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Life style and social support: The role of Computer/Internet Use*

Fahri Sezer[1] and İsa Yücel İşgör[2]

[1] *Balıkesir University, Necatibey Faculty of Education, Turkey.*

[2] *Erzican University, Faculty Of Education, Turkey.*

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ABSTRACT

The main purpose of this study was to analyze whether the social support individuals perceived from surrounding and life style they adapted differed the time they spent on the Internet environment, Internet use and purpose of use or not. The study sample included totally 303 participants from different groups such as university students, teachers and lecturers. As the data collection tool, Multi-Dimensional Perceived Social Support Scale and Life Styles Inventory were used. Obtained findings indicated that social support perceived by the individuals and life styles affected the differentiation of both the time spent on the internet environment and the purpose of internet use. Especially the individuals who had high level of social support perceived by the surrounding were specified to have less tendency towards using the internet. Furthermore, the life styles individuals adapted were noticed to cause differentiations on their internet using habits and internet using purposes.

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Keywords:
Computer, internet, social support, life-styles, addict

Introduction

Significant changes have occurred in social life and life styles of humankind through the penetration of informative communication instruments into human life. Computers and internet are one of the most important among these informative communication instruments, and harmful use of these has possible to be mentioned as increasing gradually. Individuals have started to commonly use the opportunities internet has recently provided for reaching to information, making shares, socializing or establishing new friendships. However, individuals have been noticed to have problems such as experiencing increase at feeling anger, communication problems and feeling loneliness whereas they have been expected to experience the positive improvements provided by the internet (Whang, Lee and Chang, 2003; Tsai and Lin, 2003; Engelberg and Sjoberg, 2004; Yang and Tung, 2007; Karaca, 2007; Ata, Akpınar and Kelleci, 2011; Çelik, 2012).

Although the common use of this technological development has a 15-year background both in our country and all around the world, it is interesting for this development to be adapted at such a great extent. It is also a fact that this rate of use has also been increasing day by day. According to TÜİK (Turkish Statistical Institute) 2012 data, 42.9% of the houses in Turkey has been noticed to have internet access. Furthermore, according to the international data, number of individuals using the social networking websites has been mentioned to be around 32 million (Socialbakers, 2013). When compared with the population of our country, this rate is possible to be mentioned as remarkably high. It should not be ignored that the increase at this rate is possible to reflect on the problematic use of the internet. There have been several studies upon internet's causing several psychological problems such as increase at aggressiveness,

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[1] Corresponding author's address: [1] Balıkesir University, Necatibey Faculty of Education, Turkey
Telephone: +90 266 241 12 12-174
Fax: +90 266 249 50 05
e-mail: fahrisezer23@hotmail.com

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and anger of individuals, and failure in social relationships depending upon the problematic use of the internet (Young, 1996; Whang et al., 2003; Tsai and Lin 2003; Engelberg and Sjoberg, 2004; Widyanto and Mcmurran 2004; Özcan, 2004, Ulusoy, 2008; Kanoğlu, 2008; Evcin, 2010; Günay, 2011), and causing damages in musculoskeletal system due to upright and sitting positions, neck stiffness, visual impairments and sleep disturbances depending upon spending much time on the internet (Özmutaf and Gökmen, 2008; Gün, Özer, Ekinci and Öztürk, 2004).

One of the significant problems frequent and unhealthy use of internet and the content it provides can cause is its isolating the individuals as result of the decrease at social support factors of individuals, and the other problem is the risk of experiencing problems depending upon the life style to be adapted. While individuals maintain their social life on the one hand, they look for social support factors they need the support of others, on the other. These factors can include wither families of individuals, their friends or a special person in their life. Individuals who are not supported by these people in social and psychological senses experience emotional emptiness and embark on different quests (Crnic and Greenberg, 1990; Crnic and Booth, 1991). Individuals who experience obstacles in their social relationships have been mentioned to appeal to the internet and replace the internet with face-to-face communication in order to establish and maintain their personal relationships (Inderbiten, Walters and Bukowski, 1997; Kubey, Lavin and Barrows, 2001). And this generally reveals itself through individuals' spending more time on the internet and social networking websites (Ersun, Köze, Muslu, Beytut, Başbakkal and Conk, 2012). The increase at the time of spending more time on electronic environments is possible to cause individuals' encountering with several psychological problems (Young, 1996; Whang et al., 2003; Tsai and Lin 2003; Engelberg and Sjoberg, 2004; Widyanto and Mcmurran, 2004; Özcan, 2004, Ulusoy, 2008; Kanoğlu, 2008; Evcin, 2010; Günay, 2011), having lower scores in their academic life, and experience less personal satisfaction (Rideout, Foehr and Roberts, 2010).

