

Predicting Digital Addiction in Adolescents: The Role of Perceived Social Support and Well-Being Variables

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Abstract

The aim of this study is to examine the role of perceived social support and well-being variables in predicting digital addiction levels in adolescents. The participants in this study, which was conducted based on a correlational research model, comprised 876 adolescents, of whom 55.5% (n = 486) were female and 44.5% (n = 390) were male, studying in different types of high schools during the 2018-2019 academic year and determined according to the convenience sampling method. The revised Perceived Social Support Scale (PSSS-R), the Digital Addiction Scale (DAC) and the five-dimensional Measure of Adolescent Well-Being (EPOCH) were used for collection of the research data. In the analysis of the data, descriptive statistics, Pearson correlation test and hierarchical regression analysis were utilized. The research findings revealed that perceived social support was significantly positively correlated with well-being and significantly negatively correlated with digital addiction. Similarly, statistically significant relationships were found between well-being and the sub-dimensions of digital addiction. In addition, the results show that perceived social support and well-being variables significantly predicted digital addiction and that these two variables together explained 7% of the change in digital addiction scores. Based on the findings of the study, it can be stated not only that perceived social support has a direct effect on digital addiction, but also that this effect increases through well-being.

Keywords: Perceived Social Support, Well-Being, Digital Addiction, Adolescent

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INTRODUCTION

Addiction is defined as an individual's inability to give up doing a certain activity or using a certain substance, or an uncontrollable desire for an action to be repeated, despite being aware of their psychologically, physically, socially, mentally or economically destructive effects (Young, 1998; Griffiths, 2000). It is seen that the issue of addiction, which is considered to be an important public health problem, was mostly examined within the framework of chemical addictions in the past. However, according to the biopsychosocial model, in behavioral addictions, symptoms such as mood changes, tolerance, withdrawal and conflict occur in the individual (Griffiths, 2005). It is observed that behavioral addictions affecting the lives of individuals have increased significantly in the last two decades (Kuss, Kristensen, & Fernandez, 2021). In this context, the definition and limits of addiction have been expanded to include any substance use or reinforcing behavior that is pleasurable and repetitive, harmful to the person, and difficult to change or stop (Orford, 1985). This situation has resulted from examining addiction to a physical substance and a behavioral action under two separate categories (Arslan, 2019). This change in the scope of addiction has highlighted a type of addiction that is classified as behavioral addiction and that produces similar negative results to those occurring in substance addiction, even though no addictive substance is used (Sevindik, 2011). Thus, as a result of the widespread infiltration of computers, internet and mobile phones into our lives due to the development of technology, the concept of digital addiction has become a phenomenon that we frequently encounter in daily life. However, contrary to the level of development that technology and communication tools have reached today, the low level of awareness about the conscious use of these tools exposes young people, in particular, to many risky situations, both individual and environmental (Kaya et al., 2019).

With the continuous development of new technologies and the digitalization at the heart of technology in recent years, the concept of the "addicted individual" has emerged in society and individuals have acquired a new life form in line with their addictions (Yengin, 2019). As well as facilitating human life by enabling many tasks and transactions to be done more easily and efficiently, the internet and the digital tools that provide access to the internet have brought with them a number of new problems that humanity has to deal with. In this context, one of the problem areas whose effect is discussed is digital addiction (Kesici, 2019). Digital addiction is behavioral technology addiction that occurs with the inability to control oneself against the urge to use digital tools, the inability to resist the impulse to use digital tools (Şentürk, 2017) and the feeling of inadequacy related to this (Arslan, 2020). When the concept of digital addiction is examined, although there is no consensus on its definition (Cemiloğlu, Almourad, McAlaney, & Ali, 2022), it is defined as an umbrella term that includes subtypes of the long-standing problem of internet addiction, the much-debated game addiction problem, and the emerging issue of social media addiction or other digital media addiction (Christakis, 2019). Digital addiction does not necessarily involve internet use and therefore includes not only addiction to online activities, but also addiction to offline activities using digital devices, such as offline gaming addiction (Almourad, McAlaney, Skinner, Pleya, & Ali, 2020). Digital addiction is associated with definitions of problematic internet use (Caplan, 2005), pathological internet use (Davis, 2001), internet addiction (Ha et al., 2006), and technological addiction (Griffiths, 1996). It can be said that due to the rapid spread of digital addiction and its multiple negative effects on individuals socially, emotionally and behaviorally, it is an important area that needs to be investigated with all its dimensions, as is also emphasized in the literature (Almaliki & Ali, 2016). In fact, previous studies have shown that digital addiction is associated with a decrease in academic achievement, a reduction in social activities, an increase in domestic conflicts, a change in sleeping habits, the emergence of depression, and deterioration in work performance and social functions (Dahl & Bergmark, 2020; Özyirmidokuz & Karakaş, 2019; Young & Abreu, 2011).

