Predictability of Internet Addiction with Adolescent Perception of Social Support and Ostracism Experiences

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ABSTRACT
The aim of the present study is to examine whether adolescent perception of social support and ostracism experiences are able to predict Internet addiction. The study endeavours to identify whether adolescent perception of social support, ostracism experiences, and Internet addiction significantly vary on the basis of sex, educational level, number of siblings, household educational level, average household income, mobile phone use, frequency of Internet use, connection status of home computer, and number of social media platforms in use. The study sample designated for research consists of 767 secondary and high school students including 450 male and 317 female students.

The study data were collected through the use of perceived social support, adolescent ostracism experiences, and Internet addiction scale and a personal information form. The study results indicate that perceived social support and adolescent ostracism experiences are able to predict Internet addiction to a significant extent ($p<0.05$).

The research study also found a significant correlation between the factors of perceived social support from a friend and sex. Significant variability was identified among the levels of Internet addiction among grades, while no correlation was determined between the frequency of Internet use and Internet addiction. In proportion with educational level, Internet addiction and ostracism experiences were observed to increase and perceived social support to decrease to a significant extent. No significant correlation was identified between average household income and Perceived Social Support and between Ostracism Experiences and Internet Addiction.

KEYWORDS: Adolescence, Perceived Social Support, Ostracism, Internet Addiction

INTRODUCTION

As an inherent part of daily life, Internet provides for fast and easy communication in various areas along with increased intensity in its use (Arısoy, 2009). This fact is observed to have led interpersonal relationships to exhibit a different structure than the traditional. Failing to establish face-to-face communication, young individuals prefer to renew their communicational ties in the virtual environment. Therefore, they can be stated to fail in realising or to postpone the activities required by daily life (Aslan and Arslan Cansever, 2012). This situation brings adolescents into a risk group with respect to Internet addiction (Esen and Siyez, 2011). The phenomenon of adolescent "boredom" is also influential in their steps towards addiction.

The root of the problem and danger inherent in the online environment is represented by certain content therein being considered undesired and harmful. Specifically, such content can at times lead children and adolescents to be gravitated towards such habits as addiction primarily to substances detrimental to their physical and mental health or to all forms of betting and gambling, as well as to be faced with such dangers as pornography, drugs, and terrorism. Another negativity brought along by the use of Internet can be defined as Internet addiction, as a phenomenon arising from unconscious and excessive online presence (Ögel, 2017).

SOCIAL SUPPORT

A human being is born in a society and feels the need to improve themselves for the purposes of socialisation starting from the moment they have been born. An individual learns firstly how to communicate with themselves in the process of socialisation. Then, they try to satisfy their need for bilateral and multilateral relationships by reason of their vital significance. The basis underlying such relationships is constituted by an individual's need to increase their energy of life, i.e. to realise their aspirations and to achieve satisfaction. In other words, an individual needs socialisation to know themselves (Kağıtçıbaşı, 2010).

The human effort to accommodate oneself within the society starting from birth has been the most important question of research for certain branches of the science of Psychology for centuries. Human beings have always been addressed within the context of interpersonal relationships regardless of the perspective adopted towards groups of individuals. Socialisation works towards human adaptation also in the evolutionary sense; it is considered impossible for individuals and species to survive in the absence of positive, strong, and mutual interpersonal ties (Yalom 2002).

As can be seen in relevant research studies (Bal, 2010; Duru,2008; Eylen, 2001; Hünük *et al.*, 2013; Torun, 1995; Yıldırım, 2007), social support crates a significant impact on the psychological and physical wellbeing of individuals. There are two models established to explain the correlation between social support and wellbeing, i.e. the Main Effect Model and the Buffering Model.

According to the Main Effect Model, social support always creates a positive effect on physical health and perceived wellbeing. The absence of social support, however, is argued to constitute a situation that may affect an individual negatively.

On the other hand, the Buffering Model indicates that social support creates a protective effect like a buffer against negative conditions (Lin *et al.*, 2009).

Here is an observed distinction between received social support and perceived social support. Perceived social support is possible to identify in actual interpersonal relationships, while it is considered not to provide a direct expression of actual support (Demirtaş 2007).

