Predicting University Students' Internet Addiction in terms of Internet Affinity and Learned Resourcefulness*

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Abstract

With the rapid increase of technological developments day by day, the Internet has gained an important place in the lives of individuals. The Internet, as being a tool that people need access almost every moment and anywhere in daily life, has become the most powerful one among the communication tools, surpassing the influence of television, radio and written media with its services in the century we live in. However, the tendency of individuals to activities such as fun gambling, chatting, and sharing can be significantly seen at Internet environment, and this situation causes the use of the Internet, which is quite attractive, to turn into addiction. Accessing to the Internet from many places, and university students' lesson hours are more flexible, making it easier for them to use this technology. This study aims to explore the role of Internet affinity and learned resourcefulness in predicting Internet addiction levels of university students. The sample of the study consists of 229 woman and 221 man, totally 441 students attending a state university in Istanbul. The data were collected through Young's Internet Addiction Test-Short Form, Internet Affinity Scale, Rosenbaum's Learned Resourcefulness Scale and Personal Information. Multiple linear regression analysis was used in the analysis of the data. From research findings, university students' Internet addiction positively correlates with Internet affinity but negatively with learned resourcefulness. In addition, Internet affinity and learned resourcefulness predict Internet addiction. In line with these findings, planning individual and group work for young adults on topics such as healthy Internet use, time management, and self-regulation can be recommended. The fact that the Internet has a rapidly developing technology for new studies to be carried out brings the necessity of constantly updating the definitions used and the concepts researched.

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Üniversite Öğrencilerinin İnternet Bağımlılığının İnternet'in Cazibesi ve Öğrenilmiş Güçlülük Açısından Yordanması*

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Öz

Teknolojik gelişmelerin her geçen gün hızla artması ile birlikte İnternet, bireylerin yaşamında önemli bir yer edinmiştir. Günlük hayatın hemen her anında ve her yerinde erişime ihtiyaç duyulan bir araç olan İnternet, yaşadığımız yüzyılda sunduğu hizmetlerle televizyon, radyo ve yazılı medyanın etkisini aşarak iletişim araçlarının en güçlüsü haline gelmiştir. Bununla beraber bireylerin eğlenceli kumar, sohbet, paylaşım gibi aktivitelere yatkınlıkları İnternet ortamında belirgin şekilde görülmekte ve bu durum oldukça cazip olan İnternet kullanımının bağımlılığa dönüşmesine neden olmaktadır. İnternet'e erişiminin birçok yerden sağlanabilmesi, üniversite öğrencilerinin ders saatlerinin daha esnek olması, onların bu teknolojiyi kullanmalarını kolaylaştırabilmektedir. Bu araştırmada, üniversite öğrencilerinin İnternet bağımlılığını yordamada İnternet'in cazibesi ve öğrenilmiş güçlülüğün rolü araştırılmıştır. Araştırmanın örneklemini İstanbul'da bir devlet üniversitesinde öğrenim gören 229 kadın, 212 erkek olmak üzere 441 öğrenci oluşturmaktadır. Araştırmanın verileri, Young İnternet Bağımlılığı Testi Kısa Formu, İnternet'in Cazibesi Ölçeği, Rosenbaum Öğrenilmiş Güçlülük Ölçeği ve Kişisel Bilgi Formu ile toplanmıştır. Verilerin analizinde çoklu doğrusal regresyon analizi kullanılmıştır. Araştırma bulgularına göre üniversite öğrencilerinin İnternet bağımlılıkları ile İnternet'i cazip bulmaları arasında pozitif yönde; öğrenilmiş güçlülükleri ile ise negatif yönde anlamlı ilişki bulunmaktadır. Araştırmanın sonucunda İnternet'in cazibesinin ve öğrenilmiş güçlülüğün İnternet bağımlılığını yordadığı sonucuna ulaşılmıştır. Bu bulgular doğrultusunda genç yetişkinlere yönelik sağlıklı İnternet kullanımı, zaman yönetimi, öz düzenleme gibi başlıklarda bireysel ve grup çalışmaları planlaması önerilmektedir. Yapılacak yeni çalışmalar için de İnternet'in hızla gelişen bir teknolojiye sahip olması kullanılan tanımların, araştırılan kavramların sürekli güncellenmesi gerekliliğini beraberinde getirmektedir.

