

EMOTION REGULATION AND SOCIAL MEDIA ADDICTION:
INVESTIGATING THE ROLE OF
BASIC PSYCHOLOGICAL NEED EXPERIENCES



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BY

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PLAGIARISM

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

In the present research, social media addiction was investigated together with two potential underlying psychological factors: emotion regulation and basic psychological need experiences. The aim of the research was to examine the mediating role of experiences of need frustration in the relationship between emotion regulation difficulties and social media addiction. Volunteered 320 university students between the ages of 18-25 ($M = 19.66$, $SD = 1.45$) who use social media participated in the research via online forms. The Demographic Information Form, Difficulties in Emotion Regulation Scale-Brief Form, Basic Psychological Need Satisfaction and Frustration Scale, and Social Media Addiction Scale were used to collect data. Results indicated that emotion regulation difficulties were positively linked to social media addiction. Experiences of need frustration partially mediated the relationship between emotion regulation difficulties and social media addiction. In the behavioral addiction context, the present research provided additional information to the literature regarding underlying psychological factors of social media addiction. The findings imply the importance of emotion regulation and basic psychological needs in the prevention and treatment of social media addiction.

Keywords: emotion regulation, basic psychological needs, social media addiction

ÖZET

Bu araştırmada, sosyal medya bağımlılığı, altında yatan potansiyel iki psikolojik faktör ile (duygu düzenleme ve temel psikolojik ihtiyaç deneyimleri) birlikte incelenmiştir. Araştırmanın amacı, duygu düzenleme güçlükleri ile sosyal medya bağımlılığı arasındaki ilişkide ihtiyaç engellenmesi deneyimlerinin aracı rolünü incelemektir. Araştırmaya, sosyal medyayı kullanan 18-25 yaş arası ($Ort. = 19.66$, $SS = 1.45$) gönüllü 320 üniversite öğrencisi çevrimiçi formlar aracılığıyla katılmıştır. Veri toplamak için Demografik Bilgi Formu, Duygu Düzenlemede Güçlükler Ölçeği-Kısa Form, Temel Psikolojik İhtiyaç Doyum ve Engellenme Ölçeği ve Sosyal Medya Bağımlılığı Ölçeği kullanılmıştır. Sonuçlar, duygu düzenleme güçlüklerinin sosyal medya bağımlılığı ile olumlu yönde bağlantılı olduğunu göstermiştir. İhtiyaç engellenmesi deneyimleri, duygu düzenleme güçlükleri ile sosyal medya bağımlılığı arasındaki ilişkiye kısmen aracılık etmiştir. Davranışsal bağımlılık bağlamında, mevcut araştırma, sosyal medya bağımlılığının altında yatan psikolojik faktörlerle ilgili literatüre ek bilgi sağlamıştır. Bulgular, sosyal medya bağımlılığının önlenmesi ve tedavisinde duygu düzenlemenin ve temel psikolojik ihtiyaçların önemine işaret etmektedir.

Anahtar kelimeler: duygu düzenleme, temel psikolojik ihtiyaçlar, sosyal medya bağımlılığı

To My Family



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1. INTRODUCTION

Social media addiction as a form of behavioral addiction has been associated with psychological, social, and even physical problems, and it has become a critical research topic, especially for young people (Andreassen, 2015; Andreassen et al., 2016; Gioia et al., 2021). In previous studies, it has been stated that difficulties in emotion regulation, also called emotion dysregulation (Bjureberg et al., 2016; Gratz and Roemer, 2004), play a role in substance-related or non-substance-related (behavioral) addictions (Estévez et al., 2017). In this context, addictive activities were evaluated as maladaptive coping mechanisms (Gioia et al., 2021). However, there is still limited information about why individuals with emotion dysregulation are more prone to addictive activities like social media addiction. In this context, within the framework of self-determination theory (Deci & Ryan, 2000; Ryan & Deci, 2017), which broadens our understanding of what motivates people to participate in internet-based activities in general (Andreassen, 2015; Sun & Zhang, 2020; Wong et al., 2015), the present research examines the role of need-based experiences in the relationship between emotion regulation and social media addiction.

Throughout this chapter, social media addiction is elaborated by providing an overview of the concepts of social media and addiction. Secondly, as one of the possible antecedents of social media addiction, the relationship between difficulties in emotion regulation and social media addiction is presented. Third, basic psychological needs within the scope of self-determination theory are explained, and then the relationship between emotion regulation and basic psychological need experiences is discussed. Fourth, the relationship between basic psychological need experiences and social media addiction is elucidated. Finally, the objectives and hypotheses of the present thesis are presented.

1.1. Social Media

Throughout history, technological developments have altered human life with the convenience they provide (Saariluoma et al., 2016). Today, the internet has become the most effective tool ever for people, with the various services and resources it provides (Shek et al., 2015), and the emergence of smartphones and tablet computers has also made the use of the internet widespread (Wallace, 2014; Wong et al., 2015). In this direction, it can also be said that the internet brings the whole world to one's room and even to the palm of the hand (Shek et al., 2015). As a result, the internet has strongly become a daily part of human life (Mcmillan & Morrison, 2006; Young & Abreu, 2011), and the number of internet users has increased significantly worldwide (Shek et al., 2015). Today, five billion people all around the world are using the internet, which corresponds to 63% of the global population (Statista, 2022). Also, according to the Turkish Statistical Institute's (2021) research findings, 82.6 % of people use the internet in Turkey. The internet is now used everywhere around the world, people turn to the internet to find essential information rapidly, and it is used for educational, entertainment, and social purposes (Bargh & McKenna, 2004; Dogruer et al., 2011).

Social media is among the most widely used resources provided by the internet today (Tektaş, 2014). With the increasing development and use of the internet, social media takes up a larger area in our lives, and accordingly, the number of members on social media platforms is also increasing (Hazar, 2011; Tektaş, 2014). Today, there is a constant increase in the number of social media users due to the ease of use of social media, which can be accessed on many devices such as computers, tablets, and mobile devices, and this makes social media a routine part of daily life (Andreassen & Pallesen, 2014; Tektaş, 2014). According to statistical studies, in April

2022, 4.65 billion of the five billion internet users worldwide are social media users (Statista, 2022). In addition, it is foreseen that the use of social media will not only provide communication and interaction, but will also address many needs (Hazar, 2011; Kapoor et al., 2017), and a large proportion of internet use will be for social media platforms in the near future (Tektaş, 2014).

1.1.1. The Definition and Features of Social Media

Although there is no agreed formal definition of the concept of social media (Carr and Hayes, 2015; Aichner et al., 2021), many definitions have been made about this concept (Aichner et al., 2021; Carr and Hayes, 2015; Tutgun-Ünal & Deniz, 2015). In addition, in the literature, different terms such as virtual community (VC), social network (SN), and social media (SM) are used to refer to the same concept (Aichner et al., 2021). However, although there is no single agreed definition of social media, it appears that there is a consensus that social media is first built on the technological foundations of Web 2.0, which is defined as the second-generation internet services, and that web 2.0 technologies play an important role in the development of social media (Wolf et al., 2018). Web 2.0, on the other hand, is a term generally used to describe the internet structure that enables the publication of user-generated content and information in various formats (Komito & Bates, 2009).

Carr and Hayes (2015) stated that despite many definitions, the lack of a commonly accepted definition of social media creates conceptual confusion and draws attention to the fact that previous definitions are insufficient to explain social media with the diversification of internet-based platforms and technological developments. Carr and Hayes (2015) emphasize that with the rapid spread of mobile devices, the internet, and thus social media, is accessed via applications in a way other than the World Wide Web and, also, state that previous definitions of social media are

problematic as they can be inadequate in explaining the unique technological and social possibilities that make social media different from other "new media" tools such as e-mail and text messaging. Carr and Hayes (2015) stated that different previous definitions of the concept of social media generally deal with social media within a certain period of time and only indicate specific aspects of it. According to Carr and Hayes (2015), a broader and timeless definition of social media is "internet-based, disentrained, and persistent channels of mass personal communication facilitating perceptions of interactions among users, deriving value primarily from user-generated content" (p. 49). There are five basic elements in Carr and Hayes' (2015) definition of social media:

(1) Internet-based: Although social media are online tools that process over the internet (internet-based), these tools do not have to be web-based. In other words, social media can now be accessed not only through the web browser but also with the independent applications of the relevant social media.

(2) Disentrained, persistent channels: In addition to providing a synchronous and asynchronous interaction environment, unlike just synchronous services, social media also provides a permanent online environment for the generation, distribution, and consumption of messages, regardless of whether or not people are online.

(3) Perceived interactivity: Although interaction between users was seen as a necessity for social media in previous definitions, it is stated that only the "perception" of interaction with other users is necessary as a distinctive feature of social media. Even if the interaction is not with other users, users can perceive the environment as interactive, especially due to digital intermediaries, algorithms, and other mechanical features operating online.

(4) User-generated value: Instead of content set by the organization or someone hosting the medium, the value of utilizing social media is generated from contributions from or interactions with other users.

(5) Masspersonal communication: There is versatility in communication in social media. Communication in social media is a medium in which messages can flow from user to user, from user to viewer, from viewer to user, or from viewer to viewer, rather than being limited to bilateral interpersonal interactions such as text messages or letters, or limited feedback mass media channels such as radio or television broadcasts.

In addition, Carr & Hayes (2015) have categorized some types of tools and functions to guide the classification of contemporary social media environments. According to this categorization, platforms such as Facebook, YouTube, LinkedIn, Tinder, and Instagram constitute social media environments, while online news, Skype, Netflix, e-mail, and SMS platforms are not social media environments.

Moreover, with regard to the definition of social media, Aichner et al. (2021) who conducted a systematic literature review to analyze different definitions of social media from 1994 to 2019, have emphasized how social media definitions have changed over time and what are the similarities and differences in definitions of social media. According to Aichner et al. (2021), the year 2010 was an important cut-off point, in which the definitions of social media differed over time in some points. Since 2010, researchers have predominantly preferred to use the term "social media" for this concept, and the importance of "user-generated content" has increased in the definitions (Aichner et al., 2021).

1.1.2. Social Media Tools and Usage

One of the most basic features of social media, which has become widespread in parallel with the increasing technological developments and internet use, is that it can be active in various areas of human life today (Kapoor et al., 2017; Köseoğlu & Al, 2013; Liu & Ma, 2018). People are increasingly using social media for many needs such as being aware of daily events and following developments, having fun, connecting with people, meeting emotional needs, and criticizing and making suggestions about products/services and places (Kapoor et al., 2017). At the present time, the most popular examples of social media platforms are Facebook, WhatsApp, Twitter, YouTube, LinkedIn, Pinterest, Instagram, and similar platforms which are driven by user-generated content (Kapoor et al., 2017).

In social media, people can find the opportunity to perform more than one action and individuals use social media in line with their own needs (Tektaş, 2014; Whiting & Williams, 2013). Unlike traditional media tools such as newspapers, radio, and television, where individuals are only viewers and receivers, individuals can create their own content and take an active role in the interactive environment of social media (Lee & Cho, 2011). In addition to facilitating the transfer of information and interaction between people (Lin, 2016), social media allows people to share their own information and photos, thus creating an individual space of their own (Masur et al., 2014; Whiting & Williams, 2013). Furthermore, people can share their preferences, ideas, and even photos and videos with the profiles they create for themselves, and gain likes with their personal profiles (Hazar, 2011; Masur et al., 2014). In this regard, individuals can feel more knowledgeable and competent in social media, and users can present themselves more effectively and competently with social media functions such as likes and comments. Moreover, social media seems to

be very attractive for individuals with social deficiencies in daily life, as it provides individuals with the opportunity to meet new people and have social interaction (Masur et al., 2014).

