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Research Article

Determining the Relation between Turkish Middle-School Students' Internet Addiction and Perceived Social Support from Family*

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Abstract

The purpose of this study is to determine the relation between middle-school students' Internet Addiction levels and their perceived social support from family. The study has been conducted in the cross-sectional descriptive design, and data were collected from 3,391 students in the 5th-8th grades at 23 middle schools under the Directorate of National Education in the city of Burdur and its central villages. A personal information form, the Internet Addiction Scale, and the Social Support Received from the Family Scale have been used for collecting data. After making the necessary explanations to the students, an informed consent form was sent to their parents/legal guardians; students who returned these forms were included in the study. The quantities, percentages, averages, and standard deviations, which are among descriptive statistical methods, have been used in evaluating the data. Pearson's correlation and regression analysis were applied over the study's continuous variables. Of the students in the study, 4.6% were observed to have Internet addiction at a pathological level. The factors influencing Internet addiction have been determined as: lack of social support received from family, being male, low school success, having a high weekly allowance, being in higher grades, and being online frequently. The rate of internet addiction is higher in this group and found to relate to the perceived support from family.

Keywords

Middle-school student • Internet addiction • Family • Social support • Turkey

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The Internet provides a quick and easy way for getting needed information and communicating with people. In addition to these facilities however, losing control over one's Internet use can adversely affect daily activities, physical health issues, emotional status, and communication among family members (Koyuncu, Unsal, & Arslantas, 2014). Internet addiction has emerged as a potential problem for children and teenagers in recent years (Kuss, Rooij, Shorter, Griffiths, & Mheen, 2013). Internet addiction as a term was first defined by Kimberly S. Young at the annual meeting held by the American Psychology Association in 1996 (Young, 1998). Internet addiction is defined as spending more time in front of the computer than necessary. This occurs when it causes psychological, social, and/or work-/school-related problems in an individual's life (Shek & Yu, 2012).

Investigating the issue of Internet addiction in children and teenagers started in the late 1990s in other countries, and interest in this topic has increased with Internet usage. Cao and Su (2006) conducted a study on Internet addiction over 2,620 students in China, reporting the rate of Internet use as 88% and the rate of Internet addiction as 2.4%. Similarly, Hawi (2012) conducted a study over 833 high-school students in Lebanon and reported the Internet addiction rate to be 4.2%.

Studies have been conducted in Turkey since the 2000s, and when examined, the rate of Internet addiction in children and teenagers is observed to have been reported at different rates: 1.1% (Bayraktar, 2001), 10.1% (Günüç, 2009), and 18.9% (Durak-Batıgun & Kılıç, 2011). Although the reason for this difference is considered to stem from the methodologies used in these studies, the frequency of Internet use is also observed to have increased over the years.

Internet addiction has been previously defined, and certain factors influencing children and teenagers have been added to its definition: loss of motivation and unhappiness (Akın & İskender, 2011), having problems with emotional balance (Kuss, Rooij, Shorter, Griffiths, & Mheen, 2013), depression (Akın & Iskender, 2011), being introverted and lonely (Hardie & Tee, 2007), lacking social support from the family, and gender (Kelleci, Güler, Sezer, & Gölbaşı, 2009; Smahel, Brown, & Blinka, 2012; Wang & Wang, 2008). Perceived social support from family in childhood and adolescence plays an important role in developing self-respect. Social support creates a protective influence against people who can cause children and teenagers to develop a negative personality; it also helps teenagers develop their identity. Children and teenagers develop self-respect through the support they receive from their parents and by feeling safe (Günüç & Doğan, 2013; Şencan, 2009). Children and teenagers may need healthcare professionals from whom they can receive efficient consultancy, whom they can trust and feel close with during the processes of developing their identity. In this context, school healthcare nurses have important duties in students' developmental

stages. The most proper concept of healthcare services accepted widely today are basic healthcare services. The school healthcare nurse's role is extremely important in protecting and improving health, the first stage of basic healthcare services. School healthcare nurses must know which factors influence the development of Internet addiction and its prevalence in order to be able to protect and enhance children's health at school. Internet addiction must be included in taking measures to protect children and teenagers against any type of addiction (Bahar, 2010).

