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**THE EFFECT OF MINDFULNESS LEVEL ON CONSUMER'S
SMARTPHONE ADDICTION AND SCREEN TIME**

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**The Effect of Mindfulness Level on Consumer's Smartphone Addiction
and Screen Time**

**Farkındalık Düzeyinin Tüketicilerin Akıllı Telefon Kullanımı ve Ekran
Süresi Üzerine Etkisi**

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With all the lovely people life itself is a real meditation.

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The real meditation is how you live your life.” - Jon Kabat-Zinn

ABSTRACT

Mindfulness and smartphone addiction are a growing concept in a variety of fields. Mindfulness is a condition of nonjudgmental awareness and focused attention on present moment. Smartphone addiction is defined as excessive and obsessive smartphone use that interferes with everyday life responsibilities, resulting in negative outcomes such as decayed social interactions, decreased productivity, and psychological suffering. This study investigates the association between mindfulness level, mindfulness factors, and smartphone addiction. In the scope of this study, the following constructs are thoroughly examined: smartphone addiction, mindfulness factors including observation, description, act with awareness, nonjudge, and nonreactivity behavior. In order to test the suggested model, participants are asked to take a survey about smartphone addiction and mindfulness level. The survey data was collected from a sample of 256 people. The findings show that there is no link between total mindfulness levels and smartphone addiction ratings. Furthermore, the effects of description and reaction to interior experiences factors on smartphone addiction scores were demonstrated to be insignificant. It has been discovered that the factors of acting with awareness, monitoring, and judging internal sensations have a significant effect on smartphone addiction scores.

Keywords: Mindfulness, Smartphone Addictions, Five Facet Mindfulness, Self-Control, Awareness, Observation, Judging Internal Sensations,

ÖZET

Farkındalık ve akıllı telefon bağımlılığı, çeşitli alanlarda büyüyen bir kavramdır. Farkındalık, yargılayıcı olmayan bir farkındalık durumudur ve şimdiki ana odaklanır. Akıllı telefon bağımlılığı, günlük yaşam sorumluluklarını engelleyen, sosyal etkileşimlerin bozulması, üretkenliğin azalması ve psikolojik ıstırap gibi olumsuz sonuçlara yol açan aşırı ve takıntılı akıllı telefon kullanımı olarak tanımlanmaktadır. Bu çalışma, farkındalık düzeyi, farkındalığı etkileyen faktörleri ve akıllı telefon bağımlılığı arasındaki ilişkiyi araştırmaktadır. Bu çalışma kapsamında akıllı telefon bağımlılığı, gözlemlenebilirlik, tanımlama, farkındalıkla hareket etme, içsel deneyimleri yargılama ve tepki gibi farkındalık faktörleri derinlemesine incelenmektedir. Önerilen modeli test etmek için katılımcılardan akıllı telefon bağımlılığı ve farkındalık düzeyi ile ilgili bir anket doldurmaları istenmiştir. Anket verileri 256 kişilik bir örneklemden toplanmıştır. Bulgular, toplam farkındalık düzeyleri ile akıllı telefon bağımlılık derecelendirmeleri arasında bir bağlantı olmadığını göstermektedir. Ayrıca, tanımlama ve içsel deneyimlere tepki faktörlerinin akıllı telefon bağımlılık puanları üzerindeki etkisinin önemsiz olduğu gösterilmiştir. Farkındalıkla hareket etme, içsel duyuları yargılama ve gözlemlenebilirlik faktörlerinin akıllı telefon bağımlılık puanları üzerinde anlamlı bir etkiye sahip olduğu saptanmıştır.

Anahtar Kelimeler: Farkındalık, Akıllı Telefon Bağımlılıkları, Beş Yönlü Farkındalık, Özdenetim, Farkındalık, Gözlem, İçsel Duyuları Yargılama

INTRODUCTION

The fields of marketing and mindfulness have seen a variety of studies. Mindfulness studies expand to include technology use and smartphone screen time monitoring. The purpose of this study was to investigate the association between the level of mindfulness factors and screen time of individuals and problematic smartphone use. Furthermore, one of the sub-objectives of the research is to determine whether the variables of mindfulness, delaying gratification, and problematic smartphone use alters according to gender, age, and daily internet usage time. The association between smartphone use, which is one of people's consumption habits, and mindfulness level comprises remarkable propositions.

Smartphone addiction has become a widespread and growing social problem, with millions of people unable to separate themselves from the attractiveness of their screens. While many variables contribute to smartphone addiction, one key factor is the constant stimulation and distraction provided by smartphones, which can lead to diminished attention and increased stress. Mindfulness, on the other hand, is a mental state distinguished by concentrated attention, awareness of the present moment, and nonjudgmental acceptance of one's thoughts and feelings. Screen time on smartphones, thanks to the effect caused by the image people construct on social media in their social surroundings, allows individuals to spend more time alone and complete numerous things such as work and shopping in minutes without even having to go out. Taking all of this into account, studies show that unintentional smartphone use has effects on many psychological areas such as depression and social anxiety, physiological effects such as posture disorders, attention deficit, inactivity, and sociological effects such as mass movement, grouping, or othering. Given these consequences, it is essential that studies on the conscious use of smartphones should be done.

Consumers who are a high level of mindfulness are aware of themselves, their communities, and society as a whole at all stages of their purchasing behavior

and act in ways that benefit all of these groups. Well-being includes more than simply immediate pleasure; it also includes good health, long-term sustainability, including economic sustainability, social participation, and self-actualization. A high level of mindful consumer behavior comprises both internal and external components. Internal aspects include an individual's health, financial stability, and happiness. The external aspect is concerned with the environment and society in general.

CHAPTER ONE

SCOPE AND ORGANIZATION OF THIS STUDY

This study focuses on the role of mindfulness in smartphone addiction, which is an essential component of today's consumerism. This study is to determine whether there is a link between smartphone addiction, screen time, and mindfulness levels in adults. Adult individuals' smartphone usage, screen time, gender, age, education level, smartphone usage purposes are all relevant to the purpose. It will be determined whether they are related based on variables such as the social networking applications they use the most on their phones.

The study begins with a review of the literature, followed by the introduction of the research model and hypotheses. The research concept and technique are then thoroughly detailed, followed by the data analysis outcomes. In the last chapter, the study's discussion is evaluated, and theoretical and managerial implications, as well as constraints for future research, are offered.

CHAPTER TWO

LITERATURE REVIEW

This chapter looks at current research on screen time, smartphone use, and mindfulness. This chapter starts with the introduction of displays into people's life and progresses to the most popular screens on smartphones nowadays. The fundamental parts and relationships between those notions are thoroughly presented. To begin, the evolution of screens in the era of technology is measured by the passage of time. Television and new media techniques were used to bring the concept of binge-watching to life. The effects of the internet and social media were demonstrated. Then, smartphone usage and addiction are thoroughly addressed. Screen time ideas in smartphones and excessive screen time have been thoroughly investigated. Furthermore, the mindfulness concept, factors, and definition are thoroughly investigated. The benefits of mindfulness are demonstrated using examples from past research. Finally, from a marketing standpoint, the relationships between mindfulness and smartphone addiction are thoroughly examined.

2.1 THE EVOLUTION OF SCREENS IN THE AGE OF TECHNOLOGY

There is an explosion in the use of digital technology. Computers, laptops, smartphones, tablets, or any other similar devices with a screen have been a crucial part of the human being. The Industrial Revolution had a positive impact on the creation of new inventions in the 18th and 19th centuries, particularly in the United Kingdom in Europe, and led to the invention of the telegraph and the telephone at the end of the 19th and the start of the 20th centuries, respectively. The radio was created between 1920 and 1940, followed by television in the 1950s and personal computers in the 1980s. The first televisions and computer monitors were created in the 19th century, beginning the history of screens. These technologies could not become

generally accessible and inexpensive to the general population until the middle of the 20th century. The spread of screens in our daily lives was hastened by the introduction of the internet in the 1990s. After the invention, the internet, e-mail, and digital consumption reached their peak in the 1990s, and ultimately, in the new millennium, social networks, messaging, and instant message sharing, including Facebook, Twitter, Tumblr, Pinterest, and Instagram, became widely used. Nowadays, there are screens on everything from smartphones and tablets to laptops, televisions, and digital signs (Rosen et al., 2014). Screens have a wide range of uses, from communication and entertainment to business and healthcare.

With the introduction of the digital video recorder (DVR) at the 1999 Consumer Electronics Show (CES) in Las Vegas, Nevada, mass media, which had previously been limited to a few communication instruments (e.g., movies, theaters, radio, and television), became easily accessible to the general population. DVRs, for example, get around the major broadcasters' restrictions on watching prime-time television shows at a specific time each week. Customers became some control over the electronic archive of their favorite films or serials for later consumption and dissemination by being able to play and restrict live television. Despite the fact that DVR alleviated some of the earlier limits and lack of user control, the Internet has substantially improved customers' capacity to watch media. (Nanda & Banerjee, 2020). With the growing usage of video recording and emerging internet technology, screens have become a necessary aspect of daily life.

With the introduction of the screen concept, the amount of time spent in front of a screen during the day gained significance. The phrase "screen time" refers to activities performed in front of a screen, including television viewing, computer use, and video game play (MedlinePlus, 2020). "Screen time" appears to have originated in the context of children's media consumption. The concept of screen time was first introduced by the American Academy of Pediatrics (AAP) in its 1999 guidelines on children's media use, which recommended that children under the age of two should have no screen time and that children over the age of two should have limited

screen time, with a maximum of 1-2 hours per day (A. Brown et al., 2011). "Screen time" comes from the creation and evolution of screen-related technologies across time, including those used in televisions, computers, and mobile devices.

Excessive screen usage also raised concerns about addiction. The term "addiction" can be used to describe all forms of excessive activity, including pathological dependence on food, exercise, gambling, and watching too much television (Horvath, 2004). The condition of television addiction often referred to as problematic television use, is characterized by a person's uncontrollable and annoying want to watch television. Addictions extend beyond just the kinds of actions that are often seen as excessive and a waste of time that could be used for other things, like substance abuse and gambling. Addictions might involve actions that, while potentially intrinsically gratifying, have developed a tendency to spiral out of control, such as exercise, binge eating, relationships, or job. Addictions can also involve activities like watching television, which are typically not seen as time wasters or integrally linked to excess but are yet not commonly regarded as life-satisfying (Sussman & Moran, 2013). In the long run, addictions can be potentially dangerous for human-being.

Technology addicts are unable to function without their mobile smartphones and might spend hours in front of the screen without realizing the passing of time. They even have practices like sleeping next to their smartphone. In this instance, in the century we now live in, adult connection with technology and machines is growing daily, almost as if it were an integral part of the human body. Problematic television use or television addiction can have a significant impact on a person's physical and mental health as well as their social, academic, and professional lives. Negative implications of television addiction include physical health issues, poor sleep, impaired social functioning, decreased educational or occupational performance and financial difficulties, interpersonal issues, and mental health issues (MedlinePlus, 2020). The effects of technology addiction on humans will be obvious as it grows over time. Complaints about television's potential negative impact on

society and health arose early on; a 1949 survey found that other common family leisure activities (such as visiting friends, going to the movies, and reading) were significantly lower in households with a television. According to the survey, fewer teenagers with televisions (20%) attended sporting events than teenagers without televisions (37%). Since then, findings about the potential negative impact of excessive screen use have accumulated (Martin, 2011). Some research has criticized findings, suggesting that perhaps television content—remarkably nonviolent and violent entertainment shows compared with educational shows—may be the issue rather than total television time, while other studies have demonstrated that the two have distinct effects and do not essentially interact to cause poorer health (Rosen et al., 2014). Similar findings were obtained in research with 190 adolescents (13–16 years of age) completed Time-Use Diaries (TUDs) in 2015–2017. Adolescents who reported more television viewing had a higher BMI percentile, more food addiction, and more addictive phone use. According to the researchers, adolescent television consumption may be a risk factor for obesity and addictive behaviors, and interventions aimed at lowering television viewing may have potential benefits in reducing these health concerns (Domoff et al., 2021). Excessive television viewing or total screen use has also been linked to higher cholesterol, higher fasting insulin, and lower cardiovascular fitness. Excessive television viewing (more than two hours per day, for example) has been identified as a better predictor of children's high cholesterol than family history, which is traditionally used to screen children for high cholesterol (Martin, 2011). According to previous academic studies, both adults and children might suffer negative effects from excessive screen use. With the progress of technology, television addiction and its consequences have evolved. By spending hours in front of the same shows, the dimensions of addiction began to shift, and emerging concepts like binge-watching emerged.

2.1.2 The Rise of the Internet and social media

The emergence of the internet and social media has encouraged the formation of a global network of interconnected individuals and communities, resulting in information democratization and the proliferation of new forms of media. As a result, traditional communication and media consumption methods have been disrupted, providing a way for a more dynamic and participatory approach. Furthermore, as a result of the rapid advancement in technology, internet accessibility has significantly risen globally. Many studies have been conducted in response to this development to examine how modern online activities like social media and Internet gaming are used (Lin et al., 2017). The development of tools like online newspapers, blogs, and bulletin boards has raised the online experience to a new level in screen history. Modern social media platforms, such as Facebook (2004), Twitter (2006), YouTube (2005), and Vimeo (2004), all powered by the Internet, have given users more freedom to create and share their material as well as watch that of others at their convenience. Together with the development of the Internet, media devices in various form factors—such as smartphones, iPads, laptops, and desktops—have been steadily multiplying. Customers may select the media content, schedule, and device they want thanks to reliable Internet and affordable mobile devices. Naturally, the number of users and applications on the Internet has grown exponentially in a very short period (Nanda & Banerjee, 2020). The use of social media in education is critical since it allows students to share images, photographs, schoolwork, films, and academic announcements (Fakokunde, 2020). The internet and social media have fundamentally changed how people communicate, consume media, and connect with one another, resulting in a new era of digital innovation and revolution.

