

Examining the relationship between university students' social media addiction and goal commitment

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ABSTRACT

This study aims to examine the relationship between university students' goal commitment and social media addiction. The participants consist of undergraduate and graduate students studying in the 2019-2020 period. Total of 697 university students, including 406 (58.2%) women and 291 (41.8%) men were joined in the study. The online questionnaire used in the study consisted of 3 sections and 20 questions. The personal information form, the goal commitment scale with 5 items, which were developed by Klein et al. (2001), and a social media addiction scale consisting of 7 items developed by Günüç (2009) were used. The scale has a 5-point Likert type scale structure. The internal consistency of the goal commitment scale is 0.74. The coefficient of the scale (Cronbach's Alpha) is 0.85. According to the results, there was a significant difference between the participants' goal commitment ($F(3-693) = 2.618; p > 0.05$) and age variable scores between the ages of 21-23 and those between the ages of 24-26 in favor of the participants between the ages of 24-26 ($p < 0.05$). There was a significant difference between the social media addiction ($F(4-692) = 3.985; p > 0.05$) scores of the participants and their monthly income levels. According to the results of the analysis, the significance was seen between those who had 6500 TL and above, and those who had 0 to 1500 TL. There was no statistically significant difference between the participants' social media scores and goal commitment scores ($p > 0.05$). It was seen that there was a statistically negative relationship between social media addiction and goal commitment. In other words, as the level of social media addiction increased, students' commitment to their goals decreased.

Keywords: Social media addiction, goal commitment, university students.

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INTRODUCTION

There have been many revolutionary developments in communication that has affected human life throughout the historical process. One of the most important of these revolutions is the internet. People first used the Internet to obtain information, shop, share data, access banking, transportation and healthcare services. Today, the use of the internet has reached the dimensions that people of all walks of interest can become interested in the social media becoming functional and is used as a popular communication tool in all age groups. However, the rates and duration of the use of social media for young people are intense compared to other age groups. In the studies conducted among social media users, it was observed that young people spend more time on social media than other age groups (Balci and Bekiroğlu, 2014; Hermida et al., 2012)

The unconscious and excessive uses of social media

have caused new theories to enter literature such as internet addiction or social media addiction. Social media refers to the whole of the services, applications, and tools that enable users to interact using network technologies (Boyd, 2008). Excessive use of social media causes several negative effects on individuals' academic and daily lives such as poor quality and low sleep, excessive mental fatigue, and always wanting to spend time on the internet when not in the internet have been specified in the literature (Andreassen et al., 2012; Çam and İşbulan, 2012; Dewald et al. 2010). This negative power of technology has an important effect especially on young people (Çukurluöz, 2016). Accordingly, the increasing use of social media by university students can cause social media addiction (Tutgun Ünal, 2015).

As in shopping, internet, alcohol, game and substance addiction, social media addiction takes its place in the

literature as a psychological problem. Holden (2001) defines the concept of addiction as one's physical dependence on a substance. Kandell (1998) expressed social media addiction in the form of psychological addiction and stated that especially young people are risky in terms of this addiction. In previous studies, it has been stated that behaviors similar to the behaviors that occur in addictions such as alcohol, gambling, or substance are seen for internet use, and it is also underlined that social media addiction may be more harmful than drug or alcohol addiction (Young and Rogers, 1998). In medical literature, addiction to social media is expressed as an official disease, and Young (1998) describes internet addiction as a psychiatric disorder.

Goal commitment is expressed as an individual's determination to reach the goal set (Locke and Latham, 1990). Besides, goal commitment refers to an individual's intention to achieve the goal, the attitude towards pursuing this goal, and the intention to relinquish the goal (Hollenbeck and Klein, 1987). Individuals exhibit different attitudes towards the same goal due to differences in commitments between personal goals (Wright et al. 1994). Hollenbeck et al. (1989) stated that goal commitment plays a very important role in goal setting.

Hollenbeck and Klein explained in their study in 1987 that, due to the lack of importance attached to goal commitment, negative consequences may occur in determining the goal. Also, the effectiveness of goal setting depends on goal commitment (Locke and Latham, 1984). In other words, in the absence of goal commitment, goal setting will be dysfunctional. People perform better when they are determined to achieve certain goals. The strength of young people's commitment to the goal will affect how much they will strive to achieve the goal. Social media addiction can have an impact on the motivation of young people in achieving the goals in their work and lives. Therefore, social media addiction can be a barrier for university students to reach their goals. In this direction, this study aims to examine the relationship between university students' goal commitment and social media addiction.

METHODOLOGY

Research model

This research model, which was conducted to examine the relationship between university students' goal commitment and social media addiction is descriptive research.

Universe and sample

The research population consists of undergraduate and graduate students studying in the 2019-2020 period. The

sampling part of the study consists of a total of 697 university students, including 406 (58.2%) women and 291 (41.8%) men.

