Research Article

The Evaluation of High School Students' Tendencies and Opinions Regarding E-Diseases

Lise Öğrencilerinin E-Hastalıklarla İlgili Eğilim ve Görüşlerinin Değerlendirilmesi

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Abstract

Purpose: *The primary aim of this study is to determine high school students' tendencies toward digitally based e-disorders such as selfitis, cheesepodding, photolurking, FoMO (fear of missing out), and Facebook depression, as well as their levels of knowledge regarding these conditions.* ***Method:*** *A mixed-method research design was employed in the study. The sample consisted of 480 students enrolled in three different types of high schools (Anatolian, Vocational, and Imam Hatip high schools) located in the Çaldıran district of Van province. Maximum variation sampling was utilized to ensure the inclusion of diverse perspectives and conditions. Quantitative data were collected through the "E-Disorder Tendency Determination Questionnaire," while qualitative data were obtained via a semi-structured interview form. Quantitative data were analyzed using SPSS 23, and qualitative data were analyzed using MAXQDA 24.* ***Findings:*** *The findings revealed that both female and male students attending Anatolian, Vocational, and Imam Hatip high schools exhibited low levels of tendency toward selfitis, cheesepodding, photolurking, FoMO (fear of missing out), and Facebook depression. Additionally, it was found that students possessed a low, yet existing, level of knowledge about these conditions.* ***Conclusion:*** *When the data are evaluated holistically, it can be concluded that high school students generally demonstrate low levels of tendency toward e-disorders; however, they possess a certain level of awareness regarding these conditions.*

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Öz

Amaç: *Bu araştırmanın temel amacı, lise öğrencilerinin selfitis, cheesepodding, photolurking, FoMO (kaçırma korkusu) ve Facebook depresyonu gibi dijital temelli e-hastalıklara yönelik eğilimlerini ve bu hastalıklar hakkındaki bilgi düzeylerini belirlemektir.* ***Yöntem:*** *Çalışmada karma araştırma yöntemi benimsenmiştir. Araştırmanın örneklemini, Van ilinin Çaldıran ilçesindeki üç farklı lise türünde (Anadolu, Meslek ve İmam Hatip liseleri) öğrenim gören 480 öğrenci oluşturmuştur. Örneklem seçiminde, farklı görüş ve durumların ortaya konulmasını sağlamak amacıyla maksimum çeşitlilik örneklemeden yararlanılmıştır. Nicel veriler "E-Hastalık Eğilimi Belirleme Anketi" aracılığıyla, nitel veriler ise yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Nicel veriler SPSS 23 programı, nitel veriler ise MAXQDA 24 programı kullanılarak analiz edilmiştir.* ***Bulgular:*** *Elde edilen bulgularda Anadolu, Meslek ve İmam Hatip liselerinde öğrenim gören kız ve erkek öğrencilerin selfitis, cheesepodding, photolurking, FoMO (kaçırma korkusu) ve Facebook depresyonu'na düşük düzeyli eğilim gösterdikleri ve düşük düzeyli de olsa bilgi sahibi oldukları bulunmuştur.* ***Sonuç:*** *Elde edilen veriler bütüncül bir biçimde değerlendirildiğinde, lise öğrencilerinin genel olarak e-hastalıklara yönelik düşük düzeyde eğilim gösterdikleri, ancak bu hastalıklar hakkında belirli bir bilgi düzeyine sahip oldukları sonucuna ulaşılmıştır.*

Introduction

Today, technological developments have penetrated all areas of life. Individuals now live lives intertwined with countless digital applications, tools, and programs. This rapid transformation has led to the intensive use of technological products. Scientific studies, both nationally and internationally, clearly reveal how dependent individuals have become on digital tools. According to the 2024 Household Information Technology Usage Survey by the Turkish Statistical Institute (TÜİK), the internet usage rate among individuals aged 16-74 in Türkiye increased from 87.1% in 2023 to 88.8% in 2024. The same survey determined that 96.4% of individuals had internet access at home. A 2025 report by We Are Social provides striking data on technology use in Türkiye80.7 million mobile phone users, 77.3 million internet users, and 58.5 million active social media users, for a population of 87.6 million. These rates show that Türkiye's use of digital tools far exceeds the world average. For example, the global mobile device usage rate is 70.5%, while in Türkiye, it is 92.1%. The global internet usage rate is 67.9%, while in Turkey it is 88.4%. The global social media usage rate is 63.9%, while in Türkiye, it is 66.7%. Intensive use of digital tools has serious effects on individuals' psychological and physical health, bringing behavioral and mental health problems (Datareportal, 2025).

Various studies (BTK, 2018; Lee et al., 2016; Polat, 2017) reveal that digital addiction leads to health problems, including back and neck pain, eye strain, musculoskeletal disorders, attention deficit, depression, anger, and social isolation. Over time, these symptoms pave the way for the emergence of "e-diseases," which are defined as new-generation disorders arising from the unconscious use of digital technologies.

Digital diseases, or e-diseases, are defined in the literature as disorders that develop from excessive and uncontrolled use of digital tools and applications (Polat, 2017). According to Eroğlu and Evcil's (2020) classification, there are 20 types of e-diseases. The most common among young people are Selfitis, Cheespodding, Photolurking, FoMO (fear of missing out), and Facebook depression.

