SCIENTIFIC CULTURE
www.sci-cult.com

SCIENTIFIC CULTURE, Vol. 12, No. 4, (2026), pp. 9474-9483
Open Access. Online & Print

DOI: 10.5281/zenodo.12426928

EXAMINING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE LEVEL AND SOCIAL MEDIA ADDICTION

Özkan YETKİN[1*], Dr. Ayhan DOĞAN[2],

[1]Hamidiye Girls' Vocational and Technical Anatolian High School, zknytkn@gmail.com, ORCID: 0000-0002-3441-2738*
[2]Assoc. Prof. Atatürk University Faculty of Communication, ayhandogan@atauni.edu.tr, ORCID: 0000-0002-2317-4789

Received: **21/11/2025**
Accepted: **21/01/2026**

Corresponding Author: Özkan YETKİN (zknytkn@gmail.com)

Abstract
In this research, it was aimed to determine the relationship between social media addictions and emotional intelligence levels according to the participants' perceptions and to examine the relationship between them with various variables. It was prepared with the relational screening model, one of the quantitative research methods, to examine the social media addictions and emotional intelligence levels of the participants and the relationship between them with various variables. The population of this research is Erzurum central districts Yakutiye, Palandöken and Aziziye. 600 individuals selected from this universe by random sampling method constitute the sample of the research. Research data was obtained using a personal information form, the social media addiction scale prepared by Tutgun (2015) and the emotional intelligence scale developed by Deniz, Özer and Işık (2013). Statistical operations were calculated with the "SPSS 22.0 for Windows (Statistical Package for Social Sciences)" analysis program. In the normality test of the scale scores, Tabachnick and Fidell (2013) was used as reference, since the skewness and kurtosis values varied between +1.5 and -1.5. and "Kolmogorov-Smirnov" test statistics analysis, it was determined that the data for the variables were normally distributed. Since the data collected from the scale showed a normal distribution, t test, one-way ANOVA test, which is one of the parametric tests, and Tukey test, one of the Post Hoc tests, were used to determine which groups had differences in multiple comparisons. The relationships between the variables were analyzed with Pearson Correlation Coefficient. Finally, whether the independent variables predicted the dependent variables was analyzed with multiple linear regression analysis. As a result, a moderate negative relationship was found between the participants' emotional intelligence and social media addiction.

Keywords: Social Media, Addiction, Emotional Intelligence

1. Introduction

Social media has become one of the most widespread and influential applications of the internet alongside today's rapid technological advancements. Participation in social networks has increased significantly in parallel with the rise in internet access. However, the intensive use of social media can negatively impact individuals' levels of face-to-face social interaction. Social media platforms constantly incentivize users through various reward mechanisms (likes, comments, increased followers, etc.), leading individuals to turn to these platforms more frequently. This situation can cause individuals to neglect their family and friend relationships and face various problems in their professional lives.

These emerging issues create a foundation for individuals to become more dependent on social media use by increasing negative emotional states (Xu and Tan, 2012).

Empowered by the opportunities provided by the internet and social media, individuals strive to fulfill their need for social connection by exercising their free will (Topbaş and Doğan, 2016).

As social media usage increases, individuals' need for social connection is increasingly being met through digital platforms. However, in this process, interpersonal intimacy and depth are often overlooked. Users engage in competition within the social media environment to attract attention, gain likes, receive comments, and increase their follower count (Bucans, 2019). This competitive structure and the power dynamics within relationships further increase individuals' social media usage, thereby reinforcing the risk of addiction. Additionally, the social capital offered by social media, while fulfilling individuals' needs for information and self-expression, also emerges as a factor that reinforces addictive tendencies. In this context, social media use can transform individuals' behaviors, thought patterns, and emotional processes (Düvenci, 2012).

Thanks to technological advancements, the ability to access social media platforms easily and continuously via smartphones and tablets further increases this risk of addiction. The fact that individuals of all age groups can easily access these platforms may lead to disruptions in educational, professional, and social responsibilities as a result of excessive use. Furthermore, intensive social media use can also bring about physical, psychological, and social issues (Polat, 2021).

