NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
CLINICAL PSYCHOLOGY
MASTER'S PROGRAMME

MASTER'S THESIS

**THE RELATIONSHIP OF INTERNET ADDICTION AMONG HIGH
SCHOOL STUDENTS WITH SOCIAL APPEARANCE ANXIETY,
LONELINESS AND DEPRESSION**

Ali TURAN

NICOSIA
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I _____Aki Turan_____, hereby declare that this dissertation entitled "The Relationship of Internet Addiction Among High School Students With Social Appearance Anxiety, Loneliness and Depression has been prepared myself under the guidance and supervison of Assoc. PROF. DR. EBRU ÇAKICI in partial fulfilment of The Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach any Law of Copyrights and has been tested for plagarism and a copy of the result can be found in the Thesis.

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ABSTRACT

The Relationship of Internet Addiction Among High School Students With Social Appearance Anxiety, Loneliness and Depression
Ali Turan
June 2017, 107 Pages

The purpose of the current study is to investigate the relationships between internet addiction, social appearance anxiety, loneliness and depression among high school students. The study was conducted in five different high schools in the city of Muğla in the spring term of 2016-2017 school year. The sampling of the study is comprised of a total of 623 high school students (376 females and 256 males) aged at 14-19 years old selected through purposive sampling method. The data collection tools employed in the study are; the Socio-demographic Features Form, the Beck Depression Inventory, the Social Appearance Anxiety Scale, the UCLA Loneliness Scale. In the analysis of the data, t-test, one-way ANOVA, correlation, Chi-square and regression analyses in SPSS 21 program package were used. The results of the analyses revealed that there is a positive correlation between internet addiction and depression and a positive medium level correlation between social appearance anxiety and depression. A weak negative correlation was found between internet addiction and loneliness. The female students' social appearance anxiety, depression and internet addiction mean scores were found to be higher than those of the male students. Social appearance anxiety scores were found to be significantly depending on grade level and age group. The depression and loneliness scores of the students whose fathers are literate (not graduated from any school) were found to be higher. The depression scores of the students whose mothers are literate were found to be higher. In psychological counseling of adolescents with internet addiction, depression should be considered.

Keywords: *Internet Addiction, Puberty, Social Appearance Anxiety, Loneliness, Depression*

ÖZ

**Lise Öğrencilerinde İnternet Bağımlılığının Sosyal Görünüş Kaygısının,
Yalnızlık ve Depresyon ile İlişkisi**

Ali Turan

Haziran 2017, 107 Sayfa

Bu araştırmanın amacı, lise öğrencilerindeki internet bağımlılığı, sosyal görünüş kaygısının, yalnızlık ve depresyon arasındaki ilişkiyi incelemektir. Araştırma 2016-2017 eğitim öğretim yılı, bahar yarıyılında Muğla ilinde beş farklı lisede gerçekleşmiştir. Araştırmanın örneklemi amaçlı örneklem yöntemi ile belirlenen 376'sı kız 256'sı erkek, 14-19 yaşları arasında, toplam 623 lise öğrencisinden oluşmaktadır. Araştırmada kullanılan veri toplama araçları; Sosyodemografik Form, Beck Depresyon Ölçeği, Sosyal Görünüş Kaygısı Ölçeği, UCLA Yalnızlık Ölçeği olarak belirlenmiştir. Verilerin analizinde SPSS 21 paket programı ile T-Test, Tek Yönlü Anova, Korelasyon, Ki-Kare ve Regresyon analizleri kullanılmıştır. Araştırmanın sonucuna göre yapılan korelasyon sonuçlarına göre internet bağımlılığı ve depresyon arasında pozitif yönlü bir ilişki olduğu, sosyal görünüş kaygısı ile depresyon arasında pozitif yönlü orta düzeyde bir ilişki olduğu bulunmuştur. İnternet bağımlılığı ve yalnızlık arasında ters yönlü zayıf bir ilişki bulunmuştur. Kız öğrencilerde sosyal görünüş kaygısı, depresyon, internet bağımlılığı ölçeklerinin toplam puanlarının ortalaması, erkek öğrencilerin puanlarının ortalamasından daha yüksek bulunmuştur. Sosyal görünüş kaygısı ölçeğinin toplam puanlarında sınıflara ve yaş gruplarına göre anlamlı bir fark olduğu tespit edilmiştir. Babasının herhangi bir okul bitirmemiş okur yazar olduğu öğrencilerin depresyon ve yalnızlık puanları yüksek çıkmıştır. Annesinin okur yazar olan öğrencilerin depresyon ölçeği puanları yüksek çıkmıştır. Ergenlerin psikolojik danışmanlığında internet bağımlılığı ve depresyon dikkate alınmalıdır.

Anahtar Sözcükler: *İnternet Bağımlılığı, Ergenlik, Sosyal Görünüş Kaygısı, Yalnızlık, Depresyon*

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LIST OFABBREVIATIONS

ADSL Asymmetric Digital Subscriber Line

ARPA Advanced Research Projects Agency

BDI Beck Depression Inventory

DSM Diagnostic and Statistical Manual of Mental Disorder

IAS Internet Addiction Scale

PIU Pathological Internet Use

SAAS Social Appearance Anxiety Scale

TCP/IP Transmission Control Protocol/Internet Protocol

TÜİK Turkey Statistical Institutions

ULAKBİM National Academic Network and Information Center

ULS UCLA Loneliness Scale

USA United States of America

TÜBİTAK Scientific and Technological Research Council of Turkey

WWW World Wide Web

CHAPTER I

INTRODUCTION

1.1. Problem

Internet that emerged in 1960s has increased the number of its users with the rapid progress of technology today. Internet seems to have taken the whole world under its influence in a very short. Especially in this technological age we live in, with the availability of computers, tablets, mobile phones, internet becomes much more convenient.

With the rapid spread of internet, the individual has unlimited internet access and the opportunity to use it anytime he/she wants. Excessive use of internet in this context leads to pathological problems. The symptoms, problems such as intense anxiety and feel depressed, manifest themselves regardless of the age of the user when he/she is deprived of access to internet (Tsai and Lin, 2001).

During puberty, rapid weight gain and loss, increasing height, changing shape of the body, hair and acnes on the face cause the individual to worry about his/her body (Set, Dağdeviren and Aktürk, 2006). This anxiety is directly related to social appearance. All the anxieties felt during this period about the body bring about social appearance anxiety. Social appearance anxiety more than the changes taking place in the physical features of the individual such as skin color, shape of the face, muscular structure (Hart, Flora,Palyo, Fresco, Holle, and Heimberg., 2008).

Internet use is an important part of the transitional period of adolescents between the ages of 12-18 (Derman, 2008). With the start of the period of puberty, the individual starts to invest great effort to create an identity. Thus, the individual

becomes more open to environmental and external factors, and the useful and harmful results of internet can be clearly observed. For this reason, some specific variables related to adolescents' internet use and levels of their internet use have been widely investigated.

The increase in internet usage intensity in adolescents also brings with it the problem of internet addiction (Saly, 2006; Tarıcömert and Ögel, 2009; Titsika, Critselis, Kormas, Filippopoulou, Tounissidou, Freskou, Spiliopoulou, Louizou, Konstantoulaki, and Kafetzis, 2009; Gökçearslan and Günbatar, 2012). Another problem closely associated with internet addiction is depression. When the normal situation in the life of the adolescent and the his/her situation in the virtual world is far from each other, then the risk of depression increases (Huang, Lu, Liu, You, Pan, Wei, and Wang, 2009; Cheung and Wong 2010; Çam, 2014).

Another problem is the relationship between internet addiction and loneliness. The use of internet affects the relationship and social interaction between individuals. As the use of internet increases, the feeling of loneliness is triggered by a reduction in the quality of time spent in the family and the social environment (Niems, Griffiths, and Banyard, 2005; Esen and Siyez, 2010; Durualp and Çiçekoğlu, 2013; Eldeleklioğlu and Vural-Batık, 2013).

When the relationship between social anxiety and depression and loneliness is examined, it is seen that both problem situations are affected by it (Doğan, 2010; Özcan, Subaşı, Budak, Çelik, Gürel and Yıldız, 2013; Kılıç and Karakuş, 2016). Social appearance is closely related with what others think about our physical appearance (Oğuz, 2005). Due to the characteristics of the period of puberty, outer appearance is of great importance in the establishment of relationships with others,

laying the ground for social appearance anxiety.

Given the delineations above, the problem statement of the current study aiming to determine the areas in which problems are experienced by high school students was constructed as follows "There is relationship of high school students' internet addiction and social appearance anxiety, loneliness and depression. On the basis of this main problem, answers to the following sub-problems were sought.

1.2. Aim of the Study

The aim of the current study is to investigate the relationships between the high school students' internet addiction, social appearance anxiety, loneliness and depression. Moreover, the relationships between some socio-demographic features (age, gender, socio-economic level, internet use period etc.) and internet addiction are also explored.

1.3. Sub-problems

On the basis of the main problem of the study, answers to the sub-problems were sought.

Are there significant correlations between the high school students' various socio-demographic features and internet addiction?

Is there a significant correlation between the high school students' internet addiction and depression?

Is there a significant correlation between the high school students' internet addiction and loneliness?

Is there a significant correlation between the high school students' internet addiction and social appearance anxiety?

Is there a significant correlation between the high school students' social appearance anxiety and depression?

Is there a significant correlation between the high school students' social appearance anxiety and loneliness?

1.4. Significance of the Study

Today, internet is widely used. Though it offers many advantages, it might also have serious negative effects on people's lives as it can make people addicted. The current study aims to investigate the variables that can predict internet addiction; thus, can provide some insights into the treatment of addicted individuals.

1.5. Limitations

a. The study is limited to 632 high school students selected by means of purposive sampling method.

b. The sampling represents the city of Muğla, it cannot be generalizable for Turkey.

c. The findings of the study are limited to the data collected with internet Addiction Scale (IAS), the Social Appearance Anxiety Scale (SAAS), the UCLA Loneliness Scale (ULS), the Beck Depression Inventory (BDI).

d. All the data collected in the current study are limited to the selected Anatolian High Schools, Vocational High School, Science High School and Private High School.

1.6. Definitions

1.6.1. Internet

The internet, which is a large network connecting more than one computer with special equipments all over the world, comes from the word "Interconnected Networks" (interlinked networks) in English (Odabaşı, Çoklar and Kabakçı, 2007). Today, through internet, communication is provided from one end of the world to the other. Internet, which provides easy access to all kinds of information, is becoming an important means of communication (Geray, 2002).

Internet is a tool not owned by any institution or organization but used all over the world by anyone wanting to be a participant of it to exchange information with each other (Aggarwal, 1999 p. 55). In other words, internet is a worldwide, widespread and ever-evolving communication network that connects multiple computer systems with the Transmission Control Protocol / Internet Protocol (TCP/IP) protocol (Shaw and Black, 2008).

Internet is the most popular way of reaching and sharing information easily, cheaply, quickly and securely. Today, it is widely preferred to have access to desired information as it is not limited by time and space. It allows communities to interact with each other, facilitating the dissemination of different opinions and proposals. Internet has created new technologies in people's lives through the use of different programs (Binark, Kılıçbay, 2004 p. 7-8).

1.6.1.1. Development of Internet

The idea of internet was first put forward by the United States government in the 1960s. The 1960s are the most complicated years of the Cold War era. The US government increased its efforts to be ahead of the Union of Soviet Socialist

Republics, which was seen as the technological and scientific rival. Therefore, a project called Intergalactic Computer Network was designed by a group of computer scientists. Thus, the first step of internet was taken. The American Ministry of Defense initiated the Advanced Research Projects Agency (ARPA) project to adjust continuously developing science and technology to the military. A military computer network was designed and the ARPA project supporting this network was renamed as ARPANET. In the following years, with the establishment of the required infrastructure, the most prestigious universities of the USA were connected to each other by a network system called ARPANET. This system created a global network environment and linked universities and institutions around the world to each other. Unreliable network protocols were converted into a more reliable system by Robert Kahn and Vinton Cerf. Internet, initially used for military purposes and used by experts for electronic mail, made it easier to share information in 1991 with the invention of world wide web (www). At the same time, this network, which was used only for military purposes, was opened and made available to many users (Arısoy, 2009; Parlak, 2005).

1.6.1.2. Development of Internet in Turkey

The development of technological infrastructure and internet date backs to 1990s in Turkey. Officially, on April 12, 1993, Turkey was connected to the global internet with the help of the Scientific and Technological Research Council of Turkey (TUBITAK) and the Middle East Technical University (METU). This line at 64kbit / sec from METU was the only line used in the country for a certain period of time. In the following years, Ege University (1994), Bilkent University (1995) and Boğaziçi University (1995) connected to the net.

With the pioneering of universities in connecting it, internet was first used in academic circles. In Turkey, this technological infrastructure and internet became widespread in commercial organizations and community life with the TURNET Project in 1996. A new center was established under the name of National Academic Network and Information Center (ULAKBİM) in June 1996 under the roof of TÜBİTAK. ULAKBİM's most important goal is to establish communication with all educational and research institutions throughout Turkey using the most advanced technology and to share information on this network.

According to the results of today's statistics (TÜİK) in Turkey, the proportion of individuals who used internet is 61.2% in August 20016 according to the household information technologies use survey. The rates of computer and internet usage were 64.1% and 70.5% in male individuals between the ages of 16 and 74 and 45.9% and 51.9% in female individuals, respectively. These statistics show that nearly eight of every ten households have internet connection.

The rate of the households having internet connection was 76.3% in April 2016. Of the households not having internet connection in their own houses, 59% stated that reason for their not using internet is that they do not need it and 29.4% stated that they use it in other places such as office, school and internet café.

According to TÜİK statistics, the ratio of the households having broadband internet access through ADSL (Asymmetric Digital Subscriber Line), wired internet and fiber internet is 73.1%. Moreover, while 39.5% of the households use internet through fixed broadband connection, 65.2% use internet through mobile broadband connection.

When the reasons why people used internet in the first third months of 2016 was examined, it was found that 82.4% used it to create a profile on the social media,

to send message or to share content such as photographs, 74.5% used it to watch videos in social networking sites, 69.5% used it to read online news, newspapers or magazines, 65.9% used it to find information about health, 65.5% used it to search information about goods and services and 63.7% used it to listen to music on the internet. Another remarkable statistics issued by TÜİK is that of the people purchasing over internet in a period ranging from April 2015 to March 2016, 60% bought items of clothing and sports equipments, 29.7% bought travel tickets, 25.8% bought household goods (furniture, toys, white goods), 21% bought electronic goods (mobile phones, cameras, radios, TVs, DVD players), 19.8% foods and others (flowers, cosmetics, tobacco and drinks).

In the first three months of 2016, the rate of regular Internet users who use internet almost every day or at least once a week is 94.9%.

1.6.1.3. Internet Addiction

In general, internet addiction is defined as "the problem of spending too much time connected to internet at the computer" (Young, 1996).

Internet responds to all age-specific needs and provides the opportunity for young people and children to get what they want, anytime, anywhere. Moreover, internet enables the use of social media for young people, facilitates access to online game fields, and provides new friendships via electronic mail and chat rooms. In this way, they share their daily life with their social circles and continue their friendships. Therefore, internet is a tool through which children and adolescents define their own rules and limits, recognize their truths and mistakes, and get to know themselves within the process of adaptation to the society. However, psychosocial development

of children and adolescents are negatively affected by their overuse of internet (Muslu and Bolışık, 2009).