1.2. Addiction

Since the word “addiction” contains a fundamental ambiguity, it has been expressed in many ways (Alexander & Schweighofer, 1988). Accordingly, the definition and the use of the concept "addiction" has been one of the most controversial issues, but it is clarified that dependence on a substance or activity is central to the definition of this concept (Widyanto & McMurrin, 2004).

The concept of addiction has been used intertwined with drug, alcohol, and related addictive substances for many years, and traditionally, scientific research in the field of addiction has focused primarily on substance abuse (Estévez et al., 2017; Grant & Chamberlain, 2016; Holden, 2001). However, the field of addiction has changed, especially in the last two decades (Estévez et al., 2017; Grant & Chamberlain, 2016). As a result of subsequent scientific research, the consensus has increased that addiction is not limited to substance use only and that repetitive and harmful behaviors should also be described as addiction (Alavi et al., 2012; Derevensky et al., 2019; Grant & Chamberlain, 2016).

Nevertheless, with reference to scientific research in this area, both the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) and the International Classification of Diseases, Eleventh Edition (ICD-11) took the issue of whether some types of behaviors can be classified as an “addiction” besides psychoactive substances (Grant & Chamberlain, 2016). As a result of scientific studies in the field of addiction, DSM-5 published after DSM-IV-TR in 2013 includes some changes related to addictions. Firstly, the section of the DSM-5 on addictions

has been altered from “Substance-Related Disorders” to “Substance-Related and Addictive Disorders” to indicate changing understandings of addiction (Grant & Chamberlain, 2016). In addition, the section on gambling has been changed in the DSM-5 because of evidence indicating phenomenological and biological similarities to substance use disorders. In the previous version of the DSM, that is DSM-4-TR, gambling was classified as "pathological gambling" in the "Impulse-Control Disorders Not Classified Elsewhere" section, whereas the DSM-5 includes gambling as "gambling disorder" in the “Substance-Related and Addictive Disorders” section (American Psychiatric Association, 2013; Grant & Chamberlain, 2016).

In a clinical manner, addiction is defined as "a treatable, chronic medical disease involving complex interactions among brain circuits, genetics, the environment, and an individual's life experiences. People with addiction use substances or engage in behaviors that become compulsive and often continue despite harmful consequences" by The American Society of Addiction Medicine (ASAM, 2019). In addition, researchers have stated that various complex neurobiological, psychological and social factors play a role in the development of all addictions with or without substance use (Griffiths, 2005; Ndasauka et al., 2017; Shaffer et al., 2004) and addictions consist of a number of common components (Griffiths, 2005). According to Griffiths (2005), addictions include; Salience (a particular activity becomes the most important part of life and takes control of thoughts, feelings, and behaviors), Mood modification (experiencing a change in negative emotions as a result of participating in a specific activity), Tolerance (increasing the amount of activity to achieve the intended effects from a particular activity), Withdrawal (unpleasant feelings and/or physical effects experienced when a particular activity is stopped or reduced), Conflict (negative consequences resulting from participation in a

particular activity), and Relapse (tendency to repeat patterns of previous activity) components.

In this regard, as a result of recent research, it is demonstrated that some behaviors have similarities with substance-related addictions such as gambling, sex, eating, shopping, and internet-based activities (online gaming and social media use). Also, these are the subject of research as non-substance “behavioral” addictions (Yau & Potenza, 2015).

In the next section, the concepts of internet addiction, which is evaluated under the title of behavioral addiction, and social media addiction are elucidated.

1.2.1. Internet Addiction

In addition to the innovations and improvements it adds to human life, it is stated that excessive and dysfunctional use of the internet can be pathological and addictive, leading to undesirable results (Kuss et al., 2014; Widyanto & Griffiths, 2006; Young, 2004). Internet use at the addiction level is considered a technological addiction under behavioral addictions (Widyanto & Griffiths, 2006). According to studies, it is stated that internet addiction can lead to various clinical and social problems, including deterioration in academic, relational, financial, professional, and daily life, as well as physical health (Wong et al., 2015).

However, when the literature is examined, it is seen that the concept of "internet addiction" is a subject discussed by researchers and authorities. While some researchers state that internet addiction can be a symptom of a psychiatric disorder and can be evaluated as an impulse control disorder, other researchers state that internet addiction should be evaluated in a separate category (Aslan & Yazıcı, 2016; Griffiths, 2000; Shaffer et al., 2000; Widyanto & Griffiths, 2007; Yau et al., 2012). In addition, it is also stated that the internet is an umbrella term covering heterogeneous

behaviors as it provides a platform for many different activities such as gambling, playing games, socializing, getting information, shopping, and watching pornography (Petry et al., 2018). Therefore, it is still debated whether the internet or the activities and environments offered by the internet cause addiction and whether internet addiction can be classified as a unidimensional psychiatric diagnosis (Tutgun-Ünal & Deniz, 2015; Wong et al., 2015).

Until now, "internet addiction" has not been included in the Diagnostic and Statistical Manual (DSM-V) by the American Psychiatric Association (APA), and the only related disorder included so far is internet gaming disorder, which is likely to refer to a pathological condition, which was listed among the issues to be studied as there was not enough research data to be included at the time of publication (Petry et al., 2018; Robbins & Clark, 2015). In this direction, some researchers state that they support clinical differentiation by considering the internet as a portal to various activities, rather than "internet addiction", which is a broad concept that may include various behaviors such as online gambling, using social media and watching pornography (Robbins & Clark, 2015). In this respect, it has been stated that some internet applications can attract different groups of people and cause different problems: For example, people who use social media excessively and those who watch pornography online may have different risk factors and co-morbidities (Petry et al., 2018). It is also stated that "internet addiction" is an umbrella term that includes different addictive online behaviors, such as social media addiction (Monacis et al., 2017a). However, since the internet is a prerequisite for accessing social media and since social media addiction is one form of internet addiction (Hou et al., 2019), it is stated that social media addiction should be issued together with internet addiction (Tutgun-Ünal & Deniz, 2015).

1.2.2. Social Media Addiction

With the rapidly developing internet technologies, the number of users in social media environments is increasing on a daily basis (Hazar, 2011; Tektaş, 2014); it is seen from the data obtained from both consumer research and experimental research (Kuss & Griffiths, 2011). With the widespread use of social media that appeals to large audiences, users can now perform their daily social activities using social media tools (Hazar, 2011; Tektaş, 2014; Kirik et al., 2015), and the situation creates an environment where the virtual environments provided by social media can even surpass real-life (Kirik et al., 2015). This situation has brought the issue of social media addiction to the agenda (Kirik et al., 2015). Studies conducted in this direction have stated that social media is mostly used by young people and students, and its excessive and dysfunctional use can be addictive, especially for young people (Griffiths et al., 2014; Kuss & Griffiths, 2011; Tutgun-Ünal & Deniz, 2015; Wojdan et al., 2021). Accordingly, the subject of social media addiction among young people has been the subject of many studies, and it has been emphasized that internet and social media addiction cause wellbeing problems (psychological and physical) in young people (Faelens et al., 2020; Fokker et al., 2021; Kirik et al., 2015; Köse & Doğan, 2019; Lozano Blasco et al., 2020; Sirola et al., 2021; Tutgun-Ünal & Deniz, 2015).

Different terms are used interchangeably in the literature referring to the phenomena of maladaptive social media usage with addiction-like symptoms, such as “social media addiction”, “problematic social media use”, and “compulsive social media use”. The term "social media addiction" (and its variants, such as Facebook addiction, social network addiction, and addictive social network use) is the most often used phrase to indicate behavioral addiction to social media among these terms.

In addition, although some scholars recommend the term "problematic use" rather than "addiction" to distinguish it from diagnosed clinical mental disorders, many researchers prefer to use the "social media addiction" term since the definition and measurement of the term "problematic social media use" contain inconsistencies in the literature. The term "problematic social media use" is so broad that includes meanings such as unlawful, unethical, or socially undesirable activities of social media use such as online stalking, cyberbullying, online fraud, and the dissemination of false information (Sun & Zhang, 2020).

Andreassen and Pallesen (2014)'s description of social media addiction is being excessively fond of social media due to a strong motivation to access or make use of social media, and using social media with too much effort and time leading to social and psychological problems. Similarly, according to Tutgun-Ünal & Deniz (2015), social media addiction is a psychological problem that includes cognitive, emotional and behavioral processes with addiction components such as occupation, mood modification, relapse and conflict which causes negative effects on daily and social life (Tutgun-Unal, 2020).

Besides the above-mentioned definitions, however, there is controversy in many areas of behavioral addiction about whether some extreme behaviors should actually be considered "addiction", and this is also the case for addiction to social media (Griffiths, 2013; Griffiths et al., 2014). Although excessive and compulsive use of social media and the subsequent behavioral processes are described as social media addiction in the literature (Andreassen, 2015), this behavior has not yet been defined as addiction in the DSM-V and ICD-11 diagnostic guidelines. However, it is stated that there is empirical support for the concept that certain individuals' social media-related behaviors are compulsive and uncontrolled, and this can best be understood

from the addiction perspective (Andreassen, 2015). The main difference between excessive use of social media which many people may experience, and social media addiction, is that, unlike excessive use, addiction is uncontrollable and compulsive with negative consequences.

In addition, it is stated that various biopsychosocial factors in the etiology of addictions may contribute also to the etiology of social media addiction, and based on this, there can be a common etiological basis underlying social media addiction and other addictions (Kuss & Griffiths, 2011). Therefore, researchers argue that social media addiction shares commonalities with other addictions, despite the fact that it is not recognized as a diagnosis (Andreassen, 2015). Griffiths (2005) has operationalized addictive behavior as any activity that includes the six essential components of addiction (which are salience, mood modification, tolerance, withdrawal symptoms, conflict, and relapse), and these basic components also explain why people become addicted to social media. Regarding addictive social media use, the six components are salience (the state of social media becoming the most important activity in one's life and controlling their thoughts, feelings, and behaviors), mood modification (using social media as a coping mechanism to change negative moods), tolerance (increased use of social media to achieve previous mood-altering effects), withdrawal (experiencing unpleasant emotional or physical symptoms that occur when unable to access social media), conflict (experiencing problems within and with others, and in other activities due to excessive use of social media), and relapse (repeatedly returning to previous patterns of excessive social media activity; Griffiths, 2013; Griffiths et al., 2014).

While the existence of social media addiction remains controversial, there is clear evidence that a minority of social media users experience addiction-like

symptoms as a result of their overuse (Griffiths et al., 2014). As cited in Andreassen (2015), despite the temporary and immediate gratifying effects of social media, long-term excessive and compulsive social media use causes negative and undesirable situations (Andreassen & Pallesen, 2014; Griffiths et al., 2014), and research show that individuals who use social media at an addictive level suffer from emotional, relational, performance and health-related problems (Andreassen, 2015; Ryan et al., 2014).

1.3. Emotion Regulation

Throughout history, the importance and role of emotion in daily functioning and the development and maintenance of psychiatric disorders have been debated and theorized by philosophers, clinicians, and researchers. Nevertheless, "emotion regulation" has been one of the fastest expanding fields of psychology research from the early 1990s to the present (Tull & Aldao, 2015).