PERCEIVED SOCIAL SUPPORT

A finding emerging from research points out to a significant correlation between an individual's satisfaction with their perceived social support and their physical and mental wellbeing (Vandervoort 1999). In episodes of crisis and emotional tension, individuals feel the need to depend on their family members and friends (Yavuzer, 2017) and family members and friends – and perhaps teachers at school – are positioned quite significantly over an individual's physical and psychological wellbeing in terms of their effects (Palabıyıkoğlu and Çakır, 1997).

The most important source of social support for adolescents, however, is represented by their friends. The increased importance of friendship allows peer pressure to match and at times, exceed the effects of the family, which has constituted an important source of social support for a child starting from their initial years in life. The most distinct characteristics demonstrated by adolescents is the great importance they attach to and the significant effect they receive from their peers. Adolescents spend a significant portion of their time with their peers and outside their family environment. Their peers affect the interests, attitudes, and values held by adolescents to a greater extent than their families (Yıldırım, 1997).

The sources of social support available to individuals include their families, friends, neighbours, teachers, and the ideological, religious and ethnic groups active within their surroundings, as well as the society they live in (Yıldırım 1997).

INTERNET ADDICTION

Addiction is an irrepressible desire for a person, an object, or a property. It is defined as pathologic cognitive functioning in an individual and the object of such dependence is the Internet when Internet addiction is concerned.

A study conducted on the effects of Internet use and Internet addiction in line with the theory of media addiction indicated that the presence of individuals who stay awake at the computer or online until the morning, abandon themselves to the attractions of social media, surf the net without any boundaries, and experience problems in personal and social relationships due to such behaviours had started to appear as a precursor of a new type of addiction and for some disciplines, as the symptoms of a mental disorder (Işık, 2009).

The multidimensional syndrome of problematic Internet use (Taş, 2017) consists of cognitive and behavioural symptoms that give way to negative consequences in social and academic/professional terms (Caplan 2002).

Considering problematic Internet use as a multidimensional syndrome, Caplan argues that such individuals prefer exhibiting their skills in face-to-face communication in the online environment and tend to manifest themselves through online social interactions (Caplan 2002). The reason for their preference of such interactions is regarded to lie in their experiences of social isolation and loneliness (Kraut *et al.*, 2002).

Time spent online stands out as an important criterion in the identification of pathologic or problematic Internet use in itself; however, the time individuals spend online does not suffice in establishing problematic Internet use by itself and excessive use is considered to create negative consequences and to offer a significant criterion for obsessive Internet use (Young and Rogers, 1998).

METHODOLOGY
The present part of the study encompasses explanations concerning the research model, as well as the universe and sample sourced for and tools employed in data collection.

Research Model
Conducted with the aim of examining the predictability of Internet addiction with perceived social support and ostracism experiences among adolescents, the present study was designed in line with the relational survey model. The relational survey model is employed for the purposes of establishing relationships among two or more variables (Büyüköztürk, 2010).

Research Group
The study universe consists of students selected through random sampling from amongst those enrolled at the 6th, 7th, and 8th Grades of one elementary school and the 9th, 10th, 11th, and 12th Grades in one high school situated in the Districts of Eyüpsultan and Sultangazi at the European Side in Istanbul for the 2016-2017 Academic Year. The study universe included 767 students in total.

Data Collection Tools / Personal Information Form
The research study was complemented with a personal information form as a data collection tool with a coverage of questions relating to sex, age, number of siblings, order of siblings, mobile phone use, frequency of Internet use, monthly Internet package used, frequency in using home computer, and social media platforms of preference. The personal information form had been prepared by the author.

Perceived Social Support Scale (ASDÖ-R)
The Perceived Social Support Scale (ASDÖ-R) had been developed by Yıldırım (1997). However, the 5-dimensional form utilised for the original scale in 1997 was revised to be reduced to 3 dimensions.

