

Determination of Digital Addiction and Digital Detox Awareness in Nursing Students

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ABSTRACT

Aim: This study aims to determine the level of digital addiction, associated factors, and digital detox awareness of nursing students.

Methods: The study population of the descriptive-correlational type research consisted of students studying in the nursing department of a state university. The study data were collected online, between April 28th and May 20th, 2021. "Personal Information Form" and "Digital Addiction Scale" were used for data collection. Research data were evaluated by numbers, percentiles, multiple regression, and logistic regression analysis.

Results: Of the students, 64.5% was female, 27.5% was sophomore, and 72% was active social media users. Students' Internet usage time was 4.4±2.3 hours/day and social media usage time was 2.1±1.5 hours/day. It was found that 50.7% of the students did not know the concept of digital detox, and after this concept was explained, 50.9% did not want to perform digital detox in the next 6 months. The digital dependence of the students was determined as intermediate level (2.6±1.0). A maternal education level of secondary school and below, high income level, and poor academic achievement were found to be the predictors of digital addiction score, and not being a senior student, a paternal education level of high school and below, and not being aware of the concept of digital detox were found to be the risk factors for not being ready for a digital detox.

Conclusion: Nursing students were found to have a moderate level of addiction according to their digital addiction score. The most remarkable finding for the concept of digital detox is that about half of students do not aware of this concept. Therefore, it seems that their awareness of an important measure of self-control in combating addiction is low.

Keywords: Addiction, nursing students, digital addiction, digital detox.

Hemşirelik Öğrencilerinde Dijital Bağımlılık ve Dijital Detoks Farkındalığının Belirlenmesi

ÖZET

Amaç: Bu çalışma hemşirelik öğrencilerinin dijital bağımlılık düzeyi, ilişkili faktörler ve dijital detoks farkındalığının belirlenmesi amacıyla gerçekleştirilmiştir.

Gereç ve Yöntem: Tanımlayıcı-ilişkisel olarak tasarlanan araştırmanın evrenini, bir devlet üniversitesinin hemşirelik bölümünde öğrenim gören öğrenciler oluşturmıştır. Araştırmanın verileri 28 Nisan-20 Mayıs 2021 tarihleri arasında çevrimiçi olarak toplanmıştır. Veri toplama aracı olarak "Kişisel Bilgi Formu" ve "Dijital Bağımlılık Ölçeği" kullanılmıştır. Araştırma verileri sayı, yüzde, çoklu regresyon ve lojistik regresyon analizi ile değerlendirilmiştir.

Bulgular: Öğrencilerin %64.5'inin kadın, %27.5'inin 2. sınıfta öğrenim gördüğü ve %72'sinin aktif sosyal medya kullanıcısı olduğu belirlenmiştir. Öğrencilerin internet kullanım süresi 4.4±2.3 saat/gün ve sosyal medya kullanım süresi 2.1±1.5 saat/gündür. Öğrencilerin %50.7'sinin dijital detoks kavramını bilmediği ve bu kavram açıklandıktan sonra %50.9'unun gelecek 6 ay içinde dijital detoks yapmak istemediği bulunmuştur. Öğrencilerin dijital bağımlılığı orta düzey (2.6±1.0) olarak belirlenmiştir. Anne eğitiminin ortaokul ve altında olması, yüksek gelir düzeyi, kötü akademik başarı dijital bağımlılık puanının belirleyicisi ve son sınıf olmama, baba eğitiminin lise ve altında olması, dijital detoks kavramını duymama ise dijital detoksa hazır olmama için risk faktörü olarak saptanmıştır.

Sonuç: Hemşirelik öğrencilerinin dijital bağımlılık puanlarına göre orta düzeyde bağımlılığa sahip oldukları belirlendi. Dijital detoks kavramına ilişkin en dikkat çekici bulgu ise öğrencilerin yaklaşık yarısının bu kavramdan haberdar olmamasıdır. Dolayısıyla bağımlılıkla mücadelede öz kontrolün önemli bir ölçüsü olduğuna ilişkin farkındalıklarının düşük olduğu görülmektedir.