The internet that is efficient upon psychological and social life of individuals and social media applications (Facebook, Twitter, etc.) they use have definitely affected several habits individuals adopt. We can interpret this situation that is defined as life style in a way how individuals regard life. As result of this viewpoint, individuals have been noticed to adopt five different life styles (Özpolat, 2011). The individuals who are self-opinionated, efficient, stronger, bossy, convincing in their life and upon the people around them are defined as "*control focused*," the individuals who make efforts for all the works in their life to be fulfilled perfectly are called "*perfectionist*," the individuals who are oversensitive against the people in their life, who are friendly, social, sincere, loyal and exorable are defined as "*satisfaction-focused*," the individuals who cannot be predicted in terms of their behaviors, who have negative viewpoint in their life, who are deprived of courage and cannot express their own ideas are defined as "*self-esteem-focused*," and the individuals who are hardworking, competitive, ambitious, who make efforts to obtain their goals and have expectations towards their life in accordance with these goals were defined as "*expectation-focused*" (Kern &Cummins, 1996).

The life style individuals adopt has significant effects upon their subsequent life. Although nevertheless life style of individuals is significantly shaped as childhood-centric (Adler, 1993), the presence of environmental factors affecting this shape to be created should not be forgotten. Adler explained this with the fact that behaviors of individuals developed according to the life style they adopted. In this sense, he referred that value judgments, interests, intellectual abilities, perceptional reactions, dreams, eating, sleeping and sexual behavior habits, aims and viewpoints of the individuals developed according to the life styles (Özpolat, 2011). In this sense, individuals' unhealthy use of informative communication instruments as of their childhood and encountering with some problems due to this will definitely affect the life style they will adopt. Young individuals' experiencing decrease at their social relationships after meeting the internet (Karaca, 2007), and their spending their free time on the internet negatively affect their social skill levels (Yükselgen, 2008). Yalçın (2003) mentioned that individuals who spent hours chatting with people they did not know were possible to be deprived of a real social surrounding and experience difficulties in maintaining healthy relationships. Previous studies (Yang and Tung 2007; Kelleci, Güler, Sezer and Gölbaşı, 2008) revealed that misuse of the internet could cause serious problems upon life of individuals and this could negatively affect life of individuals from several aspects.

These findings should definitely not been interpreted as internet's being completely negative. The source of the problems caused by the problematic internet use frequency is mostly related to what individuals do and spent their time doing on the internet. Several factors such as e-mails with virus that can create threat during the use of internet, mailshots, pop-ups, malicious software, violent-content games, web-sites with immoral content, illegal organization materials or unconscious use of the internet have all constituted source for experiencing these problems.

The purpose of this study was to reveal how social support level individuals perceived from their surrounding and life style they adopted differed their purpose for using the internet/computers and the time for using these. Computer-internet applications that significantly affect social relationships and psychological life of the individuals and the rate for using frequency has been known to cause individuals' experiencing different problems. Knowing that the social support individuals perceive and life style they have has had a role upon these problems will contribute upon determining assistance suggestions in psychological support services to be rendered and making decisions on what kind of a path will be followed in these psychological services.

As could be understood from the results of the studies in the literature, knowing how social support seeking and life styles of individuals shaped internet use and relevant behaviors has become remarkable. In accordance with this purpose, answers to the questions below were sought:

1. "Does social support (family, friend and a special person) level individuals perceive from their surrounding differ their time for using the internet and their purpose of use?"
2. "Do life styles (control-focused, perfectionist, satisfaction-focused, self-esteem-focused, expectation-focused) individuals adopt differ their time for using the internet and their purpose to use?"

Method

Sample

In the study, totally 303 individuals including 191 female (63%) and 112 male (37%) participants at 15 and 45 age interval were included into the sample group (M=22.49, SD=7.67). The study sample was determined with easily accessible method. In this sense, data collection tools were directly performed to the individuals in the sample group as face-to-face, and moreover, the data were also collected through e-mails on electronic environment. The occupations individuals in the sample group were noticed to be student, minimum-wage employees, officers, teachers and housewives.

Data collection tools

Multi-Dimensional Perceived Social Support Scale; MDPSS scale was developed by Zimet, Dahlem, Zimet and Farley (1988), and adapted into Turkish by Eker and Arkar (1995). MDPSS was a Likert-type scale with 12 items that was possible to be scored between 1 and 7. The scale included 3 sub-groups including 4 items each related to the source of the social support. These groups were family, friend and a special person. Sub-scale score was calculated adding the scores in each item of the sub-scale, and total score of the scale was obtained through adding scores of all sub-scales. The scores obtained from the scale varied between 12 and 84. High value of the obtained score indicated high level of perceived social support. Cronbach alpha values related to the reliability of the revised scale varied between .80 and .95 (Eker and Arkar, 1995; Eker, Arkar and Yaldız, 2001). Cronbach alpha value of this study was calculated as .90.