One of the first names to come to mind when it comes to psychosocial development is Erik Erikson. According to E. Erikson's theory of psychosocial development, the person between the ages of 10 and 20 is in a serious period of identity crisis. In this period, analyzing and making sense of puberty and its complexity is concerned with the concept of "identity development (Santrock, 2012 p. 22-25). Important areas of the concept of identity seeking are "sexual, social and professional identity". For the acquisition of a healthy identity, the person needs to have adults around who can be taken as role models. Peer groups rather than parents are influential on making decisions about future within an identity crisis (Miller, 2008). For this reason, individuals can exhibit antisocial behaviors arising from the peer groups the individuals are affected from in this period and can socially isolate themselves. The individual's continuing his/her life under the influence of peer groups affects the process of his/her learning socialization. According to Yavuzer, (2000), the measure of social adaptation of an individual is his/her relationships with others, his/her ability to participate in group works, his/her being constructive, taking responsibility and complying with the rules of living together. Therefore, internet addiction emerges as a negative factor in the socialization of individuals at this age. This age is characterized by a very serious period of identity and personality formation and in this period internet addiction is a serious threat for individuals who become introvert due to peer pressure and different problems. It is known that internet addiction negatively affects the individual in many ways and that it is spreading rapidly (Doğan, Işıklar and Eroğlu, 2008).

Internet is spreading more rapidly than anticipated and overuse of internet has adversely affected human life. Overuse of internet is laying the ground for a new type of addiction (Arısoy, 2009). Internet addiction is not currently defined as a disease in the "Diagnostic and Statistical Manual of Mental Disorders" 4th Edition (DSM-IV), which is published by the American Psychological Association (APA). In DSM IV, under the title of "impulse control disorders", addiction criteria are defined only for substance abuse and behavioral dependencies are not addressed. According to Young, "pathological gambling" disorder, which is under the title of impulse control disorders in DSM IV, is described as the closest disorder to internet addiction. For this reason, Young (2007) adapted pathological gambling diagnostic criteria to pathological internet use and proposed his definition for "internet addiction", formed diagnostic criteria and published.

Although there is no place in the main part of DSM V about internet addiction, according to the information given in the appendix section, internet game addiction planned to be included in the classification in the future is addressed (Bozkurt, Şahin and Zoroğlu, 2016).

1.6.1.4. Internet Addiction in Adolescents

The most important endeavor of individuals in adolescent is the search of identity and independence. In this period, the individual recognizes his/her personality characteristics. He/she struggles with all kinds of adverse conditions that prevent the realization of these characteristics.

In the age of technology we are in, adolescents use internet mostly to express themselves. As they are in the period of puberty adolescents are open to external factors, they are more prone to spend most of their time internet environments with

online games, chat rooms, social networking sites, sites having unsuitable content (pornography, aggression), newspapers-magazines-books, and portals having contents related to research and school subjects (Günüç, 2013). What is intended to be focused on here are harmful contents in internet environment. Such contents that can be easily available play an important role in the formation of identity status.

1.6.1.5. Approaches to Internet Addiction

1.6.1.5.1. Young's Internet Addiction Approach

He is one of the first researchers who made the definition of internet addiction and made up the first diagnostic criteria. Young (1996), reported that internet addicts show various symptoms of impulse control disorders and that internet is addictive, just like gambling. He likened internet addiction to substance or alcohol addiction in that internet addiction can lead to academic, social and occupational harms. Young (1996) developed a self-report questionnaire for internet addiction by modifying diagnostic criteria for pathological gambling.

According to Young (2007), internet addiction can be defined as the inability to prevent the excessive use of internet, the loss of importance of the time spent without being connected to internet, the excessive irritability and aggression when internet is deprived and the gradual deterioration of the person's work, social and family life.

Diagnostic criteria developed by Young (1996):

1. Excessive mental engagement in internet (constantly thinking about internet, dreaming of activities on internet, thinking about the next activity planned on internet etc.),

2. Feeling the need for gradually more use of internet to get the desired pleasure,

3. Unsuccessful attempts to control, reduce or give up the use of internet,

4. Feeling uncomfortable, depressed or angry if use of internet is reduced or completely cut off,

5. Staying connected to internet longer than originally planned,

6. Having problems with family, school, work and friend circles due to excessive internet use, risking or losing an opportunity for education or career,

7. Lying others (family, friends, therapist etc.) about the time spent on internet,

8. Use internet to escape problems or to get away from negative emotions (e.g, helplessness, guilt, depression, anxiety).

If five of the above diagnostic criteria proposed by Young for internet addiction are experienced, the person can be considered addicted.

Young classified pathological internet usage criteria into two subgroups. While the specific pathological internet use is limited to those who use internet to obtain the object (pornography, online gambling, stock exchange or shopping), the general pathological internet use is for spending time without any specific purpose (Gönül, 2002).

1.6.1.5.2. Goldberg's Internet Addiction Approach

Goldberg, for the first time, defined internet addiction by using the criteria of substance abuse.

Internet addiction criteria developed by Goldberg on the basis of the substance abuse criteria defined in DSM- IV;

1. Tolerance development defined with one of the following criteria:

   • Considerably increased time of internet use for getting the desired pleasure.

- Reduction in the amount of pleasure taken from internet use in the same time span.

2. Emergence of at least two of the following situations after heavy and long-time use of internet and as a result of these, experiencing problems in business and social lives and important functional areas.

    - Psychomotor agitation

    - Frustration

    - Obsessed thoughts about what is happening in internet

    - Consciously or unconsciously performing the act of pressing keys

    - Connecting internet or similar services to get rid of these depressive situations

3. Internet use generally lasts longer than originally planned.

4. Unsuccessful attempts to stop or control internet use in spite of the desire to stop or control.

5. Even activities that can be completed in a short time in internet take too much time.

6. For the use of internet, social, professional or recreational activities are given up or reduced.

Excessive use of internet continues in spite of all its adverse effects (sleeplessness, domestic problems, being late for work and appointments etc.) (Bozkurt et al., 2016).

In order to make a diagnosis of internet addiction, at least three of the above criteria should be observed within a twelve-month period, leading to a clinically certain deterioration or depression (Gönül, 2002).

1.6.1.5.3. Beard and Wolf's Internet Addiction Approach

Beard and Wolf (2001) have reconstructed Young's "internet addiction" diagnostic criteria. They divided the eight criteria defined by Young into two groups. The first five criteria were grouped under the title of internet usage functionality and the remaining three criteria were grouped under the title of harms caused by internet use.

In order to be able to claim that an individual is an internet addict, all of the following situations should be experienced.

1. Excessive mental engagement in internet

2. The need for increasing use of internet

3. Unsuccessful attempts to reduce internet use

4. When internet use is reduced, deprivation problems emerge

5. Staying connected to internet longer than planned

    At least one of the following situations should be experienced:

    a) Problems should be experienced in relationships, at school and work due to overuse of internet

    b) Lying others such as family members, therapist etc. to stay connected to internet

    c) Experiencing changes in emotions while connected to internet (hopelessness, quilt, anxiety, depression etc.)

1.6.1.5.4. Davis' Cognitive-Behaviorist Approach to Internet Addiction

Internet use is defined by the cognitive-behaviorist approach as the purposeful use of it for a period determined by the person on the basis of his/her needs by considering the differences between the communication he/she uses in

his/her daily life and internet communication and without adopting another identity (Davis, 2001).

Davis (2001) categorized pathological internet use as "specific" and "common" according to the purpose of using internet. Internet use of the specific type (shopping, play, gambling, online sex) is the use of internet by the individual to reach a target in line with specific purposes. In the case of common pathological internet usage, much more time than needed is spent on the direct use of internet without any specific purpose. The sense of social support and social ties that an individual feels when he or she is "online" on internet increases his desire to stay online. Thus internet becomes the most important connection of the individual to the outside world (Bozkurt et al., 2016).

According to the Davis' model, there are some close and distant reasons for pathological internet use. Distant reasons are the individual's dispositions towards internet addiction. These dispositions include underlying psychopathologies such as depression, social anxiety and loneliness and lay the ground for the problematic internet use of the individual. Close reasons are the individual's negative perception of himself/herself and the world (low self-esteem, seeing oneself as inadequate and valueless) (Gönül, 2002). With the addition of stressors on the individual's disposition towards internet addiction, pathological internet use becomes more likely. The individual creates new cognitive schemes by eliminating the negative cognitive schemes that he or she has with internet in his / her life. Thus, the individual can keep away from the problems in his/her life. With the formation of new cognitive schemas, cognitive distortions such as "I am only good on internet" and " Internet is the only place where I am respected" emerge. As a result of these distortions, the individual will get directed towards the specific or common pathological internet use

and the new structure will be strengthened with positive reinforcements (Bozkurt et al., 2016).

1.6.1.5.5. Grohol's Approach to Internet Addiction

Grohol (2012) explains socialization as the reason for the individual's being an internet addict. Individuals use internet for socialization. They want to socialize in internet environment as they cannot in the real life. How healthy this socialization is a matter of debate. Grohol (2012) noted that there is a simple three-stage transition to which internet users undergo. These stages are; fascination, disappointment, equilibrium.

Fascination stage is the first stage. In this stage, what makes the individual stay connected to internet is its being an unusual, exiting and novel environment. The individual is almost enchanted by technology or a new application on internet. Until the second stage, this environment causes excessive internet usage, and some individuals may be stuck in the first stage and cannot proceed to the second stage. In order to overcome this, help is needed. The second stage is the disappointment stage. In this stage; when compared to the first stage, internet use decreases. This decline in internet usage is due to the fact that the individual is accustomed to the activities he enjoyed in the previous stage and does not enjoy as much as he/she did. As a result of disappointment, avoidance comes into play and continues until the next stage. The third and last stage is the equilibrium. The individual's excessive internet use ends. In this stage, the individual finds equilibrium between internet and real life. The individual is able to reduce internet use to normal levels (Grohol, 2012).

1.6.1.5.6. Suler's Approach to Internet Addiction

Suler (1999) conducted studies on the online community called Time-Warner's Palace. While conducting these studies, he focused on what internet is so much addictive and developed his own theory. He concluded that the interactions of individuals on internet resemble the needs in Maslow's Hierarchy of Needs.

Psychological needs: In this level of the pyramid, there are basic needs such as reproduction, sleeping, eating and drinking. Suler (1999) notes that flirting in internet is a high level need. Individuals meet their need of reproduction through flirting on internet.

Belongingness and love needs: In the third level of the pyramid, there are needs such as intimate relationships, social recognition and belongingness. These needs are met in the online communities in internet. The circles established in internet environment by individuals make them feel connected to other people. Suler (1999) argues that it is a stereotyped judgment that online people do not make friends in the real life.

Esteem needs: The next level in the pyramid includes the needs of learning and self-esteem fostered by the achievements of an individual. The self-esteem need is met in the role-playing and multiple-user online games environments in internet. According to Suler (1999), the individual playing online games creates a character that can acquire a real status by proceeding to higher levels in the game.

Self-fulfillment needs: These are the needs in the highest level of the pyramid. According to Suler (1999), many users in internet feel that the online characters they create in internet adapt to their selves as a part of their own

personalities. These people think that they can freely express their feelings that they cannot express in their real life through these fictionalized characters. Such supportive aspects of internet can lead to addiction in some individuals. According to Suler (1999), problematic addiction needs in a simple sense can result from something that makes the person unhappy for a long time and negatively affects his/her life.

1.6.2. Puberty

The word "puberty" is used as the counterpart of the "adolescent" in the Western literature. This word, which comes from the root of the 'adolescere' verb that is used to mean the growth and maturation in Latin, does not refer to a state but a process; today it can be defined as the fast and continuous growth process of an individual (Yavuzer, 1998 p.277).

Hall describes the period of puberty as a period similar to the age when tribal communities where there were no techniques and impulsive actions and behaviors were dominant inhabit the world. This was the age before civilization. And in a similar manner, the period of puberty is defined as a period of intense turmoil and stress characterized by going forth and back between passionate activeness and reckless lethargy and between intense selfishness and generous altruism." (cited in Onur, 1994).

Puberty begins with sexual and psychosocial maturation induced by physical and emotional processes in the adolescent (Koç, 2004). In this period, between the ages of 12 and 14, fast physical developments are observed, the body image changes and impulses increase; between the ages of 15 and 18, alienation from parents is

experienced, peer relations and particularly the relations with the opposite sex become more important, risks are underestimated, they see themselves as able to do everything and they experience conflicts with parents due to their autonomy desire (Derman, 2008).

Physical development: One of the most important changes is physical growth. In a very short time span like 3-5 years, considerable growth is observed in the size of internal organs and secretory glands, bone fat, muscle mass. Staring somewhere within the period of 11-16 years old and usually continuing for 2-3 years, this accelerating growth is called "growth attack". This period is followed by doubling of the skeletal mass and of the size and weight of the pancreas, heart, spleen, liver, kidneys, lungs, penis and uterus (Akçan Parlaz, Tekgül, Karademirci and Öngel, 2012).

Sexual development in the adolescent: Adolescence in this period is the transition period from the immature state of childhood to the sexual maturity of adulthood. This rapid growth and development experienced in the period of puberty is faster and more remarkable than any period of human life. This is followed by changes such as breast growth, menstruation, enlargement of the hips in girls and growing beards and moustaches, tichening of voice in men (Set, Dağdeviren and Aktürk, 2006).

Emotional development in puberty: The most prominent feature emerging in this period is the demonstration of intense feelings and inconsistent behaviors. Examples of these intense emotional situations are falling in love, excessive dreaming, shyness, anxiety, restlessness, desire for loneliness and quick excitement (Derman, 2008).

Moral development in puberty: This is a period when the individual becomes aware of a personal morality system. The moral values in the individual develop as they are transmitted and become a part of the self. The individual determines whether his/her level of morality will be approved or whether the value judgments will remain connected to the authority existing in society (Çam, Çavdar, Seydoooğulları and Çok, 2012).

Social development in puberty: Social development of an individual starts in childhood period. The child first starts to be a social entity in the family. Then his/her socialization is shaped by school life and social environment (Akcan Parlaz et al., 2012). The puberty period ends with the individual acquiring his/her independence, sense of identity and social productivity (Derman, 2008).

Each period of human life is of great importance. From among these periods, the most intense period of physical and emotional complexity is puberty (Derman, 2008).

1.6.3. Social Appearance

In social appearance, one of the aspects of the life considered to be highly important by people from every age and particularly by adolescents is the physical appearance. Handsomeness in men and slimness in women are seen to be a part of the social culture and in advertisements, online broadcastings and on TV, physical appearance can take precedence over emotions, thoughts, values, behaviors and achievements. When the values accepted as a social norm in society are examined, it is seen that a thin and slim body is preferred in women whereas a strong and muscular body is preferred in men (Oğuz, 2005). For individuals not only their own perceptions of their own bodies but also others' perceptions of their bodies are of

great importance. Individuals want to leave positive impressions on others through their social appearances and behave accordingly. However, some individuals are more concerned about this than others (Doğan, 2010; Hart, Flora, Palyo, Fresco, Holle, and Heimberg, 2008).