Data collection tool

The online questionnaire used in the study consisted of 3 sections and 20 questions. The first part was for personal information and consisted of 8 questions. In the second part, the goal commitment scale with 5 items, which were developed by Klein et al. (2001) were used. In the third part, a scale consisting of 7 items and developed by Günüç (2009) was used to measure the social media addiction levels of university students. The scale has a 5-point Likert type scale structure. The internal consistency of the goal commitment scale is 0.74. The coefficient of the scale (Cronbach's Alpha) is 0.85.

Data analysis

The online questionnaires filled by 701 university students randomly, 697 of them were accepted and evaluated. In the analysis of the data, SPSS 22.0 package program was used, the percentage (%), frequency (f), arithmetic average analyzes were done. Kruskal Wallis, Tukey, Anova, t-test, and Correlation test were used for the answers of university students. The significance levels of the analyses were determined as ($p < 0.05$).

FINDINGS

In Table 1, it was seen that 406 of the participants are women and 291 were men. Considering the age variable of the participants, 216 participants were between the ages of 18-20, 232 were between 21 and 23, 214 were between 24 and 26, and 35 were between 27 and over.

According to Table 2, when the goal commitment and social media addiction scores of the participants were compared in terms of gender variable, there was no statistically significant difference between the participants' social media scores and goal commitment scores ($p > 0.05$).

Looking at Table 3, there was a significant difference between the participants' goal commitment ($F(3,693) = 2.618$; $p > 0.05$) and age variable scores. According to the result of Tukey test, a significant difference was found between the participants between the ages of 21-23 and those between the ages of 24-26 in favor of the participants between the ages of 24-26 ($p < 0.05$).

When Table 4 was examined, it was seen that there was a significant difference between the social media addiction ($F(4,692) = 3.985$; $p > 0.05$) scores of the participants and their monthly income levels. According to the results of the analysis, the significance was seen in

Table 1. Descriptive information.

Descriptive information		F	%
Gender	Women	406	58.2
	Men	291	41.8
Age	18-20	216	31.0
	21-23	232	33.3
	24-26	214	30.7
	27 and above	35	5.0
Grade level	1	158	22.7
	2	192	27.5
	3	129	18.5
	4	218	31.3
Mother's educational status	Literate	460	66.0
	Primary school	99	14.2
	Middle School	105	15.1
	High school	33	4.7
Father's educational status	Literate	307	44.0
	Primary school	147	21.1
	Middle School	174	25.0
	High school	69	9.9

Table 2. Comparison of participants' social media addiction and goal commitment scores by gender variable.

	Gender	N	\bar{x}	T	P
Social media addiction	Women	406	4.1422	-.297	.76
	Men	291	4.1595		
Goal commitment	Women	406	1.8025	.185	.85
	Men	291	1.7931		

($p > 0.05$).

Table 3. One-way variance (ANOVA) analysis results of participants' social media addiction and goal commitment scores by age variable.

		Sum of squares	Sd	Mean square	F	P	Significant difference
Social media addiction	Between groups	4.259	3	1.420	2.459	.062	
	In-groups	400.119	693	.577			-
	Total	404.378	696				
Goal commitment	Between groups	3.359	3	1.120	2.618	.050	
	In-groups	296.439	693	.428			3>2
	Total	299.799	696				

1.18-20 2. 21-23 3.24-26 4. 27 years and over.

those who earn 6500 TL and above.

In Table 5, when the relationship between the participants' goal commitment and social media addiction

score averages was examined, it was seen that there was a statistically negative relationship between social media addiction and goal commitment. In other words, as

Table 4. One-way ANOVA table of the research group according to the monthly income levels of social media addiction and goal commitment scores.

		Sum of squares	Sd	Mean square	F	P	Significant difference
Social media addiction	Between groups	9.106	4	2.276	3.985	.003	
	In-groups	395.273	692	.571			5>1
	Total	404.378	696				
Goal commitment	Between groups	3.066	4	.766	1.787	.130	
	In-groups	296.733	692	.429			-
	Total	299.799	696				

1.0-1500 TL 2. 1500-3500 3.3500-5000tl 4. 5000-6500 TL 5. 6500 TL and over.

Table 5. Correlation analysis table of the research group between social media addiction and goal commitment.

Variable		Goal Commitment
	R	-.353**
Social media addiction	P	.000
	N	701

($p > 0.05$).

the level of social media addiction increased, students' commitment to their goals decreased.

DISCUSSION AND CONCLUSION

This study aimed to examine the relationship between university students' goal commitment and social media addiction. This section contains comments on the evaluation of the findings.

No significant difference was found when looking at the goal commitment and gender variables of university students. This finding obtained in the research was supported by the literature review. It was stated that there was no significant relationship between goal commitment and gender of the participants (Fishbach and Dhar, 2005; De Clercq et al., 2009; Oettingen et al., 2009; Uy et al., 2015; Özcan 2019). In the study of McGlashan et al. (1995), on the contrary, it was found that the level of goal commitment of men was lower than women, and Sandler (2002) stated that the goal commitment levels of the participants were affected by the gender variable.