Method

Research Type

This study has been conducted using the descriptive design to investigate middle-school students' rate of Internet addiction and to determine the relationship between children's perception of social support from their families and Internet addiction.

Participants

The study was conducted from November 15, 2013 to January 15, 2014 on 5th- through 8th-grade students in 23 middle schools under the Directorate of National Education in Burdur's city center and villages. In order to conduct the study, ethical permission was received from Koç University's Ethics Board for Non-Invasive Clinical Studies (Decision No. 2013.224.IRB2.77), and written permission was received from Burdur's Office of the Governor. The purpose is to contact the entire universe in the study, and therefore no sampling has been selected. The schools had 4,478 students on the days the study was conducted, and 3,391 students were included in the study, which means 75.7% of the universe was contacted.

The study's data were collected at various times with the help of guidance teachers, principals, and vice-principals after necessary explanations had been made to the administrative staffs of the middle and high schools. After providing students with information related to the study, their verbal consent was received. Informed-consent approval forms were sent to the students' parents and legal guardians, and students who brought these forms with signatures were included in the study.

Measurement

The study's data were collected using a personal information form, the Internet Addiction Scale (Young, 1998), and the Perceived Social Support from Family Scale (Procidona & Heller, 1983).

Personal information form. Students were asked their gender, age, grade, grade-point average, family's financial status, mother and father's educational status, number

of siblings, who they live with, weekly allowance, and similar questions on socio-economic status in the personal information form through 10 questions. This form also includes nine questions consisting of if there is Internet access at home, where they use the Internet, is equipment at home for using the Internet, the frequency of going online, how many years they have used the Internet, for what purposes do they go online, what sites do they mostly use, and what games do they mostly play.

Internet Addiction Scale. The Internet Addiction Scale, developed by Young (1998) and adapted into Turkish by Bayraktar (2001), has been used in order to determine pathological Internet use. The Internet Addiction Scale, consisting of 20 questions, was prepared by making use of Young's (1998) criteria in the American Psychological Association's DSM-IV's chapter, "Psychoactive Substance Addiction." Participants were asked to check one of the choices (Never, Rarely, Sometimes, Mostly, Often, or Always) for each question on the Internet Addiction Scale, a six-point Likert-type scale. These choices were scored respectively as 0, 1, 2, 3, 4, or 5. Those with scores of 80 or higher are identified as pathological Internet users. Those with scores between 51 and 79 are identified as showing limited symptoms, and those with scores below 51 are identified as not showing symptoms. Cronbach's alpha coefficient of internal consistency was found as .91 in Bayraktar's 2001 study and as .92 in our study.

Perceived Social Support from Family Scale. In order to determine students' perception levels of social support from their families, this study uses the Perceived Social Support from Family Scale (ASDAL), developed by Procidona and Heller (1983) and adapted into Turkish for validity and reliability by Eskin (1993). This scale consists of 20 items that are answered as "Yes," "No," or "Partly." A total score is obtained by adding all the points. High scores on the scale show the perceived social support from family to be high; low scores show it to be low. For scoring the Perceived Social Support from Family Scale, Items 3, 4, 16, 19, and 20 are encoded as "0" for "Yes," "1" for "Partly," and "2" for "No." The other items are reverse scored. Eskin (1993) reported this scale's Cronbach alpha as .85, and our study has found it as .79.

Statistical Analysis of the Data

The data obtained in the study have been analyzed using the program SPSS 22.0 for Windows. Among the descriptive statistical methods, quantities, percentages, averages, and standard deviations have been used in evaluating the data. Pearson's correlation and regression analysis has been applied among the continuous variables of the study. In addition, changes in the dependent variable's rate of explaining have been evaluated by applying hierarchical regression analysis. The findings have been evaluated at a 95% confidence interval with a 5% significance level ($p < .05$).