Emotion regulation has various conceptualizations and definitions in the literature (Bloch et al., 2010; Tull & Aldao, 2015), and this concept is addressed in different theoretical models and measures (Bardeen & Fergus, 2014). Nevertheless, researchers categorize emotion regulation models as two prominent approaches or frameworks based on those that emphasize emotion regulation strategies and those that emphasize trait-level emotion regulation abilities (Aldao et al., 2016; Bardeen & Fergus, 2014; Sloan et al., 2017; Tull & Aldao, 2015). Among these, the conceptual models of Gross (1998a, 1998b) and Gratz & Roemer (2004) attracted much empirical attention in the various accounts of emotion regulation (Bardeen & Fergus, 2014).

One of the major conceptual models of emotion regulation in the literature is Gross's (1998a, 1998b, 2015a, 2015b) process model of emotion regulation which

exemplifies the approach emphasizing emotion regulation strategies (Aldao et al., 2016; Sloan et al., 2017; Tull & Aldao, 2015). As mentioned by Sloan et al. (2017), in this model, emotion regulation is conceptualized as the set of strategies depending on the emotion generative process that individuals may use to increase, maintain or decrease both experience and expression of emotion (Gross, 1999; John & Gross, 2004). According to this model, there are different points in the emotion generative process (e.g., situation selection, situation modification, attentional deployment, cognitive change, and response modulation) through which emotions can be regulated. These regulatory strategies are further conceptualized into two levels as being antecedent-focused (the first four-stage) and response-oriented (the last stage). Antecedent-focused strategies emerge before emotion-response tendencies are completely arisen, while reaction-focused strategies emerge after response tendencies have already started (Gross, 1998a, 1998b, 2015a, 2015b). Among the specified emotion regulation strategies of Gross's process model of emotion regulation, reappraisal which is a cognitive change strategy and suppression which is a response modulation strategy have been the most commonly investigated ones due to their close links to maladaptive psychological outcomes (John & Gross, 2004; Bardeen & Fergus, 2014). Gross and John (2003) have developed the Emotion Regulation Questionnaire (ERQ) to assess these two emotion regulation strategies. Cognitive reappraisal which is relatively early in the emotion generative process is related to attempts to change the interpretation of an emotion-eliciting situation to modify the emotional impact. Expressive suppression, on the other hand, which is later in the emotion generative process relates to the inhibition of emotion-expressive behavior. Despite the fact that Gross and Thompson (2007) state they do not have any claims about whether specific strategies are adaptive or maladaptive, cognitive reappraisal is

commonly regarded as an adaptive emotion regulation strategy, while expressive suppression is regarded as a maladaptive emotion regulation strategy (Bardeen & Fergus, 2014).

In the other approach, rather than the specific emotion regulation strategies one uses at any given time, emotion regulation is also considered from a broader perspective in which emotion regulation is conceptualized as dispositional tendencies that are related to emotional experiences (Tull & Aldao, 2015). This approach is in line with Gratz and Roemer's (2004) model of emotion regulation and other leading theories of emotion regulation, such as Thompson's (1994) model of emotion regulation and Hofmann and Kashdan's (2010) emotional styles model (Tull & Aldao, 2015). In contrast to strategy-based models, this approach focuses more on broadly defined emotion regulation abilities and places an emphasis on broad deficits in emotional functioning and regulation (Aldao et al., 2016; Bardeen & Fergus, 2014; Sloan et al., 2017; Tull & Aldao, 2015). Based on conceptual and empirical studies, Gratz and Roemer (2004) conceptualized an integrative model of emotion regulation as a set of different but interrelated abilities which contain various components, including “awareness and understanding of emotions, acceptance of emotions, ability to control impulsive behaviors and to behave in accordance with desired goals when experiencing negative emotions, and the ability to use situationally appropriate emotion regulation strategies flexibly to modulate emotional responses as desired in order to meet individual goals and situational demands” (Gratz & Roemer, 2004, p. 42). According to Gratz and Roemer (2004), the deficits in any or all of these abilities indicate difficulties in emotion regulation, or in other words, emotion dysregulation. Based on this model, rather than evaluating frequently used emotion regulation strategies, Gratz and Roemer (2004) developed the Emotion Regulation Difficulties

Scale (DERS), which consists of six dimensions of the above-mentioned emotion regulation conceptualization. The DERS was designed to assess Gratz and Roemer's (2004) notion of emotion regulation or dysregulation as its whole, and so may be considered a global measure of emotion regulation (Bardeen & Fergus, 2014).

Although there are different models of emotion regulation that address the complex emotion regulation construct with different approaches, it is stated that there are common points between different conceptualizations of emotion regulation (Tull & Aldao, 2015). Emotion regulation abilities can be regarded as a higher-order process that influences the types of emotion regulation strategies used in any given situation and their success, while the use of adaptive emotion regulation strategies can also promote acceptance and understanding of emotions and increase self-efficacy to regulate emotions. In addition, for both models of emotion regulation, the mere presence of intense emotion is not necessarily an indicator of maladaptive emotion regulation, and emotions do not need to be eliminated, controlled, or changed in order to respond adaptively to challenging situations, instead, it is stated that for the adaptability of emotion regulation, the context and the goals of the individual should be taken into account (Tull & Aldao, 2015). Moreover, both of these models have an important role in understanding different aspects of emotion regulation (Bardeen & Fergus, 2014), and both approaches allow for an understanding of maladaptive psychological outcomes and the development of psychological treatment modalities (Sloan et al., 2017).

1.3.1. Emotion Regulation and Social Media Addiction

It appears that there is an increasing interest in emotion regulation in the literature, and emotion regulation has become a popular term in the psychiatry and clinical psychology literature (D'Agostino et al., 2017). In this respect, the related

underlying factors of emotion regulation and clinical conditions related to emotion regulation have been the subject of various investigations. Research indicates that biological and environmental factors are associated with emotion regulation (Aldao et al., 2016; Tull & Aldao, 2015; Wang & Saudino, 2013; Kim & Sasaki, 2012), on the other hand, various studies emphasize that there is a relationship between emotion regulation and a number of clinical conditions (Aldao et al., 2016; D'Agostino et al., 2017; Sloan et al., 2017). In recent years, difficulties in emotion regulation, which have a central role in the development and maintenance of a number of clinical disorders, have frequently been the subject of research due to transdiagnostic function in psychopathology (Aldao et al., 2016; D'Agostino et al., 2017; Dimaggio et al., 2017; Sloan et al., 2017).

Emotion regulation abilities that are used effectively are critical for people's psychological well-being and functionality (Berking & Whitley, 2014; Gratz & Roemer, 2004; Nyklíček et al., 2010; Thompson, 2019; Yiğit & Yiğit, 2017). However, deficiencies in these abilities, that is, difficulties in understanding, perceiving, and regulating emotions, can lead to emotional or psychological problems (Gratz & Roemer, 2004). The role of emotion regulation deficits in a range of clinical disorders, including generalized anxiety disorder, depressive disorders, posttraumatic stress disorder, borderline personality disorder, eating disorders, and attention-deficit/hyperactivity disorder is emphasized (see D'Agostino et al., 2017; Gratz & Roemer, 2004).

In addition, previous findings have demonstrated that emotion regulation difficulties are associated with an increased risk of developing or maintaining both substance and non-substance-related (behavioral) addictions (Estévez et al., 2017). This is consistent with difficulties in emotion regulation, which are characterized by

features such as difficulties in controlling impulses that dominate unpleasant emotions, engaging in goal-directed behaviors, and achieving appropriate emotion regulation strategies (Gratz & Roemer, 2004). It has been stated that individuals with difficulties in emotion regulation are more prone to engage in addictive behaviors in an attempt to escape or minimize negative emotions and/or relieve unpleasant feelings (Estévez et al., 2017; Ricketts & Macaskill, 2003; Schreiber et al., 2012; Yu et al., 2013). In addition, previous research has demonstrated that this is also valid for internet and social media addiction, especially among young people (Gioia et al., 2021; Hormes et al., 2014; Liu & Ma, 2019; Marino et al., 2019; Pontes et al., 2018). In this context, internet and social media addiction have been evaluated as an attempt to temporarily cope with unpleasant emotions by escaping into online life, despite other potential negative consequences as with other addictions (Gioia et al., 2021). Some researchers state that individuals with deficiencies in emotion regulation are more likely to regulate their negative emotions by engaging in activities that offer immediate pleasure (Tice et al., 2001). Accordingly, it has been suggested that addictive social media behavior in these individuals is maintained because it may have a negative reinforcement function (Hormes et al., 2014).

1.4. Basic Psychological Needs

The basic psychological needs theory, which is one of the six leading theories of self-determination theory, states that there are three basic psychological needs that are innate and universal in human beings which are essential for positive human growth and functioning (Deci & Ryan, 2000; Ryan & Deci, 2017). These three universal needs are autonomy (the need to experience one's will and choice), competence (the need to feel competent and capable to achieve goals), and relatedness (the need to experience connection and care with others). According to the theory, the

support of these three basic psychological needs by the social context is considered a fundamental prerequisite for individuals to experience need satisfaction and for integrity, growth, and well-being (Deci & Ryan, 2000; Ryan & Deci, 2017). In this context, a substantial body of research has demonstrated the role of need satisfaction in the determinants of psychological well-being, including self-esteem (Ümmet, 2015), life satisfaction (León & Núñez, 2013), and happiness (Sapmaz et al., 2012). In addition, daily fluctuations in the satisfaction of these basic psychological needs have also been shown to lead to a shift in well-being (Campbell et al., 2018; Reis et al., 2000; Ryan et al., 2010; Verstuyf et al., 2013).

Nevertheless, it has also been mentioned that beyond the lack of satisfaction of psychological needs, needs can also be actively inhibited or thwarted, which is stated that the frustration of these psychological needs has a significant role in the development of defensiveness and psychopathology (Chen et al., 2015; Vansteenkiste & Ryan, 2013). In other words, the active thwarting of basic psychological needs by the social context can lead to negative effects on the integrity, growth, and well-being of individuals and may lead to ill-being. Researchers stated that low need satisfaction does not always indicate the frustration of needs, but needs frustration usually includes low need satisfaction. In addition, it was stated that need satisfaction was a better predictor of well-being outcomes, while need frustration was a better predictor of ill-being outcomes (Bartholomew et al., 2011; Šakan et al., 2020; Vansteenkiste & Ryan, 2013). In this context, a substantial body of research demonstrated the relationship between the frustration of basic psychological needs and negative psychological outcomes including depression (Cordeiro et al., 2016), anxiety (Ng et al., 2012), stress (Campbell et al., 2017), and addictive behaviors (Allen & Anderson, 2018; Costa et al., 2015; Mills et al., 2020; Wu et al., 2013).

1.4.1. Emotion Regulation and Basic Psychological Needs

Self-determination theory-related research on emotion regulation at the developmental level has focused on contextual influences that promote emotion regulation. Studies from this perspective have examined the effects of environmental conditions on the basic psychological needs (autonomy, competence, and relatedness) of individuals (Roth et al., 2019; Ryan & Deci, 2017). For instance, the parent-child relationship as a social context has been studied as the role of a need-supportive and, in particular, an autonomy-supportive setting for the development of emotion regulation (Roth & Assor, 2012; Roth et al., 2019). In this context, it is stated that adaptive emotion regulation is seen as a result of environmental conditions when these basic needs are actively satisfied during development, while emotion dysregulation is the result of environmental conditions when these basic needs are actively inhibited during development (Roth et al., 2019; Ryan & Deci, 2017).