Life Styles Inventory; Life Styles Inventory was developed by Kern (1996), and adapted into Turkish by Özpolat (2011). In Turkish form of the Life Styles Inventory, there were 5 items in each sub-scale. The questions in the scale were scored between 1 and 5, and the highest score possible to be taken from the scale varied between 5 and 25. The scale included 5 sub-dimensions (control-focused, perfectionist, satisfaction-focused, self-esteem-focused, expectation-focused), and each sub-dimension included 5 items. As result of evaluating all items in the scale, one total score and 5 sub-scores obtained from each sub-scale were calculated. High score obtained from each dimension in the Life Styles Inventory indicated individuals to adopt the relevant life style. In terms of the sub-dimensions of the scale, Cronbach alpha coefficient was determined as 0.95 for control-focused sub-dimension, as 0.96 for perfectionist sub-dimension, as 0.96 for

self-esteem sub-dimension, as 0.96 for expectation-focused sub-dimension, and as 0.96 for satisfaction-focused sub-dimension (Özpolat, 2011). Cronbach alpha value calculated for this study was determined to be .79.

Process

Within the scope of the study, the scales prepared by the researcher and information form were primarily performed to the individuals in the sample group as face-to-face or through sending via-e-mails. As result of the implementation, these scales and forms were sent to nearly 500 individuals; however, only 303 scale and forms were accepted for the statistical process because some of them were not sent back and some others were not fully completed.

Before entering the data into SPSS program, the data were categorized in order to make them appropriate for the analysis in terms of internet using period and internet using purpose. So that, the participants who mentioned that they used the internet rarely without a specific time were grouped in " 1 hour" category in terms of weekly use time. The participants who mentioned that they used the internet daily for 2 hours as average were grouped into "14 hours" category in terms of weekly use time. The participants who mentioned that they used the internet daily for 5 hours were grouped into "35 hours" category in terms of weekly internet use time. Finally, the participants who mentioned that they used the internet daily for 8 hours as average were grouped into "56 hours" category in terms of weekly use time. Depending upon these pre-determined categories, it was specified obtaining the average value of the findings of several studies that using the computer/internet for more than weekly 20 hours could cause addiction (Balta and Horzum, 2008). Based upon this finding, internet/computer use below 20 hours in a week was determined to be at a reasonable level.

Similarly, open-ended questions were asked in order to determine the internet using purposes. Depending upon the answers given to these questions, 5 categories including the participants who mentioned that they did not use the internet, who used for social sharing, who used randomly, who used for educational purposes and who used for playing games were created. The participants who used the internet for purposes such as Facebook, Twitter, MSN, Instagram, and messaging were grouped under "social sharing" category. The participants who used the internet for the purposes such as watching movies, listening to music, reading news, and shopping were grouped under "random" category. The participants who used the internet for purposes such as doing homework, reading books, and studying were grouped under the category of "educational purpose." Finally, the participants who used the internet for purpose of playing games were grouped under the category of "playing games."

The data categorized in this way were analyzed in SPSS 17 statistical software program. Average, standard deviation, Post Hoc Test (Tukey HSD) and two-way variance analysis (Two-Way Anova) were used for the analysis of the data. Furthermore, semi-partial eta square (η^2_p) was used in order to indicate to what extent the variable explained the total variance. According to the value it took, effect size was interpreted as "effect at a low level" if the value was between .01 and .06, as "effect at a medium level" if the value was between .06 and .14, and as "effect at a high level" if the value was above .14 (Büyüköztürk, 2002). According to the value it took, effect size of 2 0, 01 0, 06 ≤ < h was interpreted as "effect at a low level," 2 0, 06 0,14 ≤ < h was interpreted as "effect at a medium level," and 2 h ≥ 0,14 was interpreted as "effect at a high level" (Cohen, 1988).

In order to determine which statistical techniques would be used in accordance with the purpose of the research, normality and linearity of the distribution was primarily tested. In order to test the normality of the distribution in data, distribution of the data was analyzed through the histogram graphic, and skewness and kurtosis values were calculated. Because skewness and kurtosis values were between +1 and -1, normality of the distribution was noticed to be fulfilled. In order to perform regression analysis, sufficiency of the sample size beside the normality and linearity assumption were also necessary to be required. It was suggested that number of variables that was accepted to be a predictor in the literature should have at least twenty times more samples (Coakes, 2005). This assumption was also fulfilled for this research. For the analysis of the data, Pearson correlation coefficient analysis, hierarchical regression analysis, t-test, one-way variance analysis and Scheffe test techniques were used. The level of significance was accepted to be $p<.05$ for the analysis of the data.

Findings

Both life styles (5-point Likert) and perceptions related to the social support (7-point Likert) of the individuals who participated into the research were determined through the scales. Descriptive analysis results of the data obtained from the scales were presented in Table 1, and the results related to the comparison of the time spent on the internet and the purposes for using the internet were presented in Table 2 and Table 3.