Results

The average age of students included in the study was determined to be 12.5 years (range = 10 to 15); 52.5% are male; and 22.3% are in the fifth grade, 20.8% in the sixth grade, 29.1% in the seventh grade, and 27.8% in the eighth grade. Also, 45.5% of students were determined to evaluate their level of school success as medium and 52.3% as good. When asked their family's financial status level, 76.2% of students were observed to evaluate this as medium. In the study, 41.6% of students' mothers and 31.4% of their fathers were identified as primary-school graduates; 51.4% of students have one sibling and 4.4% have four or more siblings; 98.3% live together with their families (Table 1).

Table 1
Findings on Sociodemographic Characteristics (n = 3391)

Sociodemographic Characteristics	***n***	**%**
Average age (min–max)	12.5 (10–15)	
Gender		
Female	1,612	47.5
Male	1,781	52.5
Grade		
5th	755	22.3
6th	706	20.8
7th	989	29.1
8th	943	27.8
School Success		
Weak	75	2.2
Medium	1,543	45.5
Good	1,775	52.3
Family's Financial Status		
Low	107	3.2
Medium	2,584	76.2
High	702	20.7
Mother's Educational Status		
Illiterate	75	2.2
Primary School Graduate	1,411	41.6
Middle School	670	19.7
High School	791	23.3
University	355	10.5
Post-graduate Degree	91	2.7
Father's Educational Status		
Illiterate	45	1.3
Primary School Graduate	1,066	31.4
Secondary School	627	18.5
High School	847	25.0
University	599	17.7
Post-graduate Degree	209	6.2
Number of Siblings		
0	284	8.4
1	1,743	51.4
2	895	26.4
3	322	9.5
4 and over	149	4.4
Lives with:		
Family	3,333	98.3
Private dormitory	37	1.1
Relatives	2	0.6
Weekly Allowance ₹/week (min.-max.)	9.63 Turkish Lira (0 - 45)	

Table 2
Findings on Students' Internet Use

Internet Use Findings	*n*	%
Internet Connection at Home		
Yes	2,441	72.0
No	949	28.0
General Place of Internet Use		
Home	2,655	78.3
Internet cafe	508	15.0
Both home and Internet cafe	227	6.7
Computer at Home		
Yes	2,695	79.4
No	698	20.6
Tablet PC at home		
Yes	1,050	31.0
No	2,342	69.0
Smart Phone at Home		
Yes	1,782	52.5
No	1,610	47.5
Frequency Going Online		
Never	86	2.5
1 day/week	914	26.9
2-3 days/week	1,217	35.9
4-5 days/week	570	16.8
6-7 days/week	606	17.9
How many hours per day spent online		
0	125	3.7
1	1,988	58.7
2-3	891	26.3
4-5	255	7.5
6 or more	130	3.8
How long has s/he been using the Internet		
Never used	101	3.0
Less than 1 year	675	19.9
1-4 years	1,406	41.5
5 years and over	1,207	35.6
Purpose for using the Internet		
Game sites	1,700	50.3
Sites with educational contents	1,846	54.6
Sites with movies	1,452	42.9
Newspapers. news sites	643	19.0
Social media	2,125	62.8
Music sites	2,138	63.2
Sites with conversational content	1,148	33.9
Sites with sports content	1,310	38.7
Science and technology	850	25.1
Game Types		38.1
Sports Games	1,288	36.2
Race Games	1,224	58.6
Adventure games	1,982	34.2
Puzzle games	1,156	30.3
Fight games	1,026	7.8
Gambling/betting/chance games	263	

In the students' homes, 72% were identified to have an Internet connection, 78.3% to use the Internet (15% go online at Internet cafes), 79.4% to have computers, 31% to have tablet PCs, and 52.55 to have smart phones. In Table 2, the rate of students

participating in the study who have never gone online is only 2.5%; who have gone online 2-3 days a week, 35.9%; who have spent an hour each day online, 58.7%; and who have used the Internet for 6 or more hours a day, 3.8%. Of the students, 41.5% were also determined to have been using the Internet for 1-4 years. When investigating students' purpose for using the Internet, 50.3% were observed to spend time on game sites; 54.6%, on sites with educational content; 42.9%, on movie sites; 63.2%, on music sites; and 62.8%, on social media sites. When investigating the types of games students play, 58.6% were observed to prefer adventure games (see Table 2).