In addition, the researchers noted that in addition to the contextual effects on emotion regulation at the developmental level, need-based experiences, in particular need frustration, may also be affected by dysfunctional emotion regulation (Benita et al., 2019; Brenning et al., 2021; Roth et al., 2019; Van der Kaap-Deeder et al., 2021). The research conducted in this direction has shown that emotion regulation predicts psychological need-based experiences (e.g., frustration of autonomy, relatedness, and competence needs) and that these experiences are related to the psychological functioning of individuals (Benita et al., 2019; Brenning et al., 2021; Cardona, 2014; Van der Kaap-Deeder et al., 2021). In this regard, Benita et al. (2019) showed the intervening role of need-based experiences in the relationship between emotion regulation style and well-being. In addition, Brenning et al. (2021) demonstrated that among both clinical and non-clinical referred adolescents, emotion suppression and

dysregulation are associated with internalizing and externalizing problems with the intervening role of experience of need frustration. In addition, Van der Kaap-Deeder et al. (2021) showed emotion regulation is associated with features of borderline personality with the intervening role of basic psychological need frustration. This research shows that emotion regulation is related to basic psychological needs, that is, maladaptive emotion regulation may affect the satisfaction or frustration of basic needs which self-determination theory regard essential for well-being (Roth et al., 2019).

The researchers examining the relationship between emotion regulation and the experience of basic psychological needs stated that emotion dysregulation is associated with exposure to unwanted emotions and difficulty performing volitional or goal-directed behaviors, which in turn can lead to autonomy frustration. Similarly, according to researchers, emotion dysregulation prevents individuals from effectively dealing with emotional states, which can make individuals more vulnerable to failure, which can increase competence frustration. In addition, it was stated that the impulsive and uncontrolled expression of emotions puts individuals at risk of alienating them from other people, and this can lead to relatedness frustration (Benita et al., 2019; Brenning et al., 2021; Van der Kaap-Deeder et al., 2021).

1.4.2. Basic Psychological Needs and Social Media Addiction

In the literature, basic psychological needs have also attracted attention in internet-based addictive behaviors such as social media addiction, and it has been stated that basic psychological need experiences are an underlying factor in social media addiction (Andreassen, 2015; Sun & Zhang, 2020). Researchers state that the internet environment provides a highly accessible and immediate environment for individuals to meet unmet needs. Accordingly, it has been emphasized that the

internet environment has become a reinforcing tool for addiction, as it offers individuals an instant and easily accessible way to meet these needs (Wong et al., 2015). In addition, it has been stated that social media is taking up more and more of the daily lives of young adults (Köse & Doğan, 2019), and especially young adults may use the internet environment pathologically to meet their different psychological needs that cannot be met in real life (Kozan et al., 2019).

Previous research on social media and psychological needs shows that social media is a valuable area for individuals to satisfy these needs (Lin et al., 2014; Sheldon et al., 2011). In the social media, for the competence need, individuals can get likes on their own profiles with own various contents on social media (Andreassen, 2015; Hazar, 2011), for the autonomy need, individuals have options in a virtual environment without authority control (Andreassen, 2015; Köse & Doğan, 2019). In addition, for the relatedness need, individuals can build a huge friend list, interact with people, and get attention from others (Andreassen, 2015; Chen, 2019).

Research has shown that individuals who experience low need satisfaction in their lives can indeed find fulfilment for their needs by using social media and are therefore vulnerable to the risk of social media addiction. Accordingly, it has been shown that there is a link between innate basic psychological needs and social media addiction (Casale & Fioravanti, 2015; Masur et al., 2014). In addition, studies investigating the effects of experiences of basic psychological need satisfaction and frustration separately on social media addiction have shown that experiences of need satisfaction are associated with more positive experiences on social media, while experiences of need frustration are a stronger predictor of negative outcomes such as social media addiction (Gugliandolo et al., 2020; Li et al., 2020).

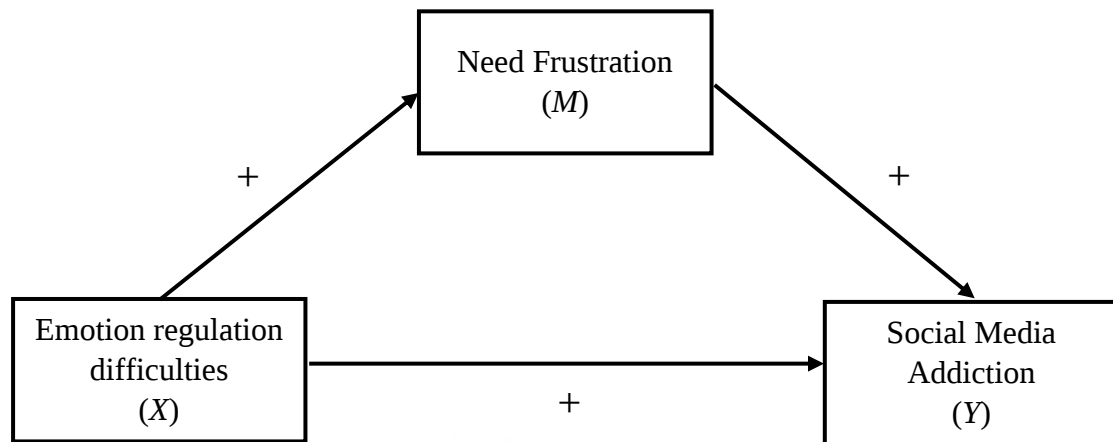
1.5. The Aim of the Present Study

Previous studies have shown that social media addiction is related to both need-based experiences and emotion dysregulation, but the roles of both factors in relation to social media addiction have not been investigated together. In the present research, it is assumed that emotion regulation abilities may have an impact on individuals' need-based experiences, and in turn, this may make individuals more prone to social media addiction. In other words, it is assumed that individuals with emotion regulation difficulties may experience frustration with their basic psychological needs, and this may lead these individuals to addictive social media use. Therefore, in the present study, it was aimed to investigate social media addiction with a new research model. In order to design effective interventions to reduce social media addiction, it is essential to understand how emotion dysregulation is linked to social media addiction. An innovative direction of this research may be to describe the role of need-based experiences, especially frustration, as a mechanism by which the risks of social media addiction are associated with emotion dysregulation. Accordingly, the aim of this study is to verify a model (see Figure 1) with the following hypothesis:

- (1) Emotion regulation difficulties would positively predict experiences of need frustration
- (2) Experiences of need frustration would positively predict social media addiction
- (3) Emotion regulation difficulties would positively predict social media addiction
- (4) Experiences of need frustration would mediate the relationship between emotion regulation difficulties and social media addiction.

Figure 1

The Proposed Model for the Mediational Role of Experiences of Basic Psychological Need Frustration



2. METHOD

In this chapter, the methodological procedures of the research are presented, which include research design, participants and sampling, data collection instruments, data collection procedures, and data analysis.

2.1. Research Design

The present research aimed to investigate the direct and indirect effect of emotion regulation on social media addiction among Turkish university students with the role of basic psychological need experiences. More specifically, the role of emotion regulation difficulties and experiences of need frustration in predicting social media addiction in Turkish university students between the ages of 18-25 was examined. Therefore, the design of this quantitative study was correlational. In the present research, the criterion variable was social media addiction. The predictor variables of the study were difficulties in emotion regulation and basic psychological need frustration.

After the informed consent form was presented to the participants, four instruments, respectively, Demographic Information Form, Difficulties in Emotion Regulation Scale-Brief Form (DERS-16), Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS), and Social Media Addiction Scale (SMAS) were administered to the participants who approved the voluntary participation. After the research instruments were administered, a debriefing form was also presented to the participants.

The convenience sampling method was used to collect data from a sample of university students in Turkey between the ages of 18-25 who use social media. The data were collected online from the participants via Google forms, and 320 volunteer

students who met the prerequisites of the research to be aged 18-25 and being social media users participated in the research.

Descriptive statistics, bivariate correlations and regression-based simple mediation analysis with bootstrapping sampling were conducted to analyze the data.

2.2. Participants and Sampling

In the present research, volunteered 320 university students in Turkey between the ages of 18-25 who use social media participated. As seen in Table 1, the majority (66.9 %) of the 320 participants were female. The age of the participants ranged from 18 to 25 ($M = 19.66$, $SD = 1.45$). The demographic and social media usage characteristics of the participants are summarized in Table 1.

Table 1

Demographic and Social Media Usage Characteristics of the Participants

Variables	<i>n</i>	%
Gender		
Female	214	66.9
Male	105	32.8
Other	1	0.3
Socio-Economic Status		
Lower	6	1.9
Middle-Lower	31	9.7
Middle	164	51.2
Middle-Upper	109	34.1
Upper	10	3.1
Living		
With family	199	62.2
Alone	26	8.1
With friends	11	3.4
In the dormitory	84	26.3
Psychiatric/Psychological Diagnosis		
Yes	41	12.8
No	279	87.2
Social Media Usage (year)		
Less than 1 year	5	1.6
1-3 Years	18	5.6
4-6 Years	122	38.1
More than 7 years	175	54.7

Demographic and Social Media Usage Characteristics of the Participants (cont.)

Variables	<i>n</i>	%
Internet usage (hour/day)		
less than 1 hour	1	0.3
1-3 hours	59	18.4
4-6 hours	166	51.9
more than 7 hours	94	29.4
Social Media Usage (hour/day)		
less than 1 hour	24	7.5
1-3 hours	170	53.1
4-6 hours	110	34.4
more than 7 hours	16	5.0
Most Frequently Used Social Media Account		
Facebook	1	0.3
Twitter	24	7.5
Instagram	234	73.1
YouTube	41	12.8
TikTok	10	3.1
Other	9	2.7
Most Used Tool		
Desktop Computer	7	2.2
Laptop	9	2.8
Tablet	7	2.2
Smartphone	296	92.5
Smart TV	1	0.3

Note. *N* = 320. The most frequently used social media account question contains one missing value.

2.3. Data Collection Instruments

Four instruments were used to collect data in the study: Demographic Information Form, Difficulties in Emotion Regulation Scale-Brief Form (DERS-16; Bjureberg et al., 2016; Yiğit & Yiğit, 2017), Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS; Chen et al., 2015; Selvi & Bozo, 2020), and Social Media Addiction Scale (SMAS; Tutgun-Ünal & Deniz, 2015).

2.3.1. Demographic Information Form

A demographic information form consisting of questions about gender, age, economic status, people with whom they live, and whether they have a psychiatric or

psychological disorder was used, which also included questions about social media usage (see Appendix C).

2.3.2. Difficulties in Emotion Regulation Scale-Brief Form (DERS-16)

The Difficulties in Emotion Regulation Scale (DERS) is a self-report scale that was developed as a 36-item scale by Gratz and Roemer (2004) to identify and measure individuals' emotion regulation difficulties. In 2016, Difficulties in Emotion Regulation Scale-Brief Form (DERS-16) was developed by Bjureberg et al. (2016) to be a brief form of Difficulties in Emotion Regulation Scale (DERS).