When examined historically, the concept of intelligence has been addressed on a philosophical basis through the works of thinkers such as Aristotle and Plato since Ancient Greece and has gradually entered the scope of various disciplines. In the early periods, intelligence was primarily used for selecting individuals for military and public roles. The first experimental studies on intelligence began with Francis Galton and have continued to evolve up to the present day (İnci, 2021). The concept of emotional intelligence first appeared in academic literature in 1985. This concept was used by American student Wayne Leon Payne in his doctoral thesis (Hein, 2005).

When evaluating the relationship between social media and emotional intelligence, it is observed that social media use has a significant impact on individuals' emotional awareness, empathy, and emotion regulation skills. Since relationships formed on social media platforms are largely based on superficial and fleeting interactions, individuals' abilities in deep empathy and healthy emotion regulation—key components of emotional intelligence—may weaken. On the other hand, as social media addiction increases, individuals' ability to cope with negative emotional states may also weaken, and this situation can negatively impact the functionality of emotional intelligence. However, it can be stated that individuals with high levels of emotional intelligence use social media in a more conscious and controlled manner, thereby better managing the risk of addiction. From this perspective, it can be said that there is a bidirectional interaction between social media and emotional intelligence.

In this study, the aim is to determine the relationship between participants' perceived social media addiction, their emotional intelligence levels, and the relationship between them by examining these factors alongside various variables. To this end, the research question is: "What kind of relationship exists between participants' perceived social media addiction and their emotional intelligence levels?" The sub-problems identified within the scope of the study are listed below:

1. Do participants' perceived emotional intelligence levels show significant differences based on gender, age, educational status, monthly income, marital status, and the purpose and duration of internet use?
2. Is there a significant relationship between emotional intelligence and social media addiction, as perceived by the participants?
3. Do participants' perceived emotional intelligence levels significantly predict social media addiction and its subdimensions?

2. The Relationship Between Social Media Addiction and Emotional Intelligence

Tutgun Ünal (2015) developed the measurement tool used in this study through research conducted with 1,034 university students. The study found that men use social media less than women and that first-year university students have higher levels of social media addiction.

Şahin and Yağcı (2017) developed a scale to assess social media addiction through a study involving 1,047 individuals aged 18–60.

Hawi and Samaha (2017) examined the relationship between social media addiction, life satisfaction, and self-esteem in a study involving university students. The study concluded that

there is a negative relationship between self-esteem and social media use, and a positive relationship between life satisfaction and social media addiction.

Spílková, Chomynová, and Csémy (2017) sought to uncover the relationship between social media use and online gaming in a study involving 4,887 middle school students in the Czech Republic. The study found that male students were more inclined toward online gaming, while female students were more inclined toward social media use.

In a study involving 126 students, Ateş (2018) found a negative correlation between social media addiction and emotional intelligence levels. Additionally, he determined that social media addiction does not vary according to age, income level, marital status, or gender.

Kaya (2018) examined whether there was a relationship between social media addiction and internet usage among 432 administrative and academic staff members at Mersin University. The study found a significant relationship between social media addiction and the purposes of using social media, such as entertainment, information gathering, communication, and utilizing e-government applications. However, it found no significant relationship between online shopping and social media addiction.

Sarıkabak and Çelebi (2019), in their study involving 200 athletes living in Istanbul, found that the subdimensions of emotional intelligence varied according to athletic experience and age. They also determined that social media addiction differed significantly according to the father's educational level, monthly income, and age. They determined that social media addiction and emotional intelligence levels did not vary according to the mother's educational status or gender.

Çömlekçi and Başol (2019), in their study involving 763 university students, found that students used social media for the purposes of entertainment and keeping up with current events. They also determined that there is a significant relationship between social media use and social media addiction.

Erginsoy (2019), in a study involving 150 university students, investigated whether internet addiction and emotional intelligence varied according to certain variables. The study found that internet addiction and emotional intelligence differed based on field of study, income level, and age. However, no significant differences were observed based on gender.

Bayram (2020) examined the relationship between self-censorship levels and social media addiction among 602 university students at Marmara University. The results revealed a significant relationship between self-censorship levels and social media addiction.

Zhao (2021) developed a research model using data from a social media addiction scale in a study conducted with 370 university students in China. According to this model, it was found that young people use social media for entertainment purposes.

Ergen and Akacan (2021), in their study involving 364 university students, found a negative correlation between social media addiction and emotional intelligence levels.