The sample was divided into three groups by considering students' scores on the Internet Addiction Scale (IAS). Those with a score of 80 or higher are described as pathological Internet users. Those with a score between 51 and 79 are described as showing limited symptoms; those with a score less than 51 are described as not showing symptoms (Bayraktar, 2001). Of the children participating in the study, 4.6% have characteristics of pathological Internet addiction, while 25.8% show limited symptoms (see Table 3).

Table 3
Students' Internet Addiction Scores

Internet Addiction Scale Scores	***n***	**%**
50 and below (not showing symptoms)	2,227	69.6
51-79 (showing limited symptoms)	827	25.8
80 and over (pathological Internet users)	147	4.6
Total	3,201	100.0

A very weak and negative significant relation is observed clearly in Table 4 between students' perceived social support from family and Internet addiction (r = -0.204; $p < 0.05$ at 0.000).

The relationship between error terms and the multicollinearity of an existing relationship among independent variables has been auto-correlated. The variance inflation factors (*VIF*), which indicate the value of multiple-linear connections, should be less than 10 (tolerance value should be 0.1°). The Durbin-Watson value, which indicates the auto-correlation value, should be between 1.5 and 2.5 (Kalaycı, 2010). Whether or not any variance problems exist for the variables in the regression models was tested for each model using the Koenker-Bassett heteroscedasticity test.

Table 4
The Relationship between Students' Scores for Internet Addiction and Perceived Social Support from Family

	χ	***SD***	**Internet Addiction**	**Perceived Social Support**
Internet Addiction	43.532	18.055	1.000	
Perceived Social Support from Family	12.541	4.144	-0.204**	1.000

The regression analysis applied to determine the relation between perceived social support from family and Internet addiction was found to be statistically significant (F =

134.692; $p < 0.05$ at 0.000). The relation (i.e., explanatory power) among the variables of perceived social support from family, which are the determiners of Internet addiction levels, is weak ($R^2 = 0.041$). Higher levels of perceived social support from family have been determined to decrease students' Internet addiction levels (ß = -0.887; see Table 5).

When modeling the grouped (categorical) variables from the descriptive properties, the first groups have been coded as zero and a dummy variable created.

Table 5
The Influence of Perceived Social Support from Family on Internet Addiction

Dependent Variable	Independent Variable	ß	*t*	*p*	*F*	Model (*p*)	R^2
Internet Addiction	Constant	54.657	54.137	0.000	134.692	.000	0.041
	Perceived Social Support from Family	-0.887	-11.606	0.000			

No multiple-connectivity problem exists according to the tolerance and *VIF* values ($t > 0.1$; $VIF < 10$). No auto-correlation is found between the independent variables ($1.5 < DW > 2.5$). In Model 1, no variance exists according to the Koenker test statistic ($p > .05$ at 0.240). In Model 2, no variance is found according to the Koenker test statistic ($p > .05$ at .258).

Hierarchical regression analysis has been used in the study to determine the influence of the descriptive characteristics, together with students' levels of perceived social support from family, on Internet addiction. The regression analysis, conducted to determine the relationships among gender; age; grade; success status; family's financial status; mother and father's educational status; number of siblings; weekly allowance; having an Internet connection, a computer, a tablet PC, or a smart phone at home; the frequency of going online; the Internet usage duration in terms of years; and Internet Addiction, was found to be statistically significant ($F = 47.572$; $p < .05$ at 0.000). Students' being male (ß = 6.027), their age (ß = 1.313), weekly allowance (ß = 0.288), frequency of going online (ß = 3.957), and having an Internet connection at home (ß = -3,016) were determined to increase their level of Internet addiction. Their grades ($p > .05$ at 0.759), family's financial status ($p > .05$ at 0.087), mother's educational status ($p > .05$ at 0.149), father's educational status ($p > .05$ at 0.864), number of siblings ($p > .05$ at 0.643), having a computer at home ($p > .05$ at 0.703), having a tablet PC at home ($p > .05$ at .938), having a smart phone at home ($p > .05$ at .225), and the duration of using the Internet in terms of years ($p > .05$ at 0.119) were determined to not influence their Internet addiction levels. Students' success status was also determined to decrease their Internet addiction level (ß = -4,147; see Table 6).