INTRODUCTION

Today, people can quickly access any information they wish, communicate with people easily, do shopping, watch movies/series, read newspapers, pay their bills, play games, take distance education courses or receive online psychological counselling thanks to the integration of the Internet into daily life. In this respect, the ability to select and use correct information among abundance of available information is considered important (Diker-Coskun et al., 2013). While the Internet is considered a useful technology that helps people develop certain thinking skills such as critical thinking, problem solving and decision making (Ayas & Horzum, 2013), overuse of the Internet might cause physical, psychological, social, academic as well as family and job-related problems (Aslan & Yazici, 2016; Cengizhan, 2005; Chou & Hsiao, 2000; Wang, 2001; Young, 1998; Young, 2004).

Today, different terms are used for defining Internet addiction, which is considered a behavioral addiction although this classification is still debatable. Among these terms are *Internet addiction* (Chou & Hsiao, 2000; Goldberg, 1996; Nalwa & Anand, 2003; Young, 1998), *pathological Internet use* (Lei & Wu, 2007; Morahan-Martin & Schumacher, 2000), *problematic Internet use* (Beard & Wolf, 2001; Ceyhan & Ceyhan, 2008; Davis, Flett, & Besser, 2002; Odacı & Kalkan, 2010; Shapira et al., 2000) and *Internet behavior dependence* (Hall & Parsons, 2001). Goldberg (1996), who used the term "Internet addiction" for the first time, adopted drug addiction diagnosis criteria to Internet addiction. Similarly, Young (1998) used gambling diagnosis criteria to define Internet addiction. Later, several Internet addiction diagnosis criteria were proposed by different researchers (Beard & Wolf, 2001; Shapira et al., 2003; Suler, 2004). Internet addiction was recognized as a clinical disorder in the fifth edition of Diagnostic and Statistical Manual for Mental Disorder (DSM, 2013).

Internet addiction leads to psychological, social and academic problems when he fails to manage his Internet use effectively (Davis, 2001; Esgi, 2014). The definitions of Internet addiction often include problems such as failing to fulfill daily life responsibilities and time limitations (Lee & Chae, 2007). Problematic Internet use has certain symptoms such as feeling unhappy when Internet access is not possible, lack of sleep due to Internet use, accessing the Internet secretly, longing for coming home early to use the Internet, failing to fulfill daily responsibilities due to Internet use, conflicts with others and himself, and problems in social relationships due to Internet use (Ogel, 2014; Ogel, 2017).

Davis (2001) states that people with problematic Internet use are prone to suffer from psychosocial problems such as depression and loneliness. He also says that the basic factor leading to Internet addiction is maladaptive cognitions. Similarly, Grohol (2012) claims that what lies behind Internet addiction is the need for socialization and people try to satisfy this need through e-mails, forums, chat and online games. One study found that individuals with high levels of anxiety prefer online relationships more and are quite prone to Internet addiction (Mc Kenna & Bargh, 2000). Caplan (2002) emphasizes that people experiencing problems in their Internet use habits sometimes use the Internet to create their ideal self in virtual environment since they fail to do so in real life. In addition, people with high levels of Internet addiction are likely to suffer from impulsivity and psychopathological symptoms (Dalbudak et al., 2013; Mottram & Fleming, 2009).

University students' Internet addiction has been a trendy research topic in recent years. For instance, the study conducted by İssever (2016) found that approximately 30% of university students received high scores from *Internet Addiction Scale*, 20% were in the threshold of Internet addiction, almost all the participants used the Internet every day and half of them used it to access social networking sites. A similar study concluded that 27% of the university students who participated in the study were in "addicted" group and 30% in the "threshold" group. The study also found that the participants who checked their smart phones every five minutes had higher levels of Internet addiction than those who checked them less frequently (Karaca, 2017).