Ostracism Experience Scale for Adolescents
Having been developed by Gilman *et al.* with the aim of evaluating an individual's perceptions concerning ostracism or neglect in a group in the year 2013, the Ostracism Experience Scale comprises a measurement tool including 11 items and two sub-dimensions (exclusion and ignore). Akın, Uysal and Akın achieved the adaptation of the Ostracism Experience Scale for Adolescents into Turkish.

Internet Addiction Scale
Şahin and Korkmaz (2011) had adapted the "Internet Addiction Scale – IAS" originally designed by Hahn and Jerusalem in the year 2001 into Turkish. Internet addiction refers to the excessive use of the Internet by an individual, who, in turn, experiences various problems in the social and professional fields.

FINDINGS AND INTERPRETATIONS

Table 1: Analysis of Pearson Correlations among Internet Addiction, Ostracism Experiences, and Perceived Social Support

		1	2	3
1) Perc. Soc. Support Total Score	r	1	,053	-,245**
	n	767	767	767
2) Social Exclusion Total Score	r		1	,131**
	n		767	767

3) Internet Addiction Total Score	r	1
	n	767

** P<0,01

Table 1 explains the Analysis of Pearson Correlations performed among Internet Addiction, Ostracism Experiences, and Perceived Social Support. The research results point out to a statistically significant but weak positive correlation between the total score in Internet Addiction and the total score in Perceived Social Support (r_p= .131) and a statistically significant but weak negative correlation between Internet Addiction and Ostracism Experiences (r_p = -.245).

Table 2: Regression Analysis for Perceived Social Support and Internet Addiction

	B	SH	β	T	P
Constant	65,963	4,651		14,183	0
Perc. Soc. Support Total Score	-,251	,036	-,246	-7,008	0,000

Modal Summary; R: ,246[a] R^2: ,060 F: 1,212   P<0,05

Table 2 represents the Regression Analysis implemented with the aim of understanding the predictability of Internet Addiction through Perceived Social Support. The ANOVA value was checked in order to allow for a Regression Analysis between Perceived Social Support and Internet Addiction. The ANOVA value established at p<0.05 cleared the way for the conduct of the Regression Analysis. There is, indeed, a correlation between Perceived Social Support and Internet Addiction. The correlation is of a negative nature. The slope coefficient is -.251. The result of the Regression Analysis indicated that Perceived Social Support is able to predict Internet Addiction at R^2= 0.60.

Table 3: Regression Analysis of Ostracism Experiences and Internet Addiction

	B	SH	β	T	P
Constant	25,825	2,146		12,036	,000
Social Exclusion Total Score	0,285	0,076	0,134	3,743	,000

Modal Summary;   R: ,134[a] R^2: ,018 F: 1,218   P<0,05

Table 3 represents the Regression Analysis undertaken to understand whether Ostracism Experiences are able to predict Internet Addiction. The ANOVA value was checked in order to allow for the conduct of a Regression Analysis between Ostracism Experiences and Internet Addiction. The ANOVA value established at p<0.05 cleared the way for the conduct of the Regression Analysis. A significant correlation was identified between Internet Addiction and Ostracism Experiences. The correlation is of a positive nature. The slope coefficient is .285. The result of the Regression Analysis indicated that Adolescent Ostracism Experiences is able to predict Internet Addiction at R^2=0.18.

Table 4: T-Test for Internet Addiction, Ostracism Experiences, and Perceived Social Support by Sex

Scales	Sex	n	X	S.dev.	S.dist.	T	P
Internet Addiction Total Score	Female	317	31,21	15,00	,8426	-3,555	,562
	Male	450	35,19	15,42	,7272	-3,572	
Social Exclusion Total Score	Female	317	28,57	7,22	,4058	4,25	,377
	Male	450	26,34	7,11	,3354	4,239	
Social Support	Female	317	52,58	7,48	,4201	-0,341	,272

Family	Male	450	52,76	6,97	,3290	-0,336	
Social Support Friend	Female	317	35,15	4,70	,2642	5,213	,008
	Male	450	33,21	5,32	,2508	5,325	
Social Support Teacher	Female	317	42,48	8,19	,4602	-0,291	,174
	Male	450	42,64	7,47	,3522	-0,287	

Table 4 shows the results of the t-test analysis conducted with a view to understanding the differences between Sexes in terms of average scores in Internet Addiction, Ostracism Experiences, and Perceived Social Support by Sex. The average total score in Internet Addiction was found to be 31.21 among Women (317) and 35.19 among Men (450). Differences were observed between Sexes in terms of scores in Internet Addiction. The research study resulted in the observation of a higher average score in the Internet Addiction scale among Male students (x =35.19) than Female students (x =31.21). However, such difference (p>0.05) is not statistically significant.