Koç (2021), in a study involving 514 university students, examined the relationship between social media addiction and subjective well-being. The research findings revealed a significant negative relationship between social media addiction and subjective well-being, indicating that as social media addiction increases, subjective well-being decreases. Additionally, it was determined that students' levels of social media addiction did not differ by gender but showed significant differences depending on the type of faculty they were enrolled in.

Özkul (2022), in a study conducted with 509 university students from the provinces of Bartın, Trabzon, Ankara, Istanbul, Bolu, and Eskişehir, examined the relationship between emotional intelligence and goal commitment levels and social media addiction levels. In the analyses, a significant relationship was identified between the Schutte Emotional Intelligence Scale sub-dimensions and the gender variable. A significant difference was found between the income level variable and the Schutte Emotional Intelligence Scale. In the regression analysis regarding the prediction of social media addiction by the Schutte Emotional Intelligence Scale, it was determined that social media addiction is a negative and statistically significant predictor of emotional intelligence levels among university students who engage in sports.

Terzioğlu (2022), in a study conducted with 545 adolescents, examined the mediating role of loneliness in the relationship between social media use and sleep quality among adolescents. The results of the study determined that the loneliness variable has a partial mediating effect on the relationship between Sleep Quality and Social Media Addiction.

Boldaz (2022), in a study conducted with 300 students at a private high school in the Üsküdar

district of Istanbul, examined the relationship between social media addiction, critical thinking tendencies, and emotional intelligence. While no significant relationship was found between the overall social media addiction score and the overall emotional intelligence score, a significant negative relationship was found between the overall social media addiction score and the overall critical thinking tendency score. Additionally, it was found that the sub-dimensions of emotional intelligence—emotionality, well-being, and sociability—significantly predicted the level of social media addiction . While the overall emotional intelligence score did not differ by gender, it was found to vary according to the father's educational level, the mother's educational level, grade level, and self-assessed academic achievement. The overall social media addiction score did not differ by the mother's educational level, grade level, or gender, but it was found to vary according to self-assessed academic achievement and the father's educational level.

Altun (2023) examined the relationship between social media addiction, emotional intelligence, and social anxiety in a study conducted with 171 participants at Üsküdar University. The results revealed no significant relationship between participants' social media addiction scores and emotional intelligence scores. No significant differences in emotional intelligence scores were observed based on gender.

3. Method

3.1. Research Model

This study was designed using the correlational survey model—one of the quantitative research methods—to examine participants' social media addiction and emotional intelligence levels, as well as the relationship between them, in relation to various variables. The general survey model is a research method aimed at reaching a general conclusion about a population by examining the entire population or a portion of it. Both single-factor and correlational surveys can be conducted using the general survey model. The correlational survey model is a survey method used to determine how two or more variables change together. In this model, researchers seek to determine whether there is a relationship between variables and, if so, the nature of that relationship (Karasar, 2011).

3.2. Population and Sample

The population of this study consists of the central districts of Erzurum: Yakutiye, Palandöken, and Aziziye. A sample of 600 individuals, selected from this population using random sampling, constitutes the study's sample.

The demographic characteristics of the participants are presented in Table 3.1.

Table 3.1. Distribution of Study Participants by Demographic Characteristics

Variable	Category	n	%
Gender	Female	373	62,2
	Male	227	37,8
Age	Ages 10-20	31	5,2
	Ages 20-30	194	32,3
	Ages 30-45	261	43,5
	Ages 45-60	98	16,3
	60 and Older	16	2,7
Education Level	High School	35	5,8
	Bachelor's	439	73,2
	Master's	102	17,0
	Doctorate	24	4,0
Monthly Income	Less than 5,000 TL	58	9,7
	Between 5,001 and 10,000 TL	34	5,7
	Between 10,001–15,000 TL	123	20,5
	Between 15,001 and 20,000 TL	183	30,5
	Between 20,001 and 25,000 TL	61	10,2
	Over 25,000 TL	47	7,8
	No Income	94	15,7
Marital Status	Married	343	57,2
	Single	257	42,8
Occupation	Ministry of National Education	275	45,8