The effect of gender variable on Internet addiction has been examined in many studies. Some of these studies revealed that Internet addiction does not differ according to gender (Aslan & Yazici, 2016; Bayraktar & Gun, 2007; Carbonell et al., 2012; Ceyhan, Ceyhan, & Kurtyılmaz, 2009; Dalbudak & Evren, 2014; Dikmen & Tuncer, 2018; Hall & Parsons, 2001; Korkmaz, 2008; Oguz et al., 2008; Ozdemir, 2016; Pawlak, 2002; Tekin et al., 2018; Terzioglu, 2017; Truzoli et al., 2016; Turan, 2015; Yucelten, 2016) while some studies found higher levels of Internet addiction for males than females (Anand et al., 2018; Ancel et al., 2015; Bakken et al., 2009; Balci & Gulnar, 2009; Can & Zeren, 2019; Ceyhan, 2016; Clark et al., 2004; Dalbudak et al., 2013; Durak-Batigun & Kilic, 2011; Durmus et al., 2018; Gunay et al., 2018; Issever, 2016; Kabakli-Cimen, 2018; Karaca, 2017; Kim et al., 2006; Mottram & Fleming, 2009; Servidio, 2017; Tutgun, 2009; Wang, 2001; Yarasir, 2018; Yen et al., 2019). Still other studies concluded that females have higher levels of Internet addiction (Ates, 2016; Baysan-Arslan et al., 2016; Sahin, 2014; Sahin et al., 2016; Yildiz, 2014). The time spent on the Internet is also another variable focused in scientific studies. For instance, the studies showed that people who spend more than three hours (Anand et al., 2018), four hours and more (Sulak, 2014) and between 6 to 8 hours (Diba, 2017) on the Internet have higher levels of Internet addiction. Finally, there are studies that found a positive correlation between Internet addiction and time spent on the Internet (Arslan, 2018; Durmus et al., 2018; Issever, 2016).

Boyaci (2019), in his study, lists the most common topics dealt with in Internet addiction research as follows: family relationships (10.7%), depression (9.6%), and use of social networking sites (7.6%), social support (7.6%) and academic achievement (6.1%). The literature also reveals that there is a positive correlation between Internet addiction and depression (Gunay et al., 2018), loneliness (Martin & Schuchmacher, 2003) and Internet use for social interaction (Ancel et al., 2015), and a negative correlation with self-control (Kose et al., 2012), social support (Isik & Ergun, 2018; Lei et al., 2018; Ummet & Eksi, 2016) and adaptation to university life (Ikiz et al., 2015). It was also found that people with high levels of Internet addiction have difficulties in participating in out-of-class activities and lack personal satisfaction (Huang et al., 2010) and have low levels of psychological well-being (Yilmaz, 2013). People's tendency for gambling, entertainment and chat can also be triggered by the Internet use, which leads to Internet addiction very quickly (Kalkan & Kaygusuz, 2013).

Although overuse of the Internet is often associated with problematic Internet use in the literature, the real reason behind this overuse might be Internet affinity (Yilmaz, 2012). The factors that make the Internet appealing are as follows; manageability of learned knowledge, not being a formal environment despite the presence of certain participatory and democratic principles, allowing freedom, and being closely related to educational Technologies, having interesting content, and providing opportunities to support self-learning (Ji & Fu, 2013; Sharma & Land, 2019; Young, 2004). Moreover, the following advantages also clearly result in more Internet affinity; it has a rich content allowing certain activities such as listening to music, shopping, doing commerce and playing games; it is easy to access; it involves reward; it facilitates communication among people; and young people feel safe and comfortable using the Internet since they were born into that technology (Genc et al., 2018; Greenfield, 2011; Sayin et al., 2017). Expressing emotions and opinions easily and comfortably is also another factor affecting Internet affinity (Karaca, 2007; Ozen & Sarici, 2009). Sometimes, the Internet might be appealing for people while trying to cope with negative experiences and feeling; for example, it was found that people tend to use the Internet more when they are suffering from depression (Esen & Siyez, 2011).