In the reviews of the literature, some studies have been accessed on the use of digital tools and the addictions they cause. Excessive and obsessive use of digital connections can cause significant social and cognitive problems in society (Alrobai, 2018). Some of these problems are low academic achievement, withdrawal from social activities, depression and insomnia (Echeburúa & De Corral, 2009; Young, 1999). Excessive use also leads to an increase in the level of digital addiction in

individuals and negatively affects their levels of well-being (Cham et al., 2019). It has been found that digital addiction causes problems that threaten physical health in adolescents such as muscle/joint pain, obesity and loss of vision (Aziz, Nordin, Abdulkadir, & Salih, 2021), that children's maladaptive behaviors towards digital devices lead to other maladaptive behaviors such as substance abuse and pathological play (Schulz van Endert, 2021), and that digital game addiction is associated with emotional eating in adolescents (Caner & Evgin, 2021). Moreover, it is observed that digital addiction has been investigated in high school students (Eryılmaz & Çukurlüöz, 2018; Arslan, 2019) and university students (Arslan, 2020). Within the scope of this research, however, the concepts of perceived social support and well-being, which are considered as protective factors, are discussed as variables that can affect digital addiction. In fact, previous studies also show that digital addiction has an impact on well-being (Duradoni, Innocenti, & Guazzini, 2020; Cham et al., 2019; Zhao, 2021). This makes it important to investigate the relationship of protective factors such as perceived social support and well-being with digital addiction.

Social support is defined as the social and psychological support that the individual receives from his/her environment (Yıldırım, 1997) or the assistance provided to the individual by his/her environment (Yılmaz, Yılmaz, & Karaca, 2008). The concept of social support, which is considered to be multidimensional in the literature, includes giving advice and information to the individual, emotional support, financial assistance, appreciation, helping the individual to cope with his/her problems, being a role model for the individual, and social interest. People such as parents, spouses, lovers, friends, family, teachers, relatives, neighbors and experts, who have an important place in the life of the individual, constitute the social support resources of that individual (Yıldırım, 2004). In addition, it is seen that the concept of social support is examined in two different categories. The first of these includes objective elements such as direct assistance for the individual by others, the existence of social networks, and the communities involved, while the second is perceived social support, which is concerned with the subjective feeling of the individual (Kaniasty & Norris, 2008). Perceived social support refers to the individual's belief and confidence that adequate support will be provided to him/her when needed (Barrera, 1986). Studies have shown that a high level of social support increases the individual's well-being by protecting him/her from loneliness, depression and physical disorders (Polat & Bayrak-Kahraman, 2013). It is stated that perceived social support is an important protective factor for children and adolescents in developmental issues related to school achievement, self-esteem and mental health (Emsler & Christiansen, 2021).

When studies in the literature investigating the relationships between perceived social support and variables related to digital addiction are examined, according to a meta-analysis study conducted among studies examining the relationship between internet addiction and social support among young people in China, it was found that internet addiction decreased as social support increased (Lei, Li, Chiu, & Lu, 2018). According to other conducted studies, it was found that internet addiction was low in adolescents with a high level of perceived social support (Wu et al., 2016), there was a negative relationship between internet and game addiction and perceived social support (Yavuz, 2018), social support reduced depressive symptoms in children and adolescents (Klasen et al., 2015; Sobol, Wozny, & Czubak-Paluch, 2021), and during the COVID-19 epidemic, more mental health problems were observed among adolescents who had low social support (Qi et al., 2020). Moreover, in a study covering six European countries, it was found that adolescents with high levels of perceived social support from their parents and teachers had a lower tendency to experience violence and accept violence (Perez-Martinez et al., 2021). In a study comparing the effect of social support received from the real environment and social support received through social media on the reduction of problems such as social isolation, depression and anxiety, it was observed that social support received from the real environment reduced social isolation, depression and anxiety, while it was concluded that social support received through social media had no effect on the prevention of these problems (Meshi & Ellithorpe, 2021). The results obtained from the studies mentioned above reveal that perceived social support is a protective factor in terms of well-being and digital addiction in adolescents.

The concept of well-being, which refers to ideal psychological functionality and experience, is one of the issues emphasized in the field of psychology (Deci & Ryan, 2008). As a result of studies

conducted on well-being, the concepts of subjective well-being and psychological well-being, which reveal two important perspectives, have been defined (Demirci & Ekşi, 2015). While subjective well-being prioritizes avoiding pain and obtaining pleasure, psychological well-being focuses on the individual's gaining meaning and self-realization in his/her life (Ryan & Deci, 2001). The concept of well-being consists of constructs such as autonomy, establishing positive relationships with others, life purpose, realization of potential, and self-acceptance (Ryff, 1989). Nowadays, one of the ways of meeting the important needs of adolescents, such as expressing themselves, communicating with others and realizing their potential, is digital channels such as social media, the internet and telephones. However, excessive use of these channels leads to an increase in the level of individuals' digital addiction and to a negative effect on their level of well-being. When the related studies are examined, it is seen that digital addiction causes negative life experiences such as domestic conflict, psychological problems like depression and stress, low job performance, low self-esteem, irregular sleep, a decrease in face-to-face communication, and violation of others' privacy (Cham et al., 2019). From this point of view, it can be said that digital addiction has a significant effect on well-being in adolescents.