The DERS-16 consists of a total of 16 items evaluated on a 5-point Likert scale ranging from 1 (almost never) to 5 (almost always) and includes five sub-scales which are Clarity (e.g., "I have difficulty making sense of my feelings"), Goals (e.g., "When I'm upset, I have difficulty getting work done"), Impulse (e.g., "When I'm upset, I feel out of control"), Strategies (e.g., "When I'm upset, I start to feel very bad about myself"), Non-acceptance (e.g., "When I'm upset, I feel like I am weak"). Total scores on the DERS-16 can range from 16 to 80, with higher values indicating greater emotion dysregulation, that is, difficulties in emotion regulation. DERS-16 demonstrated strong internal consistency ($\alpha=.92$) and acceptable test-retest reliability ($r=.85$) in the original study by Bjureberg et al. (2016).

Turkish adaptation of DERS-16 was conducted by Yiğit and Yiğit (2017), and internal consistency coefficients were .92 for overall DERS-16, .84 for Clarity, .84 for Goals, .87 for Impulse, .87 for Strategies, and .78 for Non-acceptance subscales. In the analysis of the overall scale within the scope of this study, the Cronbach Alpha internal consistency coefficient was found .93 (See Appendix D).

2.3.3. Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS)

The Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS) is a self-report scale that was developed by Chen et al. (2015) in order to measure levels of satisfaction and frustration of the three basic psychological needs (namely, autonomy, competence, and relatedness) as identified by self-determination theory. BPNSFS consists of 24 items measured on a 5-point Likert scale ranging from 1 (not true at all) to 5 (completely true). The scale consists of 6 factors which are (1) autonomy satisfaction (4 items; e.g., “I feel that my decisions reflect what I really want”), (2) autonomy frustration (4 items; e.g., “I feel forced to do many things I wouldn’t choose to do”), (3) relatedness satisfaction (4 items; e.g., “I experience a warm feeling with the people I spend time with”), (4) relatedness frustration (4 items; e.g., “I feel the relationships I have are just superficial”), (5) competence satisfaction (4 items; e.g., “I feel capable at what I do”), and (6) competence frustration (4 items; e.g., “I feel disappointed with many of my performances”). In order to determine the implications of satisfaction and frustration of basic psychological needs, composite scores are calculated for the need satisfaction factor (combination of satisfaction of autonomy, relationship, and competence) and need frustration factor (combination of frustration of autonomy, relationship, and competence). In the original study (Chen et al. 2015), the internal consistency reliabilities were calculated for four different samples, and the Cronbach Alpha coefficients were ranged from .64 to .89 for the subscales.

BPNSFS was adapted into Turkish by Selvi & Bozo (2020) and a six-factor structure was revealed as in the original scale. In the adaptation study, the Cronbach’s alpha coefficients of Turkish BSNSFS were between .74 to .88 for subscales and

composite scores. In the present research, the Cronbach Alpha internal consistency coefficients were .85 for need satisfaction and .86 for need frustration composites (See Appendix E).

2.3.4. Social Media Addiction Scale (SMAS)

Social Media Addiction Scale (SMAS) is a self-report scale that was developed by Tutgun-Ünal and Deniz (2015) in order to measure the social media addiction of university students. The scale consists of a total of 41 items and which was developed as a 5-point Likert scale, is graded as "Never", "Rarely", "Sometimes", "Often", and "Always". The scale consists of four sub-scales called "occupation", "mood regulation", "repetition" and "conflict" and a total score can be obtained from the scale. The lowest score that can be obtained from SMAS is 41, and the highest score is 205. The ranges determined for the overall scale are 41-73: "no addiction", 74-106: "less addicted", 107-139: "moderate addicted", 140-172: "high addicted" and 173-205: "very high addicted". SMAS demonstrated strong internal consistency ($\alpha = 0.89-0.96$) and adequate test-retest reliability ($r = 0.59-0.84$) (Tutgun-Ünal & Deniz, 2015). In the analysis of the total scale within the scope of this study, the Cronbach Alpha internal consistency coefficient was found to be high as .96, similar to the previous results (See Appendix F).

2.4. Data collection procedures

After having approval from Yeditepe University Social and Human Sciences Ethics Committee (see Appendix A) data collection was started. The convenience sampling method was used to collect data from a sample of university students in Turkey between the ages of 18-25 who use social media. The data were collected online from the participants via Google forms. In order to announce the online survey, different faculty members were contacted and volunteered participants were reached.

In addition, the online survey was also announced via mailing groups. The online survey was accessible from October 2021 to April 2022.

In accordance with an ethical working procedure, the participants were presented with an informed consent form before the data collection instruments and a debriefing form at the end of the study. The informed consent form covered topics including the general purpose of the research, the estimated time it will take to complete the survey, voluntary participation, and confidentiality of the collected data (See Appendix B). In the debriefing form, the research goal is expressed in greater detail. In case participants needed further information about the study, the researcher's contact information was also provided (See Appendix G).

Participants joined the research by clicking on the link that connected to the online survey. Participants were initially requested to read the informed consent form on the page and confirm voluntary participation. Participants who approved the informed consent form continued with the research instruments which included demographic and social media usage information, Difficulties in Emotion Regulation Scale-Brief Form (DERS-16), Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS), and Social Media Addiction Scale (SMAS), respectively. Participation in the online survey took approximately 10-15 minutes and the participants were presented with the debriefing form after the research instruments.

2.5. Data Analysis

In the present research, after the data collection, IBM SPSS 26.0 software (IBM Corp., 2019) was used for data analysis, and various approaches were followed to examine the data. In the initial phase, the data were scanned and the participants who did not meet the inclusion criteria (5) were excluded from the data, and the data collected from a total of 320 participants were used in the analysis. The inclusion

criterion of the study was to be a university student between the ages of 18 and 25, using social media. Afterwards, normality assumption testing was completed by assessing skewness and kurtosis and by visual inspection. In addition, the absence of missing data and univariate outliers were checked, and descriptive statistics for criterion and predictor variables were used to summarize the data. In the second stage, the correlational relationships between these variables were reported. In the final stage, a simple mediation analysis was performed to investigate the direct and indirect impacts of emotion regulation difficulties on social media addiction through the frustration of the basic psychological needs of university students. In order to conduct the mediation analysis, version 26 of SPSS (IBM Corp., 2019) and the PROCESS macro for SPSS (Hayes, 2022), which uses a regression-based approach to mediation, were used. In the hypothesized mediation, PROCESS macro for SPSS (Hayes, 2022) model 4 was utilized to test simple mediation (difficulties in emotion regulation as a predictor, basic psychological need frustration as a mediator, and social media addiction as an outcome variable) that the variables are mean-centered. 10,000 bootstrap with random sampling was used with a 95% confidence level to evaluate the significance of the indirect effect. A heteroscedasticity-consistent approach to estimating standard errors (HC3) was applied as part of the model testing procedure against bias in standard errors estimated.

3. RESULTS

3.1. Examination of Normality Assumptions

The data scan for the absence of missing data and univariate outliers, the analysis of descriptive statistics, and normality assumption check were performed before conducting a simple mediation analysis, and no data was extracted from the data set with a total of 320 participants.

The normality assumption was checked by assessing skewness and kurtosis and through visual inspection. Skewness and kurtosis values were found to be between -1 and +1 values (see table 2). It can be concluded that the normality assumption is not violated, since the distribution can be considered normal if the skewness and kurtosis values are between -1.5 and +1.5. (Tabachnick & Fidell, 2013).

Table 2

Descriptive, Skewness, and Kurtosis Statistics of Measures

	N	M	SD	Skewness	Kurtosis
DERS-16	320	37.98	13.31	.70	-.03
BPN Frustration	320	29.17	9.45	.38	-.50
BPN Satisfaction	320	46.54	7.82	-.68	.72
SMAS	320	92.95	27.40	.54	-.12

Note. DERS-16: Difficulties in Emotion Regulation Scale-Brief Form, BPN

Frustration: Basic Psychological Need Satisfaction and Frustration Scale Frustration

Composite, BPN Satisfaction: Basic Psychological Need Satisfaction and Frustration

Scale Satisfaction Composite, SMAS: Social Media Addiction Scale

3.2. Bivariate Correlations among Variables

Results of the Pearson correlation coefficients among the main variables indicated that: (a) Total DERS-16 score was positively correlated with SMAS total score; (b) Total DERS-16 score was positively correlated with BPN Frustration score

while negatively correlated with BPN Satisfaction score, and (c) BPN Frustration score was positively correlated with SMAS total score while BPN Satisfaction score was negatively correlated with SMAS total score. Their corresponding coefficients are shown in Table 3.

Table 3

Bivariate Correlations among the Variables

Variable	1	2	3	4
1. DERS-16	—			
2. BPN Satisfaction	-.57**	—		
3. BPN Frustration	.61**	-.64**	—	
4. SMAS	.44**	-.33**	.50**	—

Note. $N = 320$. DERS-16: Difficulties in Emotion Regulation Scale-Brief Form, BPN Frustration: Basic Psychological Need Satisfaction and Frustration Scale Frustration Composite, BPN Satisfaction: Basic Psychological Need Satisfaction and Frustration Scale Satisfaction Composite, SMAS: Social Media Addiction Scale

** $p < .01$.

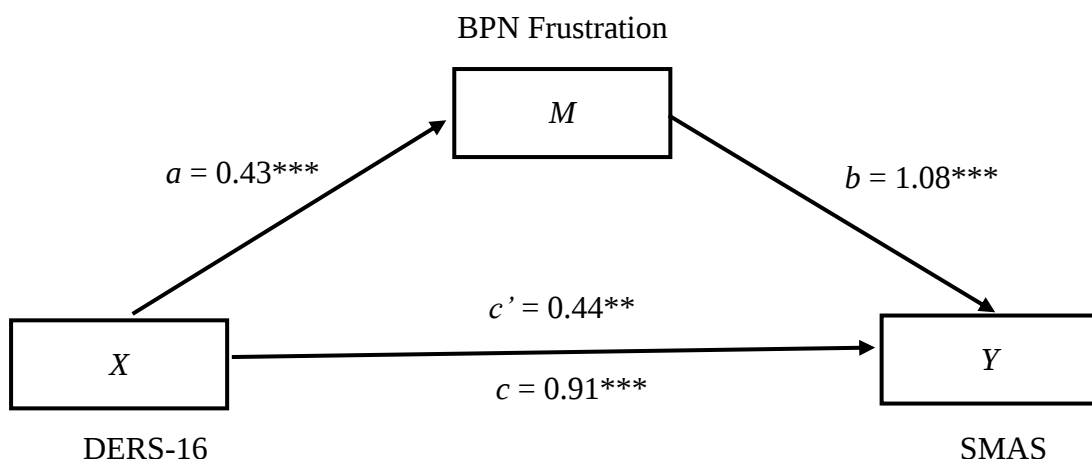
3.3. Results of Mediation Analysis

Results from a simple mediation analysis showed that emotion dysregulation was indirectly associated with social media addiction, by partial mediating role of basic psychological need frustration. First, as can be seen in Figure 2, the hypothesis predicting that emotion dysregulation predicted significant unique variance in basic psychological need frustration (path a) was supported ($B = .43$, $SE = .04$, $t = 10.20$, $\beta = .61$, $p < .001$ 95% CI [.3480, .5143]), and the hypothesis predicting that basic psychological need frustration predicted significant unique variance in social media addiction (path b) was supported ($B = 1.08$, $SE = .18$, $t = 6.03$, $\beta = .37$, $p < .001$ 95% CI [.7251, 1.4276]). Moreover, the hypothesis predicting that the direct effect of

emotion dysregulation predicted unique variance in social media addiction (path c') ($B = .44$, $SE = .14$, $t = 3.14$, $\beta = .21$, $p < .01$ 95% CI [.1650, .7202]), and the total effect of emotion dysregulation on social media addiction (path c) ($B = .91$, $SE = .12$, $t = 7.26$, $\beta = .44$, $p < .001$ 95% CI [.6609, 1.1525]) was supported by the model. The mediation model accounted for significant unique variance in university students' social media addiction level, $R^2 = .37$, $F(1, 318) = 104.02$, $p < .001$. A 95% confidence interval based on 10,000 bootstrap samples indicated that the hypothesis predicting the indirect effect (path ab) of emotion dysregulation via basic psychological need frustration would account for significant unique variance in social media addiction was supported by the model ($B = .46$, $SE = .07$, 95% CI [.3202, .6079]). The partially standardized indirect effect was 0.017 (95%CI = 0.0118, 0.0219) which corresponds to a small effect size (Cohen, 1992).