In terms of the total scores in Ostracism Experiences between Sexes, the average was identified to be 28.57 among Women (317) and 26.34 among Men. The average scores in the Ostracism Experiences Scale pointed out to a difference between Sexes. The average scores of Female students in the Ostracism Experiences Scale (x =28.57) are higher than the average scores of Male students in the Ostracism Experiences scale (x =26.34). However, such difference (p>0.05) is not statistically significant.

The total scores in the Perceived Teacher Support by Sexes were 42.48 among Women (317) and 42.64 among Men (450). The difference between Sexes in the context of average scores in Perceived Teacher Support is not statistically significant (p>0.05). The averages achieved in terms of Perceived Teacher Support are similar between Female and Male students.

The total scores in the Perceived Friend Support by Sexes were 35.15 among Women (317) and 33.21 among Men (450). A significant difference was identified between Sexes with respect to Perceived Friend Support. This difference (p<0.05) stands out to be statistically significant. The average score attained by Female students in the Perceived Friend Support is higher than that of Male students. The perceptions of Female students of their friends' support are at a higher level than that of Male students.

The total scores in the Perceived Family Support by Sexes were 52.58 among Women (317) and 52.76 among Men (450). The average scores in Perceived Family Support did not result in a statistically significant correlation (p=.974) between Sexes. Consequently, it is possible to state that there is no difference between Sexes in terms of their levels of Perceived Social Support.

Table 5: ANOVA Analysis of Internet Addiction by Educational Level

Level of Education	N	x	Source of Variance	Sum of Squares	S.d	Squares Average	F	P
High.Sch 3	15	27,13	Betw. Grp	6862,13	7	980,30	4,274	,000
Mid.Sch 2	117	29,01	In Group	174083,87	759	229,36		
Mid.Sch 1	112	30,74	Total	180946,01	766			
High.Sch 2	71	32,18						
High.Sch 4	19	34,57						
Mid.Sch 4	92	34,75						
High.Sch 1	94	34,78						
Mid.Sch 3	247	36,74						
p<0,05								

Table 5 reviews the ANOVA analysis performed with the aim of identifying a difference, if any, among averages in Internet Addiction by Educational Level. The research universe comprised students from Secondary Grade 1 (112), Secondary Grade 2 (117), Secondary Grade 3 (247), Secondary Grade 4 (92), High School Grade 1 (94), High School Grade 2 (71), High School Grade 3 (15), and High School Grade 4 (19). The difference between scores in Internet Addiction and educational levels was found to be [F(4.274)= 27.13, p=.00]. *Post hoc* comparisons were conducted in order to identify the educational level giving rise to such difference. Accordingly, the comparisons indicated no difference among the average scores of students from Secondary Grade 1 (M= -6.007, Sd=1.725) and Secondary Grade 2, Secondary Grade 4, and High School Grades, whereas a difference was spotted for Secondary Grade 3 in terms of their average scores in the Internet Addiction Scale.

Table 6: ANOVA Analysis for Ostracism Experiences among Adolescents by Educational Status

Level of Education	n	X	Source of Variance	Sum of Squares	S.d	Squares Average	F	P
Mid.Sch 2	117	25,3077	Betw. Grp	951,331	7	135,904	2,631	,011
Mid.Sch 1	112	26,2857	In Group	39205,942	759	51,655		
High.Sch.4	19	26,4737	Total	40157,272	766			
Mid.Sch.4	92	27,4239						
High.Sch 3	15	27,6000						
Mid.Sch.3	247	27,7611						
High.Sch 2	94	28,0745						
High.Sch 1	71	29,1690						
p<0,05**								