Table 1. Descriptive analysis results

A. Purpose of spending time on the internet

Sub scales		Family SS	Friend SS	Someone special SS	Control LS	Perfec-tion LS	Satisfac-tion LS	Self-esteem LS	Expecta-tion LS
1. Don't use	N	28	28	28	28	28	28	28	28
	$\overline{X}$	21.93	19.21	17.28	15.35	19.5	19.89	16.35	17.71
	SD	5.98	7.94	7.97	4.41	3.14	5	3.54	2.71
2. Social Sharing	N	177	177	177	177	177	177	177	177
	$\overline{X}$	22.18	21.56	18.90	17.04	19.08	19.83	16.8	17.75
	SD	5.92	6.13	8.25	3.60	3	3.34	3.41	3.07
3. Music, Movies, News etc. (random)	N	30	30	30	30	30	30	30	30
	$\overline{X}$	21.17	21.13	19.93	16.1	20.13	19.73	15.96	17.06
	SD	8.73	7.37	10.07	3.37	3.25	3.24	3.55	5.24
4. Educational Purposes	N	50	50	50	50	50	50	50	50
	$\overline{X}$	25.6	21.3	18.96	15.12	18.7	19.06	16.08	15.54
	SD	2.94	7.37	7.26	3.57	2.83	1.92	1.38	3.21
5. Playing Games	N	18	18	18	18	18	18	18	18
	$\overline{X}$	20.67	21.55	17.88	15.11	19.22	18.44	14	17.33
	SD	7.19	4.78	6.35	4.40	3.38	3.5	2.47	4.97
B. Weekly internet usage time (on average)									
1. One hours	N	53	53	53	53	53	53	53	53
	$\overline{X}$	21.87	18.3	15.64	16.91	19.43	20.32	16.85	18.12
	SD	7.71	8.51	8.68	4.18	3.09	4.41	3.25	2.93
2. Fourteen hours	N	194	194	194	194	194	194	194	194
	$\overline{X}$	23.07	22.31	19.83	16.55	19.72	19.98	16.38	17.56
	SD	5.12	5.54	8.13	3.81	2.91	3.03	3.39	3.41
3. Thirty-five hours	N	49	49	49	49	49	49	49	49
	$\overline{X}$	21.9	20.83	18.65	15.04	17.44	17.82	16.1	15.24
	SD	7.43	7.05	7.12	2.82	2.27	2.44	2.19	3.92
4. Fifty-six hours	N	7	7	7	7	7	7	7	7
	$\overline{X}$	16.71	17.57	15.42	16.28	14	16.71	15.28	17.85
	SD	4.75	6.02	4.12	4.03	1.53	3.04	3.45	3.76

In Table 2, two-way variance analysis results related to the basic and common effects of internet using time and using purpose upon Family, Friend and A Special Person's Social Support scores were presented in Table 2.

Table 2. Two-way ANOVA results for social support (SS)

	Source	Sum of Squares	f	Mean Square	F	p	Tukey HSD	η_p^2
Family SS	Usage time	311.516	3	103.839	3.187	.024	1>4	.032
	Purpose	1052.523	4	263.131	8.076	.000	4>2,3,5	.101
	Time * Purpose	881.704	6	146.951	4.510	.000		.086
	Error	9415.923	289	32.581				
	Total	165136	303					
R^2 = .164; p<.05								
Friend SS	Usage time	1022.904	3	340.968	8.867	.000	1>2	.084
	Purpose	435.642	4	108.911	2.832	.025		.038
	Time * Purpose	1143.156	6	190.526	4.954	.000		.093
	Error	11113.591	289	38.455				
	Total	150050	303					
R^2 = .151; p<.05								
Someone special SS	Usage time	1623.930	3	541.310	8.818	.000	1>2	.084
	Purpose	663.729	4	165.932	2.703	.031		.036
	Time * Purpose	1227.005	6	204.501	3.331	.003		.065
	Error	17741.290	289	61.389				
	Total	127182	303					
R^2 = .114; p<.05								

As could be seen in the first section of Table 2, individuals' spending time on the internet and their purpose of using the internet explained 16% of the variance related to their Family Social Support levels. When basic effect of the time spent on the internet in the model was analyzed, a statistically significant difference with a low effect size (η_p^2= .32 was found between Family social support scores ($F_{(3-289)}$= 3.187, p<0.05). When the averages were analyzed, social support Family score averages of the individuals who spent weekly 1 hour as average on the internet ($\overline{X}$ =21.87) were noticed to be higher rather than the score averages of the individuals who spent weekly 56 hours as average on the internet ($\overline{X}$ =16.71). Similarly, when basic effect of the internet using purpose was analyzed, a statistically significant difference with medium effect size (η_p^2=.101) was determined between Family social support scores ($F_{(4-289)}$= 8.076, p<0.05). When average scores were analyzed, Family social support scores of the individuals who used the internet for educational purposes ($\overline{X}$ =25.6) were found to be higher rather than the scores of the individuals who used the internet for social sharing ($\overline{X}$ =22.18), randomly (film, music, news, etc.) ($\overline{X}$ =21.17) and playing games ($\overline{X}$ =20.67). Moreover, the common effect of the time spending on the internet and the purpose of using the internet upon Family social support score was noticed to have statistically significant medium effect size (η_p^2= .86) ($F_{(6-289)}$= 4.510, p<0.05). In other words, it was possible to mention that the time spent on the internet and the purpose of using the internet had medium level common effect upon Family social support levels.