Hierarchical regression analysis, conducted to determine the influences on Internet addiction, identified an increase in R^2 levels when adding perceived social support

from family and the descriptive characteristics as independent variables to the model. The explanatory rate (R^2) increased from 18.8% to 21.9%. The increase in the explanation rate strengthens the suggested model (Table 6).

Table 6
Hierarchical Regression Analysis Applied to Determine the Influence of Descriptive Characteristics and Perceived Social Support from Family on Internet Addiction

Dependent Variable	Independent Variable	ß	*t*	*p*	*F*	Model (*p*)	R^2
Internet Addiction	Constant	23.309	4.454	0.000	47.572	0.000	0.188
	Gender	6.027	10.040	0.000			
	Age	1.313	2.740	0.006			
	Grade	-0.156	-0.307	0.759			
	Success status	-4.147	-7.206	0.000			
	Financial status of the family	-1.216	-1.713	0.087			
	Educational status of the mother	0.484	1.444	0.149			
	Educational status of the father	-0.053	-0.171	0.864			
	Number of Siblings	-0.157	-0.464	0.643			
	Weekly Allowance Amount	0.288	6.840	0.000			
	Having Internet at home	-3.016	-3.630	0.000			
	Having Computer at home	-0.340	-0.381	0.703			
	Having Tablet PC at home	-0.054	-0.077	0.938			
	Having Smart Phone at home	-0.806	-1.214	0.225			
	Frequency of Going Online	3.957	13.286	0.000			
	Years using the Internet	0.654	1.559	0.119			
Dependent Variable	**Independent Variable**	**ß**	***t***	***p***	***F***	**Model (*p*)**	**R^2**
Internet Addiction	Constant	33.947	6.503	0.000	54.042	0.000	0.219
	Gender	5.546	9.399	0.000			
	Age	1.278	2.719	0.007			
	Grade	-0.492	-0.985	0.324			
	Success status	-2.830	-4.908	0.000			
	Financial status of the family	-0.770	-1.105	0.269			
	Educational status of the mother	0.496	1.510	0.131			
	Educational status of the father	0.036	0.119	0.906			
	Number of siblings	-0.199	-0.602	0.547			
	Weekly allowance amount	0.275	6.663	0.000			
	Having Internet at home	-3.593	-4.401	0.000			
	Having Computer at home	-0.770	-0.879	0.379			
	Having Tablet PC at home	-0.056	-0.081	0.936			
	Having Smart Phone at home	-0.957	-1.471	0.141			
	Frequency of Going Online	3.869	13.246	0.000			
	Years using the Internet	0.814	1.979	0.048			
	Perceived Social Support from Family	-0.822	-11.058	0.000			

Discussion

The study has been conducted to determine middle-school students' Internet addiction levels in Turkey and the factors that influence it, as well as to investigate the relationship between students' perceived social support from family and their Internet

addiction levels. According to the study results conducted over a large sample (N = 3,391), Internet addiction is observed to be a common problem for fifth- through eighth-grade students.