	Staff		
	University Staff	26	4,3
	Military and law enforcement personnel	51	8,5
	Healthcare worker	26	4,3
	Small Business Owner	35	5,8
	Not working	128	21,3
	Other Employees	59	9,8
Average daily internet usage time	Less than 1 hour	33	5,5
	1–3 hours	245	40,8
	3–5 hours	170	28,3
	5–7 hours	82	13,7
	7–10 hours	41	6,8
	Over 10 Hours	29	4,8
General purpose of internet use	Work	107	17,8
	Research	133	22,2
	Gaming	16	2,7
	Social Media	272	45,3
	Watching Videos or Movies	72	12,0
Average daily social media usage time	Less than 1 hour	172	28,7
	1–3 hours	280	46,7
	3–5 hours	90	15,0
	5–7 hours	47	7,8
	7–10 hours	11	1,8
Most frequently used social media platform	Facebook	42	7,0
	Twitter	69	11,5
	Instagram	260	43,3
	Tik-Tok	11	1,8
	YouTube	44	7,3
	WhatsApp	174	29,0
	Total	600	100

When examining the values presented in Table 3.1, the participants in the study consist of 62.2% (n=373) women and 37.8% (n=227) men based on the gender variable.

By age, 5.2% (n=31) were aged 10–20, 32.3% (n=194) are aged 20–30, 43.5% (n=261) are aged 30–45, 16.3% (n=98) are aged 45–60, and 2.7% (n=16) are over 60.

According to the education level variable, the sample consists of 5.8% (n=35) high school graduates, 73.2% (n=439) bachelor's degree holders, 17.0% (n=102) master's degree holders, and 4.0% (n=24) doctoral degree holders.

By monthly income, 58% (n=58) earn less than 5,000 TL, 5.7% (n=34) earn between 5,001 and 10,000 TL, 20.5% (n=123) earn between 10,001 and 15,000 TL, 30.5% (n=183) earn between 15,001–20,000 TL, 10.2% (n=61) earn between 20,001–25,000 TL, 7.8% (n=47) earn over 25,000 TL, and 15.7% (n=94) reported having no income.

According to the marital status variable, 57.2% (n=343) are married, and 42.8% (n=257) are single.

When analyzed by occupational group, 45.8% (n=275) are Ministry of National Education employees, 4.3% (n=26) are university staff, 8.5% (n=51) are military or law enforcement personnel, 4.3% (n=4.3) are healthcare workers, self-employed individuals 5.8% (n=35), unemployed individuals 21.3% (n=128), and individuals from other professions 9.8% (n=59).

According to the variable of average daily internet usage time, 5.5% (n=33) used the internet for less than 1 hour, 40.8% (n=245) for 1–3 hours, 28.3% (n=170) for 3–5 hours, between 5 and 7 hours (13.7%, n=82), between 7 and 10 hours (6.8%, n=41), and over 10 hours (4.8%, n=29).

When examined by the general purpose of internet use, it is observed that the internet is used for work 17.8% (n=107), research 22.2% (n=133), gaming 2.7% (n=16), social media 45.3% (n=272), and watching videos or movies 12.0% (n=72).

Based on the variable of average daily social media usage time, 28.7% (n=172) use it for less than 1 hour, 1–3 hours: 46.7% (n=280), 3–5 hours:

15.0% (n=90), 5–7 hours: 7.8% (n=47), and 7–10 hours: 1.8% (n=11).
Regarding social media platforms, the most frequently used are Facebook at 7.0% (n=42), Twitter at 11.5% (n=69), Instagram at 43.3% (n=260), TikTok at 1.8% (n=11), YouTube at 7.3% (n=44), and WhatsApp at 29.0% (n=174).

3.3. Data Collection Tools
Research data were collected using a personal information form, the social media addiction scale (Tutgun, 2015), and the emotional intelligence scale (Deniz, Özer, & Işık, 2013).

3.4. Data Analysis
The research data were analyzed using the SPSS 22 statistical software. The relationships between variables were analyzed using the Pearson Correlation Coefficient (r). Correlation coefficients in the range of "0.71–1.00" were interpreted as "high," those in the range of "0.70–0.30" as "moderate," and values of 0.29 or lower as "low." Finally, multiple linear regression analysis was used to determine whether the independent variables predicted the dependent variables. Standardized (β) coefficients were calculated to assess the level of prediction. The significance level for data analysis was set at 0.05. Prior to parametric tests, the normal distributions of the data were examined using the , and a normality analysis was conducted based on skewness and kurtosis values. It was stated that skewness and kurtosis values falling between -1.5 and +1.5 would be sufficient (Tabachnick and Fidell, 2013).