In the conducted studies, it was found that internet addiction decreased as the level of subjective well-being increased in adolescents (Derin & Bilge, 2016), internet addiction increased as the level of psychological well-being decreased in university students (Uz-Baş, Öz-Soysal, & Aysan, 2016), internet addiction decreased as happiness increased (Totan, Ercan, & Öztürk, 2019), subjective well-being decreased as digital game addiction increased (Baysan, Çakici-Eş, & Tezer, 2019), and four types of technological addiction, namely internet addiction, social media addiction, digital game addiction and smartphone addiction, significantly negatively predicted social connectedness (Savcı & Aysan, 2017). When the research findings are examined in general, it is seen that individuals with high levels of perceived social support also have high levels of well-being and low levels of digital addiction. Moreover, it was found that individuals with high levels of digital addiction had low levels of well-being. From this point of view, it is predicted that perceived social support will increase well-being and that this will contribute to the reduction of digital addiction. When the literature is examined, no study can be found that examines perceived social support, well-being and digital addiction together and investigates the role of perceived social support and well-being in predicting digital addiction in adolescents. This distinguishes the present study from previous studies. In line with the purpose of the research, answers to the following questions were sought:

1. Is there a significant relationship between perceived social support, well-being and digital addiction levels in adolescents?
2. Do levels of perceived social support and well-being significantly predict digital addiction in adolescents?

METHOD

Research Design

In this study, a correlational research model was utilized to examine the relationships between perceived social support, digital addiction and well-being. Correlational survey studies are carried out to determine the relationships between two or more variables (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2017). Hierarchical regression analysis was conducted in order to determine the effect of perceived social support and well-being on digital addiction. Hierarchical regression is the examination of the effects of variables determined by the researcher on the predicted variable (Can, 2019).

Research Participants

The participants in the study consisted of 876 students, of whom 55.5% (n = 486) were female and 44.5% (n = 390) were male, who were studying in different types of high schools during the 2018-

2019 academic year and were determined according to the convenience sampling method. It was seen 23.3% of the participants were vocational high school students, 22.7% were imam hatip (religious vocational) high school students, 31.4% were Anatolian high school students and 22.6% were science high school students. While 22.9% of the students were in 9th grade, 35.3% were in 10th grade, 23.3% were in 11th grade and 18.5% were in 12th grade. It was determined that 8.3% of the students defined their achievement level as low, 42.2% expressed it as medium, 40% defined it as good and 9.5% described it as very good. In terms of parental education level, it was seen that 8.7% of the students' fathers and 31.4% of their mothers were illiterate. Regarding social media use, 81.4% of the students stated that they used social media. In terms of period of use, 27.2% of these students stated that they used social media for half an hour or less, 27.9% used it for 1 hour, 18.8% used it for 2 hours, 8.7% used it for 3 hours and 17.4% used it for more than 3 hours per day.

Data Collection Tools

Perceived Social Support Scale (PSSS-R)

The Perceived Social Support Scale (PSSS-R), which was developed by Yıldırım (1997) and also revised by Yıldırım (2004), was used to determine the perceived social support levels of the students. The PSSS-R is a Likert-type scale consisting of 50 items and three sub-dimensions: family support (FAS), friend support (FRS) and teacher support (TRS). There are 20 items in the FAS sub-dimension, 13 items in the FRS sub-dimension, and 17 items in the TRS sub-dimension. There is one reverse-scored item in each sub-dimension of the scale. The lowest score that can be obtained from the PSSS-R is 50, while the highest score is 150. Higher scores indicate that the individual receives more social support. Within the scope of this study, the Cronbach alpha coefficients were calculated as .95 for the overall PSSS-R, .93 for the FAS sub-dimension, .91 for the FRS sub-dimension, and .93 for the TRS sub-dimension.

Five-dimensional Measure of Adolescent Well-Being (EPOCH)

The five-dimensional Measure of Adolescent Well-Being (EPOCH), which was developed by Kern, Benson, Steinberg and Steinberg (2015), was adapted into Turkish by Demirci and Ekşi (2015). The scale consists of the dimensions of engagement, perseverance, optimism, connectedness and happiness. There are a total of 20 items in the scale, each dimension of which consists of 4 items. The EPOCH is a 5-point Likert-type scale, and the lowest score that can be obtained from the scale is 20, while the highest score is 100. High scores obtained from the scale mean a high level of well-being. Within the scope of this study, the Cronbach alpha coefficients were found to be .91 for the overall EPOCH and .79 / .72 / .80 / .77 and .69 for the sub-dimensions, respectively.