- Selfitis is the urge to take and share selfies on social media (Vincent, 2014).
- Cheespodding is the unconscious downloading and archiving of unlistened digital music (Kalip & Çöl, 2020).
- Photolurking is when social media users spend a long time watching photos shared by others (Esen & Yengin, 2021).
- FoMO (fear of missing out) is the anxiety of missing what is happening in one's social environment (Przybylski et al., 2013).
- Facebook depression is the emotional state of depression that develops in young people and children who spend excessive time on social networks (O'Keeffe & Clarke-Pearson, 2011).

These conditions are not related to chemical or physical factors, but rather to how individuals are exposed to the digital environment. Technological products are often adopted unquestioningly because they are developed with good intentions. However, this leads to consequences such as digital addiction and poisoning in society. It is therefore of great importance for individuals to develop digital awareness and adopt conscious technology use (Aslan & Küçükvardar, 2020). To achieve this, digital and media literacy skills must be developed. Those equipped to question, analyze, and evaluate the information and messages encountered in the digital world will be able to assess digital tools as both consumption tools and elements that affect quality of life. This approach enables individuals to resist digital isolation. In this context, the objective of this study is to reveal high school students' tendencies toward e-diseases and their level of knowledge about these diseases. While there are various studies (Karatay, 2018; Kars, 2020; Kutluer, 2021; Tanrıkulu, 2018; Tiryaki, 2023; Yalçın Çınar, 2017) on e-diseases such as FoMO, Selfitis, and Facebook narcissism, few studies comprehensively examine high school students' tendencies and opinions on this subject. This study aims to address this gap and provide a resource to guide future research for educators, parents, and young people.

Research Design

The main purpose of this research is to determine high school students' tendencies toward e-diseases and their thoughts on the subject. To this end, the following questions were addressed:

Sub-problems:

1) How are the high school students' orientations toward selfitis e-illness?
2) How are the high school students' orientations toward cheespoding related to e-illness?

3) How are the high school students' orientations toward photolurking related to e-illness?

4) How are the high school students' orientations toward Facebook depression?

5) How are the high school students' orientations toward Facebook depression?

6) What are the high school students' general views on e-illnesses (selfie-taking, cheespoding, photolurking, FoMO, and Facebook narcissism)?

Methodology

This study employed a mixed-methods research which allows one to leverage the strengths of quantitative and qualitative methods while mitigating their limitations (Johnson & Onwuegbuzie, 2004, pp. 14–15). This method allowed the use of both quantitative and qualitative data, increasing data diversity and enabling comparison and integration (Yıldırım & Şimşek, 2018). In this study, quantitative data were presented first, followed by qualitative data. Both types of data were presented in tables.

Population and Sample of the Study

This study's population consisted of high school students in the Çaldıran district of Van province during the 2023-2024 academic year. The sample consisted of 480 students selected from three high schools: one Anatolian high school, one Imam Hatip high school, and one vocational high school affiliated with the District Directorate of National Education. The maximum diversity sampling method was used in the quantitative data collection process to reflect different student profiles (Büyüköztürk et al., 2021). For the qualitative portion, eight students were selected from each high school, for a total of 24 students interviewed. Table 1 presents demographic information for participants in this study.

Table 1: *Participant Demographic Information in Quantitative Dimension*

Demographic Variable	Groups	n	%
Gender	Girl	240	50
	Male	240	50
Age	14 and below	43	9
	15	154	32,1
	16	121	25,2
	17 and above	162	33,8
School Type	Vocational High Sch.	160	33,3
	Imam Hatıp High Sch.	160	33,3
	Anatolian High Sch.	160	33,3
Classroom	Grade 9	120	25
	Grade 10	120	25
	Grade 11	120	25
	Grade 12	120	25

Demographic Variable	Groups	n	%
Socio-Economic Status	Low	59	12,3
	Middle	391	81,4
	High	30	6,3
Home Internet Status	Have	303	63,1
	Have not	177	36,9
Smartphone Ownership	Have	301	62,7
	Haven't	179	37,3

A total of 480 high school students participated in the study. The gender distribution of the participants was equal, with 50% girls and 50% boys. In terms of age groups, 33.8% of the students were 17 years old or older, 32.1% were 15 years old, 25.2% were 16 years old, and 9% were 14 years old or younger. Students were selected in equal proportions from three school types: 33.3% Vocational High School, 33.3% Imam Hatip High School, and 33.3% Anatolian High School. The distribution by grade level is also balanced, with 25% of students from each grade (9th, 10th, 11th and 12th). According to socio-economic status, the majority of students (81.4%) were in the middle-income group, while 12.3% were in the low-income group and 6.3% were in the high-income group. While 63.1% of the participants had internet connection at home, 36.9% did not. In addition, 62.7% of students use smartphones, while 37.3% do not. In addition, an interview form was applied to 24 students within the scope of the research. The interview was conducted with 12 female students (50%) and 12 male students (50%). 24 students were selected from 3 different school types. Eight students from Vocational High School (33.3%), eight from Imam Hatip High School (33.3%), and eight from Anatolian High School (33.3%), that is, equal numbers of students from each school type, were selected. Of the 24 students, 6 (25%) were 9th-grade students, 6 (25%) were 10th-grade students, 6 (25%) were 11th-grade students, and 6 (25%) were 12th-grade students; in other words, equal numbers of students were selected from each grade level.