It was noticed that the time individuals spent on the internet and their purpose to use the internet explained 15% of the variance related to Friend social support levels. When the basic effect of the time spent on the internet in the model, a statistically significant difference with medium effect size (η_p^2= .084) was found between Friend social support scores ($F_{(3-289)}$= 8.867, p<0.05). when the averages were analyzed, Friend social support score averages of the individuals who spent weekly 1 hour on the internet as average ($\overline{X}$ =18.3) were noticed to be lower rather than the score averages of the individuals who spent weekly 14 hours on the internet as average ($\overline{X}$ =22.31). Similarly, when the basic effect of the purpose for using the internet was analyzed, a statistically significant difference with low effect size (η_p^2= .038) was determined between Friend social support scores ($F_{(4-289)}$= 2.832, p<0.05). However, it was also determined that there was no significant difference between the average values of the purpose for using the internet. Moreover, it was also noticed that common effect of the time spent on the internet and the purpose for using the internet upon the Friend social support score had a medium effect size (η_p^2= .093), and was statistically significant ($F_{(6-289)}$= 4.954, p<0.05).

It was noticed that the time individuals spent on the internet and their purpose to use the internet explained 11% of the variance related to a Special Person social support levels. When the basic effect of the time individuals spent on the internet in the model was analyzed, a statistically significant difference with a medium effect size (η_p^2= .084) was determined between a Special Person social support scores ($F_{(3-289)}$= 8.818, p<0.05). When the averages were analyzed, a Special Person social support score averages of the individuals who spent weekly 1 hour on the internet as average ($\overline{X}$ =15.64) was found to be lower than the score averages of the individuals who spent weekly 14 hours on the internet as average ($\overline{X}$ =19.83). Similarly, when the basic effect of the purpose for using the internet was analyzed, a statistically significant difference with a low effect size (η_p^2= .036) was determined between a Special Person social support scores ($F_{(4-289)}$= 2.703, p<0.05). However, no significant difference was noticed between the average values of the purpose for using the internet in terms of a Special Person social support scores. Furthermore, it was also determined that the common effect of the time spent on the internet and the purpose for using the internet upon Friend social support score was statistically significant ($F_{(6-289)}$= 3.331, p<0.05) and had a medium effect size (η_p^2= .065).

In Table 3, two-way variance analysis results related to the basic and common effects of the time spent on the internet and the purpose for using the internet upon Control-focused, Perfection-focused, Self-Esteem-focused, Satisfaction-focused and Expectation-focused Life Style scores were presented.

Table 3. Two-way ANOVA results for Lifestyle (LS)

	Source	Sum of Squares	df	Mean Square	F	p	Tukey HSD	η_p^2
Control LS	Usage time	172.503	3	57.501	4.299	.005	2>3	.043
	Purpose	212.414	4	53.104	3.970	.004	2>5	.052
	Time * Purpose	40.784	6	6.797	.508	.802		.010
	Error	3865.307	289	13.375				
	Total	85442	303					
R^2 = .104; p<.05								
Perfection LS	Usage time	244.178	3	81.393	10.258	.000	1>3,4	.096
	Purpose	27.638	4	6.910	.871	.482	2>3,4	.012
	Time * Purpose	79.395	6	13.232	1.668	.129		.033
	Error	2293.067	289	7.934				
	Total	114161	303					
R^2 = .179; p<.05								
Satisfaction LS	Usage time	132.860	3	44.287	4.235	.006	1>3,4	.042
	Purpose	33.191	4	8.298	.794	.530	2>3,4	.011
	Time * Purpose	60.335	6	10.056	.962	.451		.020
	Error	3021.902	289	10.456				
	Total	119994	303					
R^2 = .108; p<.05								
Self-esteem LS	Usage time	11.333	3	3.778	.384	.765		.004
	Purpose	135.782	4	33.945	3.450	.009	2>5	.046
	Time * Purpose	82.414	6	13.736	1.396	.216		.028
	Error	2843.698	289	9.840				
	Total	84554	303					
R^2 = .082; p<.05								
Expectation LS	Usage time	351.303	3	117.101	11.818	.000	3<1,2	.109
	Purpose	204.818	4	51.205	5.167	.000	4<1,2	.067
	Time * Purpose	518.168	6	86.361	8.715	.000		.153
	Error	2863.691	289	9.909				
	Total	94365	303					
R^2 = .242; p<.05								