There are few studies focusing on Internet affinity in the literature. Some of these studies found a positive correlation between Internet addiction and Internet affinity (Ferguson & Perse, 2000; Gerlich et al., 2010; Mafe & Blas, 2006). The study by Ji and Fu (2013) found a positive correlation between Internet affinity and the interest in online activities. Another study concluded that people who find

various technologies appealing use the Internet more (Seifert & Wahl, 2018). Finally, Yilmaz (2012), in his study, found that university students are divided into two groups in terms of their Internet use; those who use it for fun and those who use it for communication purposes. He also claimed that the first group consists of males who use the Internet a lot and think that Internet is important, and the second group involves students who use the Internet less and give it a medium level of importance (Yilmaz, 2012).

Since Internet addiction and Internet affinity variables involve affective and cognitive coping strategies, researchers have been encouraged to deal with learned resourcefulness in further studies. Learned resourcefulness involves certain coping strategies such as self-control to cope with emotional and physical reactions, planning, problem definition, evaluation of alternatives, ability to foresee consequences and delay satisfaction and believing that one can regulate inner feelings (Dag, 1991). The literature review revealed that the research focusing on learned resourcefulness specifically dealt with loneliness and self-esteem (McWhirter, 1997), resourcefulness, self-management and emotional symptoms (Mezo & Francis, 2012), quitting smoking (Kennett et al., 2006), cognition, emotion, self-regard, child birth program and pregnancy depression (Ngai et al., 2007). The studies found that people with high levels of learned resourcefulness can change their alcohol drinking habit (Carey, Carey, Carnrike & Mesiler, 1990) and smoking habits (Carey et al., 1990; Kennett et al., 2006) more easily. The studies on learned resourcefulness in Turkey dealt with the following issues; academic stress, academic performance and coping strategies (Akgun, 2000), self-acceptance, (Ceyhan & Ceyhan, 2010), hopelessness (Coskun, 2010), perceived social support (Dayioglu, 2008), perceived domestic psychological relationship patterns (Coskun, 2008), perceived parental rejection and locus of control (Gultekin, 2011), perceived parenting style (Turkel, 2006), social self-efficacy and loneliness (Erozkan & Deniz, 2012), adaptation to university life and assertiveness, (Amanvermez, 2015), separation anxiety, state-trait anxiety, and psychological symptoms levels (Ceyhan, 2006), autonomic socio-trophic personality traits (Akkaya, 2009), locus of control and use of defense mechanisms (Masalci-Burcak, 2012), anxiety symptoms and internal-external control focus belief (Akbalik, 2005; Gozene, 2002), self-leadership and locus of control (Garipagaoglu & Guloglu, 2015) and alcohol and drug addiction (Sagkal, 2005). The difference of the current study is that Internet addiction, Internet affinity and learned resourcefulness are examined altogether.

Due to easy access to the Internet and flexible class hours, university students can find more opportunities to use the Internet (Kandell, 1998). In addition, university students consider the Internet a social support resource when they face social problems such as adaptation to innovations, making friends and joining a group, which often makes the Internet use a problematic issue (Ceyhan, 2008). The factors such as widespread and overuse of the Internet among university students as well as lack of control and failure to use it consciously imply a risk for them (Fuat & Him, 2013; Gencer, 2012; Moreno & Kolb, 2012; Tari-Comert & Kayiran, 2010). The number of studies examining Internet addiction of university students in Turkey is quite low, and there are not any studies focusing on their Internet affinity and learned resourcefulness levels. The aim of this study is to examine whether Internet affinity and learned resourcefulness significantly predict Internet addiction or not.