One of the important aspects that determine the way of communication of individuals is their physical appearance. The clothes that a person we know are wearing does not affect how we communicate, but we are paying attention to his/her length, weight and clothes before we get to communicate with someone we have just met. The physical appearance of the person will be effective on the initiation of the conversation (Oğuz, 2005). Outer appearance is one of the important factors that make us think whether individuals are suitable or not for us.

Physical appearance is an influential factor in the person's relationships with his/her environment, his/her personal development and self-perception. In the perception of physical appearance, the individual begins to distinguish, from his early ages, in what ways he/she is different from others in appearance. What usually differentiate a person from others are lips, weight, smile, body and its proportions, hair and hair style, skin, eye shape, eye color, naturalness, manner of speaking and tone of voice (Oğuz, 2005).

1.6.3.1 Social Appearance Anxiety

Generally, people tend to initiate and maintain contact with the individuals they see close to them. One of the most important factors affecting this communication process is the social appearance. For this reason, the individual is trying to pay attention to their appearance in order to make a lasting impression (Yousefi, Hassani and Shokri, 2009). A type of social anxiety, social appearance

anxiety is defined as the anxiety and tension felt by people while their physical appearances are being evaluated by others (Hart et al., 1989). This anxiety does not only refer to the anxiety arising from the physical appearance of the individual rather it refers to a more general and comprehensive anxiety concerned with weight, height, shape of the face etc. (Hart et al., 2008).

Social appearance anxiety is a comprehensive concept involving features related to body image and body perception. Beyond general physical appearance, it is something more detailed and holistic. The individual's this anxiety and what he/she thinks about his/her outer appearance affects his/her self-esteem. Moreover, social appearance is related to loneliness and depression (Amil and Bozgeyikli, 2015; Kılıç and Karakuş, 2016).

Body perception is an influential factor on the determination of eating habits, social anxiety levels, sexual behaviors, social relationships and emotional states as well as self-esteem. Body image is the perception, thoughts, feelings and images related to the individual's body, especially the appearance (Hovardaoğlu, 1993). Social appearance anxiety can be considered as a result of negative body image related to individual's body and appearance (Hart et al., 2008).

In social appearance anxiety, the meaning assigned to physical appearance varies according to the time individuals live in and the culture of the society they belong to.

1.6.4. Loneliness

Loneliness is defined as a sorrowful feeling arising from the individual's isolating himself/herself from people around and intimate relationships and also it refers to lack of sense of belongingness to a community, group or the individual's feeling lonely within the community he/she is living. With the rapid developments in

technology used for communication, some qualitative and quantitative changes have occurred in the concept of loneliness. The reason for this seems to be the new urban life resulting from modernization. In such a life, it has become quite difficult to meet some of the most basic needs of the individual such as love, recognition, belongingness, sharing, cooperation, trusting, attachment and understanding (Yaşar, 2007).

Loneliness is a bit different from not being in communication with other persons. An individual can experience loneliness when he is alone; yet, loneliness can be experienced while the individual is with other people.

1.6.4. Theoretical Approach to Loneliness

1.6.4.1. Psychodynamic Theories

In his work, Freud, one of the forerunners of this theory, proposed no clear explanation on loneliness but stated that children have two basic fears. One of these fears is loneliness and this loneliness emerges in the absence of the caretaker of the child.

Within the context of psychodynamic theory, first explanation about loneliness was proposed by Zilboorg. Zilboorg stated that loneliness and being alone are two different concepts. While being alone is a normal and temporary state of mind arising from longing for someone important for the individual, loneliness refers to a frustrating and continuous state.

According to Sullivan, the origin of the loneliness that emerges at a later age is based on infancy. Sullivan has said that people are in need of engaging in interpersonal interactions and that this need exists from infancy. According to

Sullivan and Zilboorg, the roots of loneliness are based on childhood experiences (cited in Peplau and Perlman, 1979).

1.6.4.2. Existentialist Theory

This theory assumes that a person is a lonely being and, unlike other approaches, regards it as a positive experience. It argues that by his nature, man will be inevitably alone in the end. According to this approach, the individual must be able to achieve separation from others in order to reach his/her independence. This requires the individual to isolate from people around and in turn loneliness (Yalom, 1991)

Moustakas (1982) divided loneliness into two as anxiety of loneliness and real loneliness. He defined the anxiety of loneliness as a defense mechanism that removes the life of the individual from the facts and enables him/her to relate to other individuals. He defined the real loneliness as the individual's recognizing that he/she is alone in his/her life as a result of his/her confrontation with the facts of life (death, birth, tragedy) (cited in Perlman ve Peplau, 1982).

According to existentialist approach, loneliness is not a pathological problem, but a realistic awareness of the indispensable condition of mankind. In this context, lonely people are those who can clearly see the truth.

1.6.4.3. Cognitive Theory

Peplau and Perlman (1982), accept the emotional and behavioral dimensions of loneliness and draw attention to the cognitive processes and cognitive contradictions of loneliness. Loneliness is assessed according to subjective perceptions and standards, focusing on how one perceives and evaluates one's

country, social life and relations. Although individuals may have similar social relationships and social environments, some individuals may experience loneliness, while others may not feel lonely.

Young has investigated typical, automatic thoughts that cause loneliness to occur and the fact that loneliness can be experienced in different forms. He defined these thoughts by dividing them into twelve groups (unhappiness from being alone, low self concept, social anxiety, social dissonance, insecurity, limitation, problems in choosing a partner, refusal of intimacy, sexual anxiety, anxiety about emotional attachment, passivity and unrealistic expectation) (cited in Demir, 1991).

1.6.5. History and Definition of Depression

The first definition of depression was mentioned by the Greek physician Hippocrates in 400 B.C. using the words "mani" and "melancholy". Hippocrates called this definition "melanie chloe" because it is based on black bile abundance (Uğur, 2008). While in 1854 Falret described different types of depression called mani melancholy, in 1963 Kahlbaum stated that mani – melancholy disease is a different type of mental illness. Baillarger said that the disorder was caused by disorders in temperament and thinking and gave the name "folie a double forme" (Balcıoğlu, 1999). Then, this disease was defined as a mental disorder at the end of the last century. Kraepelin focused on the differences in the symptoms and proceeding of the disorder (Işık, 2003). Today, types of depression are determined on the basis of the diagnostic criteria set by DSM III, DSM- IV and DSM- V.

Morris, (2002, p. 534) described depression as "mood disturbance" characterized by intense sadness, decreased interest in activities, self-worthlessness. This is accompanied by feelings of hopelessness or pessimism, nervousness,

difficulties in paying attention, recalling details and making decisions, sleeping problems, excessive eating or loss of appetite, and thoughts about suicide attempts. A "depressive disorder", which is considered to be a psychological disorder in the clinic, is a severe syndrome that affects the life of the person, disrupts the functioning of the person, negatively affects the whole life of the person. Among its key features are there feelings of guilt, grief and pessimism, hopelessness about the future, lack of enjoyment, low energy, slowing in psychomotor functions, poor appetite and sleeping disorder (Işık, 2003).

Depression is one of the most commonly observed mood disorders (Görker, Korkmazlar, Durukan, and Aydoğdu, 2004; Akdemir, Çuhadareoğlu and Çetin, 2008). In order for depression to be regarded as a disease, the diagnostic criteria of DSM-V should be seen for at least 2 weeks and impair the functioning in the individual. Depression is seen as an important public health problem as it prevents people from continuing their daily lives (Özdel, Bostancı, Özdel, and Oğuzhanoğlu, 2002).

1.6.5.1. Depression Depending on Gender

Research shows that depression is more common in women than in men. It is also shown that women get into depression two times more than men (Eskin et al., 2008; Görker et al., 2004; Öztop et al., 2011). Although depression is seen in all the ages, its occurrence is more frequent among adolescents and middle-aged people (Ören and Gençdoğan, 2007).

We have accurate data on depression in Turkey and the reasons for higher depression rates seen in women are the values and social conditions that determine the societal gender and status of women (Yaşar, 2007).

1.6.5.1. Theoretical Approaches to Depression

1.6.5.1.1. Psychoanalytic Approach

According to this approach, the loss of the object of love leads to grieving and individual crying, deep sorrow, distress, sleep disorder. Feeling of loss occurs when the patient is abandoned by the beloved one. Self-esteem loss accompanies this feeling as the person starts to think that "I have lost my love, I am no longer loved, I am bad" (Öztürk, 2014 p.48).

According to Freud's "Mourning and Melancholy", the characteristics of depressed people are (Köknel, 2005):

1. Superego punishes the person.

2. Reciprocal emotions are dominant in relationships.

3. There are restrictions and disappointments.

4. The person goes to extremes in self-evaluation.

5. There is a constant state of enmity and anger.

6. As superego is strict, the person directs enmity and hatred to himself/herself.

7. There are grievances and obsessions related to the period of grieving.

8. Ego is in the search for ways of satisfying the self.

9. The person feels quilt and desires to punish.

1.6.5.1.2. Cognitive and Behaviorist Approaches to Depression

The main task of cognitive psychology is to clarify how information is acquired, how it is represented in the inner sense and how it integrates with prior knowledge, what kind of information affects the emotion and behavior of the individual (Kalafat, 1996). Today, there are two cognitive approaches most widely

accepted for addressing and treating depression. These are; Beck's Model of Cognitive Disorders in Depression and Seligman's Learned Helplessness Model.

1.6.5.1.3. Aaron T. Beck's Cognitive Theory

Cognitive Disorders in Depression Model in which the reason for mood disorders is considered to be cognition-related was developed by Beck. Beck's cognitive theory can be investigated in two parts. In the first part, there are negative perceptions of the triad (self, future, world), which is a structural part of the theory. In the second part there are the methods in information processing strategies. This part includes logical mistakes committed and irregularities involved in thinking Though these two parts have connections to each other, they can be addressed separately (Bozkurt, 2003).

According to the Beck's Cognitive Theory, the main pathology in depression is cognitive domain. That is, there are distortions in the individual's perceptions, evaluations and interpretations of self and his/her environment. These stereotyped thinking schemes generate feelings of quilt, helplessness and pessimism in the person. During the therapy, logical mistakes and distortions are discussed and detected with the patient and then attempts are made for change (Yemez and Alptekin, 1998).

1.6.5.1.4. ElIis's Rational-Emotive Therapy Model

The Rational-Emotive Therapy model was developed by Ellis in 1973 (Savaşır, 1996). Ellis argues that beliefs not grounded on reasonable thinking might lead to psychological disorders and depression. In this model, emotional changes arise from irrational beliefs. In the Rational-Emotive Model, individuals have

erroneous thinking structures. As a result, individuals cannot positively evaluate all the events they encounter (Doğan, 2000).

1.6.5.1.5. Seligman's Learned Helplessness Theory

Seligman et al. developed this model and while developing the model, they were affected from theoretical developments and research taking place in clinic, social and learning psychology. The concept of learned helplessness was coined as a result of the experiments conducted with the dogs exposed to electric shock to explain their weakened avoidance reactions. These reactions addressed as depressive behaviors were then observed in the experiments conducted with people (Güleç, 1993)

The learned helplessness model was regarded as a depression model as it was able to provide an explanation for this state of hopelessness arising from the inability to control the outcomes of behaviors. This view was supported with research findings and the research investigating the correlation between helplessness and depression has revealed that individuals exhibiting helpless behaviors have higher levels of depression (Güleç, 1993).

1.6.5.1.6. Lewinson's Behaviorist Model

In this model, contrary to the Beck's cognitive theory, Lewinson stresses that only the changes occurring in behaviors will lead to changes in emotions and thoughts. According to the Lewinson's theory, depression is a learned behavior. Yet, he also claims that they can be cured by means of changes taking place in behaviors (cited in Doğan, 2000).

1.6.5.2. Depression and Internet Addiction

Depression is thought to have an important effect in the development of pathological internet use (Bayraktar, 2001; Young and Rodgers, 1998). In this regard, it has been reported that there is a significant correlation between individuals' depression and internet addiction and the individuals who were internet addict were found to be suffering from depression (Huang et al., 2009; Cheung and Wong 2010; Çam, 2014). Related to internet addiction, the concept of depression can be seen as both cause and result. While an individual having already had some psychological problems can develop an internet addiction, an internet addict can later enter into the state of depression.

Some research points out that there are some other psychiatric disorders in 50% of internet addicts. Of the individuals with internet addition, 25% were found to be suffering from depression or dysthymia (Arısoy, 2009).

1.6.5.3. Depression in Adolescents

The rate of depressive disorder among adolescents is between 15% and 20%. Adolescent girls experience twice more depressions than boys up to age of 15. The reasons for this high rate of depression among girls are that while they are in the state of depression, girls are deep in thoughts, girls are discriminated more than boys and puberty period starts earlier in girls. Lack of peer relationships in the puberty is closely related to depression in adolescents. Lack of communication with peers, not being establishing intimate relationships with their close friends, and refusal by peers trigger depression in adolescents (Santrock, 2012 p. 25). And romantic affairs are one of the most important reasons triggering depression particularly in girls.

1.6.5.4. Symptoms and Findings Related to Depression in Adolescents

Though the depression seen in adolescents demonstrates some similarities with the depression experienced in adults, there are some developmental differences between them. The symptoms of depression in adolescents are reluctance to go to school, dropping academic achievement, eating and sleeping disorders, reluctance to play, dullness, indifference, not having pleasure, lying, stealing, truantry, smoking and consuming alcohol, drug abuse and aggressiveness. Sometimes, they are accompanied by various physiological symptoms such vomiting, arthralgia, stomach ache, headache (Öztürk and Uluşahin, 2014).

1.6.5.5. Frequency and Prevalence of Depression among Adolescents

Various prevalence ratios of depression among adolescents have been reported. The reasons for the different results reported by different studies for adolescents are different sampling groups, different diagnostic tools and different criteria. In the studies conducted in America, the rate of depression among school-aged children was found to be 1.90% and 4.7% among adolescents. Of the children coming to hospital with the complaint of headache, 40% were found to be suffering from depression (Tamar and Özbaran, 2004)

In prepubertal period, the depression rates among girls and boys are similar. In this period, no gender-based difference is observed. In some studies, it was found that female adolescents demonstrate two times more depressive symptoms than male adolescents (Öztürk and Uluşahin, 2014; Yelkenci, 2013).

CHAPTER II

REVIEW OF RELATED LITERATURE

Gökçearslan and Günbatar (2012) investigated internet addiction levels of students who were studying in a high school in Bursa and the variables related to these levels. According to the results of this study conducted on 172 students, 2.33% of the students are internet addicts, 17.45% are identified as internet addicts in the threshold and risk group. Significant difference was found in terms of internet addiction in favor of those using social networking sites more than 3 hours a day.

Eldeleklioğlu and Vural-Sunık (2013) conducted a study with a total of 206 students aged between 15-18 years in 3 Anatolian High Schools in Bursa. Of the participating students, 115 are girls and 91 are boys. They investigated whether internet addiction is related to loneliness, shyness, gender, academic success, time spent on internet, and whether these variables significantly predict internet addiction. This study revealed that there is a significant positive correlation between internet addiction and loneliness. Moreover, there is no significant difference between internet addiction levels of males and internet addiction levels of females.