Table 6 reviews the ANOVA analysis performed with the aim of identifying a difference, if any, among averages in Ostracism Experiences among Adolescents by Educational Level. A statistically significant difference (p<0.05) was found between Ostracism Experiences and the Question of "Which Grade Are You Attending?". *Post hoc* comparisons were implemented to identify the root cause of such difference. Accordingly, no variation was observed among the average scores of students from Secondary Grade 2 and Secondary Grade 2, Secondary Grade 4, and High School Grade 1, High School Grade 3, and High School Grade 4, whereas a difference was identified in the average scores of Secondary Grade 3 (M= -2.453, Sd=.806) and High School Grade 2 (M= -3.861, Sd= 1.081) in terms of Ostracism Experiences.

Table 7: Pearson Correlation Analysis by Certain Variables

Variables		1	2	3	4	5	6	7	8	9	10
1) Mobile Phone Price	r	1	,082	,178**	-,010	,195**	,028	-,001	-,062	-,154**	,167**
	n	514	489	502	508	514	514	514	514	514	514
2) Mobile Phone Monthly Int. Pact	r		1	,063	,013	,110*	,066	-,037	,078	,009	-,003
	n		489	484	489	489	489	489	489	489	489
3) Daily Internet Usage	r			1	,016	,103**	,262**	-,070	-,051	-,123**	,115**
	n			713	701	713	713	713	713	713	713
4) How Many Gr. Us,ng Social Med. Prog.	r				1	,047	,090*	-,012	,024	,012	,064
	n				750	750	750	750	750	750	750
5) Average Wage for the Family	r					1	,071*	,004	,009	,004	,045
	n					767	767	767	767	767	767
6) Internet Addiction Total Score	r						1	-,184**	-,155**	-,214**	,131**
	n						767	767	767	767	767
7) Social Support Family	r							1	,304**	,375**	-,048
	n							767	767	767	767
8) Social Support Friend	r								1	,275**	,147**
	n								767	767	767
9) Social Support Teacher	r									1	,048
	n									767	767
10) Social Exclusion Total Score	r										1
	n										767

p<0,01** p<0,05*

Table 7 represents the results of a Pearson Correlation analysis by certain variables. According to the results, a statistically significant (p<0.05) but weak positive (r_p = .178) correlation was identified between Mobile Phone Price and Daily Internet Use; a statistically significant (p<0.05) but weak positive (r_p = .195) correlation with Average Household Income; a statistically significant (p<0.05) but weak negative ($r_{p=}$ -.154) correlation with Perceived Social Support from Teachers; and a statistically significant (p<0.05) but weak positive ($r_{p=}$ .167) correlation with Ostracism Experiences. A statistically significant (p<0.05) but weak positive (r_p = .110) correlation was identified between Monthly Mobile Package Used and Average Household Income.

In addition, with respect to Frequency of Daily Internet Use, a weak positive (r_p = .103) correlation was established with Average Household Income; a weak negative (r_p= .262) correlation with the total score on Internet Addiction; a weak negative (r_p= -.123) correlation with Perceived Teacher Support; and a weak positive (r_p= .167) correlation with Ostracism Experiences; all such correlations were statistically significant (p<0.05).

The analysis identified a statistically significant (p<0.05) but weak negative correlation between the total score in Internet Addiction and the total score in Perceived Social Support Experiences from Families (r_p = -.184), Friends (r_p = -.155), and Teachers (r_p = -.214), while there appeared to be a statistically significant (p<0.05) but weak positive (r_p = .131) correlation with the total scores in Ostracism Experiences.

RESULTS AND DISCUSSION
The aim of the present study is to examine whether Perceived Social Support and Ostracism Experiences are able to offer predictions of Internet Addiction among adolescents.

Perceived Social Support and Ostracism Experiences were established to offer predictions concerning Internet Addiction among adolescents. The correlations observed by reason of the study included a negative correlation between Perceived Social Support (from teachers, friends, and families) and Internet Addiction and a positive correlation between Adolescent Ostracism Experiences and Internet Addiction. This result obtained from the research study is similar to others reported in the relevant literature (Esen, 2010; Günüç, 2013). However, there are differences from the present study findings and those from certain other studies in the relevant literature (Batıgün and Kılıç, 2011).