Anahtar Kelimeler: Bağımlılık, hemşirelik öğrencileri, dijital bağımlılık, dijital detoks.

Many changes have occurred in human life with the advances in technology, widespread Internet access, and the ease and dissemination of access to digital tools (1,2). Although technological developments, digital tools, and the Internet becomes indispensable in our lives over time, wrong and incorrect usage has led to addictions, such as smartphone, computer, and Internet addictions (3,4).

Digital addictions are based on human-machine interaction and are also divided into subcategories depending on the addiction to tools such as phones, tablets, computers, or different platforms such as the Internet, social media, Facebook (5). These addictions were referred as Internet addiction in the years 1990-2000, when Internet usage became popular, but with the widespread use of social networking and social media in the following years in line with the advances in the technology, addictions such as phone, Internet, social media, and social networking addictions were defined and grouped under the heading "digital addictions" (5).

Various causes such as Individuals' desire to prove themselves, the fear of missing out, the desire to seek attention and affection in digital environments, various psychiatric disorders, depression, age, loneliness, violence, neglect, and abuse lead to digital addiction (6,7). In addition, the search for identity, hormonal changes, the desire to avoid existing problems are also among the causes of digital addiction in adolescents (8). Digital addiction brings many adverse situations, especially difficulty in concentration, loss of time management, decrease in productivity, loss of productivity, reduced academic achievement, deterioration in social relationships, deterioration in sleep pattern, and changes in sleep duration (9,10).

Different methods such as drug therapy, cognitive-behavioral therapies, support groups, and family therapy are used in the treatment of digital addiction (4,11). In order to prevent digital addiction, it is recommended to restrict the time spent with digital tools and social networks, to raise awareness of their use instead of completely removing the Internet and technological devices from our lives, and to make their proper and purposeful use a way of life (12).

Since digital addiction is rapidly becoming widespread today, it has been reported that users are trying to prevent digital addiction, control their Internet use, and minimize time spent in digital tools. This awareness, called

'digital detox,' has emerged with practices to prevent digital addiction (13). Detox is used in the sense of purification, and digital detox is used in the sense of purification from digital environments (14). Digital detox, considered an international concept, is an approach focused on living without media and screens, which has been discussed for the last 10 years due to technological advances and the increase in digital addictions (15). In line with the increase in the use of technological devices, decrease in the age of their use, and increase in digital addictions, awareness of users started to increase, they started to control their usage, and the concept of digital detox has become more common thanks to the approaches towards awareness, such as news, TV shows, blogs, and web sites about digital addiction. Practices such as digital detox resorts, weekends without Internet, dining tables without Internet connection have started in countries such as Australia, the UK, and the US (14,15).

It is known that the negative effects of digital addiction are reduced, and communication processes with family, friends and close circles are improved with digital detox practices (16). Albayrak (2020) reports an increase in productivity and effectiveness in participants after a week of digital detox, an increase in family communication and positive awareness (17). Uluçay and Kobak (2020) report that during the digital detox process, participants had the opportunity to spend time with their families, participants realized that they do not devote enough time to their families due to the Internet and technological tools, and after digital detox, participants expressed that they feel liberated (13).

Nurses, who have a significant role in the provision of health service worldwide, are in an important place in the fight against addiction, protection, early diagnosis, treatment, and rehabilitation stages. Knowledgeable and experienced nurses with high awareness of addiction can take an active role in setting an example for society, preventing addiction, identifying risk groups, early diagnosis, treatment, and counseling, and perform important tasks in protecting community health (18). In addition, establishing self-control in the fight against addiction and for individual health, outside the professional roles of nurses, is also extremely important for individual, family, and community health (19).

Aim

In light of all this information, it is understood that digital addiction is a major problem affecting individuals and

society. It is very important to find the causes of digital addiction, to identify them at an early stage, to create solutions for addiction, and to conduct research on the appropriate use of technological tools. Nurses are expected to be role models to society through their health behavior and practices. In addition, it should be determined whether digital detox is adopted as a solution. Within the scope of this information, this study was conducted to determine the level of digital addiction, related factors, and digital detox awareness of nursing students and to contribute to the literature.