In Table 3, it was noticed that the variables of time spent on the internet and the purpose for using the internet explained 10% of the variance related to Control-focused life style levels of the individuals. When the basic effect of the time spent on the internet in the model was analyzed, a statistically significant difference with a low effect size (η_p^2= .043) was found between Control-focused life style scores ($F_{(3-289)}$= 4.299, p<0.05). When the averages were analyzed, Control-focused life style score averages of the individuals who spent weekly 14 hours on the internet as average ($\overline{X}$ =16.55) were noticed to be higher rather than the score averages of the individuals who spent weekly 35 hours on the internet as average ($\overline{X}$ =15.04). Similarly, when the basic effect of the purpose for using the internet was analyzed, a statistically significant difference with a low effect size (η_p^2= .052) was determined between Control-focused life style scores ($F_{(4-289)}$= 3.970, p<0.05). When the average values were analyzed, Control-focused life style score averages of the individuals who used the internet for the purpose of social sharing ($\overline{X}$ =17.04) was determined to be higher rather than the score averages of the individuals who used the internet for the purpose of playing games ($\overline{X}$ =15.11). However, as result of the analysis performed for the common effect of the time spent on the internet and the purpose for using the internet, it was found that the common effect of these two variables upon Control-focused life style score was not statistically significant ($F_{(6-289)}$= .508, p>0.05).

It was noticed that the variables of the time spent on the internet and the purpose for using the internet explained 18% of the variance related to Perfection-focused life style levels of the individuals. When the basic effect of the time spent on the internet in the model was analyzed, a statistically significant difference with a low effect size (η_p^2= .096) was found between Perfection-focused life style scores ($F_{(3-289)}$= 10.258, p<0.05). When the average values were analyzed, Perfection-focused life style score averages of the individuals who spent weekly 1 hour on the internet as average ($\overline{X}$ =19.43) and 14 hours as average ($\overline{X}$ =19.72) were noticed to be significantly higher rather than the score averages of the individuals who spent weekly 35 hours on the internet as average ($\overline{X}$ =17.44) and weekly 56 hours on the internet as average ($\overline{X}$ =14). Moreover, when the basic effect of the purpose for using the internet was analyzed, no statistically significant difference was determined between Perfection-focused life style scores ($F_{(4-289)}$= .871, p>0.05). Furthermore, as result of the analysis performed for the common effect of the time spent on the internet and the purpose for using the internet, it was found that the common effect of these two variables upon Perfection-focused life style score was not statistically significant ($F_{(6-289)}$= 1.668, p>0.05).

It was noticed that the variables of the time spent on the internet and the purpose for using the internet explained 11% of the variance related to Satisfaction-focused life style levels of the individuals. When the basic effect of the time spent on the internet in the model was analyzed, a statistically significant difference with a low effect size (η_p^2= .042) was found between Satisfaction-focused life style scores ($F_{(3-289)}$= 4.235, p<0+.05). When the average values were analyzed, Satisfaction-focused life style score averages of the individuals who spent weekly 1 hour on the internet as average ($\overline{X}$ =20.32) and 14 hours as average ($\overline{X}$ =19.98) were noticed to be significantly higher rather than the score averages of the individuals who spent weekly 35 hours on the internet as average ($\overline{X}$ =17.82) and weekly 56 hours on the internet as average ($\overline{X}$ =16.71). Moreover, when the basic effect of the purpose for using the internet was analyzed, no statistically significant difference was determined between Satisfaction-focused life style scores ($F_{(4-289)}$= .794, p>0.05). On the other hand, as result of the analysis performed for the common effect of the time spent on the internet and the purpose for using the internet, it was found that the common effect of these two variables upon Satisfaction-focused life style score was not statistically significant ($F_{(6-289)}$= .962, p>0.05).

It was noticed that the variables of the time spent on the internet and the purpose for using the internet explained 8% of the variance related to Self-esteem-focused life style levels of the individuals. When the basic effect of the time spent on the internet in the model was analyzed, no statistically significant difference was found between Self-esteem-focused life style scores ($F_{(3-289)}$= .384, p>0.05). When the basic effect of the purpose for using the internet upon Self-esteem-focused life style scores was analyzed, a statistically significant difference with a low effect size (η_p^2= .046) was found ($F_{(4-289)}$= 3.450, p<0.05). When the average values were analyzed, Self-esteem-focused life style score averages of the individuals who used the internet for the purpose of social sharing ($\overline{X}$ =16.8) were noticed to be significantly higher rather than the individuals who used for playing games ($\overline{X}$ =14). Furthermore, as result of the analysis performed for the common effect of the time spent on the internet and the purpose for using the internet, it was found that the

common effect of these two variables upon Self-esteem-focused life style score was not statistically significant ($F_{(6-289)}$= 1.396, p>0.05).