4. Findings
This section presents the findings of the study. In this context, the participants' emotional intelligence, social
media addiction, and their subdimensions were examined.

Table 4.1. *The Relationship Between Emotional Intelligence Levels and Social Media Addiction*

	Emotional Intelligence	Well-Being	Self-Control	Emotionality	Social Skills	Social Media Addiction	Busyness	Mood Regulation	Repetition	Conflict
1. Emotional Intelligence	1.00									
Well-being	,72**	1.00								
Self-Control	,74**	,40**	1.00							
Emotionality	,68**	,32**	,39**	1.00						
Sociality	,76**	,42**	,43**	,39**	1.00					
Social Media Addiction	-,47**	-,30**	-,47**	-,32**	-,30**	1.00				
Occupation Mood	-,37**	-,21**	-,42**	-,24**	-,21**	,88**	1.00			
Regulation	-,45**	-,29**	-,44**	-,32**	-,29**	,82**	,73**	1.00		
Tekrarlama Repetition	-,39**	-,26**	-,41**	-,23**	-,25**	,85**	,71**	,64**	1.00	
Conflict	-,45**	-,29**	-,42**	-,32**	-,28**	,93**	,68**	,67**	,76**	1.00

** Correlations are statistically significant at the 99% level (p<0.01).
* The correlations are statistically significant at the 95% level (p < 0.05).
The relationships between variables were analyzed using the Pearson Correlation Coefficient (r). Correlation coefficients were interpreted as "high" if in the range of "0.71–1.00," "moderate" if in the range of "0.70–0.30," and "low" if 0.29 or lower (Büyüköztürk, 2006).
According to the findings in Table 29, a moderate negative correlation (r = -0.47, p < 0.01) was observed between emotional intelligence and social media addiction among the participants examined in this study.
Upon examining the information in Table 4.1, a negative correlation was found between well-

being and engagement (r = -0.21, p < 0.01), between emotional regulation and engagement (r = -0.29, p < 0.01), repetition (r = -0.26, p < 0.01), and conflict (r = -0.29, p < 0.01).

A negative and low-level significant relationship was found between self-control and engagement (r = -0.42, p < 0.01), emotional regulation (r = -0.44, p < 0.01), repetition (r = -0.41, p < 0.01), and conflict (r = -0.42, p < 0.01).

A negative and low-level significant relationship was found between emotionality and engagement (r = -0.24, p < 0.01) and with repetition (r = -0.23, p < 0.01). A negative and moderately significant relationship was found between emotionality and emotion regulation (r = -0.32, p < 0.01) and conflict (r = -0.32, p < 0.01).

A negative and moderately significant relationship was found between sociability and engagement (r = -0.21, p < 0.01), between sociability and mood regulation (r = -0.29, p < 0.01), repetition (r = -0.25, p < 0.01), and conflict (r = -0.28, p < 0.01).

It was examined whether participants' emotional intelligence levels significantly predicted the subdimensions of social media addiction: preoccupation, emotion regulation, repetition, and conflict. To this end, the results of the multiple linear regression analysis conducted to determine the predictive power of emotional intelligence levels on the engagement dimension of social media addiction are presented in Table 4.2.

Table 4.2. *Results of Multiple Linear Regression Analysis Regarding the Prediction of the Engagement Dimension*

Variable	β	Sh	B	T	P
Fixed	4,401	,203		21,728	,000
Well-being	-,033	,034	-,042	-,975	,330
Self-Control	-,284	,034	-,371	-8,466	,000*
Emotionality	-,068	,036	-,079	-1,881	,060
Sociality	-,003	,032	-,004	-,100	,920

F=33,951; p<0.05; R= ,431; R^2= ,180

Upon examining the data in Table 4.2, it is observed that the dimensions of well-being, self-control, emotionality, and sociability have predictive power regarding the engagement sub-dimension of social media addiction (F=33.951, p<0.05). These variables account for 18% of the variance in the engagement dimension (R^2 = 0.180). Among the emotional intelligence sub-dimensions, self-control (β = −0.284, p < 0.05) predicts the engagement dimension of social media addiction in a negative and statistically significant manner. The well-being dimension (β = −0.033, p < 0.05), the emotionality dimension (β = −0.068, p < 0.05), and the sociability sub-dimension were found not to be significant predictors of the engagement dimension. The standardized regression coefficient (β) indicates the relative order of importance of the variables on engagement as self-control, emotionality, well-being, and sociability.

