media users were generally male participants, with the exception of WhatsApp use, and their social lives were restricted, and their self-esteem was at a low level. This showed us that whatever a social media user experiences on social media by gender, they will probably be that much dependent. For example, if a social media user with limited social life and low self-esteem could develop personal ties through social media tools and establish communication with new people, he/she would continue to build relationships through social media and his/her social media addiction would increase. At the same time, the fact that social media is an important communication platform and the opportunities it offers to users have also triggered the desire of users to be included in this broad platform. Hence, young users of social media could be at risk.

In a study carried out in Thailand with 894 university students who used social media frequently (Tang et al., 2016, p.104), it was concluded that a significant part of them at the rate of 17.8% were at risk. While the rates of individuals at risk in the USA and Europe were similar to that in Thailand (Andreassen et al., 2017, p.289; Tsitsika et al., 2014, p.31-34), this rate was 27.7% in another study carried out among university students in Turkey, and this study emphasized that egocentric young people started to live as computer, mobile phone, and ultimately, social media tool addicts (Balcı & Gölcü, 2013, p.268-270). A different study associated egocentrism with social media addiction and stated that social media urged egocentric people to use social media tools excessively (Kuss & Griffiths, 2011, p358). While another study explained that there was an intensive tendency toward egocentric elements in terms of social media addiction (Rinker, Krieger & Neighbors, 2016), another study investigating the risk behavior among egocentric adolescents advocated that providing planned interventions in the addiction behavior of adolescents could be beneficial for their health (Lin, 2016, p.394).

Furthermore, certain studies on social media addiction (Banyai et al., 2017, p.9; Kuss & Griffiths, 2011, p.3537; Kuss Van Rooij et al., 2013, p.1990; Ryan et al., 2014, p.135; Schwartz et al., 2008, p.442) attributed special importance to egocentrism because while it allows for individual-centered structuring in which individuals can develop their own moods and experience enjoyable amenities, it may lead to various harmful results that require professional intervention for adolescents. Learning experiences providing the development of social media addiction by experiencing enjoyable amenities could be potentially easier. In certain studies, egocentric behaviors were associated with internet addiction (Li, 2010, p.128; Steers, 2016, p.344). Indeed,

our results showed a significant positive correlation between social media addiction and egocentrism and its sub-dimensions and were consistent with the literature. Just like gender, egocentrism also played an effective role in social media addiction.

On the other hand, as slightly distinct from the literature, this study showed that there was a negative correlation between social media addiction and altruism. Although altruism in our study slightly affected social media addiction, the results in the literature showed that there were strong links between altruism and social media addiction. While McCullough et al. (2008, p.57) stated that altruism was a significant source of motivation in terms of gratitude and addiction, a study showed that altruism directly contributed to online information exchange in social media use (Ma & Chan, 2014, p.56).

Moreover, a study (Oh & Syn, 2015, p.2057) revealed that altruism urges sharing user information, while another study revealed that it uses little motivation sources in the social media use of the youth with characteristics such as altruism (Alabi, 2013, p.75). Another study investigating the motivation sources of social media use (Al-Menayes, 2015b, p.45) surprisingly discovered that altruism was one of the dimensions of motivation in social media use. Although we hoped to find stronger relationships between altruism and social media addiction, it was also encouraging to see the relationship between social media addiction and egocentrism and gender. Nevertheless, our analysis and what we wanted to show were a small section of the life summary of a young social media user on the way to social media addiction.

Research limitations

This study had certain limitations in terms of some of its features, and the first one of these was about the presence of other interim variables (stress, anxiety, loneliness, self-respect/self-esteem, envy, depression, extroversion, attachment styles, etc.) that could not be thoroughly addressed in the study but thought to affect social media addiction. Other future studies on social media addiction may consider the presence of these interim variables. The second limitation was related to self-reporting and self-evaluation of all the data collected because the participants of this study were high school students in a certain age group and at a certain educational level in Karabük province. Individuals could generally easily find jobs as secondary or high school graduates since one of the important iron and steel factories of Turkey is in Karabük province and the level of employment is high in this province. Indeed, when the educational level of the families of the participants was examined, it was understood that the parents usually had a degree of education between primary and high school education levels. When the high school children of families with different educational backgrounds (university, master's degree, etc.) were evaluated, the results on social media addiction could have varied. Furthermore, when social media addiction levels of young people in different age groups and at different educational levels or individuals in work life were examined, other significant results could have been obtained.