Developments in information and technology in recent years, mainly in the Internet, have happened at an extremely fast pace. Our study has determined 72% of students to have an Internet connection at home and 79.4% to have computers at home. A study conducted in 2005 in Turkey (Aktaş-Arnas, 2005) reported 35.7% of children aged 3-18 to have computers at home and 21.7% to have an Internet connection at home. A study conducted by the Turkish Statistical Institution (TUIK, 2015) reported 59.5% of the houses in Turkey to have Internet access, with this rate increasing each year. As observed clearly in the results of the survey, the percentage homes with computers and Internet connections have increased through the years. The percentage of students who are online at least an hour a day has been determined as 58.7%. Similarly, Kelleci, Güler, Sezer, and Gölbaşı's (2009) conducted study found 70.2% of female students and 60.2% of male students to spend 1-2 hours online every day, with male students having a higher percentage of using the Internet for 5 or more hours (16.8%). Hawi (2012) conducted a study on adolescents and reported the average daily Internet usage to be 2.82 hours. When considering the fact that nearly half the students use the Internet for at least an hour a day, the necessary precautions must be taken by evaluating this situation's influence on health. More than half the students stated using social media (62.8%) and music sites (63.2%). Nearly half again stated using game sites frequently (50.3%); 54.6%, using sites with educational content; and 42.9%, using movie sites. Only 19% of students stated using newspapers or news sites. Hawi (2012) conducted a study on adolescents and determined 84.2% of students to use the Internet for texting and communication; 51.8%, for entertainment such as games; and 51.2%, for listening to music or watching television. On the one hand, the Internet is considered to increase skills for research and critical thinking and to quickly and easily facilitate access to information. On the other hand, it is also considered to have negative influences on physical and spiritual health, as well as social skills, when used in excessive, uncontrolled, and unconscious manners (Tarı-Comert & Kayıran, 2010). Internet addiction has become an important social-health problem throughout the years for teenagers in Turkey. Internet addiction is a very important social-health problem as it decreases adolescents' school success (Gross, 2004; Kılıç-Türel & Toraman, 2015; Kormas, Critselis, Janikian, Kafetzis, & Tsitsika, 2011), leads to psychiatric symptoms (Cao & Su, 2006), and decreases individuals' social adaptability (Samahel et al., 2012) and wellness (Çardak, 2013). According to the study results, teenager's pathological Internet addiction levels has been determined at 4.6%, and the rate of those who show limited symptoms to be at 25.8%. When scanning the literature on Internet addiction rates, some variations are observed in terms of country and sample

groups. In a study conducted in Finland on teenagers (Kaltiala-Heino, Lintonen, & Rimpela, 2004), the rate of Internet addiction was reported to be found less than 2%. However, in a study conducted in China (Cao & Su, 2006), this rate was reported as 2.4%. A study conducted on teenagers in Korea (Seong-Jang, Young-Hwank, & Yun-Choi, 2008) reported this rate to be 4.3%. Wartberg et al. (2016) conducted a study and reported the Internet addiction rate in teenagers living in Germany to be 4.8%. The Internet addiction rate in this study, which has been found consistent with the relevant literature, indicates the Internet to bring a significant problem to this age group. The 4.6% Internet addiction rate in middle-school children appears before us as an important problem concerning millions of children, families, schools, and society, and urgent precautionary measures must be taken.

Our study has found the Internet addiction rate in male students to be higher than in female students (ß = 6.027), which is consistent with findings reported in the literature (Cao & Su, 2006; Durak-Batıgün & Kılıç, 2011; Esen & Siyez, 2011; Gür, Yurt, Bulduk, & Atagöz, 2015; Hawi, 2012; Kılıç-Türel & Toraman, 2015; Sargın, 2012). This result appears to be an important finding that shows the variable of gender to also be influential on Internet addiction.

Another finding from this study is the fact that as a student's age increases, so does the level of Internet addiction (ß = 1.313). Another study conducted in Turkey (Aktaş-Arnas, 2005) also reported that as a child's age increases, so too does Internet use and its duration. Seong-Jang et al. (2008) conducted a study and reported that as a student's age increases, so does the rate of Internet addiction. The direct relationship between increases in age with Internet addiction appears before us as a frequently repeated finding in studies conducted on this topic (Ayas & Horzum, 2013; Sargın, 2012). This finding, consistent with the literature, is considered to stem from the fact that as children grow up they learn how to use computers and the Internet, and they use them for various purposes as well as playing games.