Data Collection Tools

The study used two main data collection tools: the E-Disposition Survey and a semi-structured interview form. Questionnaire: For the study, a 43-item questionnaire was designed to determine high school students' attitudes toward e-diseases. The development of this questionnaire was carried out in four stages:

Stage 1: Literature was reviewed, and basic variables were determined based on expert opinions.

Stage 2: A 43-item questionnaire measuring personal information and e-disease level was developed.

Stage 3: Based on expert feedback, it was decided that the questionnaire would use five-point Likert-type response options.

Stage 4: The questionnaire was administered to 480 students from different types of high schools, and its reliability was verified using Cronbach's alpha ($\alpha = 0.89$). This

coefficient, being in the range of $0.80 \leq \alpha < 1.00$, indicates that the questionnaire is reliable (Terzi, 2017). The results reveal that the scale is a highly reliable questionnaire.

Semi-Structured Interview Form: The researcher prepared an interview form to determine high school students' views on e-diseases. The form consisted of two parts: demographic information and interview questions. Twenty-four high school students were interviewed in person to enhance the study's validity. The study's purpose was explained to the participants, and the interviews were conducted objectively. The tools used in this process were designed to ensure the collection of valid, appropriate data for the study's purpose.

Validity and Reliability

To enhance the study's validity, the researcher actively participated in data collection and provided participants with detailed information, including the purpose, scope, and intended use of the collected data, through face-to-face interviews. In addition, students were informed that completing the data collection form objectively would contribute to the research's scientific validity. Furthermore, comprehensive reporting of the collected data and the visual presentation of relationships between codes and themes were among the practices that strengthened the study's internal validity. To increase the study's reliability, detailed descriptive information about the participant group was provided. Moreover, the researcher shared explanations of their own position, role, and interactions throughout the process, thereby contributing to the transparency, consistency, and objectivity of the research.

Data Analysis

This study adopted a mixed approach and used two different methods to analyze the data. The quantitative data were analyzed using descriptive statistics in SPSS 23 and analyzed in MAXQDA 24. Content analysis was conducted to organize the collected data under common themes. The results of the analysis were formalized, visualized, and presented under the heading "Findings."

Findings

First Finding: *Two questions were used to examine the students' attitudes toward taking selfies, or selfitis.*

Table 2: *Ratio of Taking a Selfie Every Day and Posting It on Social Media*

Options	n	%
Never	281	58,5
Rarely	115	24,0
Sometimes	63	13,1
Frequently	8	1,7
Always	13	2,7
Total	480	100

Table 2 presents the frequency with which high school students take selfies and share them on social media. The results indicate that: 58.5% of students never engage in this activity, 24% rarely take or post selfies, 13.1% sometimes take and post selfies, 1.7%

frequently engage in this behavior, 2.7% always take and share selfies. Overall, the findings suggest that participants are generally less likely to take and post selfies on social media daily.

Table 3: *Rates of Taking Selfies in Hazardous Places*

Options	n	%
Never	349	72,7
Rarely	48	10,0
Sometimes	52	10,8
Frequently	9	1,9
Always	22	4,6
Total	480	100

Table 3 presents the frequency with which high school students take selfies in hazardous places. The results indicate that 72.7% of students never engage in this activity, 10% rarely do, and 17.3% sometimes do. Additionally, 10.8% sometimes take selfies in risky places, 1.9% frequently do so, and 4.6% always do so. Overall, participants' tendency to take selfies in hazardous locations is quite low.

Second Finding: *Two questions were used to determine students' attitudes toward cheespoding e-illness*

Table 4: *Music Download Rate*

Options	n	%
Never	33	6,9
Rarely	56	11,7
Sometimes	93	19,4
Frequently	100	20,8
Always	198	41,3
Total	480	100

Table 4 presents the frequency of high school students' music download rates. The results indicate that: 6.9% of music downloaders never download music, 11.7% rarely download music, 19.4% sometimes download music, 20.8% frequently download music, and 41.3% always download music. Overall, participants appear to have a strong propensity to download music.

Table 5: *Rate of Archiving Downloaded Music*

Options	n	%
Never	164	34,2
Rarely	87	18,1
Sometimes	98	20,4
Frequently	42	8,8
Always	89	18,5
Total	480	100

Table 5 presents the frequency of high school students' archiving of downloaded music rate. The results indicate that 34.2% of respondents never archive their downloaded music, while 18.1% rarely do so. Additionally, 20.4% sometimes archive their music, 8.8% frequently do so, and 18.5% always do. Overall, the data indicates that respondents are not particularly inclined to archive their downloaded music.

Third Finding: *Three questions were used to determine students' attitudes toward photolurking e-illness*

Table 6: *Rate of Looking at Profiles of People They Do Not Know on Social Media*

Options	n	%
Never	212	44,2
Rarely	107	22,3
Sometimes	84	17,5
Frequently	29	6,0
Always	48	10,0
Total	480	100

Table 6 presents the frequency with which high school students view profiles of people they do not know on social media. The results indicate that 44.2% of people never view profiles of people they do not know on social media. Additionally, 22.3% rarely look at unfamiliar profiles, and 17.5% sometimes do. 6% of participants often check unfamiliar profiles, and 10% always do. Overall, most participants have little inclination to view unfamiliar profiles on social media.

Table 7: *Rate of Looking At Friends' Photos on Social Media*

Options	n	%
Never	111	23,1
Rarely	88	18,3
Sometimes	138	28,7
Frequently	58	12,1
Always	85	17,7
Total	480	100

Table 7 presents the frequency with which high school students look at friends' photos on social media. The results indicate that 23.1% of participants never view their friends' photos on social media. Meanwhile, 18.3% rarely view them, 28.7% sometimes view them, 12.1% often view them, and 17.7% always view them. Overall, participants tend to engage with their friends' photos on social media occasionally.