The third limitation was that the results of the study included only Turkish samples. It was known that the collectivist culture, which supports dependency rather than autonomy, is dominant in Turkey, and this could affect the perceived variable levels, such as the increase and decrease in social media addiction. The results of the study can be generalized to Turkish culture. However, considering that people who live in individual cultures use social media relatively more carefully, it is important that different studies reveal examples of other countries in order to facilitate comparison. The last limitation was the need for certain precautionary measures to interpret the research findings. In this study, the simple random sampling design that enables participants to be selected equally by a chance factor was used. Such a design may make it difficult to perceive the real world at some point and to identify causal relationships. It cannot examine longitudinal fluctuations in gender, altruism, egocentrism, and social media addiction levels. Therefore, longitudinal studies focusing on the variables of our study are also needed. In particular, the fact that the relationship between social media addiction and egocentrism is bi-directional is regarded

as possible (while social media addiction affects egocentrism, the elevation of egocentrism may lead to an increase in social media addiction in adolescents).

Implications for practice and future research

The results of the study revealed a student profile in terms of the psychosocial characteristics and social media addiction levels of adolescents. The profile explained that social media addiction, which is an independent variable, is related to adolescent egocentrism levels and altruism attitudes. This idea is supported by the results of the studies showing that social media addiction in adolescents increases with increasing levels of egocentrism and decreasing altruistic attitudes. The results of the study made us feel that adolescents use social media impulsively rather than to contribute to their personal values. Therefore, it can be thought that adolescents' social media addiction differs according to their purposes of using social media.

According to the result of the regression analysis that supports our opinion, the most important predictors of social media addiction are gender, egocentrism, family and responsibility, among the sub-dimensions of altruism. Although most of the effect sizes obtained by the regression analysis were relatively modest, the results explained 7% of social media addiction, which was actually the strongest aspect of the study. The variables we used during the analysis played an important role in spite of many factors that could affect the social media addiction of adolescents. The social media addiction levels of the participants were largely related to gender and egocentrism characteristics.

Moreover, "WhatsApp" was the most widely used social media tool among adolescents, and there was a significant association between the use of social media networks of "Facebook," "YouTube," and "Snapchat" by gender. While adolescents mostly used social media to listen to music, chat, and spend time, the purpose of social media use changed according to gender and making friends came to the forefront more. Indeed, the tools and purposes of social media use had a special association with the gender of adolescents.

The participants' general perspective on social media addiction was affected by egocentrism, the purpose of using social media, and unique experiences related to social media tools. The most important approach with regard to preventing adolescents' social media addiction may be to strengthen the communication channels with all environmental factors and social systems with which they interact. Useful and safe social media use training may provide functional contributions to participants in this age period. In fact, adolescents need psychosocial support services in order to reduce the risk of addiction to the use of social media. Social media management/safe social media use training programs with many psychosocial components for high school participants may help them. Future studies should investigate the role of social resources (the functioning and support of the family, safe social media use, etc.) in preventing social media addiction in adolescents in addition to personal resources (gender, the purpose of using social media, etc.).

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Araştırma Makalesi

An Investigation of the Relationship Between Social Media Addiction with Altruism and Egocentrism

Ergenlerde Sosyal Medya Bağımlılığı ile Özgecilik (Elseverlik/Fedakârlık) ve Egosantrizm (Ben-Merkezcilik) Arasındaki İlişkilerin İncelenmesi

Buğra YILDIRIM	Vaysi BAYDAR	Gülay GÜNAY	Cengiz KILIÇ
Assist. Prof., PhD,	Res. Assist. PhD.,	Prof., PhD,	Assist. Prof., PhD,
Manisa Celal Bayar University	Karabuk University	Karabuk University	Ataturk University
Faculty of Health Sciences	Faculty of Economics and Administrative Sciences	Faculty of Economics and Administrative Sciences	Open Education Faculty
Department of Social Work	Deparment of Social Work	Deparment of Social Work	Department of Social Work
bugra.yildirim@cbu.edu.tr	veysibaydar@karabuk.edu.tr	ggunay@karabuk.edu.tr	cengiz.kilic@atauni.edu.tr
https://orcid.org/0000-0002-2840-3624	https://orcid.org/0000-0002-1434-079X	https://orcid.org/0000-0002-8234-6683	https://orcid.org/0000-0003-1640-0132