Digital Addiction Scale (DAS)

The Digital Addiction Scale (DAS), which was developed by Arslan, Kırık, Karaman and Çetinkaya (2015), consists of three sub-dimensions: Game Addiction (11 items), Social Media Addiction (12 items) and Impact on Social Life (6 items), and a total of 29 items. The scale was prepared as a 5-point Likert type, and the lowest score that can be obtained from the scale is 29, while the highest score is 145. High scores obtained from the scale indicate a high level of digital addiction. Within the scope of this study, the Cronbach alpha coefficient for the total DAS was calculated as .92, while the Cronbach alpha coefficients of the sub-dimensions were calculated as .84 / .92 and .84, respectively.

Personal Information Form

Information about the participants' gender, school type, grade level, achievement status, parental education level and social media usage were collected through an information form created by the researchers.

Data Analysis

The SPSS 21.0 program was used in the analysis of the data. The skewness coefficient was used to test the normality of the scale scores. When the skewness coefficient used in the normal distribution characteristic of the scores obtained from a continuous variable is within the limits of ± 1 , this can be interpreted as that the scores do not show a significant deviation from the normal distribution (Büyüköztürk, 2011). Since it was determined that the scale and sub-dimension scores were normally distributed, the Pearson correlation test was used to determine the relationship between the scale and its sub-dimensions; hierarchical regression analysis was used to determine the effect of perceived social support and well-being on digital addiction. In the first stage of the regression analysis, the independent variables were included in the model in block form and their contribution to the variance in the dependent variable was examined. In the second stage, the sub-dimensions of the well-being scale were included in the model and the change in the variance was examined. According to the difference in the variance between the first model and the second model, it was evaluated whether well-being had a significant effect on the relationship between the independent and dependent variables with the statistical significance level of the change in variance. The change in variance and its statistical significance can be obtained with the “R Square Change” command in the SPSS program. In the analyses, the confidence interval was determined as 95% and the significance level as .05.

FINDINGS

The descriptive statistics for the scores obtained by the adolescents participating in the study from the PSSS-R, EPOCH and DAS scales and their sub-dimensions are presented in Table 1.

Table1. Descriptive Statistics for PSSS-R, EPOCH and DASScales and Sub-Dimensions

Scale and Sub-Dimensions	N	Min.	Max.	\bar{X}	Sd	Skewness	Kurtosis
Family	872	1.00	3.00	2.46	.46	-.95	.21
Friends	874	1.00	3.00	2.44	.50	-.96	.17
Teachers	876	1.00	3.00	2.16	.56	-.29	-.95
Perceived Social Support	876	1.12	3.00	2.35	.39	-.50	-.25
Connectedness	870	1.00	5.00	3.78	1.04	-.70	-.36
Engagement	870	1.00	5.00	3.45	.97	-.26	-.62
Happiness	870	1.00	5.00	3.29	1.10	-.09	-.91
Optimism	870	1.00	5.00	3.42	1.04	-.25	-.73
Perseverance	870	1.00	5.00	3.35	.93	-.17	-.53
Well-Being(EPOCH)	870	1.05	5.00	3.46	.79	-.27	-.25
Game Addiction	874	1.00	5.00	2.34	.88	.56	-.13
Social Media Addiction	874	1.00	5.00	2.64	1.07	.37	-.70
Impact on Social Life	874	1.00	5.00	2.57	1.10	.30	-.78
Digital Addiction	874	1.00	5.00	2.51	.82	.41	-.37

As seen in Table 1, the adolescents participating in the study obtained the highest social support score from the family sub-dimension (2.46 ± 0.46) and the lowest social support score from the teachers sub-dimension (2.16 ± 0.56). The mean score for the total perceived social support scale was determined as (2.35 ± 0.39). It was determined that the mean score obtained from the total EPOCH scale was (3.46 ± 0.79), while the highest mean scores obtained from the sub-dimensions were for connectedness (3.78 ± 1.04), engagement (3.45 ± 0.97) and optimism (3.42 ± 1.04), respectively, while the lowest mean score was obtained from the sub-dimension of happiness (3.29 ± 1.10). When the scores for the digital addiction scale were examined, it was revealed that the highest mean score was obtained from the social media addiction sub-dimension (3.78 ± 1.04), while the mean scores for impact on social life and game addiction were (2.57 ± 1.10) and (2.34 ± 0.88), respectively. The mean score for the overall digital addiction scale was found to be (2.51 ± 0.82).

The results of the Pearson correlation analysis of the relationships between the PSSS-R, EPOCH and DAS scales and their sub-dimensions are given in Table 2.