Social media is growing as a dominant force in modern society, changing the way individuals communicate, obtain information, and engage in social, cultural, and political activities. Social media addiction is defined as compulsive and excessive usage of social media platforms that results in

undesirable consequences which include psychological, social, and physical problems. People may suffer anxiety or tension if they are unable to access social media via their smartphones, and excessive use can also contribute to sleep issues and reduced face-to-face communication abilities. Poor self-regulation of time spent on social media or a lack of control by an individual in relation to their social media use, social media use being used to regulate negative mood, obsessive thinking patterns, social media use having a negative impact on social and professional life, and relapse are all indicators of social media addiction (Griffiths, 2010). In addition, the variable-centered approach to the link between personality factors and social media addiction has empirical support in the literature. Extroversion has been proven in studies to negatively protect the negative link between empathy and social media addiction. (Dalvi-Esfahani et al., 2021) In other words, introverted and non-empathetic users are more likely to acquire social media addiction. Furthermore, one of the study purposes consisted of looking at the profiles of social media addiction based on a psychological model, as well as their antecedents in terms of sociodemographic characteristics. Data were acquired from 705 participants (61% females, age range 18-54 years, Mage =30.2 years). Latent profile analysis revealed three unique profiles: 'low risk of addiction' (61.3%), 'moderate risk of addiction' (29.6%), and 'high risk of addiction' (9.1%). The profiles' antecedents included social anxiety, gender, and age. Among the study's elementary findings were that social anxiety, being young, and being female were key predictors of social media addiction. Given these findings, the current study's practical implications imply that focused prevention programs and treatment interventions are required among these groups (Stănculescu & Griffiths, 2022). For example, considering that social media environments are frequented by youngs, educational awareness programs emphasizing the possible drawbacks of excessive social media use may be developed. One of the ways to prevent social media addiction is using mindfulness. In addition, the meta-analysis synthesized evidence from 14 studies and 5355 participants to investigate the relationship between mindfulness and problematic social media use across studies. Lower levels of

mindfulness were linked to more problematic social media use. The study emphasizes mindfulness as a potentially protective factor against problematic social media use and implies that therapies aiming at promoting mindfulness may be beneficial in preventing social media addiction (Meynadier et al., 2023). Excessive smartphone use could reduce the ability to engage in mindfulness, which entails being fully present and aware of one's thoughts, feelings, and surroundings in the present now.

Smartphone use and social media are inseparable as social media platforms are frequently accessible through smartphones. With the growing popularity and accessibility of smartphones, social media use has increased. People frequently monitor and communicate with social media platforms such as Facebook, Twitter, Instagram, and Snapchat, among others, on their smartphones. Indeed, several social media platforms are suited for smartphone screens and are specifically created for mobile use.

2.2 SMARTPHONE USAGE

Individuals socialize through social media applications, perform their shopping needs online, over the Internet, perform banking transactions easily via smartphones without going to the branch, learn the latest news instantly from news pages on the Internet, watch TV series or movies on their smartphones, and use many technological devices today. They can easily and quickly conduct their transactions over the internet using their smartphones, which are always with them. Sizes, models, and functions of smartphones are changing as technology advances, and interest in and consumption of smartphones is growing. After a certain period, very frequent and intensive smartphone use increases the risk of the emergence of smartphone addiction. In the 1990s, smartphones became a part of everyday life. Since then, mobile phones with incredibly powerful processing information have become nearly as functional as computers (Kwon et al., 2013). According to The Changing World of Digital In 2023 Report, early in 2023, 5.44 billion people “or 68

percent of the world's population” will be mobile phone users. Over the past year, the number of unique mobile users has climbed by slightly more than 3% (Kemp, 2023). People can now access a range of Internet services using smartphone apps, such as instant messaging (such as WhatsApp, and WeChat), online socializing (such as Twitter, and Facebook), electronic commerce (such as Amazon, and Taobao), and online payment (e.g., PayPal, Alipay) (Li et al., 2022). Smartphones have become a fundamental component of many people's modern lives across the world. They offer a multitude of advantages and conveniences that have changed the way we communicate, access information, and conduct business.

2.2.1 Smartphone Addiction

Addiction is defined as a medical syndrome in which an individual cannot stop using a substance or exert control over a behavior. Addiction is found in behavioral addictions as well as substance addiction. Smartphone addiction is a type of behavioral addiction, and as with substance addiction, people experience symptoms such as mental preoccupation, mood disorder, withdrawal, tolerance, and repetition (Oraison et al., n.d.). Behavioral science has long focused on the interface between technology and humanities. There is a variety of questions about smartphone usage effects that cause health problems like depression or anxiety. According to Ellis, the concept that smartphones and associated technology are fundamentally problematic has not been supported by current assessments, which have also lagged new methodological improvements. Since many addictive technologies have long since ingrained themselves into daily life, the field should now think about how it may reposition itself philosophically (Ellis, 2019). For instance, even though smartphones provide the impression that they socialize people they isolate and make people feel lonely (Park & Lee, 2012). In terms of social interactions, excessive smartphone use has a harmful impact on people, such as damaging family and friend connections and interfering with school or job life. Psychological risk factors for smartphone addiction include things like

despair, loneliness, anxiety, and low self-esteem. The danger of smartphone addiction is increased in people with emotional disorders (Lepp et al., 2015).

Dependency on smartphones has increased with the COVID-19 pandemic. To understand smartphone addiction risk and impacting psychological well-being researchers have done a quantitative literature review with search terms smartphone addiction + COVID-19” + “stress,” “anxiety,” “depression,” “psychological distress,” “screen time,” and “fear. They analyzed 288 papers that were published in 2020 and 2022. They emphasized that smartphone addiction can result in anxiety symptoms, psychiatric symptoms, and stress (Popescu et al., 2022). People who are addicted to smartphones must constantly and regularly check their phones. Phone usage is increasing every single day. Checking smartphones is now the first thing smartphone users do when they get up in the morning and the final thing they do before going to bed (Lee et al., 2014). The epidemic of COVID-19 has had a substantial impact on smartphone usage patterns.

The current generation of smartphones has made it exceedingly simple to get information. Smartphones can scan information in seconds thanks to an internet connection. The ease with which information may be obtained gives numerous benefits. Furthermore, the ease with which knowledge may be obtained creates concern about missing out on this opportunity (Kwon et al., 2013). Smartphones have many negative characteristics in addition to their positive ones, such as the opportunity they give people to succeed, the ease with which users can access items at any time or location, and the simplicity with which information may be shared. These psychological and sociological issues include the weakening of connections, the increased individualization of people, and the influx of unreliable information pollution as a result of relationships and communications moving to a virtual environment instead of a face-to-face one. The increased exposure makes it a risk factor for addiction as well. Problematic smartphone usage can be described as playing with mobile phones rather than other activities and increasing the quantities of time on mobile phones (Stratton et al., 2022). Overuse of smartphones is linked to depression, anxiety, and poor sleep. According to a study by Demirci et al

with 319 university students in Turkey, those who used smartphones intensely scored higher on depression and anxiety than those who used them rarely (Demirci et al., 2015). Likewise, based on the most recent Volkmer and Lerner study, increased mobile phone use is linked to decreased well-being, life satisfaction, and mindfulness. (Volkmer & Lerner, 2019).

Excessive attention and uncontrollable usage symptoms are the two most fundamental symptoms of smartphone addiction. (Lane & Manner, 2011). One research has looked examined problematic smartphone use among older people, 154 smartphone users in Norway aged 60 and over participated in a cross-sectional survey. Researchers argue that social and non-social purposes, social media, and news are the main uses of smartphones among older persons. In general, older individuals don't use their smartphones in problematic ways very often. Because of decreased frequency of use and less societal pressure to engage in excessive smartphone use, older adults may utilize their smartphones properly. Furthermore, older persons may have gained greater self-regulation abilities through time, which could help in avoiding harmful smartphone use (Busch et al., 2021). Smartphone use has the potential for both beneficial and negative consequences. On the one hand, smartphone use for social interactions can help to prevent loneliness and cognitive decline.

The headings collect the criteria that are meaningful for usage as a factor in determining the level of smartphone addiction. The most fundamental of these titles is the feeling of lack in abundance. When the phone is not in use, it is in a state of deprivation. The second point to consider is a lack of control. It is the inability of individuals to stop using it while being aware of the negative repercussions of the things to which they are hooked, as in other addictions. Tolerance is the last topic. People who use mobile phones spend more time than necessary and find that their work is incomplete since they do not have time for other events (Chóliz M, 2012). People who use mobile phones waste time and leave their task incomplete since they don't have time to accomplish other things. Screen time grows considerably as time spent on a mobile phone increase.

2.3 SCREEN TIME ON SMARTPHONES

Screen time is the term that explains time spent on activities done on screens, like TVs, computers, or video games, especially mobile phones. Screen time may include work and education, leisure and entertainment, gaming, and social media use. With increasing technological developments mobile phone use has substantially increased over the last decade. In this instance, time spent using technology or the amount of time spent with technology is an essential indicator of the negative effects of technology use or the development of technology addiction as a type of addiction (Chou et al., 2005). The decrease in daily functionality caused by excessive time spent with technology is one of the most significant signs of technology addiction.

Based on the Changing World of Digital 2023 Report, the average daily time spent online in Turkey is 7 hours and 24 minutes. By 6 hours and 37 minutes, the world is not much different from here (Kemp, 2023). People's lives have also begun to be affected by the excessive use of this technology. The prevalence of excessive screen use is unsurprising given the pervasiveness, marketing, popularity, and accessibility of various screen-based activities (Martin, 2011). Furthermore, excessive smartphone usage may be explained by the harmful effects of the uncontrolled use of smartphones in daily life (Billieux et al., 2015). In terms of COVID-19 fear, the use of screen time has caused an issue with the use of social media and smartphones. Lockdown and social distancing have led to digital technology overuse. Emphasizing awareness and attitudes toward smartphone addiction may help to improve users' physical and psychological well-being (Popescu et al., 2022).

2.3.1 Excessive Screen Time and Its Effects

With emerging technologies and social media usage, screen media exposure is increasing nowadays. Smartphone usage has been the subject of different literature. One of the studies examines how conscious and controlled changes in daily time spent on smartphone use affect well-being. They found the reduction in daily smartphone use may have a positive effect. Furthermore, time spent on smartphones has negative effects, including physical and psychological. It may cause to decrease in physical activity and fitness and create depressive and anxiety symptoms (Brailovskaia et al., 2022). Young people especially females spend a significant amount of time on social networks and the internet. Reducing screen time and increasing physical activity to protect young people's mental health is advised (Sanz-Martín et al., 2022). Rao and his colleagues suggested that education programs against screen addiction should target parents as well as kids and teenagers. The survey aimed to investigate potential solutions to the problem of screen addiction and overuse. The findings revealed that parents, schools, and doctors lacked adequate information regarding screen addiction and overuse. They also lacked clear rules or solutions to the smartphone addiction problem. The study shows that improved awareness, education, and coordinated efforts among parents, teachers, and doctors are needed to prevent and treat screen addiction in children, adolescents, and young adults (Rao et al., 2022).

One of the consequences of COVID-19 is increasing people's screen time, which is related to public health. Because of the restrictions people tend to use more screens in stay-at-home orders. Extensive screen time has become a concern that is related to physical and mental health. Researchers examine data extraction with all selected terms like screen time, social connectedness, or health. One of the studies presents a synthesis of strategies for enhancing digital habits. Digital detox, setting screen time limits, using alternatives to screens like walking or cycling, and digital free family time are suggested to reach healthy digital life (Pandya & Lodha, 2021). Another longitudinal study tried to explain the relationship between screen time and mental health

symptoms. They found anxiety or self-esteem problems may occur between excessive screen time. In addition, the researchers suggest that examining screen content may help to understand the relationship between screen time and psychological symptoms (S. Tang et al., 2021). Another study tried to observe screen-based technologies and contact with nature relationships. Green time tends to be more favorable for psychological outcomes than screen time (Oswald et al., 2020). Consequently, the movement's purpose is to decrease or limit screen time and promote alternative activities such as outdoor play, reading, social connection, creative expression, and exercise. This can be accomplished through a variety of strategies, including parental supervision, digital detox, time management, screen-free zones, educational initiatives, and regulatory reforms. Mindfulness may help reduce excessive screen usage by enhancing self-awareness and self-regulation.

Finally, technology and screen time have become widespread and fundamental parts of our life, influencing our actions, emotions, and overall well-being. While technology has clearly provided significant benefits and breakthroughs in a variety of industries, excessive screen time has been linked to a number of negative outcomes, including addiction, poor cognitive function, and social isolation. However, as public knowledge of these issues has grown, numerous therapies, such as mindfulness techniques, setting screen time restrictions, and engaging in technology-free activities, have been created to minimize the harmful impacts of screen time. At last, it is critical to find a balance between technology use and other parts of life, such as social connection, physical activity, and mindfulness activities. Individuals can improve their general well-being and lead a better and more happy life by advocating a conscious and balanced attitude to technology use.