Tarıcömert and Ögel (2009) conducted a study with 2209 people mostly in the age group of 16-17 years in İstanbul. This study has been conducted to determine the factors affecting the prevalence of internet and computer addiction. According to the results of the study, the ratio of those meeting at least 5 criteria to be diagnosed as addicted in the sample group is 4.5%. It was also found that 21.2% of the students meet at least 3 and 4 criteria of addiction diagnostic criteria. Moreover, the number of the students who are below the threshold values required to be diagnosed as addicted to internet is quite high.

Günüç (2013) conducted a study with adolescents in a state hospital in Turkey. The study consisted of 165 adolescent participants referred to the child clinic of the state hospital with transient problems specific to adolescence. The study found a negative correlation between internet addiction and social support received from the family and friends and a positive correlation with time spent on internet. It has been determined that using internet for game, chatting and pornography increases the level of internet addiction.

Şahin, Çakır, Demirbaş Çakır, and Polat (2013) carried out a study to determine the prevalence of pathological internet usage among the high school students in Kocaeli region and to test its scale. The sampling of the study is comprised of 157 students. According to the results of the research, pathological internet use rate among high school students was found to be 1.1%. It has been determined that the pathologic internet usage of individuals who feel regret after internet use is higher in male individuals who feel free in internet environment.

Yilmaz, Şahin, Haseski and Erol (2014) investigated internet addiction levels of 2853 students from 32 different high schools in Balikesir in relation to the variables of gender, grade level, internet usage purpose and daily internet usage time. According to the results obtained, 17% of the high school students were found to be low, 67% of them were middle and 16% were high level internet addicts. Male addiction scores were found to be significantly higher than that of the girls.

Ertekin, Uludağ, and Tekin (2016) conducted their research with primary and eighth grade students in Çanakkale. In the study, frequency of internet addiction and its relationship with income level were explored. Data were collected from a total of 257 students. According to the results of the research, addiction was detected in 0.8%

of the students and male students were found to be more at risk for Internet addiction than female students.

Kayri and Günüç (2016) comparatively studied the students with high and low socioeconomic conditions in terms of internet addiction. The participants of the study are 266 students with high socioeconomic level and 187 high school students with low socioeconomic level. While the high addiction level was found to be 26.7% among the students with high socioeconomic level, it was found to be 9.1% among the students with low socioeconomic level.

Günüç and Kayri (2010) aimed to determine internet addiction profile in Turkey and to develop internet addiction scale. Data were collected from 754 students aged 14-20 years old. According to the results of this research, 10.1% of the students were identified as internet addicts.

Esen and Siyez (2010) investigated the psychosocial variables that predict internet addiction in high school students in Çeşme district of the city of İzmir. A total of 700 high school students participated in the study. The findings of the study revealed that there is a significant correlation between internet addiction and loneliness. Male students' internet addiction mean score was found to be higher than that of the female students.

Doğan, Işıklar, and Eroğlu (2008) investigated the problematic internet use of adolescents in Konya province in terms of internet use, gender, access to internet and whether they find going to internet cafes harmful or not. A total of 184 high school students participated in the study. The results of the study showed that the female students got higher scores from the dimension of the adverse effects of Internet.

Mayda, Yılmaz, Bolu, Gerçek, Teker, Tiryaki, and Önder (2015) conducted a study in Düzce and investigated the relationship between internet addiction and

depression in university students staying in a dormitory in Düzce. A total of 1000 university students participated in the study. In the study, internet addiction was found in 397 (56.9%) of the students. A significant difference was found between internet addiction rate of the male students (61.4%) and that of the female students (51.6%). Internet addiction rate was found to be significantly higher among the participants aged at 19 years old or over than the participants younger than 19 years old. Internet addiction was found to be higher among depression-prone students.

Sargın (2015) examined the gender-based attitudes of 19-24 years old university students at Selçuk University towards internet use and their problematic internet use. The participants of the study were 300 university students, of whom 150 were males and 150 were females. The results of the study showed that the male students' scores taken from the sub-dimensions of problematic internet use (loneliness, decreased impulse disorder, social support and distraction of attention) and their attitude scores are higher than those of the female students.

Yüksel and Yılmaz (2016) examined the relationship between internet addiction levels and problem solving abilities of 400 high school students selected from 4 different high schools in Ümraniye District of the city of İstanbul. According to the findings obtained in the research, there was a significant correlation between internet addiction and problem solving skills scores. Male students were found to have higher internet addiction levels than female students. Students at high economic level were found to be more internet-addicted than students at medium economic level. Moreover, it was determined that students who use internet for games and communication-chat purposes are more internet-addicted than students who use it for research purposes.

Yelkenci (2013) conducted as study with the participation of 193 senior university students in İstanbul to investigate depression and anxiety levels depending on different variables and found a positive and significant correlation between depression and anxiety. They found that depression and anxiety do not vary significantly depending on gender.

Görker, Korkmazlar, Durukan, and Aydoğdu (2004) carried out a study on 1079 children and adolescents referred to psychiatry clinic to determine which diagnostic criteria they meet. The findings of the study revealed that the most common systems displayed by the participants are irritability, school failure, nail-biting, frustration, introversion and conflicts with peers. They also stated that depression in adolescents varies depending on gender. In the female adolescents, depression was observed more than the male adolescents.

Ören and Gençdoğan (2007) studied the depression levels of a total of 249 high school students in Erzurum on the basis of some variables. They found that 114 of the participants experience moderate and serious depression and that depression does not vary significantly by gender.

Akın and İskender (2011) conducted a study on a total of 300 university students in Sakarya and found a significant correlation between internet addiction and depression, anxiety and stress.

Çam and Nur (2014) in their study of 1175 adolescents in Giresun, researched the relationship between prevalence of internet addiction and psychological symptoms and obesity. The results of the study revealed that anxiety and depression scores of the individuals using internet excessively are higher.

Esen, Aktaş, and Tuncer (2013) conducted their study on a total of 507 university students to explore the relationship between internet use, loneliness and

self-esteem. The results of the study showed that while there is a significant correlation between internet use and loneliness, there is no such a correlation with self-esteem.

Karakoç and Taydaş (2013) studied the relationship between internet addiction and loneliness in 400 university students in Sivas. The level of loneliness was found to be same for male and female participants.

Durualp and Çiçekçi (2013) investigated internet addiction and different variables among 47 male adolescents in a orphanage in Çankırı. They found that internet addiction is medium in 66% of the participants and low in 17% of them. The loneliness mean score is at a medium level in 68.1% of the adolescents and low in 31.9% of them.

Bayraktar (2001) examined the role of internet addiction in the development of 686 adolescents aged 12-17 in northern Cyprus. The results of the research showed that as the socioeconomic level increased, internet usage increased and the adolescents mostly used internet for entertainment and communication. It was also found that mostly violent games are played and playing these games is related to anti-social aggression and self-directed aggression. It was found that 1.1% of the adolescents are pathological internet users and depressive individuals are using internet more at the pathological level.

Kır and Sulak (2014) conducted a study on 337 students at Sütçü İmam University and found a significant correlation between internet addiction and gender, internet use time and use of social networking sites. In their study on 953 students from Selçuk University, Balcı and Gülnar (2009) found that 23.3% of the students showed symptoms of internet addiction. Bayhan (2011) carried out a study with the participation of 1800 high school students aged between 16 and 18 in Malatya and

found that as the economic income increases, the rate of internet use and internet addiction increases and that males' internet addiction rate is higher than that of females. In the study conducted by Balcı, Gölcü and Öcalan (2013) at Selçuk University with a total of 440 students, it was found that males spent more time on internet than females and social networking sites, information-news sites, movies, music and video sites took the first place among their preferences.

Doğan (2011) examined the psychometric properties of social appearance anxiety in 453 adolescents aged between 12 and 15 years in Sakarya, Konya, Istanbul. The research showed that it has sufficient validity and reliability to measure social appearance anxiety. Thus, investigation of the relationship between social appearance anxiety and communication skills, self-esteem, anxiety disorders and depression is suggested in the study.

Özcan, Subaşı, Budak, Çelik, Gürel, and Yıldız (2013) examined the relationship between self-esteem, social appearance anxiety, depression and anxiety in a total of 176 women aged 12-24 years who were referred to the youth unit of Women Health Education and Research Hospital in the city of Ankara. According to the results of the research, depression and anxiety scores were positively correlated with social appearance anxiety and self-esteem scores. Low income levels were shown to increase social appearance anxiety.

Doğan and Çolak (2016) in their study conducted with 475 high school students, investigated the relationships between self-hiding, social networking sites use, social appearance anxiety and loneliness. The results of the study showed that there are indirect relationships between social networking sites use, social appearance anxiety and loneliness scores.

Seki and Dilmaç (2015) carried out a study on 600 high school students between the ages of 13 and 18 in Konya. In the study, predictive relationships between social appearance anxiety, subjective well-being and values of adolescents were examined. The direct influence of social anxiety on subjective well-being was found.

Şahin (2012) conducted research with a total of 2222 students in the 2nd grade of primary education in Amasya. The relationship between social appearance anxiety and self-esteem and some variables was examined in the study. As a result of the research, it was found that the girls' self-esteem was significantly higher than that of the boys yet there was no meaningful difference between the girls and boys in terms of social appearance anxiety. It was found that social appearance anxiety varied significantly depending on grade level and there is a negative correlation between self-esteem and social appearance anxiety. With increasing level of parents' education level, social appearance anxiety was found to be decreasing.

Kılıç and Karakuş (2016) examined the relationship between social anxiety, self-esteem and loneliness in a total of 1386 students at Black Sea Technical University. According to the results of the research, social anxiety levels of the students were found to be low, their anxiety levels were found to be low and positive correlation between social anxiety and loneliness was found. Social appearance anxiety scores were found to be varying significantly depending on gender, family structure, the place of residence, discontentment with weight and height.

Telli and Ünal (2016) examined the social appearance anxiety according to socio-demographic characteristics in 200 university students studying at Kırıkkale University Luleburgaz Vocational High School. No correlation was found between gender and social appearance anxiety. Social appearance anxiety was found to be

varying significantly depending on age, the department that are attended and grade level.

Öztürk, Kara, and Serdar (2015) examined the extent to which personality traits, gender roles and face-saving tendencies predict social appearance anxiety in 400 university students in Eskişehir and the relationship between them. They found that face-saving tendencies, gender roles and neurotic personality traits were found to be predicting social appearance anxiety. Moreover, neurotic personality traits were found to be a significant predictor of social appearance anxiety; yet, extroversion, compliance, responsibility and openness to experience do not significantly predict social appearance anxiety.

Çelik and Turan (2014) in their study with a total of 276 adolescents between the ages of 13 and 15, found that social appearance anxiety is higher in males than females. Kara (2016) conducted a study to investigate the relationship between social anxiety and shyness in a total of 263 university students between the ages of 17-23 and revealed an increase in social appearance anxiety with increasing shyness levels. Varol, Erbaş and Ünlü (2014) investigated the relationship between social appearance anxiety and attitudes towards physical education and sports course of 384 high school students in Ankara and Aksaray and reported that there is a low correlation between them.

Huang et al. (2009) conducted a study to investigate problematic internet use and related disorders in China. A total of 3496 college students between the ages of 16 and 30 participated in the study. As a result of the research, a significant relationship was found between internet and depression levels.

Yang and Tung (2007) carried out a study with 1708 high school students, of whom some are internet-addicts and some are not in Taiwan. According to the

research results, internet addicts spend twice more time on internet than those not addicted. A positive relationship was found between weekly time spent on internet and internet addiction and it was stated that men are 2.6 times more likely to be addicted than women.

Titsika et al. (2009) conducted a study to determine pathologic internet prevalence and predictors of excessive internet use with a total of 937 adolescents in Athens. According to the results of the research, while internet café is an important predictor of high internet usage (11-20 hours / week), the deterrent of low internet usage (1-3 hours / week) was found to be access to internet through school environment. In addition, internet addiction rate was found to be 1% and internet usage at the threshold level was found to be 12.8%.

Sally (2006) conducted a study to examine internet addiction and addicted behaviors of users with 410 students in 8 universities in Honk Kong. It was found that 18% of the students who participated in the study showed signs of internet addiction. It was also found that academic performance was negatively affected and that there are two most important determiners of internet addiction in males.

Wu and Tsai (2006) investigated 1313 students from 3 universities in Taiwan to explore their attitudes towards internet and self-efficacy beliefs. They found that males use internet more and the students spending more time on internet were found to have more positive attitude and higher self-efficacy beliefs.

Nalwa and Anand (2003) aimed to determine the extent of internet addiction with a total of 100 students aged 16-18 in India. Behavioral and functional usage differences were found between the groups of students who are internet addicts and not. Moreover, the time spent by the addicts on internet was found to be higher than that of the non-addicts.

Johansson and Götestam (2004) examined the prevalence of internet addiction on 3237 young people aged 12-18 in Norway. They found that 35.8% of the participants do not continuously use internet; 4.9% do not use it and 49.6% use it frequently weekly. Internet users were found to have 8.68% addiction risk. The males' internet use was found to be more than that of the females.

Sinkova and Cincera (2004) investigated internet addiction on 341 university students in Check Republic. The gender-based comparison revealed that while the female students are addicted by 1%, the male students are addicted by 9%. The addicted students spend 44 hours on average on internet per week, and the students not addicted spend only 13 hours.

Tsai and Lin (2001) conducted a study with a total of 753 high school students in Taiwan and reported that they exhibited more compulsive behaviors when using internet and also felt depressed when internet was restricted. In their study with 1000 high school students, Lin and Tsai (2002) found that 17% of the students are internet addicts and again Tsai and Lin (2003) conducted a study with a total of 700 high school students and found that the most important predictor of internet addiction is the time spent on internet. Kraut (2002) conducted a study with the participation of 169 people in Pennsylvania and found that the main purpose for internet use is communication. In a study by Young and Rogers (1998) to investigate the relationship between pathological internet use and depression, it was found that being depression-prone is effective in the formation of internet addiction and internet addiction in turns triggers depression. In their study investigating the prevalence of internet addiction, Lim, Bae, and Kim (2004) emphasized that the use of internet at home, school and internet café might lay the basis of internet addiction. Niems et al. (2005) explored the prevalence of pathological internet use and its relationship with

self-esteem and found that lonely individuals prefer to use internet instead of trying to cope with their problems and this in turn increases their loneliness. Morisson and Kurugman (2001) carried out a study in the USA with 105 participants to understand the roles of television and computer at home and found that internet addiction is higher among females than males. Ha, Kim, Bae, Kim H, Sim, Lyoo, and Cho (2007) explored the correlation between depression and internet addiction in 452 adolescents in Korea. They found a correlation between internet addiction and depression.

Ho, Zhang, Tsang, Toh, Pan, Lu, Cheng, Yip, Lam, Lai, Watanabe, and Mak (2014) conducted a study with a total of 1641 participants to investigate the psychological comorbidits of internet addiction. This research revealed that internet addiction is associated with alcohol addiction, anxiety disorder, depression and attention deficit.

Hart et al. (2008) conducted a study on the validity and reliability of the social appearance anxiety scale with a total of 512 university students. It was found that the scale is suitable for measuring the anxiety to be felt by individuals due to their physical appearance.