Table2. Correlation Analysis Results for the Relationship Between Variables

Scale and Sub-Dimensions	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Family	.38**	.40**	.75**	.49**	.28**	.34**	.37**	.37**	.47**	-.15**	-.08*	-.10**	-.13**
2. Friends	1	.36**	.75**	.58**	.22**	.30**	.27**	.23**	.41**	-.05	.07*	-.05	.00
3. Teachers		1	.79**	.30**	.25**	.30**	.32**	.35**	.39**	-.14**	-.14**	-.10**	-.16**
4. Perceived Social Support			1	.59**	.33**	.41**	.41**	.42**	.55**	-.15**	-.07*	-.11**	-.13**
5. Connectedness				1	.40**	.53**	.51**	.40**	.73**	-.04	.07*	-.07*	.00
6. Engagement					1	.54**	.53**	.48**	.75**	.03	.07*	.00	.05
7. Happiness						1	.64**	.48**	.83**	.01	.06	-.04	.02
8. Optimism							1	.59**	.84**	-.01	.03	-.01	.01
9. Perseverance								1	.74**	-.10**	-.10**	-.10**	-.13**
10. Well-Being (EPOCH)									1	-.02	.04	-.06	-.01
11. Game Addiction										1	.59**	.36**	.83**
12. Social Media Addiction											1	.40**	.89**
13. Impact on Social Life												1	.64**
14. Digital Addiction													1

*p<.05 **p<.01

As seen in Table 2, positive and significant relationships with perceived social support from the family were found for connectedness ($r=.49$; $p<.05$), engagement ($r=.28$; $p<.05$), happiness ($r=.34$; $p<.05$), optimism ($r=.37$; $p<.05$), perseverance ($r=.37$; $p<.05$) and total well-being scale ($r=.47$; $p<.05$) scores. There are positive and significant relationships with perceived social support from friends for connectedness ($r=.58$; $p<.05$), engagement ($r=.22$; $p<.05$), happiness ($r=.30$; $p<.05$), optimism ($r=.27$; $p<.05$), perseverance ($r=.23$; $p<.05$) and total well-being scale ($r=.41$; $p<.05$) scores. Positive and significant relationships with perceived social support from teachers were found for connectedness ($r=.30$; $p<.05$), engagement ($r=.25$; $p<.05$), happiness ($r=.30$; $p<.05$), optimism ($r=.32$; $p<.05$), perseverance ($r=.36$; $p<.05$) and total well-being scale ($r=.39$; $p<.05$) scores. Moreover, positive and significant correlations with total perceived social support scale scores were determined for connectedness ($r=.59$; $p<.05$), engagement ($r=.32$; $p<.05$), happiness ($r=.41$; $p<.05$), optimism ($r=.41$; $p<.05$), perseverance ($r=.42$; $p<.05$) and total well-being scale ($r=.55$; $p<.05$) scores. Negative and significant relationships with perceived social support from the family were found for game addiction ($r=-.15$; $p<.05$), social media addiction ($r=-.08$; $p<.05$), impact on social life ($r=-.10$; $p<.05$) and total digital addiction scale ($r=-.13$; $p<.05$) scores. A positive and significant relationship was found between perceived social support from friends and social media addiction ($r=.07$; $p<.05$) scores. Negative and significant relationships with scores for perceived social support from teachers were found for game addiction ($r=-.14$; $p<.05$), social media addiction ($r=-.14$; $p<.05$), impact on social life ($r=-.10$; $p<.05$) and total digital addiction scale ($r=-.16$; $p<.05$) scores. There are negative and significant correlations with total perceived social support scores and game addiction ($r=-.15$; $p<.05$), social media addiction ($r=-.07$; $p<.05$), impact on social life ($r=-.11$; $p<.05$) and total digital addiction scale ($r=-.13$; $p<.05$) scores.

When Table 2 is examined, it is seen that there is a positive and significant relationship between connectedness scores and social media addiction ($r=.07$; $p<.05$) scores, while there is a negative and significant relationship between engagement scores and impact on social life ($r=-.07$; $p<.05$) scores. A positive and significant relationship was determined between scores for engagement and social media addiction ($r=.07$; $p<.05$). Negative and significant relationships with perseverance scores were found for game addiction ($r=-.10$; $p<.05$), social media addiction ($r=-.10$; $p<.05$), impact on social life ($r=-.10$; $p<.05$) and total digital addiction scale ($r=-.13$; $p<.05$) scores. It was observed that there is no significant relationship with happiness, optimism and total well-being scale scores for total digital addiction scale and sub-dimension scores ($p>.05$).

The results of the hierarchical regression analysis performed for the prediction of digital addiction levels in adolescents according to the variables of perceived social support and well-being are shown in Table 3.

Table 3. Hierarchical Regression Analysis Results for Prediction of Digital Addiction