It was noticed that the variables of the time spent on the internet and the purpose for using the internet explained 24% of the variance related to Expectation-focused life style levels of the individuals. When the basic effect of the time spent on the internet in the model was analyzed, a statistically significant difference with a medium effect size (η_p^2= .109) was found between Expectation-focused life style scores ($F_{(3-289)}$= 11.818, p<0.05). When the average values were analyzed, Expectation-focused life style score averages of the individuals who spent weekly 35 hours on the internet as average ($\overline{X}$ =15.24) were noticed to be significantly higher rather than the score averages of the individuals who spent weekly ($\overline{X}$ =17.56). When the basic effect of the purpose for using the internet upon Expectation-focused life style scores was analyzed, a statistically significant difference with a medium effect size (η_p^2= .067) was found ($F_{(4-289)}$= 5.167, p<0.05). When the average values were analyzed, Expectation-focused life style score averages of the individuals who used the internet for educational purposes($\overline{X}$ =15.54) were noticed to be significantly lower rather than the individuals who did not use the internet ($\overline{X}$ =17.71) and who used for the purpose of social sharing ($\overline{X}$ =17.75). Moreover, as result of the analysis performed for the common effect of the time spent on the internet and the purpose for using the internet, it was found that the common effect of these two variables upon Expectation-focused life style score was statistically significant with a high effect size (η_p^2= .153) ($F_{(6-289)}$= 8.715, p<0.05). In other words, the time spent on the internet and the purpose for using the internet had common effect upon Expectation-focused social support levels of the individuals.

Discussion and Conclusion

In this research, whether social support individuals perceived and the life style they adopted differed according to the time they spent on the internet and their purpose of using the internet was investigated.

The research findings indicated that the social support individuals who underused the internet perceived from their families was higher rather than the ones who overused. Furthermore, when evaluated in terms of the purpose of using the internet, the social support perceived by the individuals who used the internet for educational purposes was noticed to be higher rather than the social support of the individuals who used the internet for social sharing, for playing games and as randomly (film, music, news, etc.). It was mentioned in previous studies that the individuals were not supported adequately by the people around them experienced psychological emptiness and plunged into different quests (Crnic and Greenberg, 1990; Crnic and Booth, 1991). The individuals who had difficulties in establishing social relationships were determined to use the internet more frequently in order to establish and maintain their personal relationships and to replace the internet with face-to-face communication (Inderbiten, Walters and Bukowski, 1997; Kubey et al., 2001). Moreover, it was also emphasized that overtime spent on the internet environment caused individuals to establish less social relationships, to be in a less communication with their families, and experience high level of stress and depression (Kraut, Patterson, Lundmark, Kiesler, Mukopadhyay and Scherlis, 1998). In reference to the results of these studies, inadequate social support individuals perceived from their families was possible to be mentioned as causing individuals' spending more time on the internet environment. The fact that the individuals who used the internet for educational purposes perceived their families as a factor of social support more could be associated with internet's being used in accordance with its purpose (in terms of parents). Namely, families' seeing their children to engage with educational activities on the computer/internet was desirable for them. In several studies carried out previously, the students who mentioned that they used the internet/computer for the purpose of chatting and entertaining were determined to live away from their families (Şahin, 2006).

The social support individuals who used the internet at a reasonable rate (weekly 14 hours as average) perceived from their friends and a special person was noticed to be higher rather than the others. And this could be interpreted in a way that using computer/internet at a reasonable rate provided benefits upon individuals' maintaining communication with the people around them. Because individuals did not spend overtime on the computer/internet, they had the opportunity of spending adequate time with the people around them in social environments. Furthermore, having the opportunity of maintaining the communication on the internet environment not only spending time within the social life could positively affect the social support individuals would perceive. Although it was reported in the previous researches

that social and psychological well-being levels of the individuals who spent less time on the social networking websites were higher (Moore and McElroy, 2012; Nie, 2001; Nie and Erbring, 2000; Turkle, 1996; Stoll, 1995),it should not be forgotten that overuse of such communication instruments could drive individuals to loneliness (Engelberg and Sjoberg, 2004), and as the level of social support individuals perceived from their families decreased, individuals' level of internet addiction could increase (Günüç, 2013).

As result of the data analysis, the social support level individuals in the sample group perceived from their friends and a special person was noticed to differ in terms of the purpose for using the computer/internet. However, post-hoc test results revealed that there was no significant difference between the groups. Although there was no difference, some applications (such as games) on the computer/internet significantly has been known to affect social life of individuals. Individuals would overcome the problems they experienced in their social relationships through spending more time on the virtual environment, and this would cause them to spend more time on the internet. And this would cause interpersonal relationships in the real world to get worse and the risk for internet addiction to increase (Kim, LaRose and Peng, 2009; Sheldon, Abad and Hinsch, 2011; Yeh, Ko, Wu and Cheng, 2008). Overusing the internet would cause the individuals with internet addiction to be affected negatively in terms of their social and psychological well-being, to experience stress (Amichai-Hamburger and Ben-Artzi, 2003), to have lower self-esteem and feel themselves lonely (Kurtaran, 2008).

Consequently, the level of social support individuals perceived differed the time they spent on the internet and their purpose of using the computer/internet. In previous studies, it was reported that internet addiction did not increase the level of loneliness, internet addiction appeared as result of loneliness (Hamburger and Ben-Artzi, 2003), and as the level of social support decreased, the rate for internet addiction increased (Chen, Li and Long, 2007; Günüç, 2013). In reference to these findings, it was possible to mention that "the thing that was important for the individual was not from whom the social support was perceived but the presence of this support." This was considered to be more determinative for the psychological health of individuals.