METHOD

The study used relational survey method. This method is preferred when researchers aim to determine the relationship between two or more variables, to identify whether changes occur among these variables, and to explore the pattern of these changes when they occur and to obtain information about cause-effect relationship (Balci, 2010; Karasar, 2013).

Population and Sampling

The population of the study is 36.846 university students attending a state university in Istanbul in 2017. The participants were determined by using cluster sampling method. Confidence interval was taken as .05 and margin of error as .03. The data were collected from 455 students attending 6 different faculties at different class levels and the school of foreign languages (English preparatory school classes). When extreme values were excluded from the data set, the analyses were done for the data obtained from 441 students – 229 female (51.9 %) and 212 (48.1%). Demographic information about the participants is displayed in Table 1 below.

Table 1. Demographic information about the participants

Faculty	n	%	Place of Residence	n	%
Education	89	20.2	Village	22	5.0
Chemistry Metallurgy	57	12.9	Small town	9	2.0
Civil Engineering	52	11.8	Town	64	14.5
Science and Letters	43	9.8	City	99	22.4
Economics- Administrative Sciences	85	19.3	Metropol (Big city)	247	56.0
Electrics and Electronics	73	16.6			
School of Foreign Languages	42	9.5			
Average Monthly Family Income	n	%	Place of Stay in Istanbul	n	%
Less than 1001 TL	296	67.1	With family	233	52.8
1001-2000 TL	106	24.0	With roommates	96	21.8
3001-4000 TL	11	2.5	With relatives	9	2.0
4001 TL and above	12	2.7	In a dormitory	99	22.4
Reasons of Internet Use	n	%	Time spent on the Internet	n	%
Academic studies	213	48.2	0-2 hours	145	32.9
Social networking sites	341	77.3	3-5 hours	240	54.4
Playing games, watching films/ series	224	50.8	6-8 hours	41	9.3
Official procedures	99	22.2	9-10 hours	11	2.5
Getting information / news	209	47.4	More than 11 hours	4	0.9

According to Table 1, the percentage of the participants who use the Internet to access social networking sites and communicate with others is quite high (77.3%). As for the time spent on the Internet, 3-5 hours of Internet use has the highest percentage (54.4%). In addition, more than half of the participants live in big cities (56%) or live in Istanbul with their families (52.8%). As for the data regarding income level, we can see that almost half of them have an average family income of 1001-3000 TL, and 67% of the participants have income lower than 1001 TL.

INSTRUMENTS

For data collection purposes, the study used Young's Internet Addiction Test-Short Form (Kutlu et al., 2016), Internet Affinity Scale (Yilmaz, 2012), Rosenbaum's Learned Resourcefulness Scale (Dag, 1991) and Personal Information Form prepared to examine socio-demographic variables.

Young's Internet Addiction Test-Short Form. Developed by Young (1998) and reduced to a short-form by Pawlikowski et.al (2013), the scale consists of 12 items in 5-point Likert format. It was adapted to Turkish for teenagers and university students by Kutlu et.al (2016). The internal reliability

coefficient of the scale was calculated as .85. A high score obtained from this single-dimensional scale shows high level of Internet addiction. The validity and reliability of the scale were examined in terms of Internet addiction, loneliness, happiness and life satisfaction for university students; and in terms of problematic Internet use, smart phone addiction and life satisfaction for teenagers (Kutlu et.al, 2016). In this research, the internal consistency was recalculated, and the Cronbach Alpha coefficient was found .82.

Internet Affinity Scale. Developed by Yilmaz (2012), the scale aims to measure the importance university students place on the Internet and to what extent they find the Internet appealing. This 5-point Likert type scale includes 5 items. A high score obtained from the scale means that individual finds the Internet quite appealing. The Cronbach Alpha reliability coefficient of the scale was calculated as .91 (Yilmaz, 2012). In this research, the internal consistency was recalculated, and the Cronbach Alpha coefficient was found .70.