2.4 MINDFULNESS

The ancient practice of mindfulness has gained increasing attention in recent years for its potential benefits on mental and physical health. Mindfulness practices found their places in every aspect of life, including psychotherapy, stress management, wellness, education, and management. Mindfulness-based programs are in sight, and there are several seminars, mobile applications, distance learning classes, and programs. Companies such as Google, Target, and General Mills provide retreats, comfortable workplace, and mental health services to their employees as ways for them to practice mindfulness. Mindfulness is most effective when practiced daily and embedded in corporate culture (Schaufenbuel, 2015). The concept of mindfulness originated from the teachings of Buddha, who lived in the 5th century BC in southeastern India. Buddha's teachings, known as Dhamma in Pali and Dharma in Sanskrit, comprise of concepts and practices aimed at obtaining happiness and spiritual liberation, acquiring insight, and alleviating suffering. Buddhism started in southeast India and had since affected Sri Lanka, Southeast Asia, China, Korea, Japan, and the Himalayan Kingdoms. Instructors of Buddhism, yoga, and other spiritual disciplines visited America, influencing young people who had lost trust in materialistic, militaristic, and modernist principles. Similarly, many Westerners who have been to Asia have encountered Buddhism-based meditation practices and teachings, and these teachings have grown in popularity when they come home and share their experiences. Because of its popularity, medical professionals, neuroscientists, and psychotherapists became interested, and an interesting dialogue between Eastern spiritualists and Western scientists began. (Bodhi, 2011). Jon Kabat-Zinn, a molecular biologist at the University of Massachusetts Medical Center, was the first to introduce mindfulness as a therapeutic practice in 1979 with the " Mindfulness Awareness-Based Stress Reduction Program." Realizing that the mind causes pain and that most of the time suffering is unnecessary, Kabat-Zinn systematized his experiences and learned and made a lesson. These teachings were extremely beneficial for

mindfulness studies (Kabat-Zinn, 2014). Jon Kabat-Zinn defines the goal of his work based on conscious awareness as reaching as many people as possible with the teaching of Buddhism, known as dharma. The Mindfulness-Based Stress Reduction Program was designed from the beginning to be a legitimate component of evidence-based medical therapy that appeals to common sense, without ignoring its dharma-based aspect or making it contrary to its nature (Kabat-Zinn, 2011). Mindfulness's popularity highlights its potential as a tool for improving well-being and creating good change in individuals and communities.

2.4.1 Definition of Mindfulness

Rhys Davids translated the word mindfulness from Pali, which means to be aware of, call to mind, or remember (Ndubisi, 2014a). Thich Nhat Hahn described mindfulness as maintaining one's awareness focused on the present moment. (Hanh, 1976). People can use mindfulness meditation to relax and remove themselves from any distractions of daily life. Being in the moment includes meditation practices paying attention only to their bodies and breathing and feeling constant changes without any judgments. Mindfulness is explained in four steps by Baer et al (2004): observation, identification, action with awareness, and acceptance without judgment. This can be defined as a person's awareness of his own feelings and thoughts without judgment, understanding, or being cognizant of his consciousness and adjusting his actions accordingly (Baer et al., 2004). Mindfulness literature divides into two, one of them is coming from philosophical traditions is consist of cultures that are more about the cultivation of moment-to-moment and one's present experience. Founder of the MBSR program Kabat-Zinn described mindfulness as "paying attention in a particular way on purpose, in the present moment, and non-judgmentally. As mentioned, awareness results from consciously paying attention in a kind, open, and understanding way in mindfulness. Kabat-Zinn's motivation is to alleviate people's suffering, and

he sees himself as a catalyst for incorporating more compassion and wisdom into life and society. However, he preferred to do so in a universal and secular manner that appeals to the common mind. A secular approach was favored, especially in the early years, because the focus on Buddhism could cause people to be deprived of mindfulness and related teachings, or to perceive mindfulness as a new-age product. (Kabat-Zinn, 2014). On the other hand, the second mindfulness concept comes from a Western culture consisting of cognitive flexibility. In this approach, there is a learning agenda that includes the external, material, and social context of participants to use mindfulness for solving problems. The learning agenda consists of 8-10-week 2-2.5-hour classes for groups of up to 30 individuals. This program focuses on a systematic procedure to build enhanced awareness of the immediate experience of perceptible mental processes. The program emphasizes bodily awareness and includes body scan exercises and meditations to improve attention and awareness in this context. It involves the application of meditation-based mindfulness practices to daily tasks such as eating, walking, brushing teeth, and dishwashing. Participants are expected to implement the practices outside of group meetings. According to Baer, one of the most significant outcomes of mindfulness training programs is the realization that sensations, thoughts, and emotions change and are fleeting, "like waves in the sea." (Baer et al., 2004). Mindfulness practice can increase the ability to focus attention and manage emotions, which can lead to better mental health results.

Long-term mindfulness practice may enhance working memory capacity, cognitive flexibility, perception of multiple perspectives or thoughts, mental and emotional flexibility in problem-solving, self-regulation, and a sense of mastery over urges and behaviors, according to research. Self-regulated attention paired with an open, inquiring, and accepting orientation toward experience compose Bishop and colleagues' two-part paradigm for mindfulness. (Bishop et al., 2004) Attention involves concentrating your attention on the present moment without judgment or distraction. It entails giving attention to your thoughts, emotions, and physical sensations as they arise and accepting them as they are (Bishop et al., 2004). The ability to

actively direct and sustain attention, as well as to regulate one's thoughts, emotions, and behaviors in a manner that supports one's goals and well-being, is referred to as self-regulated attention. Self-regulated attention in mindfulness entails focusing intentionally and nonjudgmentally on present-moment experiences while being conscious of and regulating the automatic and habitual mental and emotional patterns that can arise (Y.-Y. Tang et al., 2007). Regulating attention is a key part of mediation. Mindfulness is also accepted as a regulation of attention (Cardaciotto et al., 2008). Regular practice can help practitioners improve their self-regulation skills. Self-regulation gives people more control over their actions and reduces their reliance on automatic mental processes. Automaticity is defined as engaging in action without conscious thought but based on the perceived benefits of prior conditioning and habits (Glomb et al., 2011). Increased awareness enables individuals to consciously regulate their behavior.

Mindfulness practices, such as focused breathing, body scan, or loving-kindness meditation, can help to cultivate consciousness of the current moment and regulate thoughts, emotions, and behaviors in a skillful manner. Bishop and his colleagues expand on the four components of mindfulness: intention, attention, attitude, and orientation (Bishop et al., 2004). One of the research projects included 50 healthy adult participants who were randomly allocated to one of two groups: intensive mindfulness meditation or active control. Over a two-week period, the mindfulness group got 10 hours of mindfulness meditation training, while the control group received relaxation technique training. Both groups were evaluated on measures of attentional control, cognitive style, and affect before and after the training session. These findings imply that intensive mindfulness training can have a substantial positive impact on attentional control, cognitive style, and affect, which may lead to improved well-being. The research adds to the growing body of evidence supporting the potential benefits of mindfulness-based interventions in promoting psychological health and resilience (Chambers et al., 2008). Similarly, Tang's findings indicate that short-term mindfulness meditation training can have substantial positive impacts on attention and self-regulation,

which may lead to improved cognitive and emotional functioning (Y.-Y. Tang et al., 2007). According to research, mindfulness enhances cognitive flexibility, or the capacity to understand other viewpoints or thoughts. (Bishop et al., 2004). Mindfulness meditation training has been shown to have a significant favorable influence on attention and self-regulation, perhaps leading to enhanced cognitive and emotional performance.

Orientation to experience is a key concept in mindfulness that relates to how people engage with their present-moment experiences. It entails adopting a specific attitude or approach that enables individuals to be completely present and engaged with their immediate surroundings, thoughts, and feelings, without judgment or distraction. The orientation to experience mindfulness entails being aware of and accepting whatever is happening in the current instant, including one's thoughts, emotions, physical sensations, and external environment. This entails approaching the experience with curiosity and nonjudgment, rather than evaluating or attempting to alter it (Shapiro et al., 2006). The orientation to experience is a broad term for mindful attitudes, which describe the particular quality of action toward what is noticed through attention. This kind of behavior is necessary for mindfulness. Kabat-Zinn asserts that mindfulness training can help people cultivate seven attentive attitudes. They are acceptance, letting go, non-judgment, patience, belief, beginner's mind, and not striving. He also lists other qualities that come from practicing mindfulness, such as empathy, serenity, generosity, forgiveness, compassion, and thankfulness. (Kabat-Zinn, 2013). Mindfulness can enhance attentional control, cognitive style, and affect, which may lead to improved well-being.

Table 2. 1: Mindfulness Drivers

Mindfulness Drivers	Definition	Reference
Observing	described in terms of noticing or attending to internal and external experiences	Christopher et al (2012), Segal et al (2002), Baer et al (2004), Christopher (2012), Bohlmeijer (2011)
Describing	defined in terms of labeling internal experiences with words	Segal et al (2002), Baer et al (2004), Christopher (2012), Bohlmeijer (2011)
Acting with Awareness	described in terms of attending to one's activities of the moment (opposite of acting on automatic pilot)	Brown and Ryan (2003), Hanh (1976), Segal et al (2002), Baer et al (2004), Bohlmeijer (2011)
Non-reactivity to Inner Experience	defined in terms of taking a nonevaluative stance toward thoughts and feelings	Baer et al (2006), Brown and Ryan (2003), Bohlmeijer (2011)
Non-judging of Inner Experience	defined in terms of allowing thoughts and feelings to come and	Brown and Ryan (2003), Segal et al (2002), Feldman

	go, without get-ting caught up in or carried away by them	(2006),Bohlmeijer (2011)
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2.4.2 The Benefits of Mindfulness

As described in insight and focused meditation techniques, feelings, senses, emotions, and thoughts are brought into awareness in a specific objective and neutral pattern by practicing mindfulness and developing attention in a certain way. This is supposed to reduce distress and promote positive effects. One goal of the practice is to recognize the differences between various aspects of experience when emotions, feelings, and thoughts arise. Examples include comprehending that a thinking is distinct from a feeling or that a sensation is distinct from an idea. Further to Garland and his friend’s findings, mindfulness can increase awareness and well-being by enhancing positive emotions and providing purpose in one's life. To support their claim that mindfulness can help people regulate their emotions and create a more positive outlook on life, the authors cite studies from a variety of fields, including psychology, neuroscience, and philosophy. (Garland et al., 2015). Mindfulness practices can help people become more aware of their emotional states and create more effective emotional regulation strategies.

In addition to self-report scales and observation, technology such as functional magnetic resonance imaging and electroencephalography are also used in mindfulness research. These approaches' findings suggest that meditation alters the anterior cingulate cortex and dorsolateral prefrontal regions, shrinks the amygdala, and enlarges the hippocampus. These results suggest that those who practice meditation may have greater attention and emotional control and that it may also help to preserve white and grey matter. (Hölzel et al., 2011). These findings suggest that mindfulness may have significant benefits for mental and cognitive health.

Mindfulness-based interventions developed by Jon Kabat-Zinn integrate Buddhist insight and modern psychological theories about stress and its application in health care. Mindfulness is one of many meditation types of

meditation that is practiced by giving constant and deliberate attention to the present moment, without judgment. Meditation entails a systematic regulation of awareness and energy so that we can influence and change the qualities of our experiences, with the goal of becoming holistically aware of our humanity, our relationship with others, and our relationship with the world (Kabat-Zinn, 2011). Day by day, people's need for social and inner peace is increasing in the modern world. Mindfulness is also related to well-being and life satisfaction. Mindfulness has positive impacts on human functioning. Brown et al (2007), express these positive impacts with several concepts. Mindfulness might help to gain insight which may clear to see needs and desires. Higher mindfulness causes fewer stress levels (K. W. Brown et al., 2007). Mindfulness may reduce stress, improve performance, acquire insight and awareness by monitoring our stress, improve performance, acquire insight and awareness by monitoring our own minds, and raise our attention to the well-being of others.

Ndubisi demonstrates mindfulness is an important variable for understanding consumer behavior. Mindful consumers more tend to be more aware, and sensitive, and they could easily recognize the uniqueness of different contexts (Ndubisi, 2014a). Consciousness could be enhanced with mindfulness practices. It comprises single-minded awareness of what happens now and being aware of perception. Mindfulness can be described as open or receptive awareness and attention (K. W. Brown & Ryan, 2003). Awareness is the conscious registration of stimuli with five physical and kinesthetic senses (K. W. Brown et al., 2007). Mindfulness and self-regulation behavior connection may be clarified with reduced automaticity which affects stimulus and behavioral response. Mindfulness may support attentional stability which may cause from noticing the mind to present moment awareness (Good et al., 2016). Focusing on and accepting present experiences without being influenced by previous or desired future experiences and emotions (Bishop et al., 2004). Increased physical and mental awareness, clarity of ideas, feelings, and sensations, and an unreactive pattern of behavior to their surroundings and their own experiences are all characteristics of those who practice

mindfulness. (K. W. Brown et al., 2007). Mindfulness may reduce automaticity in stimulus and behavioral responses, supporting attentional stability and present moment awareness.

Mindfulness helps reduce stress, improve performance, acquire insight and awareness by monitoring our stress, improve performance, acquire insight and awareness by monitoring our own minds, and raise our attention to the well-being of others. Mindfulness has been connected to and has the potential to improve abilities such as controlling attention and behavior in studies conducted outside of the workplace. This can be beneficial in terms of productivity, but it also improves our capacity to communicate effectively. Being aware of ourselves and our surroundings enables us to respond with empathy for those around us. Individually, mindfulness can make a significant difference in the quality of our interactions.