Table 8: *Ratio of Comparing Their Own Profile To Profiles They See on Social Media*

Options	n	%
Never	111	23,1
Rarely	88	18,3
Sometimes	138	28,7
Frequently	58	12,1
Always	85	17,7
Total	480	100

Table 8 presents the frequency with which high school students compare their own profiles to those they see on social media. The results indicate that 74.9% of participants never compare their profiles to those they see on social media. Meanwhile, 11.9% rarely compare, 7.3% sometimes compare, 3.5% frequently compare, and 2.4% always compare. Overall, participants tend to compare their profiles infrequently with those on social media.

Fourth finding: *Five questions were used to determine students' attitudes toward FoMO e-illness*

Table 9: *Rate of Using the Phone (Keeping the Phone in Your Hand)*

Options	n	%
Never	146	30,4
Rarely	111	23,1
Sometimes	138	28,7
Frequently	39	8,1
Always	46	9,6
Total	480	100

Table 9 presents the frequency with which high school students use the phone. The results indicate that 30.4% of people always hold their phones in their hands, while 23.1% never do. Additionally, 28.7% report sometimes dropping their phones, 8.1% report often dropping them, and 9.6% report always dropping them. Overall, participants' tendency to keep their phones in their hands is relatively low.

Table 10: *Rate of Carrying a Charger*

Options	n	%
Never	238	49,6
Rarely	91	19,0
Sometimes	50	10,4
Frequently	39	8,1
Always	62	12,9
Total	480	100

Table 10 presents the frequency with which high school students carry a charger to avoid the anxiety of running out of phone battery. The results indicate that 49.6% of participants always carry a charger due to fear of running out of phone battery. Meanwhile, 19% never carry a charger, 10.4% rarely carry one, and 8.1% often carry one. Additionally, 12.9% of respondents reported sometimes carrying a charger. Overall, it is evident that participants do not consistently carry a charger due to battery anxiety.

Table 11: *Rate of Desire To Engage in All Attractive Activities on Social Media Platforms*

Options	n	%
Never	196	40,8
Rarely	127	26,5
Sometimes	79	16,5
Frequently	32	6,7
Always	46	9,6
Total	480	100

Table 11 presents the frequency with which high school students express a desire to engage in all attractive activities on social media platforms. The results indicate that: 40.8% never have this desire; 26.5% rarely feel this way; 16.5% sometimes have this desire; 6.7% often experience it; and 9.6% always feel this way. Overall, participants have a low tendency to want to engage in these activities.

Table 12: *Rate of Feeling Bad When Excluded From Friends' Activities on Social Media*

Options	n	%
Never	308	64,2
Rarely	65	13,5
Sometimes	55	11,5
Frequently	25	5,2
Always	27	5,6
Total	480	100

Table 12 presents the frequency with which high school students feel bad when not informed about activities organized by friends they follow on social networks. The results indicate that 64.2% of participants reported feeling bad when they were not informed about their friends' social network activities. Conversely, 13.5% said they never feel bad in such situations, and 11.5% said they rarely feel bad. Additionally, 5.2% said they sometimes felt bad, and 5.6% said they always felt bad. Overall, participants generally appear to have a low tendency to feel upset when not updated about their friends' social media activities.

Table 13: *Rate of Feeling Left Behind By Others' Social Media Experiences*

Options	n	%
Never	290	60,4
Rarely	93	19,4
Sometimes	48	10,0
Frequently	22	4,6
Always	27	5,6
Total	480	100

Table 13 presents the frequency with which high school students feel left behind by others' social media experiences. The results indicate that 60.4% of participants feel they are falling behind others due to their experiences on social media. In contrast, 19.4% report never feeling this way; 10% rarely feel this way; 4.6% sometimes feel this way; and 5.6% always feel this way. Overall, participants generally do not tend to feel inferior to others based on their social media experiences.

Fifth Finding: *Three questions were used to determine students' attitudes toward Facebook narcissism e-disease*

Table 14: *Sharing on Facebook*

Options	n	%
Never	411	85,6
Rarely	34	7,1
Sometimes	21	4,4
Frequently	6	1,3
Always	8	1,7
Total	480	100

Table 14 presents the frequency with which high school students share on Facebook. The results indicate that 85.6% of individuals never share on Facebook. Those who rarely share account for 7.1%; those who occasionally share account for 4.4%; those who frequently share account for 1.3%; and those who always share account for 1.7%. Overall, participants' tendency to share on Facebook is very low.

Table 15. *Rate of Relaxation While Using Facebook*

Options	n	%
Never	404	84,2
Rarely	34	7,1
Sometimes	32	6,7
Frequently	4	0,8
Always	6	1,3
Total	480	100

Table 15 presents the frequency with which high school students relax while using Facebook. The results indicate that 84.2% of participants feel relaxed when using Facebook. By contrast, 7.1% never feel relaxed, 6.7% rarely feel relaxed, 0.8% sometimes feel relaxed, and 1.3% always feel relaxed. Overall, participants tend to feel relaxed only occasionally while using Facebook.