Rosenbaum Learned Resourcefulness Scale. Developed by Rosenbaum in 1980, the scale aims to determine to what extent individuals use cognitive strategies to cope with stress. It is a 36-item scale in 5-point Likert type format. In the original version, the scoring ranged between -3 and +3; however, this scoring format was changed when the scale was adapted to Turkish due to convenience purposes. A high score from the scale implies that this individual employs rich variety of cognitive strategies to cope with stress and has strong self-control skills. Test-retest reliability coefficient of Learned Resourcefulness Scale was calculated as .80 ($p < .001$) and Cronbach reliability coefficient as .78 (Dag, 1991). The construct validity study revealed 12 factors. The reliability coefficients of the scale were found to be low since there were few items in some dimensions. Therefore, it was concluded that the use of these subdimensions are not appropriate (Dag, 1991). In this research, the internal consistency was recalculated, and the Cronbach Alpha was found .81.

Personal Information Form. Prepared by the researchers themselves, this form was used to collect demographic data about the participants.

Data Collection

Before collecting data required permissions have been obtained by the researcher. The data were collected by the researcher herself in classroom environment by getting necessary permissions from the instructors of the courses. Prior to the data collection, the participants were informed about the aim of the study and how they should reply data collection tools. They were also told that the participation was on a voluntary basis and were asked to sign a consent form to participate in the study.

Data Analysis

The data collected in the study were analyzed by using SPSS 21.0 software. Since it is necessary to determine whether there are extreme values which make it difficult to verify linearity and normality assumptions prior to multiple linear regression analysis, Mahalanobis distance calculations were made and 14 pieces of data were excluded from the study since they were found to be extreme values (Grande, 2016). Later, it was examined whether there was a multicollinearity problem between independent variables, and it was found that correlation coefficient among variables ranged between .19 and .61. Tolerance and VIF values were checked since a VIF value over 10 and tolerance values lower than .10 show multicollinearity problems (Pallant, 2017). In order to test the presence of a linear correlation between predictive variables and dependent variables and whether the scores show a normal distribution, histogram, normality graphics of residual values, scattering diagram matrix and skewness and kurtosis values were examined. It was found that histogram graphic was not very sharp and flat, all the values accumulated near the line, skewness and kurtosis values ranged between +1 and +1, which means that the data display almost normal distribution. Also, the assumption that there is no correlation between error terms was tested. Since the value obtained from Durbin Watson test ranged

between 1.5 and 2.5, it was concluded that observations are independent in terms of regression model.

Findings

Table 2 below shows the results of Pearson Moments Product Correlation Analysis, which was done to determine the relationship between the Internet addiction, Internet affinity and learned resourcefulness.

Table 2. *Pearson correlation matrix for variables and descriptive statistics*

Variables	1	2	3
1. Internet Addiction	1		
2. Internet Affinity	.61**	1	
3. Learned Resourcefulness	-.18**	-.16**	1
Mean	25.15	10.78	119.22
Standard Deviation	16.69	15.39	9.67
Skewness	-.29	-.14	-.09
Kurtosis	.27	-.29	-.08

** $p < .01$

Table 2 above shows a positive correlation between university students' Internet addiction and Internet affinity levels ($r = .61$; $p < .01$). In addition, the study found a negative correlation between Internet addiction and learned resourcefulness levels of the participants ($r = -.18$; $p < .01$). Another finding of the study is that there is a negative and low significant correlation between Internet affinity and learned resourcefulness ($r = -.16$; $p < .01$). Table 3 below displays the results of multiple linear regression analysis, which examines to what extent university students' Internet addiction is predicted.