MATERIALS AND METHOD

Research Design and Purpose

This descriptive-correlational research was planned to determine the level of digital addiction, associated factors, and digital detox awareness of students studying in the nursing department of a state university.

Research Place, Population and Sampling

The research was conducted at the Faculty of Health Sciences of a state university. The study population is composed of students studying in the nursing department of the Faculty of Health Sciences. There are 411 students studying at the dates of the research. The study was carried random sampling method. Within the scope of the study, 91.2% (375 students) of the desired population was reached. Multiple regression and logistic regression analyses were used in the analysis of the study. Logistic regression analysis requires 20-60 data for each independent variable, and 10-20 data for multiple regression (20). It seems that the sample size is sufficient for these analyses. The research was not planned within the scope of any course.

Data Collection Instruments

The data were collected using the Personal Information Form, which also measures digital detox (13-15), and the Digital Addiction Scale.

Personal Information Form: In this form, which was created by the researchers by scanning the literature, created to determine the socio-demographic characteristics of students, awareness and thoughts about digital detox, there are 32 items about age, gender, year in school, place of residence, use of social media, awareness about the concept of digital detox, readiness for a digital detox, buying books and receiving counseling about digital detox, etc.

Digital Addiction Scale (DAS): DAS was developed by Kesici and Tunç in 2018 in the Turkish language to determine digital addiction in individuals. DAS is a Likert-type scale and consists of 19 items, without any reverse-coded items (5:strongly agree, 4:agree, 3:neutral, 2:disagree, 1:strongly disagree), and there are no inverse substances on the scale. The score obtained from the scale is divided by the number of items, resulting in a score between 1.00 and 5.00. A high score indicates a higher digital addiction. Cronbach's alpha value of the scale was calculated as 0.87, and test-retest reliability as 0.77 ($p < 0.001$), and reported to be a valid and reliable measurement tool for measuring digital addiction. In this study, the Cronbach's alpha value of the scale was calculated as 0.89 (21).

Data Collection

The data were collected online, on a voluntary basis, between April 28th and May 20th, 2021. Research questions were shared with WhatsApp groups as links, and the students were reminded to participate at various times. The response time of the questionnaires was approximately 5-10 minutes.

Dependent and Independent Variables of the Study

The independent variables of the research are the socio-demographic characteristics of the students and their awareness of digital detox. The dependent variable of research is the digital addiction of the students. In addition, digital detox behavior was considered a dependent variable when evaluating negative digital detox behavior.

Data Analysis

The study data were analyzed using the Statistical Package for Social Sciences (SPSS) version 23.0 package program. Descriptive data were evaluated by numbers and percentiles. The normal distribution of the scale was evaluated by the Kolmogorov-Smirnov test. The determinants of the Digital Addiction Scale were evaluated by determinative multiple regression analysis (enter model). Categorical variables included in the model were converted to dummy variables and the variables encoded as one (1) are shown in Table 4. Risk factors for not being ready for digital detox were evaluated by logistic regression analysis.

Ethical Aspect of the Study

Before starting the study, approval of the ethics committee (E-18457941-050.99-10532) was obtained from the Artvin Coruh University Ethics Committee. During the research, participants were informed about the research, and voluntary participants were included in the research. This study was carried out in accordance with the principles of the Declaration of Helsinki.

RESULTS

Of the students included in the study, 64.5% was female, 27.5% was 2nd grade, and 69.3%'s mother's education level was primary school. Of the students, 70.9% perceives their academic achievement as "moderate (Table-1).