Dixit, Agarwal, Singh, Kant, and Singh (2011) conducted a study on body image awareness of a total of 586 adolescent girls aged 10-19 in India. They found that 73.4% of the girls are content with their body images and 26.6% are not content with their body images. The discontent with the body image was found to be higher among the girls living in the urban centers than those living in rural areas. The study found that the desire to be slim is high among adolescent girls.

Chen, Fox, Haase, and Ku (2010) conducted a study in Taiwan on 883 12-16 year olds attending 7th and 9th grades to investigate the relationship of discontent with

the body with various variables. It was found that the female students' discontent with their bodies, awareness of socio-cultural ideals and internalization of these ideals are significantly higher than the male students.

Paxton, Neumark-Sztainer, Hannan, and Eisenberg (2006) collected data from 440 girls, 366 boys and 946 girls and 764 boys in their middle adolescence on discontent with the body, low self-esteem and depressed mood. They found that low self-esteem is the predictor of depressive mood for girls in the early adolescence and for boys in the middle adolescence. But this is not true for boys in the early adolescence and girls in the middle adolescence.

CHAPTER III

METHOD

3.1. Research Model

The current study was designed as a cross-sectional quantitative study.

3.2. Universe and Sampling

The universe of this study is formed from the high school students in Muğla in spring term of academic year 2016- 2017. Permission was granted from the Muğla Directorate of Ministry of National Education on 14.04.2017. The sampling of the study is comprised of high school students aged at 14-19 years old voluntarily participating from different high school in the city of Muğla (science high school, private high school, vocational high school and 2 Anatolian high schools). Of the 623 students participating in the study, 376 are females and 256 are males. Uncompleted questionnaires were not included in the analysis and thus a total of 55 questionnaires were not used.

The sampling was determined through the purposive sampling method.

3.3. Data Collection Tools

The data collection tools of the study were administered to the students by the counseling service of each school in such a way as not to interrupt educational activities.

In the study, a socio-demographic form, Internet Addiction Scale (IAS), Social Appearance Anxiety Scale (SAAS), UCLA Loneliness Scale (ULS) and Beck Depression Inventory (BDI) were used to collect data.

3.3.1. Socio-demographic Information Form

In the form, there are questions to elicit the participants' socio-demographic features. These questions cover age, school, grade level, gender, income level, mother and father's education level and internet use (App. B).

3.3.2. Internet Addiction Scale (IAS)

IAS was used to determine the high school students' internet addiction levels. The scale was developed by Kimberley Young (1998). It was developed on the basis of "Pathological Gambling" criteria stated in DSM-IV.

IAS consists of 20 Likert-type items with the answer alternatives of "Never", "Rarely", "Sometimes", "Usually", "Very Frequently" and "Always". The scoring of the alternative are 0, 1, 2, 3, 4, 5 and 6. The participant taking 80 or higher score from the scale is defined as "pathological internet user". The score in the range 50-79 means "Limited symptoms" and 50 and lower score means "no symptom".

Bayraktar (2001), administered the scale to adolescents aged at 12-17 years old and found the Cronbach Alpha coefficient of the scale as 0.91 and Spearman Brown coefficient as 0.87 (App. C).

3.3.3. Social Appearance Anxiety Scale (SAAS)

SAAS was developed by Hart et al. (2008) to measure individuals' social appearance anxiety. The scale was adapted to Turkish by Doğan (2011). The scale has 16 five-point Likert items with the following answer alternatives "(1) Not suitable at all, (2) Not suitable, (3) A bit suitable, (4) Suitable, (5) Completely suitable". Only the first item of the scale is reversely scored. The highest score to be taken from SAAS is 80 and the lowest score is 16. Higher scores mean high social appearance anxiety.

In the reliability studies of the scale, Doğan (2011) found its internal reliability coefficient as 0.93 and the reliability coefficient calculated with split-half method as 0.88 (App D).

3.3.4. UCLA Loneliness Scale (ULS)

ULS was developed by Russell, Peplau and Ferguson (1978) to determine the loneliness level. The scale consists of a total of 20 items and 10 of these items are positively worded (1, 4, 5, 6, 9, 10, 15, 16, 19, 20) and the other 10 items are negatively worded (2, 3, 7, 8, 11, 12, 13, 14, 17, 18). The scale is in the Likert type with answer alternatives "never experience" (4), "rarely experience" (3), "sometimes experience" (2), "frequently experience" (1) for positive items (1,4,5,6,8,10,15,16,20). (1), "never experience" (2) "rarely experience" (3), "sometimes experience" (3), "frequently experience" (4) for the negative items. The highest score to be taken from ULS is 80 and the lowest score is 20.

The score range showing low level of loneliness is 20-35. An individual with a score ranging from 35 to 60 experiences medium level loneliness and an individual with a score 60 or higher has high level of loneliness. High score indicates increasing loneliness.

The validity and reliability studies of the Turkish scale were conducted by Demir (1989). As a result, Cronbach Alpha internal consistency of the scale was found to be 0.96 and Croncbach Alpha coefficient was calculated to be 0.80 (App.E).

3.3.5. Beck Depression Inventory (BDI)

BDI was developed by Beck et al. (1978) to measure somatic, affective, cognitive and motivational symptoms seen in depression. The scale is constituted by 21 items for each of which there are four answer alternatives. Each item is scored

between 0 and 3. By summing these scores, depression score is obtained. The highest score to be taken from the scale is 63. High total score indicates high level and severity of depression.

BDI was adapted to Turkish by Hisli (1988, 1989). As a result of the adaptation study, test-retest reliability of the scale was found to be ranging from 0.65 to 0.73 (Hisli, 1988), split-half reliability coefficient was found to be 0.74 (Hisli, 1989). In order to test the validity of BDI, criterion-dependent validity was used. Pearson product-moment correlation coefficient between MMPI-D scale and scale scores was found to be 0.63 (Hisli, 1988). In the current study BDI adapted by Hisli (1988) was used (App. F).

3.4. Data Analysis

The data were analyzed by using SPSS 21 program package.

CHAPTER IV

RESULTS

In this section, the distribution of all socio-demographic characteristics and finding of the research are included.

Table 1. Distribution of the participants across age groups

Age	N	%
14-16 years old	349	55,2
17-19 years old	283	44,8
Total	632	100,0

As can be seen in Table 1, 55.2% of the participants are in the age group of 14-16 and 44.8% of them are in the age group of 17-19. The mean age of the participants is 16.32 ± 1.03.

Table 2. Distribution of the participants by gender

Gender	N	%
Females	376	59,5
Males	256	40,5
Total	632	100,0

As can be seen in Table 2, 376 (59.5%) of the participants are females and 256 (40.5%) of them are males.

Table 3. Distribution of the participants across high schools

School	N	%
Turgut Reis High School	162	25,6
Science High School	217	34,3
Private high School	80	12,7
Girls' Anatolian Religious Vocational High School	53	8,4
Sabancı Anatolian High School	120	19,0
Total	632	100,0

As can be seen in Table 3, 217 (34.3%) of the participants are from Muğla Science High School, 162 (25.6%) are from Muğla Turgut Reis High School, 120 (19.0%) are from Muğla Sabancı Anatolian High School, 80 (12.7%) are from Muğla Technology and Culture College, 53 (8.4%) are from Muğla Girls' Anatolian Religious Vocational High School.

Table 4. Distribution of the participants across grade levels

Grade level	N	%
9	151	23,9
10	217	34,3
11	166	26,3
12	98	15,5
Total	632	100,0

As can be seen in Table 4, 217 (34.3%) of the participants are from 10th grade, 166 (26.3%) of them are from 11th grade, 151 (23.9%) of them are from 9th grade and 98 (15.5%) of them are senior students.

Table 5. Distribution of the participants according to place where they have spent most of their lives

	N	%
City	452	71,5
Town	55	8,7
Village	124	19,7
No answer	1	0,2
Total	632	100,0

As can be seen in Table 5, 452 (71.5%) of the participants spent most of their lives in city, 124 (19.7%) in village and 55 (8.7%) in town 1 (0.2%) did not answer.

Table 6. Distribution of the Participants according to the number of siblings

	N	%
Single	79	12,5
One sibling	386	61,1
Two siblings	99	15,7
Three or more siblings	68	10,8
Total	632	100,0

As can be seen in Table 6, 386 (61.1%) of the participants have one sibling, 99 (15.7%) of them have two siblings, 79 (12.5%) of them are single child and 68 (10.8%) of them have three or more children.

Table 7. Distribution of the participants according to whether their mothers are alive or not

	N	%
Alive	627	99,2
Not alive	4	0,6
No answer	1	0,2
Total	632	100,0

As can be seen in Table 7, 627 (99.2%) of the participants' mothers are alive and 4 (0.6%) of the participants' mothers are not alive and 1 (0.2%) did not respond.

Table 8. Distribution of the participants according to whether their fathers are alive or not

	N	%
Alive	613	97,3
Not alive	17	2,7
No answer	2	0,3
Total	632	100,0

As can be seen in Table 8, 613 (97.3%) of the participants' fathers are alive, 17 (2.7%) of their fathers are not alive and 2 (0.3%) did not respond.

Table 9. Distribution of the participants according to their mothers' education level

Mother's education level	N	%
Illiterate	8	1,3
Literate	9	1,4
Elementary school graduate	177	28,0
Secondary school graduate	93	14,7
High school graduate	164	25,9
University graduate	149	23,6
Master's or doctoral degree	29	4,6
No answer	3	0,5
Total	632	100,0

As can be seen in Table 9, mothers of 177 (28%) of the participants are elementary school graduates, 164 (25.9%) are high school graduates and 149 (23.6%) are university graduates, 29 (4.6%) of them hold a master's or doctoral degree and 8 (1.3%) are illiterate.

Table 10. Distribution of the participants according to their fathers' education level

Father's education level	N	%
Illiterate	2	0,3
Literate	9	1,4
Elementary school graduate	124	19,6
Secondary school graduate	103	16,3
High school graduate	168	26,7
University graduate	176	27,8
Master's or doctoral degree	47	7,4
No answer	3	0,5
Total	632	100,0

As can be seen in Table 10, fathers of 176 (27.8%) participants are university graduates, 168 (26.7%) are high school graduates, 124 (19.6%) are elementary

school graduates, 47 (7.4%) hold a master's or doctoral degree and 2 (0.3%) are illiterate.

Table 11. Distribution of the participants according to family income level

Monthly income	N	%
1.300TL or less	35	5,5
1.300TL-2.500TL	145	22,9
2.500-3,500TL	140	22,2
3.500-5.000TL	115	18,2
5.000-7.000TL	110	17,4
10.000TLand more	55	8,7
No answer	32	5,1
Total	632	100,0

The minimum wage was 1,300TL in Turkey when the data of the study were collected. In the study, income level of 145 (22.9%) of the participants is 1,300 TL – 2,500TL, income level of 140 (22.2%) is 2,500TL – 3,500TL, income level of 115 (18.2%) is 3,500 – 5,000TL, income level of 110 (17.4%) is 5,000 – 7,000TL, income level of 55 (8.7%) is 10,000TL or more. The number of the participants whose income level is 1,300 or lower is 34 (5.5%).

Table 12. Distribution of the participants according to their daily internet use time

	N	Minimum	Maximum	Mean	Standard deviation
Daily internet use time	616	,00	22,00	3,3506	2,59401

As can be seen in Table 12, time spent on internet by the participants of the current study was examined and mean time was found to be 3 hours. Mean daily internet use time is 3.3506± 2.59401(n= 616).

Table 13. Distribution of the reasons for the participants' use of internet

	N	%
Social media	371	58,7
Chat	90	14,2
Shopping	3	0,5
Online-game	52	8,2
Studying / doing homework	38	6,0
Online reading, news, journals etc.	16	2,5
Video, music, film downloading/watching	58	9,2
Others	2	0,3
No answer	2	0,3
Total	632	100,0

As can be seen in Table 13, the primary reason for using internet is social media (n=371, 58.7%), this is followed by chat (n=90, 14.2%), downloading video, music, film downloading/watching (n=58, 9.2%).

Table 14. Distribution showing the extent to which internet prevents the participants from doing their normal activities

	N	%
Never	91	14,4
Rarely	198	31,3
Sometimes	186	29,4
Frequently	100	15,8
Always	57	9,0
Total	632	100,0

As can be seen in Table 14, 198 (31.3%) of the participants are of the opinion that internet "rarely" prevents them, 186 (29.4%) think that it "sometimes" prevents, 100 (15.8%) think that it "frequently" prevents, 91 (14.4%) think it "never" prevents them, and 57 (9.0%) think that it "always" prevents them.

Table 15. Distribution showing the participants' psychological disorder symptoms

Psychological disorder	N	%
No	596	94,3
Those having a disorder but not wanting to express it	10	1,6
Anxiety disorder	15	2,4
Obsessive compulsive disorder	3	0,5
Depression	2	0,3
Attention deficit and hyperactivity disorder	2	0,3
Bipolar	3	0,5
No answer	1	0,2
Total	632	100,0

As can be seen in Table 15, 596 (94.3%) of the participants do not have any symptoms of a psychological disorder, 10 (1.6%) have psychological disorders but they do not want to explain it, 15 (2.4%) have anxiety disorder, 3 (0.5%) have obsessive compulsive disorder, 2 (0.3%) suffer from depression, 2 (0.3%) have attention deficit and hyperactivity disorder and 3 (0.5%) are diagnosed as bipolar.

Table 16. Distribution showing the participants' chronic physical disorders

Chronic physical disorder	N	%
No	586	92,7
Yes	45	7,1
No answer	1	0,2
Total	632	100,0

As can be seen in Table 16, 586 (92.7%) of the participants stated that they do not have any chronic physical disorder while 45 (7.1%) of them stated that they do.

Table 17. Gender-based comparison of internet addiction, social appearance anxiety, loneliness, depression

Scales	Gender	Mean ±SD	Sig.
IAS	Female	18,93 ±11,49 (n=376)	0.000*
	Male	13,02 ±10,90 (n=256)	
SAAS	Female	37,79 ± 14,76 (n=376)	0.004*
	Male	34,33 ±14,46 (n=256)	
ULS	Female	68,24 ± 10,14 (n=376)	0.153
	Male	69,40 ± 9,82 (n=256)	
BDI	Female	18,93 ± 11,49 (n=376)	0.000*
	Male	13,02 ± 10,90 (n=256)	

*p<0.05

As can be seen in Table 17, independent samples t-test was used to test whether there are significant differences between the male and female students in terms of the mean scores taken from the scales. As a result, it was found that except for the loneliness scale, there are significant differences between the male and female students in terms of their mean scores taken from the other scales. The female students' internet addiction (18.93 ±11.49), social appearance anxiety (37.79 ± 14.76) and depression (18,93 ± 11,49) mean scores are higher than those of the male students. On the other hand, loneliness mean score of the male students was found to be higher than that of the female students; yet, this difference is not statistically significant.

Table 18. Grade level-based comparison of internet addiction, social appearance anxiety, loneliness and depression

	Scales	F	Sig.
	BDI	0.580	0.629
	IAS	0.390	0.761
Grade	SAAS	11.487	0.000*
	ULS	1.519	0.208

*p<0.05

As can be seen in Table 18, one-way ANOVA was used to test whether the students' scores taken from the scales vary significantly depending on grade level. As a result, it was found that the students' mean scores taken from the depression inventory, loneliness scale and internet addiction scale do not vary significantly depending on grade level. On the other hand, their social appearance scores vary significantly by grade level (F=11.487,p=0.000). In order to determine the source of the difference, multiple comparison tests were conducted. Scheffe test results showed that the 9th grade students' social appearance mean score is higher than those of the other grade levels.