Students' school-success levels were also determined to decrease their level of Internet addiction (ß = -4.147). When scanning the literature on this topic, the relationship of Internet addiction to low academic performance is frequently found (Bayraktar & Gün, 2007; Chan & Rabinowitz, 2006; Tsitsika et al., 2014). Students are considered to generally spend their Internet time on social media, game, and music sites, dealing with activities that do not increase their academic success instead of studying lessons, preparing homework, or reading books.

Students' weekly allowance increases their Internet addiction levels (ß = 0.288). Similarly, Xu et al. (2014) conducted a study and determined that students with high monthly allowances have increased Internet addiction. Students' frequency of going online increases their Internet addiction levels (ß = 3.957). In studies conducted

in Turkey, a significant relation has been determined for children and teenagers' frequency of going online with Internet addiction (Durak-Batıgün & Kılıç, 2011; Gur et al., 2015). In a study conducted by Van den Eijnden, Meerkerk, Vermulst, Spijkerman, and Engels (2008), Internet addiction rates were determined to increase in young people who used the Internet for communication purposes. Because Internet addiction has been defined as spending time on the computer and the Internet more than necessary, as well as having psychological, social, and/or work-/school-related problems in their lives, the findings that indicate students with high Internet addiction to have a high frequency of going online is expected (Shek &Yu, 2012).

Another interesting finding of the study is the fact that the regression analysis, which was conducted to determine the relation between perceived social support from family and Internet addiction, was found to be statistically significant (F = 134.692; $p < 0.05$ at 0.000). The relationship (explanatory power) of perceived social support from family as a determinant of Internet addiction levels is weak ($R^2 = 0.041$). An increase in a student's level of perceived social support from family decreases the level of Internet addiction (ß = -0.887).

When scanning similar studies, similar results are observed reported. In the study conducted by Durak-Batigun and Kılıç (2011) on university students, high Internet addiction levels were determined to be related to low social-support levels. In another study, Kormas et al. (2011) compared certain characteristics of teenaged Internet addicts and non-addicts, and reported the group of Internet addicts to have dysfunctional and problematic family relations/divorced parents. Similar studies have determined low family functionality (Günüc & Dogan, 2013; Yen, Ko, Yen, Wu, & Yang, 2007), low perceptions of social support from family (Esen & Siyez, 2011), and conflict within families (Xu et al., 2014) to increase Internet Addiction in teenagers. In light of these findings young people who have insufficient interactions with their family can be said to search for love and a sense of belonging in the Internet environment. As in other addiction treatments, family support is an important factor in treating Internet addiction. The fact that young people with Internet addiction already have problems in familial relations makes treating this addiction difficult.

Our study observed mothers and fathers' educational status to not influence the level of Internet addiction. Durak-Batigun and Kılıç (2011) conducted a study on university students and reported mothers' educational status to be influential on adults' levels of Internet Addiction. An increase in parents' educational status has been reported to increase the level of Internet addiction. In the light of our study's findings, the parent-child relationship and perceived support from family have been determined to be influential on children's Internet addiction, more so than parents' educational status.

Conclusion

This study has identified 4.6% of children aged 10-15 to have pathological Internet addiction. Being male, having low school success, being close to puberty, having high weekly allowance, and going online frequently increases the level of Internet addiction. Meanwhile, decreases in the perceived social support from family have been observed to increase Internet Addiction. In light of the study results, having school healthcare nurses know that male students with low school success are at risk in terms of Internet addiction is an important recommendation in terms of developing preventive measures for this at-risk group. In addition, measures intended for increasing the perceived social support from family in this age group, limiting the duration of going online, and decreasing Internet addiction are recommended for planning and application. This study, conducted over a large sample group, has revealed the socio-demographic factors that influence Internet addiction and the importance of family support. Measures that can be taken to prevent Internet Addiction in risky groups are recommended for investigation in future studies.

Ethical Dimension

In order to perform this study, written permission was received from the Governor's office, and approval was received from Koç University's Ethics Board for Non-Invasive Studies on November 1, 2013 with Decision # 2013.224.IRB2.77. Because the study group consists of individuals under the age of 18 who are unable to provide a legally binding written consent, verbal consent was received from them in addition to informed consent from their parents/legal guardians.

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