Demirtaş (2007) had pointed out to a significant difference between stress management levels and Perceived Social Support from the Family and general support levels. Karababa *et al*. (2018) had revealed the positive role assumed by the Level of Perceived Social Support from Teachers and Friends and Human Value with respect to School Attachment Levels among students. Köseoğlu and Erçevik (2015) had found a significant positive correlation between the independence and individualisation dimensions of emotional autonomy and between the family, friend, and teacher support dimensions of perceived social support. Anlı (2018) had established that Internet Addiction is involved in a positive correlation with loneliness in social relationships, loneliness in emotional relationships, and loneliness in family relationships among the sub-dimensions of social and emotional loneliness. Terzi had identified the correlation coefficient between psychological strength and total scores in Perceived Social Support to be significant at 0.01. Haskan (2009) had pointed out to the lower level of delinquent and depressive symptoms observed among adolescents who perceived their support from their families and friends to be high.

The present study indicated that women perceived their support from their families to be higher than men, which is consistent with the findings of other studies in the relevant literature. In addition to studies pointing out to differences between sexes (Arıcıoğlu, 2008; Başer, 2006; Eldeleklioğlu, 2006; Hünük *et al.*, 2013; Karataş, 2012; Köseoğlu and Erçevik, 2015; Şencan, 2009; Yardımcı, 2007), there are studies specifying the perceived social support among Female students to be significant in support of the finding of the present study (Arıcıoğlu, 2008; Arsel and Batıgün, 2011; Yamaç, 2009).

A difference was established between Internet Addiction and Sex, where Male students scored higher in addiction. However, this difference was not found to be statistically significant. This result exhibits a difference from that of certain research studies in the relevant literature (Alaçam, 2012; Bayraktar, 2001; Esen, 2010; Gültutan, 2007; Günüç, 2009; Kır and Sulak, 2014; Şahin, 2011; Toraman, 2013), but a similarity with that obtained in certain other studies (Batıgün and Hasta, 2010; Bayraktar and Gün, 2007; Jang *et al.*, 2008; Pawlak, 2002; Tuna, 2015). The higher scores of addiction among Male respondents may arise from the longer time they spend for various purposes related to factors concerning computer technologies including online gaming, online chats, and computer games.

The research results pointed out to differences in scores of Internet Addiction by Educational Status. This difference (p<0.05) stands out to be statistically significant. Differences were observed between Secondary Grade 1 and Secondary Grade 3 in terms of their scores of Internet Addiction. The research study revealed a positive correlation between Age and Social Media Presence and a negative correlation with Perceived Social Support from Families, Friends, and Teachers. This finding is in consistency with that of certain studies in the relevant literature (Gültutan, 2007; Taş *et al.*, 2014; Tuna, 2015).

Tuna had shown a significant difference by the grade of attendance among students in a study conducted with the aim of identifying levels of Internet addiction among students from 6th, 7th, and 8th Grades. The scores of Internet Addiction among students from the 8th Grade had been identified to be significantly higher than those attained by students from 6th and 7th Grades.

A statistically significant difference exists between Ostracism Experiences and Educational Status among Adolescents. This finding was observed in the form of a difference between Secondary Grade 3 and High School Grade 2 in terms of Ostracism Experiences in the context of the present study.

A statistically significant result was also observed in the results concerning parental educational status. There is no statistically significant difference between Maternal Educational Status and levels of Internet Addiction and Ostracism Experiences. However, a statistically significant difference was found between Maternal Educational Status and Perceived Social Support. This difference appears to be between those who marked "Illiterate" and those who marked "High School" for their Maternal Educational Status. The Paternal Educational Level did not exhibit any statistically significant difference with Internet Addiction, Ostracism Experiences, and Perceived Social Support.

Nevertheless, the relevant literature provides for research studies that had identified a correlation between Maternal Educational Status and Internet Addiction and no correlation between Paternal Educational Level and Internet Addiction (Çelikkaleli *et al*., 2010; Taş, 2018).

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