Genişletilmiş Özet

Sosyal medya kullanımının günümüz toplumlarında yaygın olması sosyal medya bağımlılığı ile ilgili sorunlara katkıda bulunmaktadır. Sosyal medya kullanımı, sosyal medya kullanımını kontrol edememeyi ve diğer yaşam görevlerini yerine getirmeyi engelleyen sosyal medya bağımlılığına yol açabilir (Ryan et al. 2014, s.135). Sosyal medya bağımlılığına yönelik son zamanlarda yapılan çalışmalarda (Common Sense Media, 2019; Hinduja & Patchin, 2007, s.91-97; O'Keeffe & Clarke-Pearson, 2011, s.801) bu tür hesapları kullanan ergenlerin sayısının kaydadeğer ölçüde arttığı, bazı ergenlerin hesaplarını bir günde ondan fazla kontrol ettiği, anında karşı tarafla iletişime geçtiği ve ergenlerin günde en az bir kere hesaplarını kullandığı sonucuna ulaşılmıştır. Dolayısıyla günümüz genç neslin sosyal ve duygusal gelişiminin büyük bir kısmı sosyal medya kullanımı ile gerçekleşiyor.

Sosyal medya genellikle ilişkileri sürdürmek, geliştirmek ve sosyal bağlantıları güçlendirmek için kullanıldığından (Blackwell et al. 2017, p.69), özgecilik veya egosantrizm sosyal medya bağımlılığını etkileyebilir. Shao (2009,s.11), kavramsal olarak farklı olan bazı sosyal medya faaliyetlerinin zamanla ortaya çıkan bağımlılıklar nedeniyle insan hayatını zorlaştırdığını ifade eder. Özgeci veya egosantrist insanlar, ilişkilerde güvensizdir ve genellikle güvence isterler Jeffries et al. 2006, s.78; West et al. 2007, s.418).. Ayrıca Kandell (1998, s.15) bazı insanların ilişkileri sürdürmek ve sürekli sosyal geri bildirim almak için sosyal medyaya bağlanabileceğini açıklamaktadır. Bu tür insanlar için, sosyal medya başkalarıyla bağlantı kurmanın bir yolu olabilir

ama aslında sosyal etkileşime rahatlıkla giremeyen, özgeci ve egosantrik insanlar bu yöntemin neferleridir (Nitzburg & Farber, 2013, s.1186).

Ergenlerin sosyal medya bağımlılığına ve özgecilik tutumlarına artan bir vurgu var. Çok sayıda yayınlanmış çalışma genç kullanıcılarda sosyal medya bağımlılığı, özgecilik ve ilişkili faktörleri incelemiştir. Bununla birlikte, bildiğimiz kadarıyla, hiçbir çalışma Türkiye'deki genç kullanıcılarda sosyal medya bağımlılığına ilişkin faktörleri özgecilik ve egosantrizm durumları açısından doğrudan araştırmamış, sosyal medya bağımlılığı, özgecilik ve egosantrizm değişkenleri arasındaki korelasyona özel olarak odaklanmamıştır. Bu çalışma, özgün doğası gereği ergenlerde sosyal medya bağımlılığı ile özgecilik (elseverlik) ve egosantrizm (alturizm) arasındaki ilişkileri saptamayı ve sosyal medya bağımlılığını yordayan etmenleri açıklamayı amaçlamaktadır.

Çalışma, Türkiye'nin Karabük ili merkezinde eğitim faaliyetlerini yürüten kamu liselerinde gerçekleştirilmiştir. Bu kapsamda öncelikle Karabük il merkezinde kamu tarafından eğitim faaliyetlerini yürüten liseler belirlendi ve numaralandırıldı. 2017 – 2018 Öğretim yılı içerisinde Karabük il merkezinde toplam 21 lise arasından evreni temsil edebilecek 5 lise basit tesadüfi örnekleme tasarımı ile seçilmiştir. Bu kapsamda toplam 1100 öğrenci çalışmaya katıldı, ancak bazı araştırma formlarının eksik ve hatalı doldurulmuş olması nedeniyle toplam 898 öğrenci araştırmanın örneklemini oluşturdu. Çalışmaya katılım oranı yaklaşık %82 idi.