Figure 2

The Mediating Effect of Basic Psychological Need Frustration on the Relationship between Difficulties in Emotion Regulation and Social Media Addiction



Note. $*p < .05$, $**p < .01$, $***p < .001$; All presented effects are unstandardized; a is effect of emotion dysregulation on need frustration; b is effect of need frustration on

social media addiction; c' is direct effect of emotion dysregulation on social media addiction; c is total effect of emotion dysregulation on social media addiction.

Indirect Effect (path ab): ($B = .46$, $SE = .07$, 95% CI [.3202, .6079])

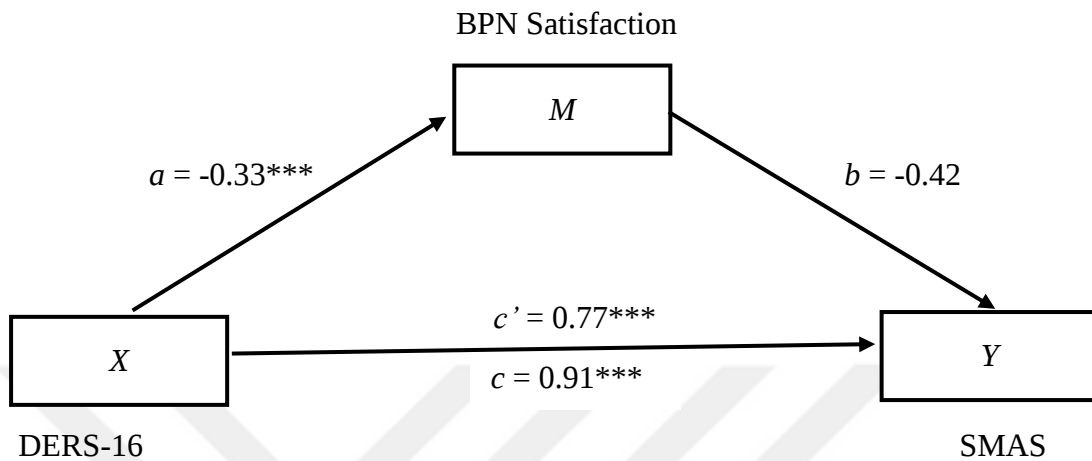
Model: $R^2 = .37$, $F(1, 318) = 104.02$, $p < .001$

3.4. Supplementary Analyzes

In this study, as an additional analysis, the mediating role of experiences of need satisfaction in the relationship between emotion regulation difficulties and social media addiction was also examined. Results from a simple mediation analysis showed that experiences of need satisfaction did not mediate the relationship. First, as can be seen in Figure 3, emotion dysregulation predicted significant unique variance need satisfaction (path a) ($B = -.33$, $SE = .03$, $t = -9.90$, $\beta = -.57$, $p < .001$ 95% CI [-.3994, -.2670]), but need satisfaction did not predicted significant unique variance in social media addiction (path b) ($B = -.42$, $SE = .27$, $t = -1.52$, $\beta = -.12$, $p = .1282$ 95% CI [-.9557, .1210]). Both the direct effect of emotion regulation difficulties on social media addiction (path c') ($B = .77$, $SE = .13$, $t = 5.78$, $\beta = .37$, $p < .001$ 95% CI [.5064, 1.0289]) and the total effect of emotion regulation difficulties on social media addiction (path c) ($B = .91$, $SE = .12$, $t = 7.26$, $\beta = .44$, $p < .001$ 95% CI [.6609, 1.1525]) were significant. Lastly, the mediation model accounted for significant unique variance in university students' social media addiction level, $R^2 = .32$, $F(1, 318) = 98.08$, $p < .001$. A 95% confidence interval based on 10,000 bootstrap samples indicated that the indirect effect (path ab) of emotion dysregulation via need satisfaction did not predict significant unique variance in social media addiction ($B = .14$, $SE = .09$, 95% CI [-.0321, .3104]). The partially standardized indirect effect was 0.005 (95%CI = -.0012, .0112).

Figure 3

The Mediating Effect of Basic Psychological Need Satisfaction in the Relationship Between Difficulties in Emotion Regulation and Social Media Addiction



Note. $*p < .05$, $**p < .01$, $***p < .001$; All presented effects are unstandardized; a is effect of emotion dysregulation on need satisfaction; b is effect of need satisfaction on social media addiction; c' is direct effect of emotion dysregulation on social media addiction; c is total effect of emotion dysregulation on social media addiction.

Indirect Effect: ($B = .14$, $SE = .09$, 95% CI $[-.0321, .3104]$)

Model: $R^2 = .32$, $F(1, 318) = 98.08$, $p < .001$

4. DISCUSSION

4.1. Discussion of the Results

In the present research, as a form of behavioral addiction, social media addiction, which leads to psychological and social problems, was discussed together with two potential underlying psychological factors, namely, emotion regulation and basic psychological need experiences. In this context, a hypothetical model, which has not been investigated before in the literature, which is expected to explain social media addiction, has been developed and analyzed. In this direction, it was aimed to examine the mediating role of experiencing need frustration in the relationship between emotion regulation difficulties and social media addiction. As a result of the mediation analysis, it was found that experiencing need frustration had a partial mediating role in the relationship between emotion regulation difficulties and social media addiction. In the next sections, firstly, the relationship between emotion regulation difficulties and basic psychological need frustration is discussed. Then, the results regarding the relationship between the basic psychological need frustration and social media addiction are elaborated. Finally, the mediating role of basic psychological need frustration in the relationship between emotion regulation difficulties and social media addiction is evaluated.

4.1.1. Findings Related to Relationship between Emotion Regulation Difficulties and Basic Psychological Need Frustration

The first hypothesis was that emotion regulation difficulties would positively predict basic psychological need frustration. As expected, the findings indicated that emotion regulation difficulties positively predicted the basic psychological need frustration. It means that individuals with emotion regulation difficulties experience the frustration of psychological needs more. Consistent with this finding, previous

studies have indicated that emotion regulation is effective in need-based experiences and it is a substantial ingredient of the integrative process that enables individuals to internalize and synthesize emotional experiences (Benita et al., 2019). In the line with this, it is stated that while the experience of psychological need satisfaction is supported by emotion regulation, the experience of psychological need frustration is strengthened by deficiencies in emotion regulation (Benita et al., 2019; Ryan et al., 2005; Roth et al., 2019; Van der Kaap-Deeder et al., 2021).

Emotion dysregulation includes involuntary experience and expression of emotions in relation to perceiving emotions as overwhelming and having difficulties in experiencing and expressing emotions (Benita, 2020; Cole & Hall, 2008; Thompson, 2019). In line with this, individuals who have difficulties in emotion regulation are likely to experience autonomy frustration, as they will feel that they are exposed to unwanted emotions, and because emotion regulation difficulties will cause them to do things that they would not prefer to do (Van der Kaap-Deeder et al., 2021). Similarly, emotion regulation difficulties can lead to individuals feeling inadequate to regulate emotions, which can make individuals more vulnerable to failure that can increase competence frustration experiences (Van der Kaap-Deeder et al., 2021). Studies indicating that emotion regulation difficulties are associated with social anxiety (e.g., Rusch et al., 2011) can be considered in this context because it has been stated that social anxiety affects skills such as social performance and competence (Angélico et al., 2013). In addition, it has been stated that individuals with difficulties in emotion regulation would be more prone to the experience of relatedness frustration (Van der Kaap-Deeder et al., 2021). In line with this, previous research has shown that emotion regulation is important for healthy peer relationships and quality social interactions (Calkins et al., 1999; Keane & Calkins, 2004; Lopes et al., 2005),

whereas emotion regulation difficulties are related to loneliness (Eres et al., 2021; Groarke et al., 2020; Jiang et al., 2020; Southward et al., 2014).

4.1.2. Findings Related to Relationship between Basic Psychological Need Frustration and Social Media Addiction

The second hypothesis was that basic psychological need frustration would positively predict social media addiction. As expected, the results showed that basic psychological need frustration positively predicted social media addiction. It means that experiencing need frustration is associated with social media addiction tendency.

This result is in line with self-determination theory (Ryan & Deci 2017), which states that experiences of need frustration are strongly associated with negative outcomes. In addition, it has been stated that the experiences of need frustration can also encourage compensatory behaviors as an attempt to provide self-comfort (Haedt-Matt & Keel, 2011; Vansteenkiste & Ryan 2013). Maladaptive social media use can also be considered in this context because research shows that individuals try to experience satisfaction with their psychological needs by participating in different types of internet activities (Wong et al., 2015). Individuals may use social media as maladaptive coping and compensatory behavior to cope with or escape from real-life need-based experiences because the use of social media can provide continuous rewards like satisfaction of basic psychological needs (Gugliandolo et al., 2020; Varchetta et al., 2020). However, this situation can make individuals more prone to social media addiction by neglecting real-life and developing compulsions to extremely use social media (Wang et al., 2015; Wong et al., 2015). In addition, regarding this situation, it was stated that the motivation to escape from daily life strongly predicted social media addiction (Kim & Haridakis, 2009; Masur et al., 2014). However, although maladaptive coping mechanisms may provide satisfaction

and desired outcomes in the short term, they can lead to frustration and psychopathological problems in the long run (Fernandes et al., 2020; Selvi & Bozo, 2020; Vansteenkiste & Ryan, 2013). It is consistent with the view that attempts to eliminate undesirable need-based experiences create a driving force for excessive social media use and can become addictive (Masur et al., 2014).

4.1.3. Findings Related to Mediating Role of Basic Psychological Need Frustration in the Relationship between Emotion Regulation Difficulties and Social Media Addiction

The main aim of the present research was to investigate the mediating role of need-based experiences in the relationship between emotion regulation and social media addiction. Accordingly, it was hypothesized that the frustration of basic psychological needs played a mediating role in the relationship between emotion regulation difficulties and social media addiction. Results showed that experiences of need frustration partially mediated the relationship between emotion regulation difficulties and social media addiction. Also, as expected, the results showed that there is a relationship between emotion regulation difficulties and social media addiction.