When the differences between adopted life style and the time for using the internet were analyzed, the individuals who used the internet at reasonable rate were determined to be the ones who adopted to be more control, perfection and satisfaction-focused rather than the ones who used the internet more frequently. When it was considered that control-focused individuals were more efficient, stronger, convincing and self-opinionated (Kern and Cummins, 1996), it was possible to state that they had the competence of keeping the time they spent on the internet under control. Furthermore, the individuals who adopted a perfection-focused life style making efforts to perfect everything they did were similarly considered to use the internet at a reasonable rate. This also suggested that satisfaction-focused individuals tended to use the internet at a reasonable rate maintaining their relationships with their friends as not being detached from their social lives. Spending much time on the internet caused individuals to experience academic problems and feel less personal satisfaction (Rideout et al., 2010), and also cause them to experience problems in fulfilling their real life tasks such as carrying out academic studies, making plans and directing their attention that required over-excitation (Lloyd, Dean and Cooper, 2007; Greengard, 2011). These findings supported the results obtained in this study when considered in terms of control, satisfaction and perfection-focused life style properties.

When evaluated in terms of the purpose of using the internet, perfection and satisfaction-focused individuals were noticed not to be in a tendency of spending time related to a specific purpose. This indicated them to have behaviors in accordance with their personal traits. However, control-focused individuals were determined to use the internet for the purpose of playing games. And this indicated these individuals to have difficulties in controlling their habit of playing games on computer/internet environment.

Moreover, the individuals who used the internet more were noticed to adopt being more expectation-focused rather than the ones who used less. When analyzed in terms of the purpose of using the internet, the individuals who used the internet for the purpose of social sharing and the ones who mentioned not using the internet were determined to be more expectation-focused rather than the ones who used the internet for

educational purposes. The individuals who had expectation-focused life style were reported to be hardworking, ambitious, and determined and making efforts to accomplish the objectives they determined (Kern and Cummins, 1996). These traits of expectation-focused individuals were also efficient upon their style of using the internet. As result of the life style properties they had, these individuals were possible to be mentioned as having the tendency of using technology in accordance with their life purposes. When endless opportunities internet/computer offered for the individuals were considered, it has been known that individuals could use the internet as an instrument for achieving their personal purposes. When considered in this sense, the reason for the expectation-focused individuals to use the internet more could be associated with their regarding the computer/internet as an important instrument upon achieving their goals.

It was noticed that there was no significant difference between internet using periods of the individuals with self-esteem-focused life style. Moreover, the individuals who had this life style were determined to use the internet for the purpose of social sharing rather than using it for the purpose of playing games. The individuals with self-esteem-focused life style were generally defined as the ones who could not be predicted in terms of their behaviors, who had negative viewpoint towards the life and who could not express their ideas (Kern and Cummins, 1996). Such properties they had could provide opportunities for them to express themselves in the virtual world using the internet for the purpose of social sharing more. When considered that social and psychological well-being levels of the individuals who spent less time on the social networking websites was high (Moore and McElroy, 2012), negative life style of the self-esteem-focused life styles could be regarded to cause their using the internet more.

Consequently, the social support individuals perceived and the life style they adopted were noticed to affect the time they spent on the internet and their purpose for using the internet. It should not be forgotten that families had significant roles upon preventing the problems determined in this sense. When considered that one of the most important factors affecting the psychological well-being positively was the support individuals perceived especially from the people apart from their families that (Yahaya, Momtaz, Hamid and Abdullah, 2013), it was necessary for the families to know the importance of the people individuals establish relationships in their social life. In today's world, individuals' getting lonely and being away from social relationships can cause experiencing more serious problems. One of the most important of these problems is internet addiction. As mentioned before, having no social support has a significant role upon increasing the tendency towards internet addiction (Yeh, Ko, Wu and Cheng, 2008). And this can cause individuals to experience such problems more frequently.

However, an important point that should be taken into consideration here is that internet use is not totally negative. When considered in terms of weekly use, it was reported in several studies that using the internet for more than weekly 20 hours could cause addiction (Balta and Horzum, 2008). Therefore, it should not be forgotten that individuals' not using the internet but misusing it cause problems.

In order to prevent these problems, students, teachers and individuals who use the computer/internet as part of their job should be trained on media literacy in educational institutions. The families should be informed about the problems individuals who have used the computer/internet unconsciously as of their childhood are possible to confront. Studies on accurate and adequate use of internet should be carried out in accordance with preventive guidance services in a quality comprising school counseling service, families, teachers and school management. Furthermore, preparing an action plan building up the internet use profile of the students will be more appropriate. Consequently, it should not be forgotten that what matters is not using the computer/internet but how and how long these have been used.

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