	Independent Variables	B	SH _B	β	t	p	Tolerance	VIF
1st Model	Constant	3.077	0.175		17.607	0.000		
	Family	-0.187	0.068	-0.104	-2.736	0.006	0.774	1.291
	Friends	0.158	0.061	0.096	2.579	0.010	0.801	1.248
	Teachers	-0.228	0.055	-0.155	-4.127	0.000	0.789	1.267
	R=0.197	R ² =0.039	F _(3; 860) =11.515		p=0.000			
2nd Model	Constant	3.026	0.181		16.705	0.000		
	Family	-0.209	0.072	-0.117	-2.892	0.004	0.668	1.497
	Friends	0.110	0.069	0.067	1.598	0.110	0.615	1.626
	Teachers	-0.224	0.056	-0.153	-3.993	0.000	0.741	1.349
	Connectedness	0.014	0.039	0.017	0.358	0.720	0.455	2.199
	Engagement	0.099	0.036	0.116	2.785	0.005	0.622	1.609
	Happiness	0.035	0.035	0.047	1.007	0.314	0.492	2.034
	Optimism	0.073	0.038	0.093	1.915	0.056	0.458	2.184
	Perseverance	-0.164	0.038	-0.185	-4.267	0.000	0.579	1.727
	R=0.268	R ² =0.072	F _(8; 855) =8.263	p=0.000	F _{Change (5; 855)} = 6.107;		p=0.000	

As seen in Table 3, in the first step of the hierarchical regression analysis, the effect of perceived social support, which is an independent variable of the research, on the dependent variable digital addiction was examined. It is seen that the first established model is appropriate ($F_{(3;860)}=11.52$; $p<.05$), and that there is no autocorrelation and multicollinearity between the independent variables (tolerance>0.20; VIF<10). Perceived social support explains about 4% ($R^2=0.039$) of the variance in digital addiction.

According to the standardized regression coefficients (β) and the significance of the coefficients (t) in the first model, it was found that perceived support from family ($\beta=-0.10$; $t=-2.74$; $p<.05$) and perceived support from teachers ($\beta=-0.16$; $t=-4.13$; $p<.05$) had a negative and significant effect on digital addiction; however, perceived support from friends ($\beta=0.10$; $t=2.58$; $p<.05$) had a positive and significant effect on digital addiction.

When Table 3 is examined, it is seen that the second model, in which the sub-dimensions of well-being are included, is appropriate ($F_{(8;855)}=8.26$; $p<.05$), and that there is no autocorrelation and multicollinearity between the independent variables (tolerance>0.20; VIF<10). With the inclusion of the sub-dimensions of well-being in the model, the explanation rate of the variance in digital addiction was determined as 7% ($R^2=0.072$).

In the second model, it was determined that the difference in explained variance with the inclusion of the sub-dimensions of well-being in the model was at the level of 0.033 ($1.R^2 - 2.R^2=0.033$), and that this difference was statistically significant ($F_{\text{Change (5; 855)}}=6.11$; $p<.05$). In other words, in the second model established for the effect of perceived social support on digital addiction, it was seen that the variable of well-being contributed significantly to the variance. When the regression coefficients and the t-test values regarding the significance of the coefficients are examined, the negative effect of perceived social support on digital addiction decreased as the engagement scores increased ($\beta=0.12$; $t=2.78$; $p<.05$); the negative effect of perceived social support on digital addiction increased as the perseverance scores increased ($\beta=0.18$; $t=2.78$; $p<.05$).

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Adolescents may turn towards the use of technological products through the influence of the age of technology and their peers, and may face the risk of becoming addicted to the use of technological products due to academic failure, loneliness, introversion, depressive affect, problems in family relationships and lack of social support (Ektircioğlu, Arslantaş, & Yüksel, 2020). This study aimed to examine the effect of perceived social support and well-being variables in predicting digital addiction. According to the findings obtained from the research, it was seen that perceived social support from family and teachers negatively affected digital addiction, while perceived social support

from friends positively affected digital addiction. In addition, it was found that perceived social support and well-being variables significantly predicted digital addiction.

When the mean scores for the variables discussed in this study are examined, it is seen that the level of general social support perceived by the adolescents was moderate, and that in terms of the sub-dimensions, the highest mean scores were obtained from the family and friends sub-dimensions, respectively, while the lowest mean scores were obtained from the teachers sub-dimension. When the literature is examined, in a study conducted on adolescents by İlhan and Taşkın (2019), family and friends, respectively, were perceived as an important social support system. This result reveals the importance of support given by the family for students studying at high school level. In a study conducted on university students by Süel and Ünlü (2019), however, it was seen that the friend dimension came to the forefront as the social support system, and that the family dimension came second. This may be related to the social support networks required by individuals in their developmental period. It was seen that the adolescents' general well-being was moderate, while the highest mean score in the sub-dimensions of well-being was in the connectedness sub-dimension, followed by the engagement and optimism sub-dimensions, respectively. On the other hand, the adolescents obtained the lowest mean score from the happiness sub-dimension. When evaluated together with perceived social support, the fact that the family and friends environment was more prominent among the adolescents is in parallel with the fact that the connectedness sub-dimension was at the forefront in the context of well-being. In the study conducted by Kocayörük (2012), it was seen that perceived support from parents had a positive effect on adolescents' well-being. A supportive finding was obtained from the study carried out by Cihangir-Çankaya (2009). From this point of view, it can be said that the perceived social support from family and friends is an important factor in meeting students' psychological needs, and that this also has a positive effect on their well-being.