As a result of the analysis between the gender variable and social media addiction, no significant difference was found. In a study conducted by Baz (2018), it was stated that there was no gender-related difference in social media addiction. Dever and Koca (2017) reached a significant difference between male and female participants. According to this result, the social media addiction scores of the men were higher, and this study does not show parallelism to our findings. Similarly, there are some studies with significant differences in terms of

gender variable (Fogel and Nehmad, 2009; Jelcic et al., 2007; Wei and Wang, 2011).

In another finding of the study, when the social media addiction and goal commitment of university students were examined according to the age variable, a significant difference was not reached. It was seen that as the age of the participants get smaller, their social media addiction scores increase. However, this did not make a significant difference. In some literature studies, it was observed that the social media addiction scores decreased as the age groups of the participants increased (Tutgun Ünal, 2015; Wang et al., 2015).

As a result of the analysis according to the social media addiction and monthly income variable of university students, there was a significant difference. It was seen that this significant difference was between those who had income of 6500 TL and above and those who had income between 0-1500 TL, and in favor of those who had income of 6500 TL and above. As a result of this study, it was observed that the average values of social media addiction increased as the monthly income level increased. There were parallel findings obtained in a similar study that showed increased social media addiction levels with the increase in the monthly income level of the participants (Akdağ et al., 2014). Günüş (2009) concluded that the level of addiction was higher in families with higher income. It can be explained by the fact that internet access and long-term use of the internet require certain fees and extra costs in explaining the effect of income on addiction.

Within the scope of the study, it was seen that there was a significant difference between the participants' goal

commitment scores and the age variable. It was seen that this significant difference was in favor of the participants between the ages of 21-23 and participants between the ages of 24-26 and in favor of those between the ages of 24-26. In the direction of these findings, when the social media addiction was analyzed according to the age variable, it was seen that the social media addiction score increased as the age of the participants decreased and this situation did not make a significant difference. Although the goal commitment and age variable of the participants were examined, the goal commitment points increased in the opposite direction of social media addiction as the age of the participants grew, and this situation revealed a significant difference. However, in a study conducted by Yıldız (2019) on athletes, it was revealed that there was a negative relationship between age and goal commitment, that is, the expectations of athletes decreased depending on time, and as a result, their commitment to their goals decreased. In another study, goal commitment decreased with increasing age, that is, it was affected negatively. This situation does not support our study (Bingöl et al., 2018).

In this part of the study, no significant difference was found between the social media addiction and goal commitment scores according to the education level of the participants, the department they study, and the class levels. However, as a result of the literature review, there were some research results with differentiation in social media addictions according to the grade levels of the participants (Hazar, 2011; Argın 2013; Akdemir, 2013). In another study, it was observed that the department variable that university students studied did not have an impact on their social media addiction score averages (Baz, 2018). The results in this study supported our findings. In addition, no significant difference was found according to the goal commitment and social media addiction scores of university students for father and mother education level variables. Dever and Koca (2017) concluded that the social media addiction of the people did not differ significantly according to the level of father and mother education (Teyfur et al., 2017).

In another finding of the study, when the relationship between social media addiction and goal commitment score averages of university students was examined, a negative relationship is observed between goal commitment and social media addiction. According to this result, as the social media addiction score increased, the goal commitment score decreased. In addition, it has been concluded that internet addiction negatively affects students' academic achievement (Yang and Tung, 2007; Frangos et al., 2010; Davis, 2001). In this direction, it is possible to say that the students' commitment to their academic goals is negatively affected. In other words, the fact that university students spend too much time on social media may cause them not to adhere to their goals, falling tired, insomnia, difficulty of concentration, lack of perception and other responsibilities.

The adherence of the young people to the goals is

possible with the goals they will set and afterwards they adhere to those goals. The goals to be chosen can narrow the attention of that person, providing focus, direct their efforts to goal-related activities and divert them from actions unrelated to the goal. Due to these goals, young people can be more hardworking and productive. They can work harder for bigger goals. They may become more willing to combat all the setbacks they may face, and this orientation may cause them to develop and change their behavior positively, but the social media's self-centered structure, that is attractive to young people, way of expressing themselves, satisfying their ego, weakening their existing goal commitment can lead to the development of new goals. The egocentric structure of social media could facilitate excessive use in young people, which may have a negative effect on the existing goal commitment. This self-centered, ego-satisfying social media environment that is attractive to young people can lead young people to set new goals such as being more active in social media and being more participatory. Social media addiction can negatively affect the strength of goal commitment.

As a suggestion, goal setting and goal commitment will not be adversely affected by the use of social media in a more self-controlled manner. It will be beneficial to raise awareness by attracting the attention of young people with scientific studies with more participation in this subject.

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