Kızlar katılımcıların 51.7%'sini (n=464), erkekler ise 48.3%'ünü (n=434) oluşturuyordu. Katılımcıların yaş aralığı 14 – 18 arasında değişmekte olup, ortalama yaş yaklaşık 16 (S=1.1) idi.

Ergenlerde özgecilik ve egosantrizm sosyal medya bağımlılığını yordama düzeylerini belirlemek amacıyla planlanan bu çalışma kapsamında Enright ve diğerleri (1980, s.104) tarafından geliştirilen Ergen Benmerkezcilik-Sosyomerkezcillik Ölçeği, London & Bower (1968, s.20) tarafından geliştirilen Özgecilik Ölçeği (The Altruism Inventory), Eijnden ve diğerleri (2016, s.763) tarafından geliştirilen Sosyal Medya Bağımlılığı Ölçeği – Kısa Formu ile demografik bilgi formu kullanılmıştır.

Öğrencilerin kullandıkları sosyal medya bağlantıları ve sosyal medya bağlantılarını kullanım amaçları ile demografik değişkenlerden cinsiyet ile olan ilişkisini belirlemeye yönelik olarak Ki-kare analizi uygulanmıştır.

Sosyal medya bağımlılığı ile demografik değişkenler (cinsiyet, yaş, öğrenim görülen sınıf), ben-merkezcilik ve özgecilik puanları arasındaki ilişkiye hiyerarşik çoklu regresyon analizi uygulanmıştır. Hiyerarşik çoklu regresyon analizi uygulanmadan önce sınıflama ölçeği ile toplanmış olan cinsiyet ve öğrenim görülen sınıf değişkenleri kukla değişken (dummy) olarak yeni yapay değişkenlere dönüştürülmüştür. Hiyerarşik çoklu regresyon analizinde 3 aşamadan oluşan bir model hazırlanmıştır.

Çalışmada katılımcıların büyük bir çoğunluğu (92%) "Whatsapp" kullanmaktaydı. Bunu sırasıyla 83.4% ile "Instagram", 82.6% ile "Youtube", 40.3% ile "Facebook", 35.6% ile "Snapchat", 19.3% ile "Twitter" ve 0.7% ile "Tinder" izlemektedir. Ayrıca ki-kare analizine göre demografik değişkenlerden öğrencilerin cinsiyetleri ile sosyal medya ağlarından "Facebook" (X^2=137.220; df=1; p<0.05), "Youtube" (X^2=10.511; df=1; p<0.05) ve "Snapchat" (X^2=14.869; df=1; p<0.05) kullanımı arasında anlamlı bir fark vardı.

Öğrencilerin günlük olarak sosyal medya araçlarını kullanma sıklıkları incelendiğinde "Whatsapp" ve "Instagram" gibi sosyal medya uygulamalarının kullanım süreleri yüksektir.

Öğrenciler arasında sosyal medya ağlarını "müzik dinlemek" amacıyla kullandıklarını söyleyenlerin oranı (74.7%) ilk sırada yer almaktadır.

Korelasyon analizi sonuçlarına göre sosyal medya bağımlılığı arttıkça Ergen Ben-merkezcilik–Sosyomerkezcilik, Ben-merkezcilik, Kendine odaklanma ve İmgesellik artmaktadır, cinsiyet sosyal medya bağımlılığında zayıf düzeyde etkin bir değişkendir. Öte yandan sosyal medya

bağımlılığı arttıkça özgecilik ve aile ile sorumluluk alt boyutlarından elde edilen puanlar düşmektedir.

Hiyerarşik Çoklu Regresyon analizinin birinci aşamasına yaş değişkeni ile birlikte kukla değişken olarak cinsiyet ve sınıf dâhil edildi. Birinci aşamada analize dâhil edilen demografik değişkenler, toplam varyansın sadece 1.6%'sını açıkladı (R=0.128, R^2=0.016, F=2.962, p<0.05). İkinci aşamada modele Ergen Ben-merkezcilik– Sosyomerkezcilik alt boyutları (Ben-merkezcilik, Kendine odaklanma ve İmgesellik) ayrı ayrı dâhil edildi. Regresyon analizinin ikinci aşamasında Ergen Ben-merkezcilik– Sosyomerkezcilik üç alt boyutu birlikte öğrencilerin sosyal medya bağımlılıklarına ilişkin toplam varyansın 5%'ini açıklamıştır (R=0.234, R^2=0.045, F=6.461, p<0.001). Hiyerarşik çoklu regresyon analizinin üçüncü aşamasında Ergen Ben-merkezcilik– Sosyomerkezcilik alt boyutlarına ilaveten analize dâhil edilen özgecilik dört alt boyutu (aile, sosyallik, hayırseverlik, sorumluluk) öğrencilerin sosyal medya bağımlılıkları üzerine %3'lük bir katkı sağlayarak, toplam varyansın 7%'sini açıklamaktadır (R=0.278, R^2=0.065, F=6.160, p<0.001).