Table 1: Socio-Demographical Characteristics of Students		
Features (M ± SD)		
Average age: 21.3±2.0		
Internet usage time: 4.4±2.3 hours/day		
Social media usage time: 2.1±1.5 hours/day		
Features	n	%
Gender		
Female	242	64.5
Male	133	35.5
Class		
1st class	97	25.9
2nd class	103	27.5
3rd class	79	21.1
4th class	96	25.6
Mother education status		
Primary school graduate	260	69.3
Secondary school graduate	56	14.9
High school graduate and above	59	15.7
Father's education		
Primary school graduate	201	53.6
Secondary school graduate	71	18.9
High school graduate	65	17.3
University graduate	38	10.1
Place of residence		
Province	201	53.6
District	124	33.1
Village	50	13.3
Income status		
Income less than expenses	138	36.8
Income equal to expenses	175	46.7
Income more than expenses	62	16.5
Perceived academic success		
Good	81	21.6
Middle	266	70.9
Low	28	7.5
Personal tablet/computer presence		
There is	173	46.1
No	202	53.9

M: Mean, SD: Standart Deviation

It was found that 72% of the students use social media actively, 49.3% sleeps late due to the use of electronic devices, and 30.9% considers social media as an integral part of living space. Of the students, 19.5% uses social media as an area of expression, and 78.1% use the Internet in cases of boredom. Of the students, 68.3% was trying to reduce Internet usage time, and 31.7% of the students watches movies on the Internet, and 20.8% uses the Internet for educational purposes (Table-2).

Table 2: Technological Device and Internet Usage Characteristics of Students		
Features	n	%
Social media account use		
Yes	341	90.9
No	34	9.1
Active use of social media		
Yes	270	72.0
No	105	28.0
Sleeping late due to electronic device use		
Yes	185	49.3
No	190	50.7
Seeing social media as an integral living space		
Yes	116	30.9
No	259	69.1
Using social media as a place to express the features that it has to hide in daily life		
Yes	73	19.5
No	302	80.5
Disruption in daily life due to internet use		
Yes	111	29.6
No	264	70.4
Always wondering what's going on on the internet		
Yes	185	49.3
No	190	50.7
The desire to connect to the Internet in cases of boredom		
Yes	293	78.1
No	82	21.9
Efforts to reduce internet usage time		
Yes	256	68.3
No	119	31.7
Internet usage purpose		
Watching movies	119	31.7
Education	78	20.8
Opinion sharing on twitter	72	19.2
Photo sharing on instagram	43	11.5
Listen to music	24	6.4
News reading	14	3.7
Playing games	9	2.4
Other	16	4.3

Students' awareness of the concept of digital detox and their thoughts about digital detox are presented in Table 3. It was found that 50.7% of the students did not know the concept of digital detox, 13.9% wanted advice on the digital detox, and 12.3% wanted to buy books on the digital detox. After reading the definition of digital detox, it was found that 50.9% of the students had never considered digital detox, and 6.9% had done digital detox for more than six months. Learning media literacy/digital literacy is the least used method to reduce the time spent in digital media (Table-3).

Table 3: Students' Digital Detox Concept Awareness and Thoughts		
Features	n	%
Knowing the concept of digital detox		
Yes	185	49.3
No	190	50.7
Readiness level		
Not doing a digital detox and not thinking about doing it in six months	191	50.9
Not doing a digital detox and thinking about doing it in six months	68	18.1
Desire to do a digital detox, even if sporadically, or to do a digital detox within the next 30 days	80	21.3
Digital detox doing for less than six months	10	2.7
Digital detox doing for more than six months	26	6.9
Request for counseling on digital detox		
Yes	52	13.9
No	323	86.1
Request to buy a book on digital detox		
Yes	46	12.3
No	329	87.7
Identifying a person who will motivate digital detox		
Yes	155	41.3
No	220	58.7
Ability to create a technological tool usage chart		
Yes	146	38.9
No	229	61.1
Efforts to reduce digital tool usage time		
Yes	269	71.7
No	106	28.3
Actions to reduce digital time*		
Leaving the phone/not picking up the phone	267	71.2
Deleting apps	176	46.9
Trying to reduce internet connection time	102	27.2

Mute notifications	62	16.5
Hang up	34	9.1
Learning media literacy/digital literacy	20	5.3
*: Multiple options		

The average DAS score of the students was 2.6 ± 1.0 . Determinants of DAS were evaluated by multiple regression analysis. A maternal education level of secondary school and below ($\beta=0.09$), high income level ($\beta=0.12$), poor academic achievement ($\beta=0.36$), seeing social media as an integral part of living space ($\beta=0.34$), using social media as an area for expression of personality traits that are hidden in everyday life ($\beta=0.23$), and a desire to connect to the Internet in cases of boredom ($\beta=0.22$) increases the digital addiction score. These variables explain 54% of the digital addiction scale. Especially poor academic achievement increases the scale score by 1.4 points, and seeing social media as an integral habitat increases the scale score by 0.7 points (Table-4).