This is in line with previous studies, which have demonstrated that both emotion regulation and need-based experiences have a role in the development and maintenance of social media addiction. In addition, in the line with previous research demonstrating the mediating role of experiences of need frustration in the relationship between emotion regulation and well-being (Benita et al., 2019), internalizing and externalizing problems (Brenning et al., 2021), borderline symptomatology (Van der Kaap-Deeder et al., 2021), the present research extended experiences of need frustration as an important factor to explain the relations between emotion regulation

and maladjustment, namely social media addiction. Moreover, with regard to behavioral addiction, the present research provided additional evidence regarding the motivations for maladaptive social media use to escape from or cope with the state of psychological need frustration stem from emotion regulation deficits. Individuals with emotion regulation deficits might be more vulnerable to experiences of need frustration, and when need-based experiences are repeatedly rewarded with social media in the short-term as a maladaptive coping mechanism, individuals with emotion regulation deficits may develop compulsions to extremely use social media to escape from experiences of real-life need frustration, which in turn may lead to addiction. However, since the experiences of need frustration partially explain the relationship between emotion regulation difficulties and social media addiction, it is necessary to consider that other factors also contribute between emotion regulation difficulties and social media addiction. In this direction, previous research indicated that the relationship between difficulties in emotion regulation and internet-based addictive activities was mediated by maladaptive metacognitive and cognitive factors (see Gioia et al., 2021), and depression (Fu et al., 2019). In this regard, these factors can also be considered in the relationship between emotion regulation difficulties and social media addiction.

4.1.4. Supplementary Analyzes: Mediating Role of Basic Need Satisfaction in the Relationship between Emotion Regulation Difficulties and Social Media Addiction

In the present research, additional analysis was also performed to explore the mediating role of experiences of need satisfaction in the relationship between emotion regulation difficulties and social media addiction. Findings showed that need

satisfaction experiences did not predict social media addiction and did not play a mediator role between emotion regulation difficulties and social media addiction.

Although there is limited research investigating the effects of need satisfaction and need frustration separately within the context of behavioral addictions, similar results were also found in the study examining the role of need satisfaction and need frustration between parenting and technology addictions separately (Gugliandolo et al., 2020). In this respect, the addictive use of social media may represent compensatory behaviors that individuals implement to escape from the state of need frustration rather than a lack of need satisfaction experiences. The present findings can also be explained by the view that need satisfaction and need frustration are different constructs with different outcomes. In that direction, it was stated the need satisfaction was a better predictor of positive outcomes whereas need frustration was a better predictor of negative outcomes with the view that low need satisfaction does not necessarily include need frustration but need frustration generally included low need satisfaction (Bartholomew et al., 2011; Šakan et al., 2020; Vansteenkiste & Ryan, 2013).

4.2. Limitations of the Present Study and Suggestions for Future Studies

First, the present research demonstrated that the effects of emotion regulation difficulties on social media addiction are partially mediated by experiences of need frustration. Since the experiences of need frustration do not fully explain this relationship and because of the cross-sectional nature of the study, it will be important to explore other factors (such as cognitive factors, stress, etc.) that may explain this relationship in future research. In addition, since it is stated that basic psychological need experiences can be affected by emotion regulation and the social context that affects basic psychological needs is also important for emotion regulation at the

developmental level (Brenning et al., 2021; Roth et al., 2019), it will be critical to investigate alternate models, such as investigating the role of emotion regulation in the relationship between basic psychological needs and social media addiction.

Second, as the current research is based on a cross-sectional design, another important recommendation for future research is the longitudinal exploration of the relationships between emotion regulation, basic psychological needs, and social media addiction to further explore reciprocal and causal relationships. In addition, future research may take a more detailed approach to explore the link between emotion regulation and social media addiction.

In addition, methodologically, the sample of this study consisted of only undergraduate students between the ages of 18 and 25. Although this sample selection has been used successfully in many studies regarding social media addiction since social media is more prevalent among young individuals and the addictive use of social media may be a bigger concern for young individuals (Andreassen, 2015; Andreassen et al., 2016; Carbonell & Panova, 2016; Gioia et al., 2021; Griffiths et al., 2014; Kuss & Griffiths, 2011; Laconi et al., 2018; Liu et al., 2021), this approach may limit the generalizability of the present findings. Similarly, since the sample of this study was fairly homogeneous (consisting of only well-educated individuals and mostly female), more research is needed to test existing hypotheses in a more diverse sample.

Furthermore, the current study relied solely on self-report measures, so a social desirability bias may have occurred when participants answered the questions. For this reason, studies that include external evaluations can be planned in future studies. Future research can also explore the biological mechanisms underlying the psychological phenomena (e.g., respiratory sinus arrhythmia has been reported to be a

biomarker of emotion regulation capacity; Aldao et al., 2016) involved in the present research.

It should also be noted that social media environments no longer only provide communication and interaction but also provide an environment for many activities such as obtaining information, searching, playing games, shopping, or consuming pornography (Coletto et al., 2016; Griffiths, 2010; Hazar, 2011; Ryu & Park, 2020). Considering that various social media platforms create an environment that includes many behaviors and meets many needs of individuals (Hazar, 2011), it can be thought that social media addiction will be the subject of various discussions, just like the concept of internet addiction. In this direction, future research can be conducted on a specific social media platform (e.g., Instagram) so that the specific features of various platforms do not have a confounding effect. Additionally, it will be important to repeat the current research model to explore its generalizability to other addictive activities, including both substance-related and non-substance-related (behavioral) addictions.

4.3. Conclusion and Clinical Implications

In conclusion, in the present research, the relationship between emotion regulation and social media addiction was examined by considering the mediating role of need-based experiences in university students. In this regard, the main hypothesis of the research was that experiences of need frustration would mediate the relationship between emotion regulation difficulties and social media addiction. The results of the present research indicated that emotion regulation difficulties are a contributing factor to social media addiction and experiences of need frustration were a partial mediator in this relationship. In the behavioral addiction context, the present

research provided additional information to the literature regarding underlying psychological factors of social media addiction.

The present research provided additional information on the potential contributing psychological factors of social media addiction, the potential consequences of deficits in emotion regulation and the importance of the need-based experiences. The findings of the study imply the importance of emotion regulation and basic psychological needs in the treatment and prevention of behavioral addiction symptoms, especially social media addiction. Therefore, in the context of clinical psychology, addressing the experiences of need frustration, raising awareness about maladaptive coping and compensatory behaviors to avoid need frustration, and improving emotion regulation skills can potentially reduce the risk factors of developing social media addiction.

In addition, in line with the importance of emotional experiences of individuals who have behavioral addiction problems, in particular social media addiction, it will be important for psychotherapists to focus on feelings related to basic psychological needs in psychotherapy to offer effective therapy. In this direction, the importance of supporting basic psychological needs in adaptive change and therapeutic relationship was also emphasized (Keleher et al., 2017; Ryan & Deci, 2008; Ryan et al., 2016). It is indicated that individuals who experience that their basic psychological needs are not being met may not be aware of the importance of these needs (Ryan & Deci, 2008). Also, it is indicated that need-based experiences in psychotherapy (a person's sense of autonomy, competence, and relatedness) are critical elements that contribute to an individual's ability to develop a sense of intrinsic motivation for effective change (Ryan & Deci, 2008). Therefore, facilitating clients' awareness of their basic psychological needs and exploring opportunities for

the greater satisfaction of these needs in psychotherapy is likely to result in better outcomes (Keleher et al., 2017) which may also be the case for social media addiction. Regarding basic psychological needs and psychotherapy, it is stated that the inclusion of basic psychological needs in psychotherapy has an increasing amount of empirical support and can be applied to any therapeutic technique (see Ryan & Deci, 2008; Ryan et al., 2016).



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APPENDICES

Appendix A. Ethics Committee Approval



T.C.
YEDİTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ

05.10.2021

Sayı : E.50532705-302.14.01-990
Konu : Hakan Ay Kurul Onayı

İLGİLİ MAKAMA

Üniversitemiz Sosyal Bilimler Enstitüsü Klinik Psikoloji Yüksek Lisans öğrencisi Hakan Ay'ın, Dr. Öğr. Üyesi Berna Sarı Arasıl danışmanlığında yürütülecek olan "Emotion Regulation and Social Media Addiction: Investigating the Role of Basic Psychological Need Experiences / Duygu Düzenleme ve Sosyal Medya Bağımlılığı: Temel Psikolojik İhtiyaç Deneyimlerinin Rolünün Araştırılması" başlıklı araştırmasının beşeri bilimler etik standartlarına uygunluğuna ilişkin Yeditepe Üniversitesi Beşeri ve Sosyal Araştırmalar Etik Kurul Onayı ekte sunulmuştur.

Gerekli iznin verilmesi hususunu bilgilerinize arz ve rica ederim.

İmza
Prof. Dr. Fatma Yeşim EKİNCİ
Rektör a.
Rektör Yardımcısı

Ek: Etik Kurul Onayı.pdf

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <http://belgedogrulama.yeditepe.edu.tr/bg.aspx?id=011CE045-6243-4DF8-ADA2-394C5BA30392>
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Appendix B. Informed Consent

Bilgilendirilmiş Onam Formu

Sayın Katılımcı,

Bu araştırma Yeditepe Üniversitesi Klinik Psikoloji Yüksek Lisans Programı kapsamında, Dr. Öğr. Üyesi Ayşe Berna Sarı Arasıl danışmanlığında Hakan Ay tarafından yürütülen bir tez çalışmasıdır. Çalışma 18-25 yaş arası sosyal medya kullanan üniversite öğrencilerinde bireysel farklılıklar ve sosyal medya kullanımı üzerinedir. Çalışmada demografik form ve konuya ilişkin anket soruları bulunmaktadır. Çalışmanın yaklaşık 10- 15 dakika sürmesi öngörülmektedir. Çalışmaya katılımınız ilgili literatüre katkıda bulunmamıza yardımcı olacaktır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz ve size en uygun gelen cevapları işaretleyecek şekilde doldurmanızdır.

Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Bu formu okuyup onaylamanız araştırmaya katılmayı kabul ettiğiniz anlamına gelmektedir. Ancak çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına sahipsiniz. Araştırmada yer alan anket sorularının katılımcılarda olumsuz etkiler yaratacağına dair bir veri rapor edilmemiştir. Bu çalışmadan edinilecek bilgiler tamamen bilimsel araştırma amacıyla kullanılacaktır, kimlik bilgileriniz istenmeyecek ve sağladığınız bütün veriler bilimsel ve mesleki etik ilkeler dahilinde işlenecektir.

Eğer araştırma ile ilgili daha fazla bilgi edinmek isterseniz belirtilen e-posta adresine mail atabilirsiniz.

Yukarıda yer alan bilgileri okudum ve katılmam istenen çalışmanın amacını ve gerekliliklerini anladım. 18-25 yaş arasında üniversite öğrencisiyim. Sosyal medya kullanıcısıyım. Çalışmaya gönüllü olarak katılmayı kabul ediyorum.

