Social media addiction and life satisfaction in sports science students

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ABSTRACT
This research investigated the relationship between social media addiction and life satisfaction in sports science students. The sample comprised 229 university students, 118 males and 111 females, studying at Istanbul University-Cerrahpasa Faculty of Sports Science. The participants were selected using the convenient sampling method. The data were collected with a demographic information form, the "Social Media Addiction Scale" developed by Şahin and Yağcı (2017), and "The Satisfaction with Life Scale" developed by Diener, Emmons, Larsen, and Griffin (1985) and adapted into Turkish by Dağlı and Baysal (2016). Percentage and frequency descriptive statistics were used to determine demographic distribution, and the Kolmogorov-Smirnov test was performed to see whether the data had a normal distribution, which yielded a normal distribution. T-tests and one-way ANOVA were also performed. The findings suggested significant differences in social media addiction by age, class level, economic status, and social media use frequency. Similarly, there were significant differences in participants' life satisfaction by economic status, class level, and age.

Keywords: Social media addiction, life satisfaction, sports science students

INTRODUCTION
Today, social media still has an exponential increase. For example, Facebook and YouTube users comprise 68% and 73% of the adult population in the USA (Smith and Anderson, 2018). Social media has been increasingly used for learning, interacting, and collaborating with others and has become a potentially troublesome, challenging, and addictive habit for a small minority. Griffiths (1999) reported that online addictions were associated with internet addiction, and most of those engaged in problem behaviors were addicted to online content rather than the internet. Although online videos have a great place on other long-distance communication tools, private video-sharing sites allow direct interactions and arouse great interest among social media users. By definition, social media "offers a way of maintaining existing relationships, making new interactions, creating and sharing personal content, and thus, to some extent, making their social networks observable to others."
With the development of technology, social media has considerably attracted worldwide attention. However, social media use has both advantages and disadvantages. People who spend more time on social media tend to isolate themselves from others and begin to enjoy solitude, which can be considered a warning sign. Social media addiction is one of the most critical issues among teenagers, adults, and sometimes even the elderly worldwide (Arıbaş and Özşahin, 2022).
Social media addiction, which is described as a psychological disorder, has begun to draw public attention due to various negative consequences in daily life and relationships. The increasing use of social media has not only changed our work life and style but has also become an integral part of daily life, with its positive and negative impacts on our lives (Ünal, 2020).
The concepts such as social media addiction, problematic social media use, and compulsive social media use are used interchangeably to refer to maladaptive social media behaviors characterized by addiction-like symptoms and poor self-regulation. Of all, social media addiction is the most commonly used and is defined as a maladaptive psychological disorder in which behavioral addiction symptoms occur.
Social media addiction can be seen as a form of internet addiction characterized by a potent urge to use social media (Griffiths, 2000; Starcevic, 2013,Duyan et al,2022,Karaca and Ilkım 2021). Those with social media addiction are often overly concerned about social media and have an uncontrollable urge to log in and use social media (Andreassen and Pallesen, 2014).

Today, social media use has become a common habit and has responded to the interests and needs of several people. Nevertheless, it has become the focus of criticism from those who also find it harmful. Excessive internet users spend most of their time on social networks (Deniz and Noise, 2018). In this sense, social media addiction is characterized by three main features:

(a) being overly concerned about social media,

(b) having a strong motivation to use social media

(c) spending so much time and effort on social media (Andreassen and Pallesen, 2014).

Much research on social media use and mental health has proven that prolonged social media use is positively correlated with mental health problems such as stress, anxiety, and depression and negatively correlated with long-term psychological well-being. Frequent social media use does not necessarily imply addiction and therefore does not always adversely affect mental health.

Since people share posts on social media to draw others' attention, such as likes, comments, and shares, social media users experience emotional fluctuations while reading others' posts (Nowland et al., 2018).

Adolescent life satisfaction is a key indicator of mental health and is positively correlated with a wide range of positive personal, psychological, behavioral, social, interpersonal, and internal outcomes. The life satisfaction survey was conducted considering social indicators, subjective well-being, marketing, and quality of life.

Life satisfaction not only refers to current happiness but also overall happiness in life. Another popular definition of life satisfaction was made by Ruut Veenhoven, a leading figure in research on life satisfaction: "*Life satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as a whole. In other words, it is how much a person enjoys the life he/she leads*" (1996). Despite the slight differences between the definitions, the underlying idea is the same: life satisfaction refers to an individual's overall feelings about his or her life. In other words, life satisfaction is an overall evaluation of life independent of any specific time or place. Life satisfaction implies happiness, motivation, intimacy, and peace in all aspects rather than a specific area of life. Those leading a life of their own, with personal expectations and desires, achieve inner integrity. They become more satisfied with life thanks to improved quality of life and increased inner satisfaction (Altay and Avcı, 2009). According to Segrin (2006), several factors, such as psychological and physical health, adaptation, and interactions with others, affect life satisfaction. In addition to these factors, there may be other factors specific to a period and setting that affect the life satisfaction of university students. Therefore, this study aimed to investigate the relationship between social media addiction and life satisfaction in sports science students.