Risk factors for not being ready for digital detox were evaluated by logistic regression analysis. Being in the first 3 years of school increases the risk 2.9 times, having a paternal education level of high school and below increases 9.6 times, seeing social media as an integral part of living space increases 3.4 times, and not being aware of the concept of digital detox increases the risk 1.8 times. Active use of social media and the use of social media as an area to express the personality traits that are hidden in everyday life are variables that support digital detox readiness (Table-5).

DISCUSSION

This research was conducted to assess nursing students' levels of digital addiction, associated factors, and their awareness of digital detox. Nursing students were found to have a moderate level of addiction according to their digital addiction score. Looking at the literature on digital addiction in university students, Aktan (2018) reports that students have lower addiction, Aslan (2020) reports that students have moderate level of addiction, Neverkovich et al. (2018) report that students have moderate addiction and prone to high-level addiction, and Balcı and Günar (2009) report that 84.9% of the students has a risky level and 23.2% has an addiction level of Internet use (8,22,23).

Table 4: Multiple Regression Results for Digital Addiction Scale Determinants					
Determinants	B	SE	Beta	T test	p-value
Gender (Male)	0,089	0,076	0,043	1,169	0,243
Grade (Last Grade)	0,139	0,085	0,061	1,633	0,103
Mother education (Middle School and below)	0,253	0,107	0,092	2,359	0,019
Father education (High school and below)	0,051	0,136	0,015	0,375	0,708
Income status (High)	0,308	0,102	0,115	3,016	0,003
Academic Achievement (Bad)	1,367	0,144	0,361	9,495	<0.001
Active use of social media (Yes)	0,084	0,090	0,038	0,938	0,349
Seeing social media as an integral living space (Yes)	0,725	0,093	0,336	7,781	<0.001
Using social media as a place to show the features that he/she has to hide in daily life (Yes)	0,567	0,105	0,226	5,398	<0.001
Request to connect to the internet in case of boredom (Yes)	0,538	0,094	0,223	5,695	<0.001
Not hearing the concept of digital detox	-0,072	0,084	-0,036	-0,862	0,389
	R=0.778	R ² =0.544	F=39.439	p<0.001	

Adjusted R² = 29.2% The significance level was accepted as p < 0.05.

Table 5. Logistic Regression Results for Risk Factors for Not Ready for Digital Detox						
Determinants	B	SE	Wald	OR	(95%CI)	p-value
Gender (Male)	0,128	0,277	0,215	1,137	0,661-1,955	0,643
Class (Not being a last student)	1,059	0,284	13,924	2,884	1,654-5,032	<0.001
Mother education (Middle School and below)	-0,409	0,407	1,010	0,664	0,299-1,475	0,315
Father education (High school and below)	2,264	0,574	15,564	9,624	3,125-29,639	<0.001
Income status (High)	-0,291	0,391	0,554	0,748	0,348-1,608	0,457
Academic Achievement (Bad)	-0,671	0,545	1,515	0,511	0,176-1,488	0,218
Active use of social media (Yes)	-1,248	0,319	15,323	0,287	0,154-0,536	<0.001
Seeing social media as an integral living space (Yes)	1,219	0,364	11,210	3,383	1,657-6,904	0,001
Using social media as a place to show the features that he/she has to hide in daily life (Yes)	-2,676	0,436	37,713	0,069	0,029-0,162	<0.001
Request to connect to the internet in case of boredom (Yes)	0,473	0,344	1,889	1,605	0,818-3,150	0,169
Not hearing the concept of digital detox	0,585	0,288	4,133	1,796	1,021-3,157	0,042
	R=0.778	R ² =0.544	F=39.439	p<0.001		

Adjusted R² = 29.2% The significance level was accepted as p < 0.05.