2.5 MINDFULNESS AND MARKETING STUDIES

Mindfulness has received significant attention in the marketing literature as an appealing approach to improving consumer well-being and promoting sustainable consumption. Mindfulness may influence consumer behavior by encouraging cognitive decision-making, decreasing impulsive purchasing, and improving contentment with purchase options. There has also been research on the effects of mindfulness-based marketing strategies, such as mindful branding and mindful customer experiences, on consumer engagement and loyalty. Furthermore, mindfulness has been connected to ethical consumerism, as persons who are more thoughtful are more conscious of the social and environmental consequences of their purchase choices. Overall, integrating mindfulness principles into marketing processes has the potential to develop more meaningful and sustainable interactions between firms and consumers, supporting a holistic approach to well-being and societal influence.

2.5.1 Mindfulness and Consumer Behavior

Mindfulness can be utilized to encourage more deliberate and meaningful consumer behavior. According to studies, mindfulness improves mindful consumer behavior, and meditation sessions improve awareness. As a result, mindfulness and mindful consumption decrease unnecessary consumption and expense (Barber & Deale, 2014). Individuals can develop better self-awareness and become more responsive to their own needs. According to Ndubisi research, there are considerable differences in the trust, satisfaction, and commitment characteristics of consumer loyalty between the high and low mindful consumer groups. Mindful consumers pursue products and services that provide environmental and societal advantages and affect consumer purchasing behavior revealed a substantial difference in quality and loyalty between high and low-mindful consumers (Ndubisi, 2014b). Mindful marketing promotes conscious consumption in ethical and virtuous ways by reining in impulsive purchases and keeping the interests of society and the environment in mind. Mindfulness in marketing supports mindfulness in consumption, resulting in sustainable development. Mindfulness may have an impact on consumer satisfaction and well-being since it allows people to fully engage and appreciate their consuming experiences (Kaur & Luchs, 2022). Mindful shoppers may taste and enjoy their purchases more, resulting in increased levels of pleasure and general well-being. Furthermore, mindfulness may influence ethical consumerism because more aware people are more likely to evaluate the social and environmental consequences of their purchasing decisions and engage in responsible and sustainable activities (Kumar et al., 2023). Overall, incorporating mindfulness into consumer behavior research yields useful insights into how individuals' mindful awareness influences their decision-making, consuming experiences, and participation in ethical and sustainable consumption activities.

2.5.2 Mindfulness and Brand Relationships

Mindful branding focuses on generating brand narratives and experiences that inspire thoughtful consumption, foster feelings, and support long-term brand

loyalty. Mindfulness may be useful in recognizing the dynamics of the brand relationship. Mindfulness refers to being fully present and aware in the present moment, and this mindset has a significant impact on how consumers perceive and interact with companies. A mindful brand relationship may be distinguished by a strong sense of connection, authenticity, and resonance. When consumers approach brands mindfully, they are more aware of the brand's values, purpose, and social impact. Mindfulness allows consumers to make deliberate decisions that line with their own beliefs and objectives, searching out companies that provide meaningful experiences and contribute to their overall well-being. One of the studies investigates how new companies employ rituals to engage with consumers throughout the initiation stage of the consumer-brand relationship. While many brands use rituals to establish a distinct identity in the minds of consumers, the fundamental process by which rituals impact consumers' responses to new brands is unclear. This study claims that engaging in ritualistic practices improves customers' relationship and purchase intention toward a new brand through mindfulness, with the behavioral aspect of rituals playing a critical role (Liu et al., 2022). Hagenbuch proposed Mindful Marketing provides a method for examining moral dilemmas by using the power of a unique 2x2 matrix and branding. The study presents a theoretical foundation for the mindful matrix and mindful marketing components. The findings indicate that mindful marketing is 2 2 matrices with varied visual and verbal aspects that enhance the functionality of a brand (Hagenbuch & Mgrdichian, 2020). Mindfulness may improve brand experiences by allowing customers to completely interact with the company, appreciate its distinctive characteristics, and create stronger connections based on shared values (Ngo et al., 2016). Brands that include mindfulness into their marketing strategies and brand experiences have the potential to build more meaningful and real relationships with their customers.

2.5.3 Mindfulness and Smartphone Addiction in Marketing

The studies on mindfulness in marketing and consumption suggest to numerous gaps that need to be discovered and researched. One of the research gaps is understanding how mindfulness and related factors affect smartphone addiction, which is one of today's most essential consumption. Making informed decisions for the well-being of society, businesses, and individuals is the goal of mindful consumption, while mindful marketing focuses on a balanced strategy shortage of consumerism. Consumer behavior may be affected by time-consuming habits brought on by smartphone addiction. For instance, using a smartphone excessively can lower productivity, work performance, and quality of life. People who practice mindfulness can increase their awareness of their thoughts and emotions as well as create better-coping mechanisms. People may become more aware of their smartphone usage habits, the factors that contribute to excessive use, and the effects of that use by being more mindful. Mindfulness can be utilized to encourage more deliberate and meaningful consumer behavior. Individuals can make better informed and conscious consumption choices by becoming more aware of their own ideas, feelings, and motives while dealing with brands and products (Ndubisi, 2014b). Individuals can develop better self-awareness and become more responsive to their own needs. One goal of mindfulness is to comprehend people's activities and how they can help or harm them. Additionally, mindfulness might help to lessen the negative impacts of smartphone addiction.

CHAPTER THREE

PROPOSED MODEL AND HYPOTHESES

This section investigates a research model that uses variables from different published articles to assess key elements influencing mindfulness and smartphone usage.

3.1. PREVIOUS STUDIES

The recent studies have focused on the relationship between smartphone addiction and mindfulness. Smartphone addiction is defined as the excessive and compulsive usage of cell phones, which can have a negative impact on people's everyday life and well-being. Mindfulness, on the other hand, is a state of nonjudgmental awareness and concentrated attention on the present moment. According to research, there is a considerable association between smartphone addiction and mindfulness. Higher degrees of mindfulness has been linked to reduced levels of smartphone addiction, implying that those with higher levels of awareness and self-regulation may be less likely to fall to excessive smartphone use. One of the studies stated that interventions that focus on improving distress tolerance and mindful awareness, for example, may reduce the risk of abusing smartphones excessively to suppress negative emotions. Research states that appropriate and conscious use can prevent the risky use smartphone; they report high mindfulness can reduce the problematic use of smartphones (Elhai et al., 2018). Likewise, Stratton et al (2022) emphasize the significance of including mindfulness in the design of interventions targeted at reducing problematic smartphone usage. The research included 168 undergraduate students who answered a series of questionnaires about their problematic smartphone usage, mindfulness, depression, anxiety, and stress. The study's findings indicate that mindfulness may help to moderate the link between problematic smartphone use and depression, anxiety, and stress. Individuals with high levels of mindfulness, in particular, were less likely to experience depression, anxiety, and tension

as a result of problematic smartphone usage than those with low levels of mindfulness. According to the authors, mindfulness may be a useful intervention for people having negative mental health outcomes as a result of problematic smartphone use (Stratton et al., 2022). At last, interventions aiming at enhancing distress tolerance and mindfulness may be beneficial in minimizing problematic smartphone use and its related negative outcomes. Screen time is one of the concepts that may examine with mindfulness. One of the mindfulness studies investigates mindfulness's role in the adoption of screen time tracking in mobile phones. Self-regulation and adopting orientation concepts may help the technology adaptation process. For example, mindful people may act differently in curbing their compulsive social media use (Oeldorf-Hirsch & Chen, 2022). Greater mindfulness can reduce the effects of social media use. Furthermore, greater mindfulness when using technology like social media leads to more positive outcomes such as well-being.

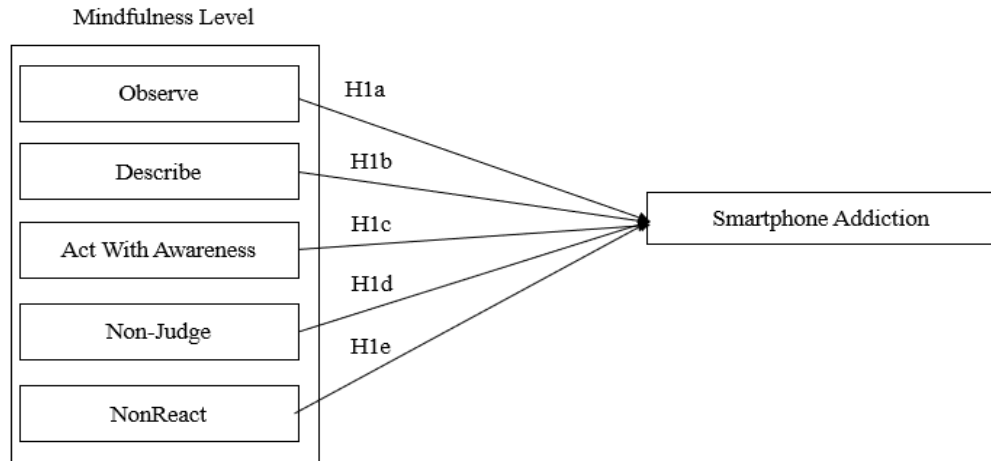
According to Kim et al (2018), technology, ironically, can be part of the solution for excessive screen time and smartphone usage. Young people who want to start practicing mindfulness can use online programs and apps to suit their busy schedules. Marketplace apps such as Buddafy, Headspace, and Simple Habits offer systematic approaches to building mindfulness skills such as meditation. Supporting apps like Insight Timer can assist customers in tracking their mindful progress. Such assistance is required because mindfulness must be practiced for its advantages to be realized. People are unable to restrain themselves and spend hours in front of the screen without realizing it, despite the damage caused by excessive and inappropriate phone use. According to Kim and his coworkers, the level of unconsciousness of the users had an addicted to the phone. It was also discovered that, like a vicious spiral, unconsciousness rises as one continues to engage in unhealthy activities such as social media. (Kim et al., 2018). Promoting mindfulness programs and using marketplace apps to tackle addiction difficulties are potential solutions for smartphone addiction. To summarize, past research presents light on the significant association

between mindfulness and smartphone addiction, emphasizing the potential benefits of mindfulness in reducing excessive smartphone usage and its harmful consequences. According to the findings, individuals with higher levels of mindfulness have lower tendencies toward smartphone addiction and are less likely to suffer from linked mental health concerns such as sadness, anxiety, and stress. However, there is a gap in the literature discussing the specific effects of Five Facet Mindfulness on smartphone addiction. While past studies have looked at mindfulness as a whole, further study is needed to look at how various aspects of mindfulness, such as watching, describing, behaving with awareness, non-judging, and non-reactivity, connect to smartphone addiction. Understanding the distinct contributions of each element could provide useful insights towards developing focused interventions that address specific parts of smartphone addiction. This research may help to improve knowledge of the complicated relationship between Five Facet Mindfulness and smartphone addiction, as well as contribute to the creation of more effective solutions for fostering digital well-being in an increasingly smartphone-dependent culture.

3.2. PROPOSED MODEL AND HYPOTHESES

The suggested model's main goal is to identify the impact of mindfulness on smartphone addiction. The following research models combine to achieve this objective, and the result is as follows:

Figure 3.1: Proposed Model of This Study



3.2.1 Mindfulness Level

Mindfulness detailed in the literature review part 2.4.1.

Mindfulness factors such as observing, describing, act with awareness, nonjudging and nonreacting value are possible perceived reasons from the smartphone addiction.

Mindfulness may lead to less screen time. Mindfulness level may raise awareness of screen time habits and assist individuals in regulating their use of screens. Individuals may be more apt to reduce their screen time if they practice mindfulness and reduce automatic, habitual behaviors.

H1: There is a significant relationship between Mindfulness Level and Smartphone Addiction.

3.2.1.1 Observe

Individuals who are more conscious in their observation of their internal and exterior incidents are less likely to become addicted to smartphones.

H1a: Observing behavior has a positive effect on smartphone addiction.

3.2.1.2 Describe

The describe factor is the ability to categorize and explain one's own thoughts, feelings, and bodily sensations in a non-judgmental and objective manner. Individuals who are better able to demonstrate their internal sensations are less prone to develop smartphone addiction.

H1b: Describing behavior has a negative effect on smartphone addiction.

3.2.1.3 Act with Awareness

Individuals who are more conscious in their actions and behaviors are less likely to develop smartphone addiction.

H1c: Acting with awareness behavior has a negative effect on smartphone addiction.

3.2.1.4 Nonjudge

Individuals who are less critical about their internal feelings are less prone to become addicted to smartphones.

H1d: Nonjudging behavior has a negative effect on smartphone addiction.

3.2.1.5 Nonreactivity

Individuals who are less reactive to their internal emotions are less likely to become addicted to smartphones.

H1e: Nonreacting behavior has a negative effect on smartphone addiction

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 RESEARCH PURPOSE

Screen time usage is among the technology that has an impact on people's lives these days. Although smartphones bring numerous benefits in daily work, business life, and educational settings, smartphone users may require awareness of the hazards associated with their use, as well as solutions and competencies for problems that may occur as a result of the risks.

4.2. RESEARCH DESIGN

Due to its benefits, such as its ability to contact a large number of participants for data collection, a cross-sectional designed online survey is used to analyze the effects of various variables. With the exception of demographic questions, variables are measured using a Likert-type scale. The aforementioned studies' measurement components and variables are used.