Table 19. Comparison of internet addiction, social appearance anxiety, loneliness and depression depending on the place where the students spent most of their lives

	Scales	F	Sig
The place where they spent most of their lives	**BDI**	0.052	0.949
	IAS	2.072	0.127
	SAAS	0.257	0.773
	ULS	4.707	0.009

*p<0.05

As can be seen in Table 19, one-way ANOVA was used to investigate whether the participants' scores taken from the scales vary depending on the place where they spent most of their lives. As a result, it was found that the scores vary significantly depending on the place where they spent most of their lives. Multiple comparison Scheffe test was used to determine the source of the difference. The test scheffe results showed that the mean loneliness scores of the students who spent most of their lives in cities is higher than those of the students having spent most of their time in villages or towns.

Table 20. Mother's education level-based comparison of internet addiction, social appearance anxiety, loneliness and depression

	Scales	F	Sig
Mother's education level	**BDI**	5.831	0.000[*]
	IAS	1.572	0.153
	SAAS	0.687	0.660
	ULS	1.684	0.122

*p<0.05

As can be seen in Table 20, one-way ANOVA was conducted to investigate whether the participants scores taken from the scales vary significantly depending on the mother's education level. As a result, it was found that the participants' depression scores vary significantly depending on the mother's education level. Multiple comparison Scheffe test was used to determine the source of the difference and it was found that the mean depression score of the students whose mothers are "literate" is higher than the mean scores of the students whose mothers have the other education levels.

Table 21. Father's education level-based comparison of internet addiction, social appearance anxiety, loneliness and depression

	Scales	F	Sig
Father's education level	**BDI**	5.381	0.000[*]
	IAS	1.662	0.128
	SAAS	1.258	0.275
	ULS	2.133	0.048[*]

*p<0.05

As can be seen in Table 21, one-way ANOVA was conducted to investigate whether the participants scores taken from the scales vary significantly depending on the father's education level. As a result, it was found that the participants' depression and loneliness scores vary significantly depending on the father's education level. Multiple comparison Scheffe test was used to determine the source of the difference and it was found that the mean depression score of the students whose fathers are "illiterate" and "literate" (not graduated from any school) is higher than the mean scores of the students whose fathers have the other education levels. In a similar manner, loneliness mean score of the students whose fathers are "literate" is higher than the mean scores of the students whose fathers have the other education levels.

Table 22. Comparison of the participants' internet addiction, social appearance anxiety, loneliness and depression depending on the number of siblings

	Scales	F	Sig
The number of siblings	**BDI**	0.715	0.543
	IAS	0.390	0.760
	SAAS	1.444	0.229
	ULS	1.979	0.116

As can be seen in Table 22, one-way ANOVA was employed to investigate whether the participants' scores taken from the scales depending on the number of

siblings. As a result, it was found the participants' scores do not vary depending on the number of siblings.

Table 23. Age-based comparison of internet addiction, social appearance anxiety, loneliness, depression

Scales	Age groups	Mean ±SD	Sig.
IAS	14-16	50.49 ±24.02 (n=349)	0.600
	17-19	49.66 ±15.86 (n=283)	
SAAS	14-16	38.32 ± 14.82 (n=349)	0.000[*]
	17-19	34,00 ±14.28 (n=283)	
ULS	14-16	68,73 ± 9.68 (n=349)	0.955
	17-19	68.68 ± 10.44 (n=283)	
BDI	14-16	16.22 ±11,49 (n=349)	0.445
	17-19	16.93 ±11.77 (n=283)	

*p<0.05

As can be seen in Table 23, independent-samples t-test was used to investigate whether the participants' scores taken from the scales vary significantly by age. As a result, it was found that there is a significant difference between the social appearance anxiety mean scores of the students aged 14-16 years old (38.32 ± 14.82) and the students aged 17-19 years old (34.00 ± 14.28).

Table 24. Correlations between internet addiction, social appearance anxiety, loneliness and depression inventory

Correlations		ULS	BDI	IAS
SAAS	r	-,443[**]	,466[**]	,204[**]
	p	,000	,000	,000
ULS	r		-,530[**]	-,123[**]
	p		,000	,001
BDI	r			,237[**]
	p			,000
** p< 0.01				

As can be seen in Table 24, when the correlations between the scales were examined, it was found that there is a significant negative correlation between "social appearance anxiety" and "loneliness" (r=-0.443, p=0.000). Thus, it can be argued that with increasing loneliness scores, social appearance anxiety scores decrease. It was also found that there is a medium level positive correlation between social appearance anxiety and depression and this correlation is statistically significant (r=0.466, p=0.000). Thus, it can be argued that with increasing social appearance anxiety, depression also increases.

When the correlation between social appearance anxiety and internet addiction was examined, it was found that there is a positive weak correlation and this correlation is statistically significant (r=0.204, p=0.000). Thus, it can be argued that with increasing social appearance anxiety, internet addiction also increases.

When the correlation between loneliness and depression was examined, it was found that there is a negative significant correlation (r=-0.530, p=0.000). Thus, it can be argued that with increasing loneliness, depression decreases.

It was found that there is a negative weak correlation between loneliness and internet addiction (r=-0.123, p=0.001). Thus, it can be argued that with increasing internet addiction, loneliness decreases.

A positive correlation was found between depression and internet addiction (r=0.237, p=0.001).Thus, it can be argued that with increasing depression, internet addiction also increases.

Table 25. Correlations between the scales and some demographic variables

Grade level		Social media	Chat	Online games	Online news	Video Music	Others	Total	χ^2	p
		— The primary reasons for using internet								
9	Frequency	86	27	10	1	13	14	151	11.764	0.657
	%	13,6%	4,3%	1,6%	0,2%	2,1%	2,2%	23,9%		
10	Frequency	124	29	21	6	22	14	216		
	%	19,7%	4,6%	3,3%	1,0%	3,5%	2,2%	34,2%		
11	Frequency	101	24	14	4	15	8	166		
	%	16,0%	3,8%	2,2%	0,6%	2,4%	1,3%	26,3%		
12	Frequency	61	10	7	5	8	7	98		
	%	9,7%	1,6%	1,1%	0,8%	1,3%	1,1%	15,5%		
Total	Frequency	372	90	52	16	58	43	631		
	%	59,0%	14,3%	8,2%	2,5%	9,2%	6,8%	100,0%		

In Table 26, the results of Chi-square test conducted to investigate the distribution of the reasons for using internet depending on the grade level are presented. The obtained p-value is higher than (p=0.697) 0.01; thus, it can be argued that there is no significant correlation between the two variables.

Table 26. Correlation between gender and reasons for using internet

Gender		The primary reasons for using internet								
		Social media	Chat	Online games	Online news	Video Music	Others	Total	χ^2	p
Females	Frequency	234	62	4	11	33	31	375	66.522	0.000
	%	37,1%	9,8%	0,6%	1,7%	5,2%	4,9%	59,4%		
Males	Frequency	138	28	48	5	25	12	256		
	%	21,9%	4,4%	7,6%	0,8%	4,0%	1,9%	40,6%		
Total	Frequency	372	90	52	16	58	43	631		
	%	59,0%	14,3%	8,2%	2,5%	9,2%	6,8%	100,0%		

In Table 26, Chi-square analysis results concerning the relationship between gender and the primary reasons for using internet are presented. As the p-value obtained as a result of the analysis is (0.000), it can be maintained that there is a significant correlation between the two variables. Pearson correlation coefficient was found to be (r=0.065). Thus, it can be argued that there is a weak correlation between the two variables.

Table 27. Model of depression inventory, social appearance anxiety scale and some socio-demographic features

Variables included in or excluded from the model			
Model	Variables included in the model	Variables excluded from the model	Method
1	BDI	.	If the likelihood of F value is lower than 0.05, then it is included in the model
2	Monthly income level	.	If the likelihood of F value is lower than 0.05, then it is included in the model
3	SAAS	.	If the likelihood of F value is lower than 0.05, then it is included in the model
4	Gender	.	If the likelihood of F value is lower than 0.05, then it is included in the model
a. Dependent variable: IAS			

In Table 27, variables found to be suitable to be included in the model are given. The regression model is shown as below;

$$IAS = \beta_0 + \beta_1 BDI + \beta_2 \text{Monthly income level} + \beta_3 SAAS + \beta_4 Gender$$

Here betas are regression coefficients β_0 is the constant term and shown as constant in the tables below. The models are similar for the other regressions conducted.

Table 28. ANOVA analysis of depression inventory, social appearance anxiety scale and some Socio-demographic features

ANOVA[a]						
Model		**Sum of squares**	**df**	**Mean squares**	**F**	**p**
1	**Regression**	15527,057	1	15527,057	37,323	**,000**[b]
	Residual	245869,715	591	416,023		
	Total	261396,772	592			
2	**Regression**	21184,068	2	10592,034	26,016	**,000**[c]
	Residual	240212,704	590	407,140		
	Total	261396,772	592			
3	**Regression**	23771,398	3	7923,799	19,641	**,000**[d]
	Residual	237625,374	589	403,439		
	Total	261396,772	592			
4	**Regression**	25583,492	4	6395,873	15,948	**,000**[e]
	Residual	235813,280	588	401,043		
	Total	261396,772	592			

In Table 28, ANOVA analyses for the established four regression models are presented and all of them were found to be statistically significant (p values 0.000).

Table 29. Regression analyses of depression inventory, social appearance anxiety scale and some socio-demographic features

Regression coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	p	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	43,111	1,453		29,680	**,000**		
	BDI	,441	,072	,244	6,109	**,000**	1,000	1,000
2	(Constant)	37,192	2,142		17,367	**,000**		
	BDI	,471	,072	,260	6,551	**,000**	,988	1,012
	Monthly income level	2,198	,590	,148	3,728	**,000**	,988	1,012
3	(Constant)	32,699	2,774		11,790	**,000**		
	BDI	,375	,081	,207	4,623	**,000**	,770	1,298
	Monthly income level	2,275	,588	,153	3,871	**,000**	,985	1,015
	SAAS	,162	,064	,113	2,532	**,012**	,772	1,295
4	(Constant)	30,755	2,913		10,560	**,000**		
	BDI	,412	,083	,227	4,981	**,000**	,736	1,359
	Monthly income level	2,219	,587	,149	3,784	**,000**	,983	1,017
	SAAS	,161	,064	,113	2,527	**,012**	,772	1,295
	Gender	3,665	1,724	,086	2,126	**,034**	,940	1,063

a. **Dependent variable**: Internet addiction

In Table 29, the regression coefficients obtained for the established four regression models were analyzed and all of them were found to be statistically significant (all of the p-values is smaller than 0.05).

Table 30. R-square values for depression inventory, social appearance scale and some socio-demographic features

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,244[a]	**,059**	,058	20,39665
2	,285[b]	**,081**	,078	20,17771
3	,302[c]	**,091**	,086	20,08578
4	,313[d]	**,098**	,092	20,02606

In Table 30, R-square values of the models obtained for each step and standard errors of the estimated models are presented. As can be seen, with increasing number of variables included in the model, R-square value also increased yet all of the R-square values obtained for this model are very small. This shows that the exploratory variables cannot adequately explain the dependent variable internet addiction.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Discussion

In this section, the findings are discussed through comparison with the literature and related studies.

When the findings of the study are examined, it is seen that internet addiction scores are higher among the female students than the male students. Parallel findings can also be seen in the literature focusing on internet addiction by gender Young, 1998; Morrison and Krugman 2001; Doğan et al., 2008). On the other hand, some research reported that male students' internet addiction scores are higher tha n those of female students (Johansson and Götestam, 2004; Wu and Tsai, 2006; Esen and Diyez, 2010; Batıgün and Kılıç, 2011; Üneri and Tanıdır, 2010; Yılmaz et al., 2014; Sargın, 2015; Ertekin and Uludağ, 2016; Yüksel and Yılmaz, 2016). Eldeleklioğlu and Batık (2013) found no significant difference between the male and female students' internet addiction scores. Internet addiction scores may be higher in the current study related with higher scores of depression and social anxiety scores and also boys may get permission for outdoor activities more easily than girls in our culture. This may be a reason for girls to be more engaged in internet at home.

Another finding of the current study is that the female students' social appearance anxiety scores are higher than those of the male students. When the literature on social appearance anxiety is examined, it is seen that the number of studies focusing on social appearance anxiety is small. When the research looking at

female students' social appearance anxiety and discontent with the body is examined, it is seen that findings parallel to those of the current study have been reported. According to the researches found, female students' social appearance anxiety scores are higher than those of the male students. Paxton et al., 2006; Chen et al., 2010; Dixit et al., 2011; Özcan et al., 2013; Kılıç and Karakuş, 2016) On the other hand, researches found that male students' social appearance anxiety is higher than that of female students (Çelik and Turan, 2014; Alemdağ and Öncü, 2015).

Another finding of the current study is that the mean depression score of the female students is higher than that of the male students. When the relevant literature is reviewed, it is seen that found the depression level of female students higher than that of male students (Eskin et al., 2008; Görker et al., 2004; Öztop et al., 2011). Moreover, it is widely believed that hormonal and environmental effects play an important role in increasing frequency of depression among adolescent girls (Set ve et al., 2006). Some research reported that depression does not vary significantly depending on gender (Coghill and Usala, 2006; Ören and Gençdoğan, 2007; Yelkenci, 2013; Tarhan, 2013).

The findings of the current study revealed that among the grade levels included in the current study, social appearance anxiety mean score was found to be higher for 9th grade students than the students from the other grades. Similar findings have been reported in the literature (Chen et al., 2010; Doğan, 2011; Paxton et al., 2006), Dixit et al., 2011; Şahin, 2012; Çelik and Turan, 2014). Furthermore, same research also reported significant differences among university students from different grade levels (Hart et al., 2008; Öztürk et al., 2015; Telli and Ünal, 2016; Kılıç and Karakuş, 2016). Altun and Dinç (2016) however, reported no significant

difference in their study conducted to investigate social appearance anxiety of high school students.

According to another finding of the current study, there is a positive correlation between internet addiction and depression. In the literature, similar findings have also been reported. For example, Young and Rogers (1998) found that depression and internet addiction are significantly correlated; Bayraktar (2001) found that depressive individuals are more prone to pathological internet use; Ha et al. (2007) stressed that there is a significant correlation between adolescents' internet addiction and depression levels; Huang et al. (2009) carried out a study in China and found that college students' internet addiction and depression levels are significantly correlated; Cheung and Wong (2010) argued that adolescents' internet addiction is correlated with sleeplessness and depression; Akın and İskender (2011) made a study with university students and found a significant correlation between depression, anxiety and internet addiction; Ho et al. (2014) performed their study with patients and found that internet addiction is linked with alcohol addiction, anxiety disorder, depression and attention disorder; Çam (2014) contended that anxiety, depression and internet addiction are correlated; Mayda et al. (2015) in their study with university students, found internet addiction in depression-prone students.