The data from the multiple linear regression analysis conducted to determine the predictive power of emotional intelligence level on the emotion regulation dimension of social media addiction are presented in Table 4.3.

Table 4.3. *Results of Multiple Linear Regression Analysis Regarding the Prediction of the Mood Regulation Dimension*

Variable	β	Sh	B	T	P
Fixed	5,183	,233		22,284	,000
Well-being	-,085	,039	-,090	-2,168	,031*
Self-Control	-,300	,039	-,332	-7,799	,000*
Emotionality	-,140	,042	-,137	-3,353	,001*
Sociality	-,047	,037	-,054	-1,264	,207

F=45,371; p<0.05; R= ,483; R^2= ,229

Upon examining the data in Table 4.3, it is observed that the dimensions of well-being, self-control, emotionality, and sociability have predictive power regarding the emotion regulation sub-dimension of social media addiction (F=45.371, p<0.05). These variables account for 22% of the variance in the emotion regulation dimension (R^2 = 0.229). Among the emotional intelligence sub-dimensions, the well-being dimension (β = −0.085, p < 0.05), self-control (β = −0.300, p < 0.05), and emotionality dimension (β = −0.140, p < 0.05) predict the emotion

regulation dimension of social media addiction in a negative and statistically significant manner. The sociability sub-dimension was found not to be a significant predictor of the emotion regulation dimension. The standardized regression coefficient (β) indicates the relative order of importance of the variables on emotion regulation as self-control, emotionality, well-being, and sociability.

The data from the multiple linear regression analysis conducted to determine the predictive power of emotional intelligence levels on the emotion regulation dimension of social media addiction are presented in Table 4.4.Tablo

Table 4.4. *Results of Multiple Linear Regression Analysis Regarding the Prediction of the Recurrence Dimension*

Variable	β	Sh	B	T	P
Fixed	4,274	,225		19,009	,000
Well-being	-,076	,038	-,085	-1,991	,047
Self-Control	-,289	,037	-,340	-7,771	,000
Emotionality	-,052	,040	-,054	-1,285	,199
Sociality	-,039	,036	-,048	-1,094	,274

F=34,608; p<0.05; R= ,434; R²= ,189

Upon examining the data in Table 4.4, it is observed that the dimensions of well-being, self-control, emotionality, and sociability have predictive power for the recurrence sub-dimension of social media addiction (F=34.608, p<0.05). These variables account for 18% of the variance in the recurrence dimension ($R^2 = 0.189$). Among the emotional intelligence sub-dimensions, the well-being dimension ($\beta = -0.076$, $p < 0.05$) and self-control ($\beta = -0.289$, $p < 0.05$) predict the recurrence dimension of social media addiction in a negative and statistically significant manner. The emotionality subscale and the sociability subscale were found not to be significant predictors of the repetition dimension. The standardized regression coefficient (β) indicates the relative order of importance of the variables on repetition as self-control, well-being, emotionality, and sociability.

The results of the multiple linear regression analysis conducted to determine the predictive power of emotional intelligence levels on the conflict dimension of social media addiction are presented in Table 4.5.

Table 4.5. *Results of the Multiple Linear Regression Analysis Regarding the Prediction of the Conflict Dimension*

Variable	β	Sh	B	T	P
Fixed	4,009	,189		21,188	,000
Well-being	-,073	,032	-,095	-2,276	,023
Self-Control	-,213	,031	-,292	-6,811	,000
Emotionality	-,122	,034	-,148	-3,584	,000
Sociality	-,056	,030	-,080	-1,856	,064

F=42,912; p<0.05; R= ,473; R²= ,224

Upon examining the data in Table 4.5, it is observed that the dimensions of well-being, self-control, emotionality, and sociability have predictive power regarding the emotion regulation sub-dimension of social media addiction (F=42.912, p<0.05). These variables account for 22% of the variance in the conflict dimension ($R^2 = 0.224$). Among the emotional intelligence subdimensions, the well-being dimension ($\beta = -0.073$, $p < 0.05$), self-control ($\beta = -0.213$, $p < 0.05$), and emotionality dimension ($\beta = -0.122$, $p < 0.05$) predict the conflict dimension of social media addiction in a negative and statistically significant manner. The sociability sub-dimension was found not to be a significant predictor of the conflict dimension. The standardized regression coefficient (β) indicates the relative order of importance of the variables on conflict as self-control, emotionality, well-being, and sociability.