When the mean scores for digital addiction are evaluated, it is seen that the general digital addiction levels of the adolescents were low, and that when the sub-dimensions are taken into account, they obtained the highest scores in the social media addiction dimension, followed by the impact on social life and game addiction sub-dimensions, respectively. Similar to the research findings, adolescents' digital addiction levels were found to be low in the study conducted by Arseven (2020). In the studies conducted by Arslan (2019) and Arslan (2020) with secondary school and university students, however, it was found that digital addiction was at a moderate level. In different studies investigating adolescents' digital addiction levels (Eryılmaz & Çukurluöz, 2018; Arslan, 2020; Arseven, 2020; Altınok 2021), it was seen that the highest scores were obtained from the social media addiction dimension and the lowest scores from the game addiction sub-dimension, which is similar to the finding obtained in this study. In a study named "Turkish Youth Research" conducted by Ateş (2021) in 22 provinces in Turkey, the participants stated that they used the internet mostly for social media, education/research, gaming, entertainment and making friends, respectively. In parallel with the results obtained from this study, these findings support the fact that the social media addiction dimension was at the forefront. In studies conducted on social media addiction in adolescents, it was found that social media addiction was at a moderate level (Güney & Taştepe, 2020), adolescents with high levels of social media usage participated less in social activities (Can, Hazar & Kurt, 2021), there was a moderately positive relationship between the fear of missing out on developments in social settings and depression and anxiety among adolescents (Kartol & Peker, 2020), and there was a relationship between social media use disorder and personality disorders (Türk, 2020). Considering these findings, it can be said that the use of social media, which is an important dimension of digital addiction, causes various problems among adolescents and has a negative effect on their social lives.

In this study, the relationships between perceived social support, well-being and digital addiction and the sub-dimensions of these variables were examined. According to the first findings obtained, positive significant relationships were found between scores obtained from the total perceived social support and all its sub-dimensions, and the scores obtained from the total well-being scale and its sub-dimensions. Accordingly, it was seen that as the level of support perceived by the adolescents from social support sources such as family, friends and teachers increased, their well-being was positively affected by this. In general, a high level of social support positively affected the

adolescents' characteristics of engagement, perseverance, optimism, connectedness and happiness that encompass well-being.

According to the findings of the study, negative significant relationships were found between the scores obtained by the adolescents from the total perceived social support scale and its family and teacher sub-dimensions, and their scores in the total digital addiction scale and its game addiction, social media addiction, and impact on social life sub-dimensions. According to these results, it can be said that as the perceived social support level increased, the level of digital addiction decreased. Similar to this finding, in some conducted studies (Blau, Goldberg & Benolol, 2019; Herrero et al., 2019), it was found that as social support increased, addiction decreased. In the study conducted by Almourad et al. (2020), it was found that excessive use of digital tools caused social isolation and withdrawal from social activities. Similarly, Peper and Harvey (2018) found that digital addiction increased loneliness, anxiety and depression. The concept of social support, which is defined as the social and psychological support obtained by an individual from his/her environment, is based on Kurt Lewin's Field Theory. Lewin defined life space as all the behaviors that affect the life of the individual at a certain time, and behavior as a function of the individual and the environment. Life space is classified into behaviors that define the individual and those that define the environment. The environment in Lewin's definition of behavior is the psychological environment. All elements of the psychological environment affect behavior and it may be possible to eliminate the individual's negative behaviors and for him/her to acquire new behaviors by helping him/her to make changes in his/her psychological environment. In this sense, the social support system of the individual is located in his/her psychological environment (Yıldırım, 1997). This situation shows that perceived social support is an important factor in reducing the negative effects on individuals caused by excessive use of technological and digital tools. Moreover, when the studies examining the relationship between perceived social support and types of digital addiction are examined, it is seen that low social support predicted internet addiction (Tudorel & Vintila, 2018), there was a moderate negative relationship between perceived social support and internet addiction, and the perceived social support levels of adolescents who spent time with their mothers were high, while their internet addiction levels were lower (Günüç & Doğan, 2013). Moreover, social support was found to be a significant negative predictor of internet addiction in adolescents (Wu et al., 2016). In the study conducted by Wang and Wang (2013), too, it was found that while there was a positive relationship of online social support and online social relationships with internet addiction, normal social support and social relationships were negatively correlated with internet addiction. However, in a study conducted by Meshi and Ellithorpe (2021), comparing the effects of social support received from the real environment and of social support received through social media on reducing problems such as social isolation, depression and anxiety, it was seen that social support received from the real environment reduced social isolation, depression and anxiety, while it was concluded that social support received through social media had no effect on preventing these problems. As a result of these findings, it can be said that perceived social support from the environment is an important factor in reducing and preventing digital addiction. According to another finding of the study, a positive significant relationship was found between perceived social support from friends and social media addiction. In the study conducted by Kaşıkçı, Denli and Karaman (2021), it was determined that as social exclusion among adolescents increased, their social media addiction increased. Unlike these findings, which show that different results were revealed for peer influence, in a study made by Deniz and Kazu (2021), it was found that the path estimates made between perceived family, friend and teacher support and attitude variables related to social media were not statistically significant. This situation may be due to the increase in social media friendships in today's society and the attitudes of communicating with others through these channels. Considering the findings obtained from this study and the studies in the literature, it can be stated that the social support system and digital addiction are significantly related.