Table 3. *Standard multiple linear regression analysis results regarding prediction of Internet addiction*

Variables	B	Standard Error	β	t	p	Binary Regression	Partial Regression
Constant	19.57	2.18	-	9.07	.000		
Internet Affinity	1.13	.07	.59	15.42	.000	.61	.59
Learned Resourcefulness	-.48	.02	-.11	-2.98	.003	-.23	-.14
R= .62	R ² = .39						
F _(2,438) = 137.82	p = .000						

According to Table 3, the regression model is significant ($F_{(2,438)} = 137.82$; $p < .001$), and 39% of the variance in "Internet addiction" variable is explained by independent variables "Internet affinity" and "learned resourcefulness" ($R = .62$; $R^2 = .39$). "Internet affinity" significantly predicts Internet addiction ($t = 15.42$; $p < .001$); and also "learned resourcefulness" predict "Internet addiction" ($t = -2.98$; $p < .05$).

DISCUSSION

The results of the study revealed that there is a positive correlation between university students' Internet addiction and Internet affinity, and a negative correlation with learned

resourcefulness. From these results, it can be said that, Internet affinity and learned resourcefulness predict Internet addiction. The most important factor leading to Internet addiction is "Internet affinity" variable. The results of the studies focusing on Internet addiction and Internet affinity in the literature are also consistent with the results of the current study (Gerlich et al., 2010; Ferguson & Perse, 2000; Mafe & Blas, 2006). It can be said that users are largely affected by the affinity of the Internet and establish an emotional bond with it (Dursun & Cuhadar, 2015). In a research examining game addiction, which is one of the subtypes of Internet addiction, it was found that visual affinity increases the enjoyment of the game and players may desire to have more time on this context. (Ari ve Yilmaz, 2020). In other words, finding the Internet appealing can be considered a factor that leads to an increase in Internet addiction. It can be interpreted that individuals who perceive the Internet as attractive tend to use it more and may be more prone to become addicted due to this excessive use. It can also be thought that the attractive objects in the Internet increased the usage and caused the desire to use more.

According to research findings, there is a negative correlation between Internet addiction and learned resourcefulness and this variable predict Internet addiction. The literature review did not reveal any findings focusing directly on these two variables. However, Odaci and Cikrikci (2017) found that as university students' problematic Internet use increases, their depression, anxiety and stress levels increase, and they confine themselves to cyber environment instead of trying to cope with these problems. Alan and Guzel (2020) concluded that smartphone addiction is an unsafe method of dealing with stress and individuals who live difficulties about coping stress can spend more time on their smart phones. Similarly, Çutuk (2020) found that there is a significant negative correlation between self control and Internet addiction. Similar results can be mentioned in terms of substance addiction. People with high levels of learned resourcefulness can change their alcohol use (Carey et al., 1990) and smoking habits (Carey et al., 1990; Kennett et al., 2006) more easily. These studies reveal findings that are similar to the current study although they do not directly emphasize learned resourcefulness. It can be concluded that from these researches, learned resourcefulness, which is defined as the capacity of a person in coping with difficulties, predicts Internet addiction. This can be associated with the bending of a person who is not capable in problem solving, towards a behavioral or a substance addiction.

SUGGESTIONS

The findings of the study show that there is a positive correlation between Internet addiction and Internet affinity for university students and Internet affinity predicts Internet addiction. Therefore, it might be suggested that training programs might be organized to increase university students' awareness about these issues. These programs might be offered by psychological counselling centers, and they might aim to help students to learn how to control the time they spend on the Internet and how to access quality content. Although learned resourcefulness does not seem to be a strong variable in predicting Internet addiction, there is a negative correlation between two variables. Thus, training programs might be planned when students start their university education.

The current study was conducted with students attending a state university, which means that the results might be generalized only to groups with similar characteristics. Therefore, further studies might be carried out with students attending universities located in different cities in Turkey and those with different financial backgrounds. Internet affinity is a rarely studied issue, so studies focusing on this issue might be designed in the future.

In this study, affinity of Internet and learned resourcefulness predict Internet addiction and 39% of the variance can be explained by these variables. Further studies can be conducted in which different independent variables are discussed to learn other factors affecting Internet addiction. In this way, it may be possible to obtain more detailed information about Internet addiction.

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