Table 16. *Rate of Life Comparison on Facebook*

Options	n	%
Never	428	89,2
Rarely	34	7,1
Sometimes	11	2,3
Frequently	5	1,0
Always	2	0,4
Total	480	100

Table 16 presents the frequency with which high school students compare their lives on Facebook. The results indicate that 89.2% of people reported comparing their lives to others' on Facebook. The breakdown is as follows: 7.1% rarely do so, 2.3% sometimes do, 1% frequently do, and 0.4% always do. Overall, participants seem to have a very low tendency to engage in such comparisons.

Qualitative Findings

A semi-structured interview form was used to obtain data for the qualitative dimension of the study. The interview form was administered to 24 of the 480 students who participated in the quantitative section of the study. The data obtained from the semi-structured interview form were analyzed using MAXQDA 24 for content analysis. The data were visualized using Single-Case and Two-Case models.

Figure 1: *A Single-Case Model of Anatolian High School Students' Responses to e-illness*



Figure 1 shows students' responses from Anatolia High School regarding various types of e-disease, analyzed using the Single Case Model. Upon reviewing the figure, it was

observed that students at Anatolia High School, across different grade levels, generally lacked awareness of FoMO (Fear of Missing Out) (f:3). Students defined photolurking as looking at photos on the internet for hours, cheesepodding as using the internet to download music, and selfitis as taking photos of everything.

Figure 2: *A Single-Case Model of İmam Hatip High School Students' Responses to e-illness*

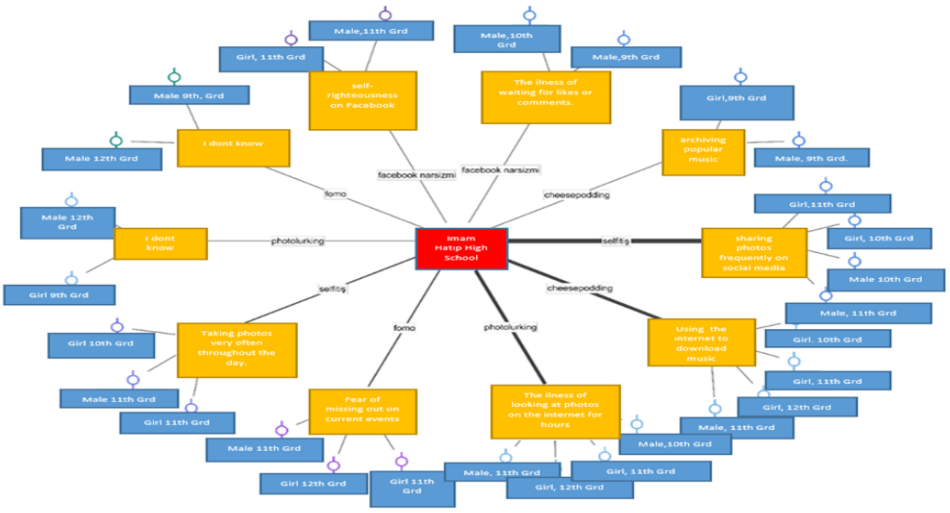


Figure 2 shows students' responses from Imam Hatip High School regarding various types of e-disease, analysed using the Single Case Model. Upon reviewing the figure, it was observed that students at Imam Hatip High School, across different grade levels, defined FoMO as the "fear of missing out on current events" (f:3); photolurking as looking at photos on the internet for hours (f:4); cheesepodding as using the internet to download music (f:4); selfitis as frequently sharing photos on social media (f:5); and self-righteousness on Facebook (f:2).

Figure 3: A *Single-Case Model of Vocational High School Students' Responses to e-illness*

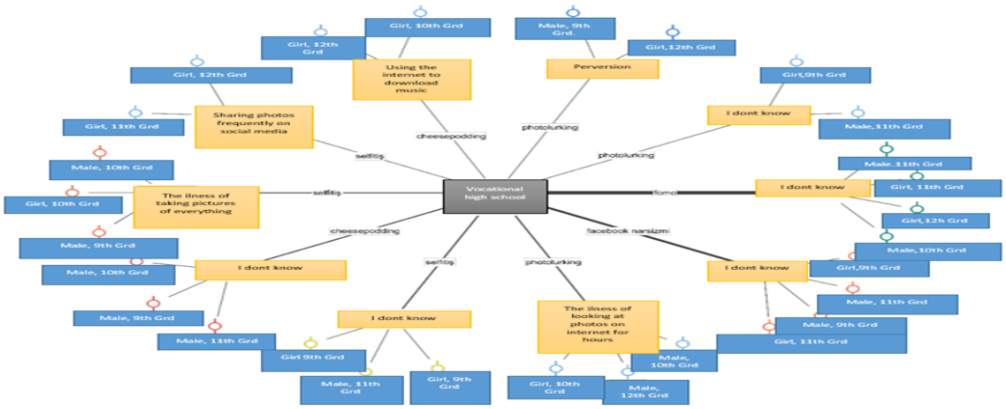


Figure 3 shows vocational high school students' responses regarding types of e-disease, analysed using the Single Case Model. Upon reviewing the figure, it was observed

that vocational high school students at different levels of education were generally unaware of the FoMO, Facebook narcissism and cheesepodding (f:4). Additionally, they defined selfitis as both "I do not know" (f:3) and "taking photos of everything" (f:3), and photolurking "as looking at photos on internet for hours" (f:3).