Socio-demographic characteristics such as gender, year in school, and paternal education were not found to be important determinants for digital addiction in the study. Looking at the literature on the subject, it was found that male students at different levels of education had higher levels of digital addiction than female students (3,12,24). Digital addiction in male students is believed to be higher than that of female students due to the reasons such as meeting with digital tools and the Internet earlier than

female students, watching matches such as football, basketball more than female students online, going to Internet cafes more often due to PlayStation games, etc. However, due to the COVID-19 pandemic, the difference caused by socio-demographic predictors such as age, and gender may have disappeared, as students use the Internet and technological tools more, both in terms of education and due to social isolation.

Maternal education at a level of primary or secondary school is an important determinant for digital addiction (Table-4). Although Arslan (2019) and Göldağ (2018) define high-level maternal education as a risk factor for digital addiction, mothers with better education can be much more advantageous in terms of recognizing the digital environment, being aware of dangers and threats, and managing this process (3,25). The difference in study results is believed to be due to the difference in study populations and socio-economic situations.

In the study, poor academic achievement was found to be an important risk factor for digital addiction (Table-4). Looking at the literature on the subject, Eryılmaz and Çukurlu (2018) report that high school students who were awarded achievement certificates (honor, appreciation, etc. certificate) had a significantly lower digital addiction compared to students who had low-level academic achievement and were not awarded such certificates, Mishra et al. (2014) report that there is an inverse relationship between Internet addiction and academic achievement, with a decrease in academic achievement as Internet addiction increases (12,26). It may be possible that academically successful students have lower digital addiction due to their higher interest in courses, and lower and limited time spent with digital tools.

The study found that seeing social media as an integral habitat and using it as an area of expression for the personal characteristics hidden in everyday life is a risk factor for digital addiction (Table-4). Today, many social media platforms such as Facebook, Instagram, Twitter, and LinkedIn have entered our lives in line with the rapid development in technology and digital tools, and have become a big part of our lives with the spread of Internet access and the ease of access to digital tools. Although social media and the Internet make our lives easier, excessive and improper use has also led to undesirable problems such as social media addiction (27). Looking at the literature on the subject, Çiftçi (2018) and Aktan (2018) report that social media addiction increases as daily Internet usage time increases in university students (22,27). It is believed that students' digital addiction is high due to constant curiosity about what is happening on the Internet, checking social media accounts, and active social media use. It is believed that students who cannot express themselves comfortably in daily life have a high digital dependence since they find a space to express themselves comfortably through different social media platforms. Digital addiction is believed to be high in students who see social media as an integral part of life for different reasons such as comfortable

self-expression, getting information about their environment and the world, and learning new information.

In the study, the desire to connect to the Internet in case of boredom was found to be a risk factor for digital addiction (Table-4). Peper and Harvey (2018) report significantly higher rates of phone use, loneliness, depression, and anxiety in students exhibiting digital addictive behaviors (28). Li et al. (2015) report that boredom and depression are the cause of more Internet use in university students, and that Internet use time is greater in students who are not engaged in face-to-face social activities (29). Resorting to digital tools in case of boredom or any adverse situation in daily life, instead of solving the problem, and increasing the use of the Internet are believed to be higher digital addiction in students.

Implications for Nursing

The most remarkable finding for the concept of digital detox is that about half of students do not aware of this concept (Table-3). Therefore, it seems that their awareness of an important measure of self-control in combating addiction is low. Being in the first 3 years of school, having a paternal education level of high school and below, seeing social media as an integral part of living space, and not being aware of the concept of digital detox were found to be the risk factors for not being ready for the digital detox, and the active use of social media, and using social media as an expression area for the hidden personal traits in everyday life were found to be the variables that support readiness for the digital detox (Table-5). Gaafar (2021) reports in his study with tourists in Egypt that there is a positive and strong relationship between age, education, and awareness of excessive use of computer technologies, and motivation to participate in digital detox (30). Efimova and Semenov (2020) report higher readiness for digital detox among young people who want to quit social media permanently (31). It is believed that the lower level of parental education and insufficient knowledge about the use of digital tools lead to insufficient knowledge about digital detox and a lower level of readiness for the digital detox. Reasons such as graduation, job anxiety, etc. in senior students are believed to cause less interest in digital tools and less time spent on digital platforms, and these reasons are supportive for being ready for the digital detox. It is believed that students who see social media as an integral part of life have a high level of digital addiction and therefore are not ready for a digital detox. It is believed that students who are aware of the concept of a digital detox conduct research on the subject, and are ready for digital detox since they have knowledge in this regard.