4.3. OPERATIONALIZATION OF VARIABLES

Survey research includes a variety of survey items that relate to studying certain human behavior or perception is frequently preferred by social science researchers. Single-item measurements are insufficient to produce satisfactory results for marketers; therefore, measurement of variables might be formed in a multi-item structure. All factors are repeated from earlier research on books with relevant and related elements. To preserve the equilibrium between response rate and scale brevity, short, basic scales are preferred (Robinson, 2018).

4.3.1 Demographics Form

The socio-demographic form questions were prepared to determine the demographic information of individuals. The form includes age, gender, education level, daily internet usage time, the reason for using a smartphone, most used social media application, and purposes of use of social media applications.

4.3.2 Daily internet usage time

Total daily subjective smartphone screen time as an independent variable may be assessed using the following: What is your average smartphone usage per day on a weekday (working) day (In hours)? Accepted responses were of any value between 0 to 2h, 3 to 4h, and 5 to 6, over 7 hours.

4.3.3 The Smartphone Addiction (SAS-SV)

To measure the current smartphone usage, we used the Kwon, Kim, Cho, and Yang (2013) SAS-SV. With response options ranging from "1 Strongly disagree" to " 6 Strongly agree," the SAS-SV is a 10-item Likert scale. (Duke&Montag, 2017). The scale developed by Kwon, Kim, Cho, and Ying (Kwon et al., 2013) was adapted into Turkish by Noyan, Darçın, Nurmedov, Yılmaz, and Dilbaz (Noyan et al., 2015). Items assess tolerance, withdrawal, and social and physical impairment caused by smartphone use. The alpha coefficient is suitable. In the Korean sample, the threshold point was set as 31 for males and 33 for women, and persons who scored above this level are deemed potentially at high risk for smartphone addiction. (Kwon et al., 2013). The test is considered that the risk for addiction increases as the score obtained from the test increases.

4.3.4 Mindfulness: Five Facet Mindfulness Questionnaire (FFMQ)

The Freiburg Mindfulness Inventory (Walach et al., 2006), the Mindful Attention Awareness Scale (Brown & Ryan, 2003), the Kentucky Inventory of Mindfulness Skills (Baer et al., 2004), the Cognitive and Affective Mindfulness Scale-Revised (Feldman et al., 2007), and the Five Facets Mindfulness Questionnaire (FFMQ) have all been independently developed mindfulness assessments. The FFMQ is based on a Five components that describe aspects of mindfulness as conceptualized in earlier work were produced using FFMQ analysis. The FFMQ addresses five aspects of trait mindfulness that have been recognized as key building blocks: observing (“Generally, I pay attention to sounds, such as clocks ticking, birds chirping, or cars passing”), describing (“I’m good at finding words to describe my feelings”) acting with awareness (“I rush through activities without being really attentive to them”, reverse coded), accepting without judgment (“I think some of my emotions are bad or inappropriate and I shouldn’t feel them”, reverse coded), and non-reactivity (When I have distressing thoughts or images, I don’t let myself be carried away by them”). On a Likert scale ranging from 1 (never or rarely true) to 5, respondents rated various experiences. (often or always true). Reliability was high, with a score of.92. Responses on all items were averaged and aged to create an overall indicator trait mindfulness level. There are 39 total items on the scale. The FFMQ’s Turkish adaption and translation revealed that the inventory had the same five-dimension structure as the original. The internal consistencies of the scale in this adaptation study were discovered to be between Cronbach's 0.67 and 0.85. (Kinay, 2013).

4.3.4.1 Observe

Observation refers to how people employ their sensory awareness. It is concerned with how we see, feels, and perceive the internal and external environment around us, as well as how we choose the stimuli that require our attention and focus (Eisenlohr-Moul et al., 2012). In other words, the ability to pay attention to both internal and external stimuli, including sensory,

emotional, and cognitive experiences, without reacting or passing judgment on them, is measured by the observing facet (Baer et al., 2006).

Table 4. 1: Observation Items

Statement	Variable
When I'm walking, I deliberately notice the sensations of my body moving.	Observe
When I take a shower or bath, I stay alert to the sensations of water on my body.	
I notice how foods and drinks affect my thoughts, bodily sensations, and emotions.	
I pay attention to sensations, such as the wind in my hair or sun on my face.	
I pay attention to sounds, such as clocks ticking, birds chirping, or cars passing.	
I notice the smells and aromas of things.	
I notice visual elements in art or nature, such as colors, shapes, textures, or patterns of light and shadow.	
I pay attention to how my emotions affect my thoughts and behavior.	

(Baer et al., 2008)

4.3.4.2 Describe

The descriptive quality statements investigate how people name their experiences and convey them in language to themselves and others. Furthermore, this aspect assesses the ability to articulate and describe one's interior experiences, such as thoughts, feelings, and sensations, using words (Bishop et al., 2004).

Table 4. 2: Description Items

Statement	Variable
I'm good at finding words to describe my feelings.	Describe
I can easily put my beliefs, opinions, and expectations into words.	
It's hard for me to find the words to describe what I'm thinking.	
I have trouble thinking of the right words to express how I feel about things.	
When I have a sensation in my body, it's difficult for me to describe it because I can't find the right words.	
Even when I'm feeling terribly upset, I can find a way to put it into words.	
My natural tendency is to put my experiences into words.	
I can usually describe how I feel at the moment in considerable detail.	

(Baer et al., 2008)

4.3.4.3 Act with Awareness

Mindfulness is linked to self-awareness and deliberate action (Garland et al., 2015). Act with awareness of the test and investigates the motions we make after paying attention to the information present at the time. It focuses on whether people can act quickly and get out of autopilot mode before reacting to a scenario. This aspect assesses the ability to concentrate one's attention on the current moment and carry out daily tasks with conscious awareness and intention (Baer et al., 2008).

Table 4. 3: Act with Awareness Items

Statement	Variable
When I do things, my mind wanders off and I'm easily distracted.	Act with Awareness
I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted.	
I am easily distracted.	
I find it difficult to stay focused on what's happening in the present	
It seems I am "running on automatic" without much awareness of what I'm doing.	
I rush through activities without being really attentive to them.	
I do jobs or tasks automatically, without being aware of what I'm doing.	
I find myself doing things without paying attention.	

(Baer et al., 2008)

4.3.4.4 Nonjudge

Nonjudgmental experience is linked to not allowing one's inner critic to take a toll on one's happiness and good frame of mind. It encourages self-acceptance as well as unconditional empathy for oneself and others. It tends to evaluate lived events and experiences as positive or unpleasant based on previous experiences, surroundings, and family. It is the ability to remain objective when categorizing judgments as right or wrong, good or terrible as a result of encountered occurrences. Gaining awareness of the automatic reaction situation, as well as taking a step back from the judgments that emerge as a result of experiences, enhances the level of consciousness (Kabat-Zinn, 2009). Likewise, this aspect assesses the ability to watch one's thoughts, feelings, and sensations without responding to them or assigning judgments or labels to them (Baer et al., 2008).

Table 4. 4: Nonjudge Items

Statement	Variable
I criticize myself for having irrational or inappropriate emotions.	
I tell myself I shouldn't be feeling the way I'm feeling.	

I believe some of my thoughts are abnormal or bad and I shouldn't think that way.	Nonjudge
I make judgments about whether my thoughts are good or bad.	
I tell myself that I shouldn't be thinking the way I'm thinking.	
I think some of my emotions are bad or inappropriate and I shouldn't feel them.	
When I have distressing thoughts or images, I judge myself as good or bad, depending what the thought/image is about.	
I disapprove of myself when I have irrational ideas.	

(Baer et al., 2008)

4.3.4.5 Nonreactivity

Non-reactivity component refers to actively detaching from negative ideas and feelings in order to accept their existence and choose not to respond to them. Non-reactivity allows for emotional resilience and mental balance to be restored (Carpenter et al., 2019b). Furthermore, this aspect assesses the ability to monitor one's thoughts, feelings, and experiences without becoming interested in them or reacting rashly (McManus et al., 2012).

Table 4. 5: Nonreactivity Items

Statement	Variable
I perceive my feelings and emotions without having to react to them.	Nonreact
I watch my feelings without getting lost in them.	
When I have distressing thoughts or images, I “step back” and am aware of the thought or image without getting taken over by it.	
In difficult situations, I can pause without immediately reacting.	
When I have distressing thoughts or images, I feel calm soon after.	
When I have distressing thoughts or images I am able just to notice them without reacting.	
When I have distressing thoughts or images, I just notice them and let them go.	

(Baer et al., 2008)

4.5. QUESTIONNAIRE DEVELOPMENT AND DESIGN

The results of the responses to the produced questionnaire provide the foundation for this study. The questionnaire is made using Google Surveys, and the link is published by email, social media, and other messaging services. It is noted at the beginning of the questionnaire that the responses that participants make will only be used for the purposes of this academic study and won't be disclosed to anyone else, any institution, or any group. An email address is provided to participants so they can contact that person with any concerns or requests for clarification regarding the survey. At the beginning of the survey, there are further general instructions that are repeated several times. Once all of the questions had been answered, it took roughly five minutes to complete the questionnaire, for their time, the responders were appreciated.

4.6. SAMPLING

When conducting a sample-based study in the social sciences, representativity, sampling technique, and sample size are critical for the dependability of the results. The sample chosen should be able to correctly reflect the population's methods, which means that the sample should be able

to successfully represent the population. The sample size is the primary technique for assuring representativity. The larger the sample size, the more likely it is to capture more precise data and information, which improves the statistical power of the subsequent studies. In addition, Maxwell contends that a larger sample size is necessary to produce a reliable forecast (Maxwell, 2000). The literature says that the minimum sample size should be 100, but this is insufficient since it ranges from three to twenty times the variables and from 100 to 1000 (Mundfrom et al., 2005).

An online questionnaire is created for respondents who have an internet connection as part of the convenience sample strategy utilized for this study. The sample intended to reach out to a varied group of people, however because of numerous constraints, a similar audience was reached. At the end, the sample is mostly consisted of young adults and work Telecommunication sectors. The responses from all of the 256 participants were successful, therefore all of the responses could be included in data analyses.

4.7. DATA ANALYSIS METHOD

Regression, factor, reliability, and descriptive analyses were all used as statistical analytic techniques in this study. The respondents' demographic characteristics as well as their mindfulness levels and smartphone addiction are described using descriptive analyses. Factor analysis and reliability analyses were used to identify the factors and assess the veracity of the data. The explanatory power of the independent factors on the dependent variables is finally ascertained using regression studies. Using the computer program SPSS 26.0, the data is examined (Statistical Package for Social Sciences). The survey responses are exported to Excel first, then loaded into SPSS 26.0 for analysis.

CHAPTER FIVE

DATA ANALYSES AND RESULTS

The outcomes of data analysis are detailed in this chapter together with data acquired via surveys. The demographics of the acquired data are covered in the first section of the chapter, after which factor analysis and dependability are shown. Regression analysis and correlation analysis are provided last.

5.1. DEMOGRAPHIC RESULTS

The demographics of the study consist of gender, education, age, education level, working status, screen time of daily usage, reasons of smartphone usage, most used applications, reasons of social media applications usage. The demographic profile of participants takes place in Table 5.1. The detailed demographic profile table of participants takes place in appendix A in table A.1.

Overall, 256 participants completed the survey by answering all the questions. While 39.8% of the participants are women, 60.2% are men. The ages of participants are in mostly 65.2% are between 26-35 ages. Participants asked about their education, and 56.6% of them said they completed their bachelor's degrees. For the working status, 69.5% of participants currently working.

The last demographic questions are about screen time of participants, smartphone usage reasons, and most used applications and reasons. While 44.9% of participants screen time is 3-4 hours, 34% of them screen time is 5-6 hours and 12.5% of participants have screen time is 0-2 hours. 8.6% of participants express that their screen time more than 7 hours in working days.

For smartphone usage reasons, 75% of participants stated that they use for social media. Among all participant's most used applications are with 63.6% Instagram. Twitter is second one with 16% is Twitter. 14.4% of participants said they use YouTube. For social media applications usage reasons, 32% of participants determined following for agenda, 25.8% of them use social media for leisure time. 24.2% of participants use for having fun.

Table 5. 1: Demographic Profile of the Participants

Characteristics	Frequency	Sample %
Gender		
<i>Female</i>	102	39.8%
<i>Male</i>	154	60.2%
Age (in years)		
<i>26-35</i>	167	65.2%
Education Level		
<i>Bachelor</i>	145	56.6%
Working Status		
<i>Working</i>	178	69,5%
Screen Time		
<i>0-2 Hours</i>	32	12.5%
<i>3-4 Hours</i>	115	44.9%
<i>5-6 Hours</i>	87	34%
<i>More than 7 hours</i>	22	8.6%
Smartphone Usage Reasons		
<i>Social Media</i>	192	75%
Applications		
<i>Instagram</i>	163	63.6%
Social Media Usage Reasons		
<i>Have Fun</i>	62	24.2%

<i>Leisure Time</i>	66	25.8%
<i>Follow Agenda</i>	82	32%

5.1.1 Findings on Demographics with Smartphone Addiction

Table 5.2 compares the scores of the Smartphone Addiction Scale, the Five Facet Mindfulness Scale (FFMQ), and its sub-dimensions based on the duration of the participants' smartphone use.