Figure 4: *Two Case Models of Anadolu High School and Imam Hatip High School Students' Views on e-illness*

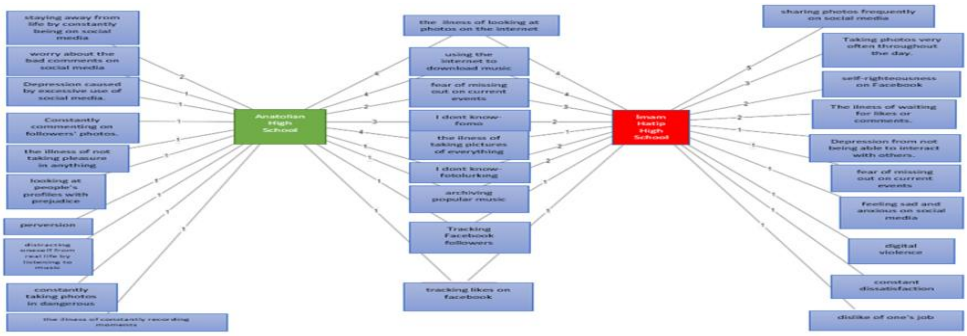


Figure 4 analyzes the similar definitions given by Anatolian High School and Imam Hatip High School students regarding e-illnesses. Upon examining the findings, both groups of students defined the concept of photolurking as "looking at photos on the internet" (f:4 and f:2-1), and the concept of cheesepodding as "using internet to download music" (f:4) and "archiving popular music" (f:1); FoMO as "fear of missing out on current events" (f:3-2) and "I do not know" (f:3-2)'; selfitis as "taking photos of everything" (f:4-1)'; and Facebook narcissism as "tracking faceook followers" (f:1) and "tracking likes on Facebook" (f:1).

Figure 5: *Two Case Models of Vocational High School and Imam Hatip High School Students' Views on e-diseases.*

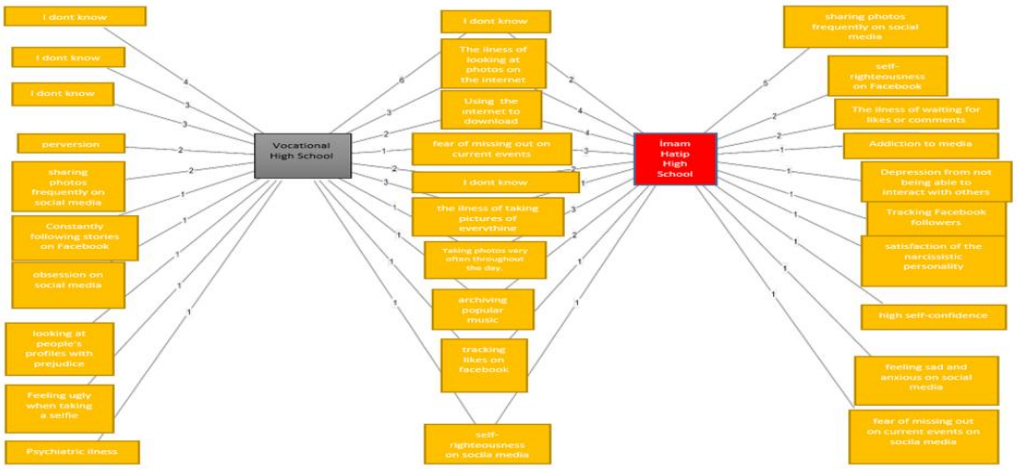


Figure 5 presents the similar definitions given by vocational and Imam Hatip high school students regarding e-illnesses. Upon examining the findings, both groups of

students defined the concept of photolurking as “looking at photos on the internet (f: 3–4) and I do not know' (f:2–2); selfitis as taking photos of everything (f:1–3); and Facebook narcissism is characterized by the constant monitoring of likes and follower counts (f:1-1).

Figure 6: *Two Case Models of Anadolu High School and Vocational High School Students' Views on e-diseases.*



Figure 6 shows the definitions of 'e-diseases' given by vocational and Anatolian high school students. Examining the findings revealed that both groups defined photolurking as “looking at photos on the internet for hours” (f:4-2), “perversion” (f:2-1) and “I do not know”(f:2-1); cheesepodding as “using the internet to download music” (f:4-2); FoMO as “the fear of missing out on current events” (f:2-1) and “I do not know” (f:6-3). Selfitis as “taking photos of everything” (f:4-3) and “sharing photos frequently on social media” (f:1-1); Facebook narcissism as “tracking Facebook followers (f:1-1) and self-righteousness on Facebook” (f:1-1).

Figure 7: *High School Students' Opinions on e-illness Categorised by Gender.*

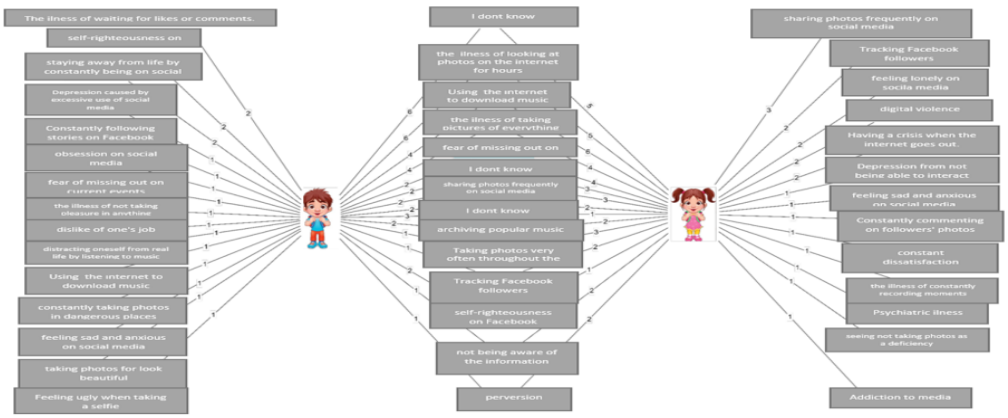


Figure 7 shows the definitions of 'e-diseases' given by male and female students. Upon examining the findings, the following definitions were established: Photolurking was defined as looking at photos on the internet for hours (f:6-5), perversion (f:2-1) and

