

FACEBOOK® ADDICTION, INTENSIVE SOCIAL NETWORKING SITE USE,
MULTITASKING, AND ACADEMIC PERFORMANCE AMONG UNIVERSITY
STUDENTS IN THE UNITED STATES AND TURKEY: A MULTIGROUP
STRUCTURAL EQUATION MODELING APPROACH (211 pp.)

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Research has shown since 2008 that social networking site (SNS) use comprises the majority of time spent on the Internet. The age distribution and large amount of time spent on SNSs evoke a new research era: How students use SNSs and how the uses of SNSs impact their academic performance. The main objective of the pilot study was to investigate the relationship between time spent on SNSs, frequency of SNS use, multitasking with SNSs, time spent studying, and Grade Point Average (GPA). In the first part, the cross-cultural differences between the United States (US; $n = 444$) and European college students ($n = 346$) were examined using path models.

After examining the path models, a new survey was administered with additional items (with existing reliability and validity evidence). The purpose of the main study was to define new constructs using observed variables. These constructs were Facebook® addiction, multitasking with SNSs while studying, using SNSs for school work, the amount of time spent on SNSs, college self-efficacy, and academic performance. A structural equation model (SEM) was developed using the above constructs. SEM has many advantages compared to path analysis, and it was used to compare two countries: the US ($n = 226$) and Turkey (TR; $n = 200$). This exploratory investigation focused on

the following main goals: (a) testing if Facebook® addiction and intensive SNS use impact academic performance, (b) identifying the variables that directly or indirectly impact SNS use and academic performance, (c) understanding the impact of Facebook® addiction on general SNS use and academic performance, (d) indicating relationships between the variables, and (e) probing the differences between university students from different cultures (i.e., the US and TR).