There was a significant difference in the overall mean score of the Smartphone Addiction Scale (SAS) based on the individuals' duration of smartphone use ($p < 0.05$). The smartphone addiction scores of individuals with 0-4 hours of smartphone use are lower than the smartphone addiction scores of those with 5 hours and more than 7 hours of smartphone use. According to the result, there was a statistically significant variation in people's average Smartphone Addiction Scale (SAS) scores depending on how long they had been using smartphones. Findings indicated that there may be a connection between the amount of smartphone addiction and the frequency of smartphone use. Those who use their smartphones for shorter periods of time (between 0 and 4 hours) compared to those who use them for longer periods (5 hours or more) appear to have lower levels of addiction. This disparity in addiction scores could mean that using smartphones excessively and for long periods of time increases the chance of becoming dependent on them.

Table 5. 2: Comparison of the Scores of the Smartphone Addiction Scale, Five Facet Mindfulness Scale (FFMQ) and its Sub-Dimensions According to the Screen Time of the Participants

Scales	Screen Time	N	Average	F	p
Smartphone Addiction (SAS)	0-2 Hours ^A	32	29,31	8,781	0,000**
	3-4 Hours ^B	115	33,41		
	5-6 Hours ^C	87	37,4		
	7 + Hours ^D	22	42,36		
Mindfulness (FFMQ)	0-2 Hours ^A	32	3,19	4,593	0,004**
	3-4 Hours ^B	115	3,3		
	5-6 Hours ^C	87	3,47		
	7 + Hours ^D	22	3,47		
Describe	0-2 Hours ^A	32	3,05	10,979	0,000**
	3-4 Hours ^B	115	3,59		
	5-6 Hours ^C	87	3,9		
	7 + Hours ^D	22	3,49		
Act with Awareness	0-2 Hours ^A	32	3,18	2,615	0,052
	3-4 Hours ^B	115	3,43		
	5-6 Hours ^C	87	3,11		
	7 + Hours ^D	22	3,15		
Observe	0-2 Hours ^A	32	3,48	1,167	0,323
	3-4 Hours ^B	115	3,41		
	5-6 Hours ^C	87	3,57		
	7 + Hours ^D	22	3,7		
Nonjudge	0-2 Hours ^A	32	3,18	7,705	0,000**
	3-4 Hours ^B	115	3,14		
	5-6 Hours ^C	87	3,54		
	7 + Hours ^D	22	3,8		
Nonreact	0-2 Hours ^A	32	3,08	2,681	0,047*
	3-4 Hours ^B	115	2,94		
	5-6 Hours ^C	87	3,2		
	7 + Hours ^D	22	3,2		

* $p < 0,05$, ** $p < 0,01$, F: One Way ANOVA

Table 5.3 compares the scores of the Smartphone Addiction Scale, the Five Facet Mindfulness Scale (FFMQ), and its sub-dimensions based on the participants' reasons for using their smartphones. There was a significant difference in the overall mean scores of the Smartphone Addiction Scale (SAS) based on the participants' reasons for using smartphones ($p < 0.05$). The smartphone addiction scores of participants whose smartphones are used for social media and other reasons are greater than the scores of participants who use other devices. In particular, the comparison of smartphone addiction scores showed that users who claimed to use their phones primarily for social media and other purposes had higher SAS ratings than users who claimed to use their phones for other purposes. This suggests that those who use their smartphones primarily for social networking and other purposes may be more prone to smartphone addiction than people who use them for a variety of purposes.

Table 5. 3: Comparison of the Scores of the Smartphone Addiction Scale, Five Facet Mindfulness Scale (FFMQ) and its Sub-Dimensions According to the Smartphone Usage Reasons of the Participants

Scales	Smartphone Usage Reasons	<i>N</i>	<i>Average</i>	<i>F</i>	<i>p</i>
Smartphone Addiction (SAS)	Social Media ^A	19	35,13	5,265	0,006*
	Other Reasons ^B	39	38,28		
	Other ^C	25	29,16		
Mindfulness (FFMQ)	Social Media ^A	19	3,4	3,474	0,032*
	Other Reasons ^B	39	3,22		
	Other ^C	25	3,27		
Describe	Social Media ^A	19	3,61	5,175	0,006*
	Other Reasons ^B	39	3,41		
	Other ^C	25	4,04		
Act with Awareness	Social Media ^A	19	3,22	6,052	0,003*
	Other Reasons ^B	39	3,14		
	Other ^C	25	3,81		
Observe	Social Media ^A	19	3,54	2,774	0,064

	Other Reasons ^B	39	3,51		
	Other ^C	25	3,14		
Nonjudge	Social Media ^A	19	3,49	17,11	0,000*
		2		7	*
	Other Reasons ^B	39	2,95		
	Other ^C	25	2,75		
Nonreact	Social Media ^A	19	3,13	6,809	0,001*
		2			*
	Other Reasons ^B	39	3,07		
	Other ^C	25	2,59		

* $p < 0,05$, ** $p < 0,01$, *F: One Way ANOVA*

5.2. FACTOR AND RELIABILITY ANALYSES RESULTS

This chapter studies factor analyses of loaded items, which factor analyses of loaded items are studied using KMO and Bartlett's tests, factor loading coefficients (component matrix), and Cronbach's alpha values.

According to Hair et al. (2019), the "primary purpose of exploratory factor analysis (EFA) is to define the underlying structure among the variables in the analysis" (Hair et al., 2019) The analysis' principal goal is to group strongly connected variables and create a new value called a factor to represent each variable. To understand the correlation between variables, the Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity tables are utilized. Bartlett's test of sphericity is used to determine whether there is a sufficient correlation between variables (Hair et al., 2019; Durmus et al., 2022). The p (significance) value in Bartlett's test of the sphericity table must be more than 0.05 ($p > 0.05$). When it is less than 0.05, the data is inappropriate for factor analysis.

The Measure of Sampling Adequacy (MSA) assesses the sampling adequacy of each item as well as the suitability of factor analysis (Hair et al., 2019). MSA values are displayed on the Anti-Image correlation table with a small "a" in the top right corner, and are expected to be at least equal to or greater than 0.05. If any MSA values are less than 0.05, the item must be discarded and rewritten (Durmus et al., 2022). The variance % expresses the relevance

of the components using the variance rate explained. The criterion is not mentioned in the literature; nevertheless, for social sciences, 60 percent of total variance can be regarded sufficient (Hair et al., 2019). The varimax approach is preferred for factor analysis. According to Gurbuz and Sahin (2016), factor loadings are stated as the correlation between the factor and the observed variable item. The greater the factor loading, the more significant the factor. Factor loadings should be at least 0.5. The value of factor loadings between 0.5 and 0.6 is considered good, 0.6-0.7 is considered high, and greater than 0.7 is considered exceptional for analysis (Gurbuz & Sahin, 2016).

Reliability analysis is a technique for determining the internal consistency of a dataset and determining whether items on the same scale are in the same construct. Cronbach's Alpha is used to assess reliability (Cronk, 2018). During the reliability analysis, the alpha model is used: Cronbach's Alpha measures factor dependability and consistency. If the Cronbach's Alpha value is more than 0.70, the factor is considered dependable. If the factor includes fewer components, 0.60 and higher is acceptable. If the Cronbach's Alpha value is insufficient to use the factor, the "Cronbach's Alpha if Item Deleted" column is reviewed to see how the reliability changes if that specific item is removed from the factor. This column is used to determine whether there are more dependable findings for analysis (Durmus et al., 2022).

5.2.1 Factor and Reliability Analyses for Smartphone Addiction (SAS)

Table 5-4 shows the results of factor analysis and reliability of Smartphone Addiction. KMO and Bartlett's Test results are sufficient with KMO= 0.835, Bartlett's Test $\chi^2 = 1486,806$ and $p = <0.001$. The anti-image matrices that consist of MSA values of questions have values higher than 0.05. Factor loadings range from 0.841 to 0.523, and reliability is 0.886, which exceeds 0.7 and is satisfactory for the expected values mentioned above. The total variance explained is %49,8.

Table 5. 4: Factor Analysis and Reliability for Smartphone Addiction

Factor Item	Factor Loading	% Variance	Reliability (Cronbach's alpha)
SAS1	0,794	49,8	0,886
SAS2	0,728		
SAS3	0,709		
SAS4	0,631		
SAS5	0,695		
SAS6	0,630		
SAS7	0,732		
SAS8	0,757		
SAS9	0,523		
SAS10	0,811		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			0,835
Bartlett's Test of Sphericity		Approx. Chi-Square	1.486
		df	45
		Sig.	0,000

5.2.2. Factor and Reliability Analyses for Five Facet Mindfulness Questionnaire (FFMQ)

Table 5-5 shows the results of factor analysis and reliability of Five Facet Mindfulness factors. KMO and Bartlett's Test results are sufficient with KMO= 0.794, Bartlett's Test 2= 4547.437 and $p < 0.001$. The anti-image matrices that consist of MSA values of questions have values higher than 0.05. Factor loadings range from 0.431 to 0.842, and reliability calculated for all factors is 0.80, which exceeds 0.7 and is satisfactory for the expected values mentioned above. The total variance explained is %60.4.

According to the factor analyses, the observation factor appears to be formed up of items 1, 6, 15, and 26. In comparison to the other questionnaire items, these items were discovered to have a stronger link with one another,

indicating that as a whole, they represent the witnessing aspect of mindfulness. The observing factor's items are concerned with a person's capacity to deliberately and consciously attend to sensory events and sensations in the here-and-now. Observing body movements when walking, paying attention to the feelings of water while taking a shower or a bath, focusing on sensory nuances like smells and aromas, and being sensitive to external sensations like the wind or sun are a few examples of these experiences. Only three things, especially items 24, 29, and 33, seem to have loaded onto the nonreacting factor in this analysis. This indicates that these three items were discovered to have a greater connect with one another than the other questionnaire items. The specific language and content of these items may be the cause of this. The FFMQ contains items that are intended to examine several facets of mindfulness, and the nonreacting factor evaluates a person's capacity to perceive upsetting thoughts or pictures without responding to them. It appears that there are multiple things that compose up the part connected to acting with awareness, notably items 5, 8, 12, 13, 16, 18, 22, 23, 28, 34, and 38. Collectively, these components represent the mindfulness practice of acting consciously. The awareness factor components in the act, concentrate on a person's level of attention, present-moment focus, and conscious participation in activities.

Table 5. 5: Factor Analysis and Reliability for FFMQ

	Factor Loading	Eigen Values	Total Variance Explained	Cronbach's α
Scale Total			60.4%	.80
Factor 1 Observe		1,73	8,8%	.72
Observe1	0,507			
Observe2	0,842			
Observe4	0,784			
Observe6	0,46			
Factor 2 Describe		5,22	13,3%	.85
Describe1	0,74			
Describe2	0,533			
Describe6	0,726			
Describe9	0,702			
Describe7	0,823			
Describe8	0,72			
Factor 3 Act with Awareness		7,17	18,9%	.90
ActwithAwareness1	0,735			
ActwithAwareness2	0,737			
ActwithAwareness9	0,682			
ActwithAwareness3	0,723			
ActwithAwareness10	0,632			
ActwithAwareness4	0,814			
ActwithAwareness11	0,626			
ActwithAwareness5	0,55			
ActwithAwareness6	0,675			
ActwithAwareness7	0,607			

ActwithAwareness8	0,729		
Factor 4 Nonreact		1,61	7,6% .64
Nonreact5	0,577		
Nonreact6	0,59		
Nonreact7	0,676		
Factor 5 Nonjudge		2,38	11,8% .80
Nonjudge1	0,802		
Nonjudge3	0,715		
Nonjudge5	0,8		
Nonjudge6	0,816		
Nonjudge7	0,431		
Nonjudge8	0,449		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			0,794
		Approx. Chi-Square	4547,437
Bartlett's Test of Sphericity		df	435
		Sig.	0

5.3 CORRELATION ANALYSIS

The relationship between two variables is demonstrated by correlation analysis. Correlation assesses the relationship between variables (Cohen et al., 2002). Furthermore, Zaid (2015) defines correlation as a statistical measure of the breadth of two or more variables, whether or not they have a linear relationship, and how strong their influence is. A negative correlation expresses the inverse association between variables, whereas a positive correlation expresses the same direction of influence between variables.

The Five Facet Mindfulness Questionnaire (FFMQ) and Smartphone Addiction Scale (SAS) are utilized in the thesis to measure mindfulness level and correlate it with smartphone addiction. Researchers can evaluate the strength and direction of the link between two variables using correlation analysis. The variables of interest in this situation are smartphone addiction and level of mindfulness. Correlation analysis may show the degree of linear relationship between these variables by computing the correlation coefficient, such as the Pearson correlation coefficient.

Hair Jr et al. (2019) found that the correlation between the two variables ranged from -1 to +1. Correlation between variables is considered strong if it is greater than 0.7 ($r > 0.7$), and weak if it is less than 0.5 ($r > 0.5$). Correlation equals zero, indicating that there is no relationship between variables (Durmus et al., 2022). The findings of the correlation study show that a r value greater than 0,70 is typically preferred. It is acceptable to say that there is a significant correlation between those constructs for r values of 0.70 and above. Smartphone addiction and acting conscientiously had a moderately negative connection ($p < 0.05$). This result demonstrates that participants' smartphone addiction levels will decline as their mindfulness behavior scores rise.