'I do not know' (f:3-1); Cheesepodding was defined as using the internet to download music (f:6-4), archiving popular avourite music (f:2) and 'I do not know' (f:2); FoMO was defined as fear of missing out on current events (f:4-2), I dont know (f:2-2), not being aware of the information (f:1-2); selfitis was defined as taking photos of everything (f:4), taking photos throughout the day (f:3-1) and sharing photos frequently on social media (f:3-2); and Facebook narcissism was defined as tracking facebook followers (f:1) and self-righteousness (f:2-1).

Discussion & Conclusion

The first study finding aimed to identify students' attitudes toward the e-illness 'selfitis' using two specific questions. Overall, students did not have a strong tendency to take selfies. Participants' views on e-illness were examined using quantitative and qualitative data collection methods. The findings were discussed in light of relevant literature, and recommendations were made based on the study's results. An analysis of students' views on selfitis, taking into account factors such as gender and school type (single-gender or coeducational), revealed that students generally characterised selfitis as 'taking photos of everything' or 'taking photos frequently'. Selfitis is defined as taking one's own photo with a smartphone for personal use or sharing on social media platforms (Sorokowski et al., 2015), and it has been classified as a mental disorder by the American Psychiatric Association (APA) (Vandali & Biradar, 2018). Frequent photo-sharing on social media associated with selfitis is often motivated by a desire to compensate for low self-esteem and a lack of authenticity (Vincent, 2014; Balakrishnan & Griffiths, 2018). The definitions of selfitis correspond well with the students' descriptions. Turkey, where social media usage is higher than the global average (Kılıç-Ahmedi & Şahin, 2021), is naturally a country where selfies are frequently taken. This 'e-disease' is particularly prevalent among young people, who take selfies for various reasons (Moumina et al., 2022). A study by Uzun and Uluçay (2019) involving 3,112 university students found that young people take selfies to express themselves through different facial expressions and for enjoyment. Conversely, reasons for not taking selfies included protecting one’s image, considering others' impressions, critiquing societal norms, and viewing selfies as contrary to social norms. The study’s qualitative findings aligned with explanations in the existing literature on this topic. The second finding of the study determined students' attitudes towards cheesepoding e-illness using two questions: 'Downloading music' and 'archiving downloaded music'. It was observed that students were more likely to download music than to archive it. Additionally, when students' views on Cheespoding were analysed by gender and school context using single- and two-case models, it was found that participants generally defined this concept as 'downloading music from the internet' or 'I do not know'. Cheespoding is the act of spending a significant amount of time downloading music from the internet that ultimately goes unheard and is archived. Those who engage in this behavior often download music from digital sources at every opportunity, resulting in music archives that can reach terabyte sizes. This phenomenon can be viewed as a new behavioral disorder as a form of collecting (Kalip & Çöl, 2020, p. 328; Batu & İpekçi, 2018, p. 647; Fisher, 2006). A review of the literature reveals that,

aside from definitions, no research studies have been conducted on this disorder. Qualitative findings suggest that the experiences of those affected align closely with existing literature definitions of the disorder.

The third finding of the study determined students' tendencies towards photolurking e-illness through three questions: 'Looking at the profiles of people they do not know on social media', 'browsing their friends' photos', and 'comparing their own profile with others'. It was observed that students generally did not engage in these three behaviors to a significant extent. When analyzing students' views on photolurking e-illness in relation to gender and school context (using both single- and double-case models), participants typically described this concept as "spending hours looking at photos on the internet" or "I do not know." Photolurking is defined as an individual immersing themselves in photos in digital environments, often resulting in involuntary exposure to this content for extended periods. This behavior can lead to individuals losing control over their time, struggling to use it efficiently, experiencing a decline in social interactions, and exhibiting various problematic behaviors (Batu & İpekçi, 2018, p. 647; Khalid & Dix, 2007, p. 4; Kısaç & Şensoy, 2017, p. 381; Olcay, 2018, pp. 98–100) These explanations of photolurking are consistent with the students' accounts. A study by Olcay (2018) examined five Instagram accounts exhibiting problematic photolurking behavior. It was found that this behavior was motivated by a desire to immerse oneself in posts, to continue using the app despite the time it takes, to spend a long time looking at photos and videos in the Instagram Explore section, to satisfy curiosity about others' private lives, and to gain followers by liking posts from people they do not know. Another study on photolurking examined the posts made by Instagram influencer Duygu Arslan (Esen & Yengin, 2021). The study revealed that users made comments containing digital violence, with insults being sent anonymously rather than under their real identities. These qualitative findings were consistent with the existing literature on the subject.