METHODS AND MATERIAL

Research model: The research group was selected by using an appropriate sampling method by which the data are collected from easily accessible and convenient samples due to particular limitations such as time and labor (Büyüköztürk et al., 2010).

Universe and sample: The sample was selected using the non-random sampling method. It consisted of 229 students, 118 males, and 111 females, studying at Istanbul University-Cerrahpaşa Faculty of Sports Science.

Data collection tools: In addition to a personal information form to collect demographic information about participants, the "Social Media Addiction Scale (SMAS)" developed by Şahin and Yağcı (2017), and "The Satisfaction with Life Scale" developed by Diener, Emmons, Larsen, and Griffin (1985) and adapted into Turkish by Dağlı and Baysal (2016) were used.

The "Social Media Addiction Scale (SMAS)" is a 5-point Likert-type scale (i.e., "Strongly disagree," "Disagree," "Undecided," "Agree," and "Strongly agree") with 20 items and two subscales: "virtual tolerance" and "virtual communication." The highest score that can be obtained from the scale is 100. The lowest score is 20. High scores indicate a high level of social media addiction.

"The Satisfaction with Life Scale (SLS)" developed by Diener, Emmons, Larsen, and Griffin (1985) and adapted into Turkish by Dağlı and Baysal (2016) was used to measure participants' life satisfaction levels. It is a 5-point Likert scale (i.e., "1-Strongly disagree", "2-Disagree", "3-Undecided", "4-Agree", and "5-Strongly agree") with one subscale.

Data Collection and Analysis: The data were organized in Microsoft Excel 2010 and analyzed by SPSS 25 package program. Percentage and frequency descriptive statistics were used to determine demographic distribution. The Kolmogorov-Smirnov test was performed to see whether the data had a normal distribution, which yielded a normal distribution. T-tests and one-way ANOVA were also performed. According to Jondeau and Rockinger (2003), the skewness and kurtosis coefficients between +3 and -3 in the subscale indicates a normal distribution. Additionally, independent sample t-test and one-way ANOVA methods were used, as well as descriptive statistics. The internal consistency coefficient was .84 for the "Social Media Addiction Scale (SMAS)," .76 for the "virtual tolerance" subscale, .77 for the "virtual communication" subscale, and .85 for "The Satisfaction with Life Scale (SLS)."

RESULTS

Table 1. Participant demographics

Variable		n	%
Gender	Male	118	51.5
	Female	111	48.5
Age	18-20 years old	147	64.2
	21-23 years old	82	35.8
Class Level	1st Class	120	52.4
	2nd Class	32	14.0
	3rd Class	34	14.8
	4th Class	43	18.8
Economic status	Low	22	9.6
	Middle	183	79.9
	High	24	10.5
Social media use frequency	1-2 hours	42	18.3
	3-4 hours	118	51.5
	5-6 hours	59	25.8
	7 hours or more	10	4.4
Total		229	100.0

Table 1 shows the analysis results regarding participant demographics. Accordingly, 51.5% of the participants were "Male," 64.2% were "18-20 years old", 52.4% were "first graders," 79.9% had "Middle" economic status, and 51%,5 spent "3-4 hours" on social media.

Table 2. Distribution of scale scores by gender

Sub-dimension	Gender	N	Mean	Sd	t	p
Virtual tolerance	Male	118	30.89	6.95	.861	.390
	Female	111	30.13	6.42		
Virtual communication	Male	118	22.71	5.90	.688	.492
	Female	111	22.20	5.14		
Life satisfaction Total	Male	118	14.24	4.06	-1.065	.288
	Female	111	14.80	3.82		

Table 2 shows the results of the independent sample t-test, which was performed to determine whether there was a statistically significant difference between the social media addiction and life satisfaction subscales by gender. Accordingly, no significant difference was found between gender and subscales.

Table 3. Distribution of scale scores by age

Sub-dimension	Age	N	Mean	Sd	f	p
Virtual tolerance	18-20 years old	147	29.73	6.97	5.889	**.016**
	21-23 years old	82	31.95	5.94		
Virtual communication	18-20 years old	147	21.79	5.75	6.162	**.014**
	21-23 years old	82	23.67	4.93		
Life satisfaction Total	18-20 years old	147	14.95	3.85	5.118	**.025**
	21-23 years old	82	13.73	4.01		

As seen in Table 3, an independent one-way ANOVA test was performed to determine whether there was a statistically significant difference between social media addiction and life satisfaction scale subscale by age. Accordingly, there was a statistically significant difference in the "virtual tolerance," "virtual communication," and the "Satisfaction with Life Scale" by age.

Table 4. Distribution of scale scores by class level

Sub-dimension	Class Level	N	Mean	Sd	f	p
Virtual tolerance	1st Class	120	29.45	6.41	2.960	**.033**
	2nd Class	32	32.03	6.46		
	3rd Class	34	30.32	8.26		
	4th Class	43	32.55	5.75		
Virtual communication	1st Class	120	21.54	5.58	2.548	.057
	2nd Class	32	23.50	4.92		
	3rd Class	34	23.00	5.78		

	4th Class	43	23.86	5.36		
Life satisfaction Total	1st Class	120	15.47	3.76	5.713	**.001**
	2nd Class	32	14.00	2.88		
	3rd Class	34	12.91	4.46		
	4th Class	43	13.48	4.09		

Table 4 presents the one-way ANOVA test results, which were performed to determine whether there was a statistically significant difference between social media addiction and life satisfaction scale subscales by class level. The test results revealed a statistically significant difference between the "virtual tolerance" and the "Satisfaction with Life Scale" by class level.