Another finding of the current study is that there is a medium level correlation between depression and social appearance anxiety. Similar findings have been reported in the literature. Paxton et al. (2006) stated that in girls who are in the early puberty period and boys in the middle puberty period, low self-esteem and depressive mood are related to discontent with the body; Doğan (2011) reported that there may be some correlation between social appearance anxiety and

communication skills, self-esteem, anxiety disorders and depression; Özcan et al. (2013) found that self-esteem, social appearance anxiety, depression and anxiety symptoms are highly correlated.

According to another finding of the study, there is a weak and negative correlation between internet addiction and loneliness. However, when the relevant literature is examined, it is seen that Eldeleklioğlu and Vural-Batık (2013) found a positive and significant correlation between internet addiction and loneliness in high school students; Esen and Siyez (2010) conducted a study on high school students and found a significant correlation between internet addiction and loneliness; Sargın (2015) made a study with the participation of university students and found a significant correlation between the attitude towards internet use and sub-dimensions of problematic internet use that are loneliness, reduced impulse disorder, social support and attention distraction; Durualp and Çiçekoğlu (2013) conducted their study with adolescents staying in a reformatory and found that 66% of the participants have a medium level internet addiction and 68.% of them feel lonely at a medium level and 31.9% feel lonely at a low level; Esen at al. (2013) found a significant correlation between university students' internet addiction and loneliness scores; Niems et al. (2005) did a study with university students and found that lonely individuals prefer to use internet instead of facing their problems and this increases their loneliness. In the current study, a negative correlation was found between internet addiction and loneliness and this might be associated with the increasing use of social media and chat rooms through internet. As the virtual network allows interacting with many people and peers and intimate relations can be developed through internet, it seems to be possible that internet use and loneliness can be negatively correlated. Moreover, Karakoç and Taydaç (2013) in their study with university students,

emphasized that there is no significant correlation between internet use and loneliness levels.

Another finding of the current study is that there is a negative and medium level correlation between social appearance anxiety and loneliness scores. When the relevant literature is examined, it is seen that Kılıç and Karakuş (2016) in their study with university students, found a positive and significant correlation between the students' loneliness and social appearance anxiety; Amil and Bozgeyikli (2015) conducted a study on university students and found a positive and significant correlation between the students' social appearance anxiety and loneliness; Doğan and Çolak (2016) conducted a study with the participation of high school students to investigate the correlations between self-hiding, social networking sites use, social appearance anxiety and loneliness and found an indirect correlation between social networking sites use, social appearance anxiety and loneliness.

Another finding of the current study is that the mother and father's education level affects the students' depression and loneliness levels. The depression scores of the students whose mothers are literate (not graduated from any school) were found to be high. The depression and loneliness scores of the students whose fathers are literate (not graduated from any school) were found to be high. When the related literature is reviewed, it is seen that Duyan et al. (2008) investigated the variables affecting the loneliness of high school students. The loneliness score of the student group whose mothers are illiterate was found to be higher. A similar finding was obtained in terms of the father's education level. Yılmaz et al. (2008) investigated social support and loneliness levels among university students. They found that the students' loneliness scores are correlated with the mother's education level. Tan

(2000) conducted a study on high school students and found that loneliness levels of children whose fathers have a low level of education are higher than the children whose fathers have higher levels of education. Kaya et al. (2007) found that while there is no significant correlation between the mother's education level and depression symptom scores, the depression scores of the medical students whose fathers have secondary school or higher education are higher than those of the students whose fathers have elementary school or lower education. Hamidi, Bildik, and Tatar (2013), investigated protective and risk factors related to depression in adolescents. The mother's working, presence of mental disorder in the family, depression levels of the mother and father were found to be risk factors for adolescent depression yet the mother and father's education level was found to be not influential.

5.2. Conclusion and Recommendation

In this section of the study, the relationship of internet addiction with social appearance anxiety, loneliness and depression was investigated and the results and suggestions on the basis of these results are discussed.

Pathological internet addiction according to socio-demographic features;

1. The female students' mean addiction score is higher than that of the male students.

   Social appearance anxiety according to socio-demographic features;

2. The female students' social appearance anxiety mean score is higher than that of the male students.

3. The social appearance anxiety mean score of the 9th grade students is higher than those of the other grade level students.

Depression according to socio-demographic features;

4. The female students' mean depression score is higher than that of the male students.

5. The mean depression score of the students whose mothers are literate (not graduated from any school) is higher than the scores of the students whose mothers have the other educational levels.

6. The mean depression score of the students whose fathers are literate (not graduated from any school) is higher than the scores of the students whose fathers have the other educational levels.

Loneliness according to socio-demographic features;

7. The mean loneliness score of the male students is higher than that of the female students; yet, this difference is not statistically significant.

8. The mean loneliness score of the students having spent most of their lives in urban areas is higher than those of the students having spent most of their lives in villages or towns.

According to results of correlation

9. There is a positive correlation between internet addiction and depression.

10. There is a positive correlation between social appearance anxiety and depression.

11. There is a significant and negative correlation between internet addiction, social appearance anxiety and loneliness.

12. There is a significant and negative correlation social appearance anxiety and loneliness.

Suggestions that can be made in light of the findings of the current study;

1. On the basis of the findings, it can be suggested that counseling and guidance services at school should conduct some works to reduce internet addiction. School principals, vice principals, teachers and parents should be informed about what internet is, how it should be used, what should be considered in internet use of students and what internet addiction is. In a similar way, students should be informed about how to use internet properly and what internet addiction is. With the cooperation of family-school-counseling, activities such as hobby courses and social activities should be organized for students to spend their time more effectively.

2. Seminars can be organized in the city of Muğla to inform the public about the proper use of internet and technology, the relationship of internet with depression and positive and negative effects of internet on the development of students.

3. In light of the findings of the students, it can be suggested that more detailed, informative and descriptive works should be conducted by counseling services of schools to reduce students' social appearance anxiety, to intervene with the students having social appearance anxiety and to help them to adapt to physical changes they are undergoing in their puberty period. Within the characteristics of the period, families should be informed in the triangle of students-counseling teachers-families.

4. Before students' entering into the period of puberty, preventive works can be conducted against internet addiction and social appearance anxiety.

5. When the symptoms of loneliness and depression are observed in students, students and parents can be referred to professional help.

Suggestions for future research;

1. The current study was conducted among the students attending high schools in the city of Muğla; similar studies with larger samples from different age groups and places can be conducted.

2. Similar research can be conducted on university students.

3. More detailed research on internet addiction and depression investigation effects of different variables can be conducted.

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APPENDIX A -INFORMATION FORM

Bu çalışmanın amacı lise öğrencilerinin internet bağımlılığı, sosyal görünüş kaygısı, yalnızlık ve depresyon arasındaki ilişkiyi incelemektir.

Bu çalışmada size bir demografik bilgi formu ve bir dizi ölçek sunduk. Demografik bilgi formu sizin yaş cinsiyet gibi demografik özellikleriniz hakkındaki soruları içermektedir. Ölçekler ise internet bağımlılığı, sosyal görünüş kaygısı, yalnızlık ve depresyonu ölçmektedir.

Verdiğiniz cevaplar kesinlikle gizli kalacaktır. Eğer çalışmayla ilgili herhangi bir şikayet, görüş veya sorunuz varsa bu çalışmanın araştırmacılarından biri olan PSK. ALİ TURAN ile iletişime geçmekten lütfen çekinmeyiniz (psk.alituran@gmail.com).

Eğer araştırmanın sonuçlarıyla ilgileniyorsanız, 07/2017 tarihinden itibaren araştırmacıyla iletişime geçebilirsiniz.

Katıldığınız için tekrar teşekkür ederim.
PSİKOLOG
ALİ TURAN
Psikoloji Bölümü,
Yakın Doğu Üniversitesi,
Lefkoşa.

APPENDIX B- SOCIO-DEMOGRAPHIC FORM

1. Cinsiyet: A. Kadın   B. Erkek
2. Yaş: _____
3. Okulunuzun İsmi:_____
4. Sınıfınız: A. 9.   B. 10.   C. 11.   D. 12.
 5. Yaşamınızın büyük bir çoğunluğunun geçtiği yer neresidir?
A. Şehir merkezi   B. Kasaba   C. Köy
6. Kaç kardeşiniz var?
7. Tekim   B. Bir kardeşim var   C. İki kardeşim var   D. Üç veya daha fazla kardeşim var
8. Anneniz   A. Hayatta   B. Hayatta değil
9. Babanız   A. Hayatta   B. Hayatta değil
10. Annenizin eğitim düzeyini belirtiniz?
A. Okur-yazar değil   B. Okur-yazar   C. İlkokul mezunu   D. Ortaokul mezunu   E. Lise mezunu   F. Üniversite   G. Yüksek lisans ve üstü
11. Babanızın eğitim düzeyini belirtiniz?
A. Okur-yazar değil   B. Okur-yazar   C. İlkokul mezunu   D. Ortaokul mezunu   E. Lise mezunu   F. Üniversite   G. Yüksek lisans ve üstü
12.Ailenizin Aylık Gelir Düzeyi ortalama ne kadardır?
A. 1.300 TL veya altı   B. 1.300 TL – 2.500 TL arası   C. 2.500 TL – 3.500 TL arası   D. 3.500 TL – 5000 TL arası   E. 5.000 TL - 7. 000 TL arası   F. 10.000TL ve üstü
13.Bir günde internette ortalama kaç saat vakit geçiriyorsunuz?
 (................saat)
14. İnterneti en çok hangi amaçla kullanılıyorsunuz? (ilk üçünü sıralayınız)
 Sosyal Medya ( )   Sohbet/Chat ( )   Alışveriş ( )   E-posta ( )   Online Oyun ( )
Ders Çalışmak/Ödev Hazırlamak ( )   Online Haber, Dergi vb. Okuma ( )   Video, müzik, film indirme/izleme ( )   Diğer ( ) (belirtiniz)…………..
15. İnternetin sizi yapacaklarınızdan (ödev, uyku, beslenme, spor, vd.) alıkoyduğunu düşünüyor musunuz?
A. Hiç Bir Zaman   B. Nadiren   C. Kimi Zaman   D. Sık Sık   E. Her Zaman
16.Tanı aldığınız herhangi bir psikolojik rahatsızlığınız var mı?
 A. Hayır   B. Evet (belirtiniz :………………………)
17.Kronik fiziksel herhangi bir rahatsızlığınız var mı?
A. Hayır   B. Evet (belirtiniz : ……………………….

APPENDIX C- IAS

Aşağıdaki sorularda, size en uygun düşen şıkkı işaretleyiniz:

1. Ne sıklılıkla planladığınızdan daha fazla süre internette kalıyorsunuz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

2. Ne sıklıkla internette kalmak için günlük ev işlerini ihmal edersiniz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

3. Ne sıklıkla arkadaşlarınızla birlikte olmak yerine interneti tercih edersiniz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

4. Ne sıklıkla internet kullanan kişilerle yeni ilişkiler kurarsınız?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

5. Ne sıklıkla bir işe başlamadan önce e-postanızı (e-mail) denetlersiniz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

6. Ne sıklıkla okula devamınız internetten dolayı olumsuz etkilenir?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

7. Herhangi biri internette ne yaptığınızı sorduğunda ne sıklıkla kendinizi savunur ve ne yaptığınızı gizlersiniz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

8.Çevrenizdekiler ne sıklıkla internette harcadığınız zamanın fazlalığından şikayet eder?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

9. Ne sıklıkla okuldaki ders notlarınız ve ödevleriniz internette kalma sürenizden olumsuz yönde etkilenir?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

10. Hayatınız hakkında sizi rahatsız eden düşünceleri dağıtmak için ne sıklıkla internete girersiniz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

11. Ne sıklıkla internete girmek için sabırsızlanırsınız?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

12. Ne sıklıkla internetsiz hayatın, sıkıcı, boş ve eğlencesiz olacağını düşünürsünüz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

13. Biri sizi internetteyken rahatsız ettiğinde ne sıklıkla kırıcı konuşur, bağırır veya kızgın davranışlar gösterirsiniz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

14. Gece geç saatlerde internet kullanmaktan ötürü ne sıklıkla uykunuz kaçar?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

15. İnternette olmadığınız zamanlarda ne sıklıkla interneti düşünür veya internete girmeyi hayal edersiniz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

16. Kendinizi ne sıklıkla internetteyken "yalnızca birkaç dakika daha" derken bulursunuz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

17. Ne sıklıkla internette harcadığınız zamanın miktarını azaltmaya çalışır ve başarısız olursunuz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla   5) Çok sık   6) Devamlı

18. İnternette kaldığınız süreyi ne sıklıkla saklamaya çalışırsınız?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla 5) Çok sık   6) Devamlı

19. Ne sıklıkla başkalarıyla dışarı çıkmak yerine internette daha fazla zaman geçirmeyi yeğlersiniz?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla 5) Çok sık   6) Devamlı

20. Ne sıklıkla internette olmadığınızda kendinizi çökmüş, aksi veya sinirli hissedip,

internete girince rahatlarsınız?

1) Hiçbir zaman   2) Nadiren   3) Arada sırada   4) Çoğunlukla 5) Çok sık   6) Devamlı

APPENDIX D- SAAS

		Hiç Uygun Değil	Uygun Değil	Biraz Uygun	Uygun	Tamamen Uygun
1	Dış görünüşümle ilgili kendimi rahat hissederim.	1	2	3	4	5
2	Fotoğrafım çekilirken kendimi gergin hissederim.	1	2	3	4	5
3	İnsanlar doğrudan bana baktıklarında gerilirim.	1	2	3	4	5
4	İnsanların görünüşümden dolayı benden hoşlanmayacakları konusunda endişelenirim.	1	2	3	4	5
5	Yanlarında olmadığım zamanlarda insanların, görünüşümle ilgili kusurlarımı konuşacaklarından endişelenirim.	1	2	3	4	5
6	Görünüşümden dolayı insanların benimle beraber vakit geçirmek istemeyeceklerinden endişelenirim.	1	2	3	4	5
7	İnsanların beni çekici bulmamalarından korkarım.	1	2	3	4	5
8	Görünüşümün yaşamımı zorlaştıracağından endişe duyarım.	1	2	3	4	5
9	Karşıma çıkan fırsatları görünüşümden dolayı kaybetmekten kaygılanırım.	1	2	3	4	5
10	İnsanlarla konuşurken görünüşümden dolayı gerginlik yaşarım.	1	2	3	4	5
11	Diğer insanlar görünüşümle ilgili bir şey söylediklerinde kaygılanırım.	1	2	3	4	5
12	Dış görünüşümle ilgili başkalarının beklentilerini karşılayamamaktan endişeleniyorum.	1	2	3	4	5
13	İnsanların görünüşümü olumsuz olarak değerlendirecekleri konusunda endişelenirim.	1	2	3	4	5
14	Diğer insanların görünüşümdeki bir kusurun farkına vardıklarını düşündüğümde kendimi rahatsız hissederim.	1	2	3	4	5
15	Sevdiğim kişinin görünüşümden dolayı beni terk edeceğinden endişe duyuyorum.	1	2	3	4	5
16	İnsanların görünüşümün iyi olmadığını düşünmelerinden endişeleniyorum.	1	2	3	4	5

APPENDIX E- ULS

Aşağıda çeşitli duygu ve düşünceleri içeren ifadeler verilmektedir. Sizden istenilen her ifade de tanımlanan duygu ve düşünceyi ne sıklıkta hissettiğinizi ve düşündüğünüzü her biri için tek bir rakamı daire içine alarak belirtmeniz.