The fourth finding of the study aimed to explore students' tendencies towards Facebook depression and Facebook narcissism through three questions: 'Sharing on Facebook', 'feeling relaxed when on Facebook', and 'comparing one's life with others' lives on Facebook'. It was found that students exhibited very low tendencies to engage in these behaviors. When analyzing students' perspectives on Facebook depression and Facebook narcissism in relation to gender and school context (using both single and Two case models), it became clear that students commonly described these conditions with phrases like "monitoring how many followers one has on Facebook," "feeling superior on platforms like Facebook," "the expectation of receiving likes and comments," "tracking the number of likes one receives," and "self-admiration." Facebook depression, identified as one of the risks associated with the rise of Facebook usage, was popularized by the American Academy of Pediatrics (APA) in 2013.

The text describes the phenomenon of young people and children spending significant amounts of time on social networks and social media platforms, which can lead to symptoms of depression (O'Keeffe & Clarke-Pearson, 2011, p. 800). Explanations of 'Facebook depression' align with definitions provided by students. A study by Steers et al.

(2014) found that individuals who spend excessive time on Facebook often experience depressive symptoms. This is linked to users comparing themselves to others and concluding that their own lives are inferior, which negatively impacts their self-esteem. Furthermore, Davila et al.'s (2012) research found that negative interactions on Facebook can trigger depressive moods and thoughts. Eroğlu and Evcil (2020) found that 'Facebook depression' is commonly observed in individuals who frequently check social media platforms. Qualitative findings from their study showed that the statements gathered were consistent with existing literature on the topic.

The fifth finding of the study revealed that the following behaviors characterized students' attitudes towards fear of missing out (FoMO): not letting go of their phones; carrying a charger to avoid running out of battery; desiring to participate in all appealing social media activities; feeling bad when unaware of events organized by friends they follow on social networks; and experiencing feelings of being left out when observing others' lives on social media platforms. However, it was determined that students did not exhibit a strong tendency to engage in these behaviors. When analyzing student opinions on FoMO as an electronic disease, taking gender and school context into account (in both single- and two case models), it was found that students generally described FoMO as 'a fear of missing out on current events, a constant need to check social media, and a detachment from real life'. The first academic study of FoMO was conducted by Przybylski and his team, who defined it as the fear of missing out on other people's experiences. Anxiety about not being able to keep up with others' lives and activities has contributed to the emergence of FoMO (Dossey, 2014; Przybylski et al., 2013;). A study conducted by Hoşgör et al. (2017) found that individuals who are susceptible to Fear of Missing Out (FoMO) often keep their smartphones with them even while sleeping, check their phones as soon as they wake up, carry their chargers, use at least four social media accounts, and spend a minimum of seven hours a day on these platforms.

Additionally, research by Baker et al. (2016) indicated that approximately 75% of young adults reported feeling anxious about the possibility of missing out on their friends' activities. Duryaka (2021) discovered that men had slightly higher average FoMO scores than women, and that young students were more likely to express their levels of FoMO.

In contrast, a study by Coşkun (2022) revealed that FoMO levels did not differ by gender. This study also found that the opinions of female and male students regarding FoMO were similar. Lastly, regularly updating content on social media platforms is crucial for keeping users engaged.

When evaluated as a whole, the findings indicate that high school students' attitudes and opinions about e-illness—a new type of ailment that has emerged with the advent of technological tools, digital applications, and the internet—are consistent with previous studies.

Recommendations

- In this context, the Ministry of National Education (MEB) should integrate critical media and digital literacy courses into the curriculum at all grade levels.

- The Higher Education Council should ensure that teacher trainees receive training in media and digital literacy and provide the necessary physical and technological infrastructure for these courses.
- The MEB should organize in-service training programs for teachers focusing on media and digital literacy, to promote the conscious use of digital media. These training programs should involve academics who are experts in the field.
- Furthermore, society should be encouraged to adopt the concept of digital parenting, and educational programs in media and digital literacy should be developed for parents.
- Education in media and digital literacy should be provided through channels such as EBA TV (Education Information Network), which offers educational content from the Ministry of National Education. Designed to be both educational and entertaining for all ages, this content includes animated films.
- The relevant ministries should establish an effective new mechanism to review and monitor social media platforms.
- Social media applications should be monitored, and content sharing that violates rules or regulations should be prohibited.
- Time limits should be imposed to prevent individuals from spending excessive amounts of time on social media.
- Educational videos and content that contribute to digital and media literacy should be added to frequently used social media platforms.
- As there are few studies on this subject in the literature, researchers are encouraged to conduct more.

Ethical Approval

The authors affirm that the manuscript represents their original work and complies with academic integrity principles throughout the research process. This study was conducted with approval granted at the Ethics Committee for Human Research in Social Sciences meeting on 08/01/2024 (Protocol No. 2024/1-02) at Van Yüzüncü Yıl University.

Author Contributions

Erhan Görmez: Methodology, Data Analysis, Writing, Review, and Editing

Reyis Bozkurt: Conceptualisation, Theoretical Background, Data Visualisation, Writing, Review and Editing

Conflict of Interest

The authors declare no conflict of interest.

Plagiarism Checks

The manuscript was screened for plagiarism using iThenticate. The overall similarity index was 4%, and no evidence of plagiarism was detected.

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During the preparation of this manuscript, ChatGPT was used for language editing. This tool was utilized only to enhance linguistic quality. The authors take full responsibility for the content, originality, and scientific integrity of the manuscript.

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