Table 5. Distribution of scale scores by economic status

Sub-dimension	Economic status	N	Mean	Sd	f	p
Virtual tolerance	Low	22	34.77	9.30	6.434	**.002**
	Middle	183	30.34	6.18		
	High	24	28.04	6.20		
Virtual communication	Low	22	23.45	4.76	.430	.651
	Middle	183	22.40	5.37		
	High	24	22.04	7.32		
Life satisfaction Total	Low	22	9.31	3.57	53.414	**.000**
	Middle	183	14.51	3.18		
	High	24	19.29	3.60		

As seen in Table 5, an independent one-way ANOVA test was performed to determine whether there was a statistically significant difference between social media addiction and life satisfaction scale subscales by economic status. Accordingly, there was a statistically significant difference between the "virtual tolerance" and the "Satisfaction with Life Scale" by economic status.

Table 6. Distribution of scale scores by social media use frequency

Sub-dimension	SM frequency	N	Mean	Sd	f	p
Virtual tolerance	1-2 hours	42	26.19	6.14	31.813	**.000**
	3-4 hours	118	29.04	5.74		
	5-6 hours	59	35.11	4.79		
	7 hours or more	10	39.20	6.97		
Virtual communication	1-2 hours	42	19.64	6.64	10.357	**.000**
	3-4 hours	118	21.93	5.19		
	5-6 hours	59	25.03	4.08		
	7 hours or more	10	25.50	4.85		
Life satisfaction Total	1-2 hours	42	15.38	4.06	1.763	.155
	3-4 hours	118	14.43	3.94		
	5-6 hours	59	14.44	3.40		
	7 hours or more	10	12.30	5.83		

***SM: Social Media**

Table 6 shows the results of a one-way ANOVA test which was performed to determine whether there was a statistically significant difference between social media addiction and life satisfaction scale subscales by social media use frequency. Accordingly, there was a statistically significant difference between the subscales of "virtual tolerance" and "virtual communication" by social media use frequency.

DISCUSSION AND CONCLUSION

There are various social media applications today, and every platform has a different purpose. Intentions to use social media vary by personal expectations, needs, personality traits, and attitudes. While some users may desire to avoid social relations and be isolated, others may use it to socialize and be appreciated. Today one can easily access the Internet at school, home, or work, thanks to smartphones, tablets, and computers, which exacerbates social media addiction. Social media addiction also has an impact on life satisfaction. Especially among university students, social media addiction may diminish life satisfaction as this age group is expected to socialize, learn new skills, and improve intellectually.

In this sense, our research investigated the relationship between social media addiction and life satisfaction levels study in sports science students. The findings revealed no significant difference between social media addiction

and life satisfaction levels by gender. Our finding overlaps with the findings of Özgür et al. (2010). However, a study by Çiftçi (2018) found a statistically significant difference between social media addiction and life satisfaction, which favored males.

Another finding suggested a significant difference between social media addiction and life satisfaction by age (see Table 3). Similarly, Dağlı (2022) and Kurunç (2022) found a significant difference between social media addiction subscales by age in their study on university students. Köylü (2022) also observed a significant difference between social media addiction and life satisfaction by age. However, no significant difference was found in a study by Çakır (2022). In this regard, the literature shows similarities and differences.

When the relationship between social media addiction and life satisfaction level by class level was investigated, a significant difference was found between the "virtual tolerance" subscale and life satisfaction, which does not overlap with the findings of Özdemir (2019) who did not find a significant difference between class level and social media addiction on university students. On the other hand, Guler et al. (2019) found a significant difference, while Öztunç (2022) found no significant difference between life satisfaction and class level.

When the relationship between social media addiction and life satisfaction levels by economic status was checked, a statistically significant difference was found between the "virtual tolerance" subscale and life satisfaction (see Table 5). This finding parallels Akyürek's (2022) study results suggesting a significant difference between social media addiction and economic status. Similarly, Aksoy (2022) and Türkmen (2022) measured the difference between life satisfaction and economic status.

Another study finding was a significant difference between social media addiction and life satisfaction levels by social media use frequency. Specifically, the difference was in the "virtual tolerance" and "virtual communication" subscales. However, no difference between life satisfaction and social media use frequency was found. Aktan (2018) observed a significant difference between social media use frequency and addiction. Similarly, Türkmen (2022) found a significant difference between life satisfaction and social media use frequency.

In light of the findings, it was concluded that participants' socio-demographic characteristics affected their social media addiction and life satisfaction levels. This research was conducted on sports faculty students so future researchers can work with students from different faculties. Besides, the sample can be expanded in future research.

Conflict of Interest: The authors declare that there is no conflict of interest.

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