Appendix C. Demographic Information Form

1. Yaşınız _____
2. Cinsiyetiniz: ()Kadın ()Erkek ()Diğer
3. Aşağıdaki seçeneklerden hangisi ekonomik düzeyinizi en iyi ifade etmektedir?
() Alt () Orta-alt () Orta () Orta-üst () Üst
4. Kiminle Yaşıyorsunuz?
() Ailemle () Evde tek başıma () Arkadaşlarımla () Yurtta
5. Ne zamandan beri sosyal medyayı kullanıyorsunuz?
() 1 yıldan az () 1-3 yıl arası () 4-6 yıl arası () 7 yıldan fazla
6. İnterneti günde ortalama kaç saat kullanıyorsunuz?
() 1 saatten az () 1-3 saat arası () 4-6 saat arası () 7 saatten fazla
7. Sosyal medyayı günde ortalama kaç saat kullanıyorsunuz?
() 1 saatten az () 1-3 saat arası () 4-6 saat arası () 7 saatten fazla
8. En sık kullandığınız sosyal medya sitesi:
() Facebook () Twitter () Instagram () Youtube () Tiktok
() Diğer (Lütfen belirtiniz)
9. En sık kullandığınız sosyal medya hesabınızda yaklaşık kaç takipçiniz/arkadaşınız vardır?
..... (Lütfen sayı belirtiniz)
10. Sosyal medyaya en sık hangi araçtan erişirsiniz:
() Masaüstü bilgisayardan
() Dizüstü bilgisayardan
() Tabletten
() Telefondan
() Akıllı televizyondan
11. Tanı almış bir psikiyatrik/psikolojik rahatsızlığınız var mı?
() Evet () Hayır
Cevabınız “evet” ise lütfen belirtiniz.....

12. Kendimi kötü hissettiğimde daha iyi hissetmem için yapabileceğim hiçbir şey olmadığına inanırım.	1	2	3	4	5
13. Kendimi kötü hissettiğimde böyle hissettiğim için kendimden rahatsız olurum.	1	2	3	4	5
14. Kendimi kötü hissettiğimde kendimle ilgili olarak çok fazla endişelenmeye başlarım	1	2	3	4	5
15. Kendimi kötü hissettiğimde başka bir şey düşünmekte zorlanırım.	1	2	3	4	5
16. Kendimi kötü hissettiğimde duygularım dayanılmaz olur.	1	2	3	4	5

Appendix E. The Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS)

Temel Psikolojik İhtiyaçların Tatmini ve Engellenmesi Ölçeği

Aşağıda hayatınız boyunca tecrübe edebileceğiniz farklı yaşantılar sorulmaktadır. Lütfen her maddeyi dikkatlice okuyunuz. Her bir ifadeyi hayatınızın bu döneminde geçerli olacak şekilde 1’den 5’e kadar derecelendiriniz.

1	2	3	4	5
Tamamen yanlış				Tamamen doğru

1.	Üstlendiğim işlerde seçim yapabildiğimi ve özgür olduğumu hissediyorum.	1	2	3	4	5
2.	Yaptığım pek çok şeyi yapmak zorundaymışım gibi hissediyorum.	1	2	3	4	5
3.	Önemsediğim insanların da beni önemsemediğini hissediyorum.	1	2	3	4	5
4.	Ait olmak istediğim gruptan dışlanmış olduğumu hissediyorum.	1	2	3	4	5
5.	İşleri iyi yapabileceğim konusunda kendimden emin olduğumu hissediyorum.	1	2	3	4	5
6.	İşleri iyi yapıp yapamayacağım konusunda ciddi şüphelerim var.	1	2	3	4	5
7.	Kararlarımın, isteklerimi iyi bir şekilde yansıttığını hissediyorum.	1	2	3	4	5
8.	Yapmayı tercih etmeyeceğim birçok şeye mecbur bırakıldığımı hissediyorum.	1	2	3	4	5
9.	Önemsediğim ve önemsendiğim insanlarla iletişim içinde olduğumu hissediyorum.	1	2	3	4	5
10.	Benim için önemli olan insanların bana karşı soğuk ve mesafeli olduğunu hissediyorum.	1	2	3	4	5
11.	Yaptığım işlerde kendimi becerikli hissediyorum.	1	2	3	4	5
12.	Ortaya koyduğum birçok performansa dair hayal kırıklığı hissediyorum.	1	2	3	4	5
13.	Seçimlerimin, beni iyi bir şekilde yansıttığını hissediyorum.	1	2	3	4	5
14.	Çok fazla şey yapma konusunda üzerimde baskı hissediyorum.	1	2	3	4	5
15.	Benim için önemli olan kişilere yakın ve bağlı olduğumu hissediyorum.	1	2	3	4	5

16.	Birlikte zaman geçirdiğim insanların benden hoşlanmadıklarına dair bir izlenimim var.	1	2	3	4	5
17.	Hedeflerime ulaşmak için yeterli olduğumu hissediyorum.	1	2	3	4	5
18.	Yeteneklerim konusunda kendime güvenmediğimi hissediyorum.	1	2	3	4	5
19.	Gerçekten ilgimi çeken şeyleri yaptığımı hissediyorum.	1	2	3	4	5
20.	Günlük aktivitelerimin bir yükümlülükler silsilesi olduğunu hissediyorum.	1	2	3	4	5
21.	Birlikte zaman geçirdiğim insanlara karşı samimi duygular hissediyorum.	1	2	3	4	5
22.	Sahip olduğum ilişkilerin yüzeysel olduğunu hissediyorum.	1	2	3	4	5
23.	Zor görevleri başarıyla tamamlayabileceğimi hissediyorum.	1	2	3	4	5
24.	Yaptığım hatalardan dolayı kendimi başarısız hissediyorum.	1	2	3	4	5

Appendix F. Social Media Addiction Scale (SMAS)

Sosyal Medya Bağımlılığı Ölçeği

SOSYAL MEDYA KULLANIM ALIŞKANLIKLARI: Her bir maddeyi okuyarak size uygun gelen seçeneği (X) ile işaretleyiniz. **Lütfen tüm soruları eksiksiz cevaplayınız.**

Madde No		Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
1	Yakın zamanda sosyal medyada neler olup bittiği hakkında oldukça fazla düşünürüm.					
2	Yapmam gereken bir iş varsa öncesinde sosyal medyayı kontrol ederim.					
3	Belli süre sosyal medyaya girmediğimde sosyal medyaya girme düşüncesi zihnimi meşgul eder.					
4	Hayatımın sosyal medya olmadan sıkıcı, boş ve zevksiz olacağını düşünürüm.					
5	İnternete bağlı değilken yoğun bir şekilde sosyal medyaya girmeyi düşünürüm.					
6	Sosyal medyada neler olup bittiğini merak ederim.					
7	Sosyal medyada düşündüğümde daha fazla zaman geçirdiğim olur.					
8	Sosyal medya ile bağlantımı kesmeye her karar verdiğimde kendi kendime “birkaç dakika daha” derim.					
9	Sosyal medyayı uzun süre kullanmaktan bir türlü vazgeçemem.					
10	Sosyal medyayı, planladığımdan daha fazla kullandığım olur.					
11	Sosyal medyayı kullanırken zamanın nasıl geçtiğini anlayamam.					
12	Sosyal medya ile ilgili eylemlere (oyun, sohbet, fotoğraflara bakmak, vs) uzun süreler ayırırım.					
13	Kişisel problemlerimi unutmak için sosyal medya kullanırım.					
14	Kendimi yalnız hissettiğim zamanlarda sosyal medyada vakit geçiririm.					
15	Yaşamımdaki olumsuz düşüncelerden kurtulmak için sosyal medyada gezinmeyi tercih ederim.					
16	Problemlerimden bunaldığımda sığındığım en iyi yer sosyal medyadır.					
17	Sosyal medya kullandığım süre boyunca her şeyi unuturum.					
18	Sosyal medya kullanımını durdurmaya çalışıp başaramadığım olur.					
19	Sosyal medya kullanımını denetim altına almak için yoğun bir istek duyarım.					

Madde No		Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
20	Sosyal medya kullanımını bırakmak için sonuç vermeyen çabalar gösteririm.					
21	Sosyal medya kullanımını denetim altına almak için sonuç vermeyen çabalar gösteririm.					
22	Sosyal medyada harcadığım zamanı azaltmaya çalışır, başarısız olurum.					
23	Mesleğime/çalışmalarına olumsuz bir etki yapmasına rağmen sosyal medyayı daha fazla kullanırım.					
24	Sosyal medyadan dolayı hobilerime, boş zaman ve dinlenme faaliyetlerime daha az öncelik veririm.					
25	Eş veya aile üyelerini sosyal medyadan dolayı ihmal ettiğim olur.					
26	Arkadaşlarımı sosyal medyadan dolayı ihmal ettiğim olur.					
27	Sosyal medya dolayısıyla başladığım aktiviteleri zamanında bitiremem.					
28	Sosyal medyada daha fazla zaman geçirmek için okulla veya işle ilgili çalışmalarını ihmal ederim.					
29	Sosyal medyada zaman geçirmeyi, arkadaşlarımla zaman geçirmeye tercih ederim.					
30	Sosyal medyada geçirdiğim zaman yüzünden okul çalışmalarım ya da işlerim sekteye uğrar.					
31	Sosyal medya yüzünden üretkenliğim azalır.					
32	Sosyal medyada zaman geçirmeyi, arkadaşlarımla dışarı çıkmaya tercih ederim.					
33	İnsanlar sosyal medyada geçirdiğim zamanın miktarı konusunda beni eleştirirler.					
34	Kendimi sosyal medyada ne kadar süre gezindiğimi saklamaya çalışırken bulurum.					
35	Sosyal medya yüzünden yemek yemeyi unuttuğum zamanlar olur.					
36	Sosyal medya kullanımı yüzünden kişisel bakımına daha az vakit ayırdığım olur.					
37	Sosyal medya kullanımı yüzünden uyku düzenimde değişiklikler/bozukluklar olur.					
38	Sosyal medya kullanımı yüzünden fiziksel sorunlar (sırt, baş, göz ağrıları, vb) yaşadığım olur.					
39	Sosyal medya kullanımı benim için önemli kişilerle olan ilişkilerimde problem yaşamama neden olur.					
40	Sosyal medya kullanımım yaşamımda sorunlar oluşturur.					
41	Yapmam gereken işler çoğaldıkça, sosyal medya kullanma isteğim de o ölçüde artar.					

Appendix G. Debriefing Form

Katılım Sonrası Bilgilendirme Formu

Bireysel farklılıkların sosyal medya bağımlılığı ile ilişkili olduğu araştırmalara konu olmaktadır. Sosyal medya bağımlılığına yönelik etkili müdahaleler tasarlamak için sosyal medya bağımlılığının altında yatan psikolojik faktörleri açıklamak önemlidir. Bu bağlamda katılmış olduğunuz araştırmada üniversite öğrencilerinde duygu düzenleme ve temel psikolojik ihtiyaç deneyimleri ile sosyal medya bağımlılığı arasındaki ilişkinin incelenmesi amaçlanmaktadır. Çalışmada duygu düzenlemenin bireylerin temel psikolojik ihtiyaçlarını deneyimlemeleri ile ilişkili olacağı ve bireylerin temel psikolojik ihtiyaçlarına dair deneyimlerinin de sosyal medya bağımlılığı ile ilişkili olacağı öngörülmektedir.

Kişisel bilgileriniz ve anket sonuçları bilimsel ve mesleki etik ilkeler çerçevesinde korunacak, sonuçlar toplu olarak yorumlanıp yalnızca bilimsel yayın amacıyla toplu bilgiler halinde paylaşılacaktır. Araştırma hakkında daha fazla bilgi almak isterseniz belirtilen e-posta adresinden araştırmacıya ulaşabilirsiniz. Katılımınız için teşekkür ederiz.