Table 5. 6: Correlation Analysis Results

	SAS	FFMQ	Describe	Act with Awareness	Observe	Nonjudge	Nonreact
SAS	1						
FFMQ	-0,12 0,057	1					
Describe	-0,11 0,072	,730**	1				
Act with Awareness	- ,536**	,223**	,222**	1			
Observe	0 0,117	0 ,753**	0 ,417**	-0,054	1		

Nonjudge	0,061	0	0	0,393			
	,123*	,443**	0,038	-,423**	,320**	1	
Nonreact	0,049	0	0,548	0	0		
	,135*	,642**	,355**	-,236**	,415**	,349**	1
	0,031	0	0	0	0	0	

* $p < 0,05$, ** $p < 0,01$,

5.4 REGRESSION ANALYSIS

Regression analysis is a widespread statistical tool in social sciences for interpreting the relationship between dependent variables and independent variable(s) (Zaid, 2015).

The stepwise method is used in this study to implement simple linear regression and multiple regression. The Adjusted R² value, which is the overall explanatory power of the model, should be checked from the Model Summary Table in SPSS findings during the review of the regression analysis outputs. The Analysis of Variance (ANOVA) table then looks for F value and significance level, which must be less than 0.05 to show that the model results are significant (Zaid, 2015). The regression analysis results, including Model Summary, ANOVA, and Coefficients tables, are supplied for each hypothesis under its own title. Finally, look through the Coefficient table. In addition to VIF values, significance values (which must be less than 0.05) and Beta (β) values will be considered. As previously stated, the VIF value demonstrates multicollinearity. If the VIF value is greater than 10, the variables are multicollinear. The beta (β) standardized coefficient is employed in the model to indicate the influence of the dependent variable on the independent variable (Gurbuz & Sahin, 2016). The next sections discuss in detail the regression analysis for each hypothesis test and the outcomes.

The Five Facet Mindfulness Questionnaire (FFMQ) and Smartphone Addiction Scale (SAS) are used in the thesis to evaluate mindfulness level, and regression analysis is applied to examine the association between those two measures while adjusting for additional important variables. Once other potentially important factors have been taken into account, regression

analysis may offer insightful information about the particular role that mindfulness level plays in explaining the variation in smartphone addiction. Determining the statistical significance of the specific effect of mindfulness level on smartphone addiction may be helpful.

5.4.1 Simple Linear Regression Analysis Between Smartphone Addiction and Mindfulness

Table 5.7 displays the findings of the simple regression analysis between the participants' smartphone addiction and their levels of mindfulness. The model was determined to be statistically significant in the established simple regression analysis, $F(1,254) = 3.65$, $p = 0.057$, $p > 0.05$. It was discovered that there was not a connection relationship between total mindfulness levels and smartphone addiction scores.

Table 5. 7: Model Summary of Regression Analysis Between Smartphone Addiction and Mindfulness

Dependent Variable: Smartphone Addiction			
Independent Variable:	β (Beta)	t-value	p-value
Mindfulness	-0,119	-1,912	0,057

5.4.2 Multiple Linear Regression Analysis Smartphone Addiction and Mindfulness Factors

Table 5.8 shows the findings of the multiple regression analysis for the influence of the participants' scores on describing, acting with awareness, observing, nonjudging, and nonreacting to internal experiences on smartphone addiction. The model was determined to be statistically significant in the established multiple regression analysis, $F(5,250)=23.51$, $p=0.000$, $p<0.01$. Sub-dimensions of mindfulness levels account for 30.6% of changes in smartphone addiction scores. The impacts of describe and reaction to internal experiences factors on smartphone addiction scores were shown to be insignificant. The factors of acting with awareness, observing, and judging internal sensations have been found to have a substantial effect on smartphone addiction scores.

Table 5. 8: Model Summary of Regression Analysis Between Smartphone Addiction and Mindfulness

Dependent Variable: Smartphone Addiction			
Independent Variables:	β (Beta)	t-value	p-value
Constant		12,54	0
Describe	-0,043	-0,69	0,491
Act with Awareness	-0,592	-9,67	0,000
Observe	0,158	2,521	0,012
Nonjudge	-0,179	-2,89	0,004
Nonreact	0,008	0,123	0,902

5.4.1 Reconcentrated Simple Linear Regression Analysis Between Smartphone Addiction and Mindfulness

Regression analysis was once again used in the study after non-significant and non-reacting components were eliminated in order to see the primary hypothesis outcomes once more.

Table 5.9 shows the findings of the simple linear regression analysis for the influence of the participants' scores on acting with awareness, observing, nonjudging to internal experiences factors on smartphone addiction. The model was determined to be statistically significant in the established simple regression analysis, $F(1,254)=10.60$, $p=0.001$, $p<0.01$. 3.6% of the variations in smartphone addiction ratings are explained by mindfulness level. It was discovered that mindfulness levels had a substantial impact on scores for smartphone addiction. According to this model, participants' smartphone addiction levels will decline as their mindfulness scores rise regarding the mindfulness components of acting with awareness, observing, and nonjudgement.

Table 5. 9: Reconcentrated Model Summary of Regression Analysis Between Smartphone Addiction and Mindfulness

Dependent Variable: Smartphone Addiction			
Independent Variable:	β (Beta)	t-value	p-value
Mindfulness	-,200	-3,256	,001

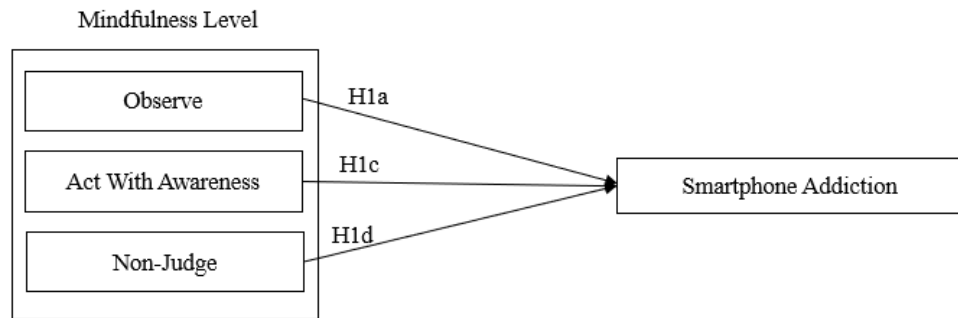
5.5. RESULT OF THE HYPOTHESES AND FINAL HYPOTHESIZED MODEL

Table 5.10: Results of the Hypotheses

Hypotheses	Result
H1: There is a significant relationship between Mindfulness Level and Smartphone Addiction.	Not Supported
H1a: Observing behavior has a positive effect on smartphone addiction.	Supported
H1b: Describing behavior has a negative effect on smartphone addiction.	Not Supported
H1c: Acting with awareness behavior has a negative effect on smartphone addiction.	Supported
H1d: Nonjudging behavior has a negative effect on smartphone addiction.	Supported
H1e: Nonreacting behavior has a negative effect on smartphone addiction.	Not Supported

The model was changed in light of the findings, which supported the hypotheses H1a, H1c, and H1d. Describing and non-reacting were eliminated from the model since factor and reliability analysis demonstrated that these variables were unreliable overall regression analysis. Total mindfulness and smartphone addiction are influenced by components of acting with awareness, observing, and nonjudging. The final research model was created in accordance with the results of the analysis, as shown in Figure 5.1.

Figure 5.1: Final Research Model



CHAPTER SIX

DISCUSSION, IMPLICATIONS, AND LIMITATIONS

The final chapter provides a detailed explanation of the results and managerial implications. The findings are discussed first, after which the theoretical and managerial ramifications are covered. Lastly, the study's constraints are reviewed along with suggestions for future research themes.

6.1. DISCUSSION

The purpose of this study was to determine the relationships between mindfulness level and smartphone addiction. The primary purpose was to determine the influence of mindfulness factors on smartphone addiction. Self-report scales and the Five Facet Mindfulness Questionnaire (39 items) and Smartphone Addiction Questionnaire (10 items) were used to collect data. The data from 256 participants were determined to be suitable for analysis at the end of the trial. The results were evaluated quantitatively in SPSS. The findings of factor analysis and reliability tests demonstrated that the scales were reliable and consistent. The data normality, descriptive statistics, and intercorrelation analysis phases of the analysis were completed. The data distribution was discovered to be mixed, and as a result, for normally distributed data, paired sample t-test analysis, and for data that violated the normal distribution assumption.

The twenty-first century has experienced technological innovations that touch every element of life and are becoming more widely used by the day. Computers, the internet, and smart phones have become crucial components of daily life as a result of technological advancements. With the rapid development of technology, mobile phones, which were in the frontier with their ability to always enable communication when they first entered our lives, have evolved into smart phones. Smart phones, which have several capabilities such as internet, message search, social media, radio, music, navigation, file sending, mobile TV, video recording, and voice recording, are well-equipped to suit the needs of almost all its users. Numerous studies have been conducted on smart phones since they may provide several

characteristics to individuals at the same time and contain the properties of many different technical equipment. Avoiding smart phones and the internet causes people to worry about missing something every day, and they become concerned when their phones are not accessible. As mobile phone use increases, this behavior becomes regular for the user, who then experiences feelings of anxiousness when their phone is not nearby and is forced to view their phones as an escape. People are unable to control themselves and spend hours in front of the screen without realizing the harm that excessive and inappropriate phone use causes. The degree of users' unconsciousness has a negative impact on the tendency to become addicted to their phones. It also showed that using dangerous tools like social media in an endless loop leads to increased unconsciousness (Kim et al., 2018). When the causes of increased problematic smartphone use are examined, it becomes express that people attempt to connect with others when they do not feel secure and content.

The results of this research show that the participants' daily smartphone use and self-evaluations of their addiction levels had a statistically significant impact on those participants' levels of smartphone addiction. Participants whose average daily smartphone usage is between 0 and 4 hours score lower for smartphone addiction than participants whose average daily smartphone usage is between 5 and 7 hours. In other words, as students use their smartphones more frequently, their level of smartphone addiction also rises. In accordance with this finding, Noyan et al. (2015) found that the factors of daily smartphone use, purpose of use, and self-identification as an addict are effective on smartphone addiction (Noyan et al., 2015). The study's findings are consistent with earlier research. Although there is no statistically significant difference based on the research data, women's smartphone addiction scores are higher than male participants' smartphone addiction scores. This finding is supported by studies when the literature is evaluated (Kwon et al., 2013). The study shows mostly people use Instagram application and their reason of usage is social media. According on the participants' motives for using smartphones, there was a sizable variance in

the overall average scores of smartphone addiction. Participants who use social media and other smartphones for various reasons had higher smartphone addiction scores than participants who use other smartphones.

The results show that there was not a connected relationship between total mindfulness levels and smartphone addiction scores. This could be due to a variety of factors, including sample characteristics, measurement constraints, or the presence of additional significant variables that were not considered in the study. It is likely that the study's demographic or measuring methodologies were not sufficiently accurate in capturing the detailed connection between mindfulness and smartphone addiction. In this study, sample is the mostly consist of age group of 26-35, which primarily consists of young adults, may be a demographic that substantially relies on smartphone usage for job, social relationships, or other reasons. Due to the survey distribution circumstances, most of the participants in the sample were telecom professionals for whom phones were an important component of their job. This widespread use may mitigate the possible influence of individual differences in mindfulness on smartphone addiction.

Furthermore, finding that observing behavior increases smartphone addiction presents the possibility that people who engage in more observing activity — defined as paying close attention to their thoughts, emotions, and environmental cues— might be more vulnerable to developing a smartphone addiction. This might be possible since watching behavior can result in more people engaging with smartphone-related information and paying more attention to online activities, which could lead to addictive smartphone habits. According to this research consequences, nonreacting to internal experiences and describing behavior has no effect smartphone. People who describe their behavior by categorizing their encounters may not always show lower levels of smartphone addiction. Additionally, people with lower levels of emotional reactivity and responsiveness to their feelings and thoughts may not necessarily have addictions to smartphones. Smartphone addiction tendencies may be more strongly influenced by other variables, such as impulsivity or environmental effects.

On the other hand, as participants' scores on acting with awareness and judging interior experiences improve, their smartphone addiction levels fall. This proposed association between acting with awareness behavior and reduced smartphone addiction indicates that people who are mindful and consciously present in their behaviors and experiences may be less likely to develop smartphone addiction. Acting with awareness may motivate self-regulation and more mindful smartphone use, lowering the possibility of addictive habits. Similarly, individuals who embrace their ideas, emotions, and smartphone usage without judgment may be less prone to smartphone addiction. Nonjudgmental behavior may assist individuals in maintaining a healthy and non-reactive attitude toward their smartphone use, so avoiding excessive attachment. When the literature is evaluated, it is certain that the studies conducted support the research findings. The associated research supports this claim and argues that responsible and conscious smartphone use can prevent risky smartphone use and that high levels of conscious awareness may decrease problematic smartphone use (Elhai et al., 2018). Mindfulness improves an individual's ability to focus on the present moment, it is thought that the danger of smartphone addiction is going to decrease as a result of its contribution to the individual's ability to manage his own behavior. In other words, a person with high conscious awareness might decide, adjust, and govern people conduct before acting, so avoiding automatic behaviors. Brown and Ryan (2003) evaluate mindfulness as a one-dimensional structure, whereas consciousness is comprised of two basic features: awareness and attention. At any given time, awareness is the whole perception of the events that comprise our reality; attention is the focus of consciousness on some chosen part of this reality (K. W. Brown & Ryan, 2003). Mindfulness cultivates attributes such as sensitivity, compassion, insight, understanding, and tolerance, all of which are essential in a well-functioning society, and it is as simple as paying attention and awareness to begin with. Mindfulness is becoming more popular as individuals discover its benefits in their daily lives. In summary, the contradictory findings of these theories illustrate the complicated nature of the connection between mindfulness and smartphone

addiction. Specific aspects of mindfulness, such as acting with awareness and acting without judgment, are mentioned in the supporting hypotheses as possible defenses against smartphone addiction. These findings help to clarify the function of mindfulness in the context of smartphone use and emphasize the significance of taking aspects of mindfulness into account when analyzing how they affect smartphone addiction. Areas where the connection may be unclear or affected by other factors may be indicated by the unsupported assumptions.