		Ben bu durumu HİÇ Yaşamadım	Ben bu durumu NADİREN Yaşarım	Ben bu durumu BAZAN Yaşarım	Ben bu durumu SIK SIK Yaşarım	
1.	Kendimi çevremdeki insanlarla uyum içinde hissediyorum.	1	2	3	4
2.	Arkadaşım yok.	1	2	3	4
3.	Başvurabileceğim hiç kimse yok.	1	2	3	4
4.	Kendimi tek başınaymışım gibi hissetmiyorum.	1	2	3	4
5.	Kendimi bir arkadaş grubunun bir parçası olarak hissediyorum.	1	2	3	4
6.	Çevremdeki insanlarla bir ortak yönüm var.	1	2	3	4
7.	Artık hiç kimseyle samimi değilim.	1	2	3	4
8.	İlgilerim ve fikirlerim çevremdekilerce paylaşılıyor.	1	2	3	4
9.	Dışa dönük bir insanım.	1	2	3	4
10.	Kendime yakın hissettiğim insanlar var.	1	2	3	4
11.	Kendimi grubun dışına itilmiş hissediyorum.	1	2	3	4
12.	Sosyal ilişkilerim.	1	2	3	4
13.	Hiç kimse beni gerçekten iyi tanımıyor.	1	2	3	4
14.	Kendimi diğer insanlardan soyutlanmış hissediyorum.	1	2	3	4
15.	İstediğim zaman arkadaş bulabilirim.	1	2	3	4
16.	Beni gerçekten anlayan insanlar var.	1	2	3	4
17.	Bu derece içime kapanmış olmaktan dolayı mutsuzum.	1	2	3	4
18.	Çevremde insanlar var ama benimle değiller.	1	2	3	4
19.	Konuşabileceğim insanlar var.	1	2	3	4
20.	Derdimi anlatabileceğim insanlar var.				

APPENDIX F- BDI

AÇIKLAMA:

Sayın cevaplayıcı aşağıda gruplar halinde cümleler verilmektedir. Öncelikle her gruptaki cümleleri dikkatle okuyarak, **BUGÜN DAHİL GEÇEN HAFTA** içinde kendinizi nasıl hissettiğini en iyi anlatan cümleyi seçiniz. Eğer bir grupta durumunuzu, duygularınızı tarif eden birden fazla cümle varsa her birini daire içine alarak işaretleyiniz.

Soruları vereceğiniz samimi ve dürüst cevaplar araştırmanın bilimsel niteliği açısından son derece önemlidir. Bilimsel katkı ve yardımlarınız için sonsuz teşekkürler.

A- **0. Kendimi üzüntülü ve sıkıntılı hissetmiyorum.**

1. Kendimi üzüntülü ve sıkıntılı hissediyorum.

2. Hep üzüntülü ve sıkıntılıyım. Bundan kurtulamıyorum.

3. O kadar üzüntülü ve sıkıntılıyım ki artık dayanamıyorum.

B- **0. Gelecek hakkında mutsuz ve karamsar değilim.**

1. Gelecek hakkında karamsarım.

2. Gelecekten beklediğim hiçbir şey yok.

3. Geleceğim hakkında umutsuzum ve sanki hiçbir şey düzelmeyecekmiş gibi geliyor.

C- **0. Kendimi başarısız bir insan olarak görmüyorum.**

1. Çevremdeki birçok kişiden daha çok başarısızlıklarım olmuş gibi hissediyorum.

2. Geçmişe baktığımda başarısızlıklarla dolu olduğunu görüyorum.

3. Kendimi tümüyle başarısız biri olarak görüyorum.

D- **0. Birçok şeyden eskisi kadar zevk alıyorum.**

1. Eskiden olduğu gibi her şeyden hoşlanmıyorum.

2. Artık hiçbir şey bana tam anlamıyla zevk vermiyor.

3. Her şeyden sıkılıyorum.

E- **0. Kendimi herhangi bir şekilde suçlu hissetmiyorum.**

1. Kendimi zaman zaman suçlu hissediyorum.

2. Çoğu zaman kendimi suçlu hissediyorum.

3. Kendimi her zaman suçlu hissediyorum.

F- **0. Bana cezalandırılmışım gibi geliyor.**

1. Cezalandırılabileceğimi hissediyorum.

2. Cezalandırılmayı bekliyorum.

3. Cezalandırıldığımı hissediyorum.

G- **0. Kendimden memnunum.**

1. Kendi kendimden pek memnun değilim.

2. Kendime çok kızıyorum.

3. Kendimden nefret ediyorum.

H- **0. Başkalarından daha kötü olduğumu sanmıyorum.**

1. Zayıf yanların veya hatalarım için kendi kendimi eleştiririm.

2. Hatalarımdan dolayı ve her zaman kendimi kabahatli bulurum.

3. Her aksilik karşısında kendimi hatalı bulurum.

İ- **0. Kendimi öldürmek gibi düşüncelerim yok.**

1. Zaman zaman kendimi öldürmeyi düşündüğüm olur. Fakat yapmıyorum.

2. Kendimi öldürmek isterdim.

3. Fırsatını bulsam kendimi öldürürdüm.

J- **0. Her zamankinden fazla içimden ağlamak gelmiyor.**

1. Zaman zaman içinden ağlamak geliyor.

2. Çoğu zaman ağlıyorum.

3. Eskiden ağlayabilirdim şimdi istesem de ağlayamıyorum.

K- **0. Şimdi her zaman olduğumdan daha sinirli değilim.**

1. Eskisine kıyasla daha kolay kızıyor ya da sinirleniyorum.

2. Şimdi hep sinirliyim.

3. Bir zamanlar beni sinirlendiren şeyler şimdi hiç sinirlendirmiyor.

L. **0. Başkaları ile görüşmek, konuşmak isteğimi kaybetmedim.**

1. Başkaları ile eskiden daha az konuşmak, görüşmek istiyorum.

2. Başkaları ile konuşma ve görüşme isteğimi kaybetmedim.

3. Hiç kimseyle konuşmak görüşmek istemiyorum.

M. **0. Eskiden olduğu gibi kolay karar verebiliyorum.**

1. Eskiden olduğu kadar kolay karar veremiyorum.

2. Karar verirken eskisine kıyasla çok güçlük çekiyorum.

3. Artık hiç karar veremiyorum.

N- **0. Aynada kendime baktığımda değişiklik görmüyorum.**

1. Daha yaşlanmış ve çirkinleşmişim gibi geliyor.

2. Görünüşümün çok değiştiğini ve çirkinleştiğimi hissediyorum.

3. Kendimi çok çirkin buluyorum.

O- **0. Eskisi kadar iyi çalışabiliyorum.**

1. Bir şeyler yapabilmek için gayret göstermem gerekiyor.

2. Herhangi bir şeyi yapabilmek için kendimi çok zorlamam gerekiyor.

3. Hiçbir şey yapamıyorum.

P- **0. Her zamanki gibi iyi uyuyabiliyorum.**
1. Eskiden olduğu gibi iyi uyuyamıyorum.

2. Her zamankinden 1-2 saat daha erken uyanıyorum ve tekrar uyuyamıyorum.

3. Her zamankinden çok daha erken uyanıyor ve tekrar uyuyamıyorum.

R- **0. Her zamankinden daha çabuk yorulmuyorum.**

1. Her zamankinden daha çabuk yoruluyorum.

2. Yaptığım her şey beni yoruyor.

3. Kendimi hemen hiçbir şey yapamayacak kadar yorgun hissediyorum.

S- **0. İştahım her zamanki gibi.**

1. İştahım her zamanki kadar iyi değil.
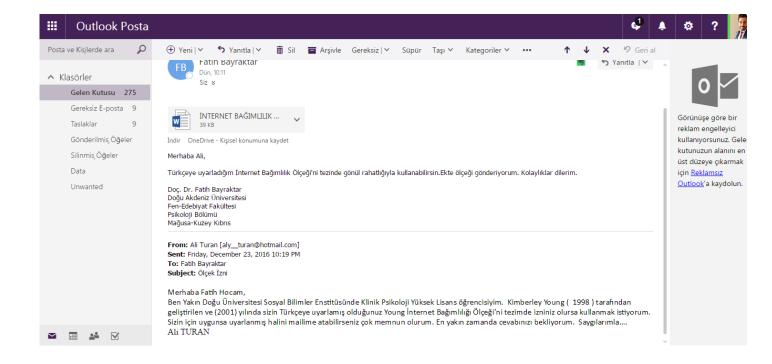2. İştahım çok azaldı.
3. Artık hiç iştahım yok.

T- **0. Son zamanlarda kilo vermedim.**

1. İki kilodan fazla kilo verdim.
2. Dört kilodan fazla kilo verdim.
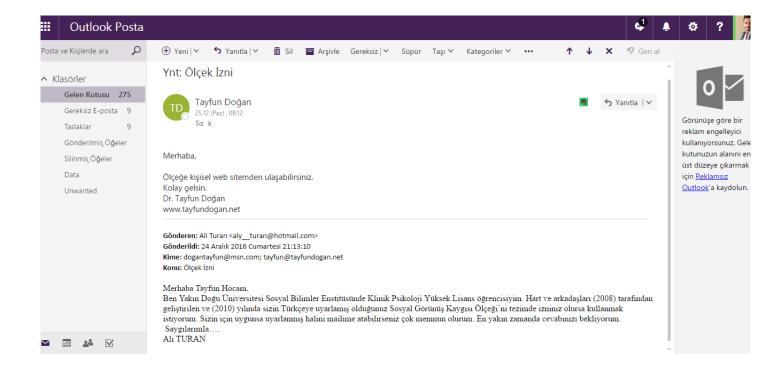3. Altı kilodan fazla kilo vermeye çalışıyorum.

U- **0. Sağlığım beni fazla endişelendirmiyor**.

1. Ağrı, sancı, mide bozukluğu veya kabızlık gibi rahatsızlıklar beni endişelendirmiyor.
2. Sağlığım beni endişelendirdiği için başka şeyleri düşünmek zorlaşıyor.
3. Sağlığım hakkında o kadar endişeliyim ki başka hiçbir şey düşünemiyorum

APPENDIX G- PERMISSION

APPENDIX H- PERMISSION

Ynt: Ölçek İzni

Tayfun Doğan
25.12 (Paz) , 08:12
Siz

Merhaba,

Ölçeğe kişisel web sitemden ulaşabilirsiniz.
Kolay gelsin.
Dr. Tayfun Doğan
www.tayfundogan.net

Gönderen: Ali Turan <aly__turan@hotmail.com>
Gönderildi: 24 Aralık 2016 Cumartesi 21:13:10
Kime: dogantayfun@msn.com; tayfun@tayfundogan.net
Konu: Ölçek İzni

Merhaba Tayfun Hocam,
Ben Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsünde Klinik Psikoloji Yüksek Lisans öğrencisiyim. Hart ve arkadaşları (2008) tarafından geliştirilen ve (2010) yılında sizin Türkçeye uyarlamış olduğunuz Sosyal Görünüş Kaygısı Ölçeği'ni tezimde izniniz olursa kullanmak istiyorum. Sizin için uygunsa uyarlanmış halini mailime atabilirseniz çok memnun olurum. En yakın zamanda cevabınızı bekliyorum.
 Saygılarımla….
Ali TURAN

APPENDIX I- PERMISSION

T.C.
MUĞLA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 70004082-605.01-E.5353031   18/04/2017
Konu : İzin Talebi

VALİLİK MAKAMINA

İlgi : a) Ali TURAN'ın 05/04/2017 tarihli dilekçesi .
        b) 23/01/2017 tarihli ve 890336 sayılı makam oluru.

Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsü Klinik Psikoloji yüksek lisans öğrencisi Ali TURAN'ın İlimiz Menteşe İlçe Milli Eğitime bağlı 75.Yıl Fen Lisesi, Turgut Reis Anadolu Lisesi, Muğla Kız Anadolu İmam Hatip Lisesi, Teknoloji ve Kültür Koleji ve Marmaris İlçe Milli Eğitim Müdürlüğüne bağlı Sabancı Anadolu Lisesi öğrencilerine anket ve tez çalışmasını uygulamaya yönelik talebiyle ilgili ilgi (a) yazı ve ekleri yazımız ekinde sunulmaktadır.

Bu nedenle, Bakanlığımızın 07/03/2012 tarihli ve B.08.0.YET.00.20.00.0/3616 sayılı yazısı (2012/13 No'lu GENELGE) doğrultusunda ve ilgi (b) makam onayı ile oluşturulan komisyonun uygun görüşüyle, Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsü Klinik Psikoloji yüksek lisans öğrencisi Ali TURAN'ın "Lise Öğrencilerinde İnternet Bağımlılığının, Sosyal Görünüş Kaygısı, Yalnızlık ve Depresyon ile ilişkisi" konulu çalışmasını;

2016-2017 Eğitim Öğretim yılında ve eğitim öğretimi aksatmayacak şekilde, kurum müdürünün uygun gördüğü bir zamanda; Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsü Klinik Psikoloji yüksek lisans öğrencisi Ali TURAN'ın İlimiz Menteşe İlçe Milli Eğitime bağlı 75.Yıl Fen Lisesi, Turgut Reis Anadolu Lisesi, Muğla Kız Anadolu İmam Hatip Lisesi, Teknoloji ve Kültür Koleji ve Marmaris İlçe Milli Eğitim Müdürlüğüne bağlı Sabancı Anadolu Lisesi öğrencilerine anket ve tez çalışmasını uygulaması, müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ramazan SARIHAN
İl Milli Eğitim Müdür V.

OLUR
18/04/2017
Kamil KÖTEN
Vali a.
Vali Yardımcısı.

APPENDIX J- ETHICAL COMMITTEE APPROVAL

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

30.03.2017

Sayın Doç. Dr. Ebru Çakıcı,

Bilimsel Araştırmalar Etik Kurulu'na yapmış olduğunuz YDÜ/SB/2017/1 proje numaralı ve **"Lise Öğrencilerinde İnternet Bağımlılığının, Sosyal Görünüş Kaygısı, Yalnızlık ve Depresyon ile İlişkisi"** başlıklı proje önerisi kurulumuzca değerlendirilmiş olup, etik olarak uygun bulunmuştur. Bu yazı ile birlikte, başvuru formunuzda belirttiğiniz bilgilerin dışına çıkmamak suretiyle araştırmaya başlayabilirsiniz.

Yardımcı Doçent Doktor Direnç Kanol

Bilimsel Araştırmalar Etik Kurulu Raportörü

APPENDIX K- CURRICULUM VITAE

He was born in 1991 in city of Muğla. He completed his elementary education at Atatürk Elemantary School in Muğla. He completed high school education at Turgut Reis High School between 2005-2009 years.

He gradued from psychologhy undergraduate program at Cyprus Internatıonal University. Then he completed his master degree from Clinical Psychology Programme at the Near East University in 2015-2017.

He completed his intership at Muğla Sıtkı Koçman Training and Research Hospital between July and August in 2013, between January and February in 2016. Then he completed his post-graduate intership on department of oncology at Muğla Özel Yücelen Hospital between June and October in 2016.

APPENDIX L- SIMILARITY INDEX