Bu basit tesadüfi örnekleme çalışması, lise öğrenimleri devam eden 898 genç katılımcıda sosyal medya bağımlılığı ile özgecilik (elseverlik) ve egosantrizm (alturizm) arasındaki ilişkiyi belirlemeye ve sosyal medya bağımlılığını yordayan etmenleri açıklamaya çalışmıştır. Çalışma sonuçları genellikle önceki çalışmaların sonuçlarıyla tutarlı iken, çalışmanın bir kısmı farklı sonuçlar ortaya koymuştur.

Daha da önemlisi sosyal medya bağımlılığı ile cinsiyet arasındaki ilişkileri gösteren bazı çalışmalarda (Banyai et al. 2017, s.6; Griffiths, 2000, s.213; Montag et al., 2015, s.334) bizim çalışmamızla paralel biçimde cinsiyet sosyal medya kullanım aracını ve amacını yoğunlukla belirlemektedir.

İlaveten, bizimle benzer sonuçlara ulaşan yukarıda yer verdiğimiz söz konusu çalışmalarda (Griffiths, 2000, s.214; Montag et al., 2015, s.4; Çam & Isbulan 2012, s.16;) whatsapp kullanımı hariç olmak üzere sosyal medya kullanıcıları genellikle erkek katılımcılar olup, sosyal yaşamları kısıtlı ve kendine güven düzeyleri düşük orandadır. Bu durum bize sosyal medya kullanıcısının cinsiyetine göre sosyal medyada neler tecrübe ederse, muhtemelen o kadar bağımlı olacağını açıklamaktadır.

Bununla birlikte sosyal medya bağımlılığını gündemine alan bazı çalışmalar (Banyai et al., 2017, s.9; Ryan et al., 2014, s.135; Kuss Van Rooij et al., 2013, s.1990; Schwartz, et al., 2008, s.442) egosantrizme özel önem atfetmektedir. Çünkü sosyal medya bireylerin kendi ruh hallerini geliştirecek, zevkli olanakları deneyimleyebilecek birey merkezli yapılanmalara izin verirken ergenler için profesyonel müdahale gerektiren çeşitli zararlı sonuçlar doğurabilir. Zevkli olanakları deneyimleme ile de sosyal medya bağımlılığının gelişmesini sağlayan öğrenme deneyimleri potansiyel olarak kolaylaşacaktır. Yapılan bazı çalışmalarda egosentrik davranışlar internet bağımlılığı ile ilişkilendirilmiştir (Li, 2010, s.128; Steers, 2016, s.334). Nitekim bizim sonuçlarımız sosyal medya bağımlılığı ile egosantrizm ve alt boyutları arasında pozitif yönde anlamlı korelasyon gösterdi ve literatür ile tutarlılık göstermektedir. Tıpkı cinsiyet gibi egosantrizmin de sosyal medya bağımlılığında etkin bir role sahip olduğu gözlemlenmiştir.

Öte yandan bu çalışma literatürden biraz daha farklı olarak sosyal medya bağımlılığı ile altruism arasında negatif yönlü korelasyon göstermiştir. Her ne kadar bizim çalışmamızda da özgecilik bir miktar sosyal medya bağımlılığına etki etse de literatürdeki sonuçlar altruism ve sosyal medya bağımlılığı arasında kuvvetli bağlar olduğunu ortaya koymaktadır.

Araştırma sonuçları bize ergenlerin sosyal medyayı kendi kişisel değerlerine bir fayda sağlamak amacıyla değil de dürtüsel olarak kullandıklarını hissettirmiştir. Dolayısıyla ergenlerin sosyal medya kullanım amaçlarına göre sosyal medya bağımlılıklarının da farklılaştığı düşünülebilir.