When the relationship between the well-being variable and digital addiction is examined in terms of total scores and sub-dimensions, a positive and significant relationship was found between the engagement and connectedness dimensions and the social media addiction sub-dimension, while there was a negative and significant relationship between the connectedness dimension and the sub-dimension of impact on social life. While demonstrating that technology is used as an alternative to

real social environments in the development and maintenance of social engagement, this finding also supports the view that excessive use has negative effects on social life (Savcı & Aysan, 2017). Another finding reveals that the relationship between perseverance and total digital addiction and all its sub-dimensions was negative and significant. Perseverance refers to the effort made by a person to progress towards his/her goals in spite of obstacles (Demirci & Ekşi, 2015). Although no finding supporting this result can be found in the literature, this situation shows that perseverance is an important factor in preventing digital addiction.

In this study, according to the regression analysis performed to examine whether the independent variable was a significant predictor of the dependent variable, the perceived social support variable explained 4% of the total variance in digital addiction. Accordingly, it was found that perceived social support from the family and perceived social support from teachers had a negative significant effect on digital addiction. This finding shows similarity to the results of some studies (Kayri, Tanhan, & Tanrıverdi, 2014; Ceyhan, 2011). According to another finding that was obtained, it was concluded that the effect of perceived social support from friends on digital addiction was positive and significant. The fact that the use of technologies such as the internet and social media is more common among adolescents (Savcı & Aysan, 2017) may induce adolescents to mostly refer to digital resources when communicating. In line with these findings, it can be said that as perceived social support from the family and teachers increases, digital addiction decreases, and that as perceived social support from friends increases, the tendency to use digital tools and the resulting addiction also increase.

According to the findings of the second model, in which the well-being variable was included, well-being was also found to be a significant predictor of digital addiction. Accordingly, with the inclusion of the sub-dimensions of the well-being variable in the model, the variance in digital addiction increased to 7%. Regarding the sub-dimensions of the well-being variable, as the scores for engagement increased, the negative effect of perceived social support on digital addiction decreased; as perseverance scores increased, however, the negative effect of perceived social support on digital addiction increased. While engagement means an individual's full involvement in and focus on the work and activity he/she does, perseverance refers to the effort made by a person to progress towards his/her goals in spite of obstacles (Demirci & Ekşi, 2015). Similarly, in the study conducted by Uz-Baş, Öz-Soysal and Aysan (2016), it was found out that psychological well-being was a significant predictor of excessive internet use. Based on the results of this study, it can be stated not only that perceived social support has a direct effect on digital addiction, but also that this effect increases through well-being.

When the research findings are evaluated in general, it was found that the variables of perceived social support and well-being significantly predicted digital addiction. Considered within the framework of the literature, it can be said that perceived social support is related to internet, gaming, social media and technology addiction. At the same time, the detection of a positive significant relationship between the connectedness and engagement sub-dimensions of the well-being variable and social media addiction, which is a sub-dimension of digital addiction, has brought to mind a relatively new concept in recent years, that of digital well-being. Digital well-being is individuals' state of feeling happy as a result of doing research, spending time and communicating with others by using social media, telephones and technological devices (Kara, 2019). When the literature is examined, it was found in the study carried out by Liu et al. (2019) that through digital communication channels, individuals' well-being increased by making phone calls, texting, using social networks and presenting themselves via digital tools, while online games were found to have a negative effect on well-being because they were a substitute for social contact. Similarly, it was found that there was a positive relationship between smartphone addiction and digital well-being (Kara, 2019), and that positive digital media use increased well-being in young people (James et al., 2017), while in the study conducted by Totan, Ercan and Öztürk (2019), it was found that as happiness increased, internet addiction decreased. As a result of these findings, just as digital tools, which are and will continue to be an inevitable part of our lives, may have negative effects on individuals, they can also have positive effects on individuals' well-being by facilitating communication with others,

speeding up work, and providing individuals with opportunities to express themselves in different ways.

While the use of digital tools and online applications provides people with significant benefits, there are disadvantages resulting from excessive use. The proliferation of digital addictions, which occur as a result of excessive use of digital technology, especially among the adolescents who represent future generations, brings with it important problems, because the imbalance in the use of digital technology leads to significant deficiencies in the individual him/herself, and in his/her family, community and country (Hamid et al., 2020). In this respect, it is important for psychological counselors and teachers working in schools to carry out preventive studies that will reduce digital addiction and ensure conscious internet use in order to control the negativities that may occur. This study is limited to the variables of digital addiction, perceived social support and well-being in adolescents attending secondary school. In future studies, investigating different variables and groups and developing preventive intervention programs aimed at digital addiction will contribute to the researches.

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