5. Conclusion and Discussion

In this section, the findings obtained in line with the general and specific objectives of the study are evaluated, and recommendations developed based on these findings are presented.

In the analyses conducted using the daily social media usage duration variable, significant differences emerged across all subdimensions of the emotional intelligence scale (well-being, self-control, emotionality, and sociability). Similarly, significant differences were identified in the engagement, emotion regulation, repetition, and conflict dimensions of the social media addiction

scale based on usage duration. These findings partially align with the results of the study conducted by Altun (2023); while no significant difference was found in emotional intelligence scores in that study, significant changes were reported in social media addiction and its subdimensions. Similarly, Ergen and Akacan (2021) identified a significant relationship between social media usage duration and addiction levels. Studies conducted by Ellison et al. (2007) also indicate that addiction tendencies increase with longer usage duration.

When examining the predictive effect of emotional intelligence sub-dimensions on social media addiction, it was determined that the self-control dimension, in particular, has a significant and negative effect on engagement. Furthermore, it was found that the well-being, self-control, and emotionality dimensions exhibit significant and negative effects on emotion regulation and conflict; while the well-being and self-control dimensions also show significant and negative effects on repetition.

When examining the relationships among the variables, a moderate and inverse relationship was observed between emotional intelligence and social media addiction. Analyses conducted at the sub-dimension level revealed low-level negative relationships between well-being and engagement, emotion regulation, repetition, and conflict. The relationship between the self-control dimension and the same addiction sub-dimensions is moderate and negative. While the relationship between the emotionality dimension and engagement and repetition is low and negative, its relationship with emotion regulation and conflict is moderate and negative. It was determined that the sociability dimension exhibits low and inverse relationships with the relevant sub-dimensions of addiction.

Upon reviewing the studies in the literature, it is observed that the findings partially align with those of other research. While studies by Altun (2023) and Boldaz (2022) found no significant relationship between emotional intelligence and social media addiction, the results of this study do not align with those findings. In contrast, a study conducted by Ergen and Akacan (2021) identified a significant and negative relationship between the two variables. Sarıçam and Çelik (2018), on the other hand, demonstrated that social media addiction decreases as emotional intelligence levels increase. Similarly, in a study by Tunç (2020), a significant inverse relationship was identified between internet addiction and emotional intelligence.

References

1. Altun, G. (2023). An Examination of Emotional Intelligence and Social Anxiety in Social Media Addicts. (Master's Thesis), Üsküdar University.
2. Ateş, P. (2018). The Effect of Emotional Intelligence on Social Media Addiction Among University Students. (Master's Thesis), Üsküdar University.
3. Bayram, A. S. (2020). Social Media Addiction and Self-Censorship: An Examination from the Perspective of Certain Variables. (Master's Thesis), Sakarya University.
4. Boldaz, E. D. (2022). The Relationship Between Emotional Intelligence, Social Media Addiction, and Critical Thinking Tendencies. (Master's Thesis), Sabahattin Zaim University.
5. Bucans, Y. K. (2019). Instagram, Addiction, and Spirituality: Remaining Human in a Social Media World. Pacifica Graduate Institute.
6. Çömlekçi, M. F., & Başol, O. (2019). "An Examination of the Relationship Between Young People's Social Media Usage Purposes and Social Media Addiction." Celal Bayar University Journal of Social Sciences, 17(4), 173–188.
7. Deniz, M. E., Özer, E., & Işık, E. (2013). "The Emotional Intelligence Trait Scale-Short Form (EITS-SF): A Validity and Reliability Study." Education and Science, 38(169), 407–419.
8. Düvenci, A. (2012). An Examination of the Impact of Social Media on Internet Use Among the "Net Generation" Using a Social Deviance Approach. (Doctoral Thesis), Marmara University.
9. Ellison, N. B., Steinfield, C., & Lampe, C. (2007). "The Benefits of Facebook 'Friends': Social Capital and College Students' Use of Online Social Network Sites." Journal of Computer-Mediated Communication, 12(4), 1143–1168.
10. Ergen, R. M., & Akacan, B. (2021). "An Examination of the Relationship Between Social Media Addiction and Emotional Intelligence Levels Among University Students". Journal of the Buca Faculty of Education, Dokuz Eylül University, 52, 582–599.
11. Erginsoy, O. D. (2019). "An Investigation of the Relationship Between Internet Addiction and Emotional Intelligence Levels Among University Students". e-Kafkas Journal of Educational Research, 6(2), 47–58.