It is important that these research findings show that even an awareness of this concept can increase readiness for digital detox. Since there are a very limited number of studies that examine the subjects such as digital detox, readiness for digital detox, the effect of the level of knowledge for a digital detox on the use of technological tools, etc., different studies on different study populations and samples are required to investigate the subject in depth.

In the study, it was found that the most common reason for students to use the Internet was watching movies, studying, sharing opinions on Twitter, sharing photos on Instagram, and listening to music. The study found that students most often resort to methods such as leaving the phone/not picking up the phone, deleting applications to reduce digital tool usage time, while resorting to learning media literacy/digital literacy was found to be the least used method. Considering the literature on the reasons for Internet use of university students, Aslan and Yazıcı (2016) report that the most common reasons for Internet use were chat, social sharing, information research, and reading news, Durmuş et al. (2018) report that the most common reasons were following social media, watching videos, and navigating aimlessly (32,33). It is believed that the difference between the reasons for students' use of the Internet stems from the difference in their interests and goals. Considering the practices made to reduce the students' time spent with digital tools, lower level of media literacy/digital literacy on the basis of awareness, critical approach, and conscious use is believed to be associated with the low level of knowledge and awareness of the students in this regard. Nurse students should be informed about digital addiction, individual practices that can be done to protect from digital addiction, and social practices that can be done to protect from digital addiction. In addition, in today's conditions, where technology has become an integral part of life, a course on digital addiction can be added to the course curriculum for nursing students, who will form an important part of the future profession presentation.

Limitations of the Study

Although the research contributes to the literature, there are some limitations. First, this study was conducted only with nursing students, and second, the study was conducted online. Since the research was conducted online, students who were not included in the student WhatsApp groups may not have access to the data collection tools. In addition, since there is no measurement tool that evaluates the concept of digital detox, the results were examined within the scope of the questionnaire created by the

researchers, the Digital Addiction Scale and categorical variables. Research results can only be generalized to the study population.

CONCLUSION

In this study, which was conducted to determine the level of digital addiction of nursing students, related factors, and awareness of digital detox, it was found that the students have moderate level digital addiction, and that half of students do not know the concept of digital detox. In the study, lower level of maternal education, high income level, and low academic achievement were found to be risk factors for digital addiction, and being senior student, paternal education level of high school and below, considering social media as an indispensable part of living space, and not being aware of the concept of digital detox were identified as a risk factor for not being ready for the digital detox.

The results obtained in the research support and contribute to the existing literature. In order to prevent digital addiction and increase students' awareness of digital detox, it is recommended to add digital addiction and digital detox topics to course curricula, to organize symposiums and events as part of the fight against digital addictions, and to raise awareness of digital detox through posters, interviews, written materials, and visual activities, etc. A digital detox can help in the protection of health and treatment of technological addiction due to problematic and excessive use of technological tools, the Internet, and digital addiction. For future research, it is recommended to study the concept of digital detox and digital addiction in different samples and age groups and to plan qualitative and quantitative studies for a digital detox and digital detox readiness.

DECLARATIONS

Ethical Aspect of the Study

Before starting the study, approval of the ethics committee (E-18457941-050.99-10532) was obtained from the Artvin Coruh University Ethics Committee. During the research, participants were informed about the research, and voluntary participants were included in the research. This study was carried out in accordance with the principles of the Declaration of Helsinki.

Authorship Statement

We confirm that all the aforementioned authors meet the criteria of authorship and all authors agree with the content of the manuscript.

Conflicts of Interest

None.

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