12. Hawi, N. S., & Samaha, M. (2017). "Relationships between Social Media Addiction, Self-Esteem, and Life Satisfaction in University Students," SAGE Journals, 35(5), 576-586.
13. Hein, S. (2005). Wayne Payne's 1985 doctoral dissertation on emotions and emotional intelligence, http://eqi.org/payne.htm.
14. İnci, G. (2021). "Intelligence and Theories of Intelligence from Galton to the Present." ODÜ Journal of Social Sciences Research, 11(3), 1053-1068.
15. Karasar, N. (2011). Preparing Research Reports. Ankara: Nobel Publications.
16. Kaya, G. (2018). A Study on the Relationship Between Social Media Addiction and Internet Usage Purposes. (Master's Thesis), Mersin University.
17. Koç, T. (2021). An Examination of Social Media Addiction and Subjective Well-Being Among University Students in Terms of Certain Variables. (Master's Thesis), Maltepe University.
18. Özkul, K. (2022). An Examination of the Relationship Between Emotional Intelligence and Goal Commitment Levels of University Students Engaged in Sports and Their Level of Social Media Addiction. (Master's Thesis), Bartın University.
19. Polat, S. (2021). A Field Study on the Relationship Between Social Media Addiction, Loneliness, and Psychological Resilience Among University Students: The Case of Selçuk University. (Master's Thesis), Selçuk University.
20. Sarıçam, H., & Çelik, İ. (2018). "An Examination of the Relationship Between Emotional Intelligence and Social Media Addiction." Paper presented at the 6th International Congress on Curriculum and Instruction, Kars, Turkey.
21. Sarıkabak, M., & Çelebi, M. (October 2019). "An Examination of Social Media Addiction and Emotional Intelligence Levels Among Elite and Non-Elite Taekwondo Athletes." 11th International Sports Community Symposium. Akdeniz University, Antalya.
22. Spilková, J., Chomynová, P., & Csémy, L. (2017). "Predictors of Excessive Use of Social Media and Excessive Online Gaming in Czech Teenagers," Journal of Behavioral Addictions 6(4), 611–619.
23. Şahin, C., & Yağcı, M. (2017). "Social Media Addiction Scale—Adult Form: A Validity and Reliability Study," Ahi Evran University, Kırşehir Faculty of Education Journal (KEFAD), 18(1), 523–538.
24. Tabachnick, B. G., & Tabachnick, L. S. (2013). Fidell's Guide to Multivariate Statistics (6th ed.). Pearson, Boston
25. Terzioğlu (2022). The Mediating Role of Loneliness Between Social Media Addiction and Sleep Quality in Adolescents. (Master's Thesis), Rumeli University.
26. Topbaş, H., Doğan, A. (2016). "Social Media as the New Public Sphere: A Critical Approach," Gümüşhane University Faculty of Communication Electronic Journal 4/1, 124–148
27. Tunç, A. (2020). An Examination of the Relationship Between Emotional Intelligence Traits and Self-Esteem and Internet Addiction During Adolescence. (Master's Thesis). Sabahattin Zaim University.
28. Tutgun Ünal, A. (2015). Social Media Addiction: A Study on University Students. (Doctoral Dissertation). Marmara University.
29. Tutgun-Ünal, A., & Deniz, L. (2015). "Development of the Social Media Addiction Scale." Online Academic Journal of Information Technology, 6(21), 51–70
30. Xu, H., & Tan, B. C. Y. (2012). "Why Do I Keep Checking Facebook: Effects of Message Characteristics on the Formation of Social Network Services Addiction". International Conference on Information Systems, 1, 812-823.
31. Zhao, L. (2021). The Impact of Social Media Use Types and Social Media Addiction on Subjective Well-Being of College Students: A Comparative Analysis of Addicted and Non-Addicted Students. Computers in Human Behavior Reports.