6.2. MANAGERIAL AND THEORETICAL IMPLICATIONS

This study's findings contribute to the present academic literature by introducing some managerial and theoretical implications. In terms of confirmed hypotheses, the findings of this study add to the current academic literature on mindfulness variables and smartphone addiction.

The study's findings support the idea that observing behavior is linked to increasing smartphone addiction. This contributes to the body of studies on the impact of various mindfulness components on addictive behaviors. It is possible that additional studies into the underlying mechanics and psychological processes that explain the favorable association between observing behavior and smartphone addiction will be conducted. Furthermore, the outcomes of the study support the assumption that acting with awareness and nonjudgmental behavior is connected with reduced levels of smartphone addiction. This emphasizes the importance of these mindfulness aspects in reducing dependent smartphone practices. The specific cognitive and behavioral processes that explain the unfavorable link between these characteristics and smartphone addiction can be investigated.

The study's findings, on the other hand, imply that describing and nonreacting behavior have no substantial harmful effect on smartphone addiction. This demonstrates the complex nature of the interaction between mindfulness aspects and addictive smartphone processes. More research is required to investigate potential moderating components or underlying mechanisms that may alter the aspect of mindfulness, smartphone addiction, and other components. Individuals, organizations, and technology providers can take steps to address smartphone addiction by leveraging the potential of acting with awareness and nonjudgmental behavior while recognizing the risks associated with observing behavior. These implications may assist develop strategies and treatments that encourage healthy smartphone usage and overall digital well-being.

To deal with smartphone addiction, organizations and practitioners might implement mindfulness-based interventions that focus on observing and act

with awareness behavior. They should take a holistic approach to their digital well-being if they are concerned about smartphone addiction. This includes encouraging a healthy and attentive relationship with smartphones by incorporating strategies that include various components of self-regulation, emotional regulation, and conscious technology use. Individuals can establish healthy smartphone habits and reduce the risk of excessive smartphone use by taking a holistic approach.

Individuals may develop healthier relationships with their smartphones by encouraging self-awareness and mindful observation of smartphone use. Mindfulness meditation and digital detox programs, for example, can be used to improve acting with awareness and nonjudgmental conduct, hence minimizing smartphone addiction. Smartphone manufacturers and app developers can incorporate features that encourage nonjudgmental conduct and acting with awareness. Incorporating tools that provide usage warnings, encourage breaks, or promote self-reflection, for example, can assist users in developing healthy smartphone habits. Furthermore, incorporating mindfulness-based apps and features into smartphones can help users cultivate a more aware and balanced connection with their gadgets. These devices may serve to remind people to be mindful and nonjudgmental.

6.3. LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

There are various limitations that should be considered while evaluating the data, despite the fact that this study has some theoretical and managerial implications. When the research data show that there is no significant association between mindfulness level and smartphone addiction, it shows that mindfulness may not be a major predictor or mitigating factor in smartphone addiction. First of all, the study's survey was conducted in Turkey, and all of the respondents were Turkish, the majority of them were young (82,4% were under 35). Due to time and money constraints, the study is built around data that was gathered quickly with all Turkish participants by snowball sampling. The use of self-report measures increases the risk of

response biases such as recollection or social desirability biases. Participants may give responses that conform to social norms or may struggle to remember and accurately assess their level of mindfulness or smartphone usage. Consequently, different cultural factors or larger sample sizes may produce different results. It may be assumed that this study is being conducted among a group with high digital interests given that the young Turkish population has a strong predisposition toward technology and cellphones, including social media and mobile banking. Therefore, more research needs to be done in groups and locations that use less technology. Investigating the link between smartphone addiction and levels of mindfulness across generations could reveal interesting trends and generational differences. Future studies and interventions that are directed to age groups can benefit from understanding these distinctions. Secondly, since most people in Turkey are still becoming used to the idea of mindfulness, replacing the study after the concept had time to develop might produce different findings. Third, the study did not evaluate personality traits. As consumer actions may differ depending on personality traits, this element may also be used in future research.

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APPENDICES

APPENDIX A: DEMORAPHS TABLES

Table. A.1: Detailed Demographic Profile of the Participants

Characteristics	Frequency	Sample %
Gender		
<i>Female</i>	102	39.8%
<i>Male</i>	154	60.2%
Age (in years)		
<i>18-25</i>	44	17.2%
<i>26-35</i>	167	65.2%
<i>36-45</i>	33	12.9%
<i>46+</i>	12	4.7%
Education Level		
<i>High School</i>	6	4.3%
<i>Associate</i>	5	1.9%
<i>Bachelor</i>	145	56.6%
<i>Master</i>	87	39.1%
<i>Doctorate</i>	13	5%
Working Status		
<i>Working</i>	178	69,5%
<i>Not Working</i>	31	12,1%
<i>Studying</i>	28	10,9%
<i>Studying and Working</i>	19	7,4%

Screen Time		
<i>0-2 Hours</i>	32	12.5%
<i>3-4 Hours</i>	115	44.9%
<i>5-6 Hours</i>	87	34%
<i>More than 7 hours</i>	22	8.6%
Smartphone Usage Reasons		
<i>Social Media</i>	192	75%
<i>Other</i>	25	9.7%
<i>Video Call</i>	10	3.9%
<i>Online Shopping</i>	6	2.3%
<i>Watching Movies/TV Series</i>	14	5.4%
<i>Follow the News</i>	8	3.1%
<i>Listening Music</i>	1	0.3%
Applications		
<i>Instagram</i>	163	63.6%
<i>Twitter</i>	41	16%
<i>Facebook</i>	5	1.9%
<i>TikTok</i>	3	1.1%
<i>YouTube</i>	37	14.4%
<i>Tinder</i>	1	0.3%
<i>LinkedIn</i>	5	1.9%

Social Media Usage Reasons

<i>Get Contact</i>	35	13.7%
<i>Have Fun</i>	62	24.2%
<i>Leisure Time</i>	66	25.8%
<i>Follow Agenda</i>	82	32%
<i>Access Information</i>	11	4.3%

APPENDIX B: QUESTIONNAIRE IN ENGLISH

Dear participant,

This survey study was conducted for thesis study under the Istanbul Bilgi University Marketing MA Program. Survey will take 10-15 minutes to complete. The information you provide will only be used within the scope of this academic study and will not be shared with any other person, institution or organization. You can always contact to us about all of your questions related to survey and the points you want to clarify.

Thank you for your participation and contribution

Nazlı Torun

Demographics Questions

Yes, I am over 18 years old and I consent to participate in this study.
1. Please Specify Your Age
a. 18-25
b. 26-35
c. 36-45
d. 46-55
e. 56-65
f. 66 and above
2. Your gender
a. Woman
b. Male
c. I do not want to specify
3. Please indicate your education level.

a. Primary school
a. High school
b. Associate degree
c. Bachelor
d. Master
e. Doctorate
4. Are you working?
a. I am working
b. I am not working
c. i am a student
d. I am a student and working
5. What is your average smartphone use per day on a weekday (work) day?
a. 0-2 Hours
b. 3-4 Hours
c. 5-6 Hours
d. More than 7 hours
6. For what reason do you use your smartphone more?
a. Social Media
b. Video Call
c. Navigation
d. Online Shopping
e. Do Sport
f. Watching Movies/ TV Series
g. Follow the News
h. Listening Music
i. Do Research
i. Other
7. Which social media application do you use the most?

a. Facebook
b. twitter
c. Instagram
d. Snapchat
e. Tiktok
f. YouTube
g. Tinder
h. Linkedin
8. For what purpose do you use social media applications the most?
a. Get Contact
b. Have Fun
c. Leisure Time
d. Listening Music
e. To Know People Better
f. Follow Agenda
g. Personal Presentation and Sharing Information
1. Exchange Ideas
i. Access information

Smartphone Addiction Scale (SAS) – English

	1- Strongly disagree	2- Disagree	3- Partly disagree	4- Partly agree	5- Agree	6- Strongly agree
Missing planned work due to smartphone use						
Having a hard time concentrating in class, while doing assignments, or while working due to smartphone use						
Feeling pain in the wrists or at the back of the neck while using a smartphone						
Won't be able to stand not having a smartphone						
Feeling impatient and fretful when I am not holding my smartphone						
Having my smartphone in my mind even when I am not using it						
I will never give up using my smartphone even when my daily life is already greatly affected by it.						
Constantly checking my smartphone so as not to miss conversations between other people on Twitter or Facebook						
Using my smartphone longer than I had intended						

The people around me tell me that I use my smartphone too much.						
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Five Facet Mindfulness Questionnaire (FFMQ) – English

	Never or very rarely true 1	Rarely true 2	Somet imes true 3	Ofte n true 4	Very often true 5
1. When I'm walking, I deliberately notice the sensations of my body moving.					
2. I'm good at finding words to describe my feelings.					
3. I criticize myself for having irrational or inappropriate emotions.*					
4. I perceive my feelings and emotions without having to react to them.					
5. When I do things, my mind wanders off and I'm easily distracted.*					

6. When I take a shower or bath, I stay alert to the sensations of water on my body.					
7. I can easily put my beliefs, opinions, and expectations into words.					
8. I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted.*					
9. I watch my feelings without getting lost in them.					
10. I tell myself I shouldn't be feeling the way I'm feeling.*					
11. I notice how foods and drinks affect my thoughts, bodily sensations, and emotions.					
12. It's hard for me to find the words to describe what I'm thinking.*					
13. I am easily distracted.*					
14. I believe some of my thoughts are abnormal or					

bad and I shouldn't think that way.*					
15.I pay attention to sensations, such as the wind in my hair or sun on my face.					
16.I have trouble thinking of the right words to express how I feel about things.*					
17.I make judgments about whether my thoughts are good or bad.*					
18.I find it difficult to stay focused on what's happening in the present.*					
19.When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it.					
20.I pay attention to sounds, such as clocks ticking, birds chirping, or cars passing.					

21. In difficult situations, I can pause without immediately reacting.					
22. When I have a sensation in my body, it's difficult for me to describe it because I can't find the right words.*					
23. It seems I am "running on automatic" without much awareness of what I'm doing.*					
24. When I have distressing thoughts or images, I feel calm soon after.					
25. I tell myself that I shouldn't be thinking the way I'm thinking.*					
26. I notice the smells and aromas of things.					
27. Even when I'm feeling terribly upset, I can find a way to put it into words.					
28. I rush through activities without being really attentive to them.*					

29. When I have distressing thoughts or images I am able just to notice them without reacting.					
30. I think some of my emotions are bad or inappropriate and I shouldn't feel them.*					
31. I notice visual elements in art or nature, such as colors, shapes, textures, or patterns of light and shadow.					
32. My natural tendency is to put my experiences into words.					
33. When I have distressing thoughts or images, I just notice them and let them go.					
34. I do jobs or tasks automatically, without being aware of what I'm doing.*					
35. When I have distressing thoughts or images, I judge myself as good or bad, depending					

what the thought/image is about.*					
36.I pay attention to how my emotions affect my thoughts and behavior.					
37.I can usually describe how I feel at the moment in considerable detail.					
38.I find myself doing things without paying attention.*					
39.I disapprove of myself when I have irrational ideas.*					

APPENDIX C: QUESTIONNAIRE IN TURKISH

Değerli Katılımcı,

Bu anket çalışması İstanbul Bilgi Üniversitesi Pazarlama Yüksek Lisans Bölümünde hazırlanan bir tez kapsamında gerçekleştirilmektedir. Anket tahmini olarak beş dakika sürecektir.

Takip eden sayfalarda akıllı telefon kullanımı ve bilinçli farkındalık ile ilgili çeşitli konularda görüşleriniz sorulacaktır. Bazı sorular birbirine benzer ya da aynı görünebilir ancak her sorunun bir amacı bulunmaktadır. Soruların doğru veya yanlış cevapları yoktur. Bu çalışmaya katılımınız tamamen isteğe bağlıdır; katılmayabilirsiniz veya herhangi bir noktada bırakabilirsiniz. Özel bilgileriniz istenmeyecektir. Cevaplarınız tamamen bilimsel amaçlarla kullanılacaktır. Anket ile ilgili tüm sorularınız ve netleşmesini istediğiniz noktalar için aşağıdaki mail adresinden benimle iletişime geçebilirsiniz.

Katılımınız ve katkılarınız için teşekkür ederiz.

Nazlı Torun

Demografik Sorular

Evet, 18 yaşından büyüğüm ve bu çalışmaya katılmayı onaylıyorum.
1. Lütfen Yaşınızı Belirtiniz
a. 18-25
b. 26-35
c. 36-45
d. 46-55
e. 56-65
f. 66 ve üzeri

2. Cinsiyetiniz
a. Kadın
b. Erkek
c. Belirtmek istemiyorum
3. Lütfen eğitim seviyenizi belirtiniz.
a. İlkokul
a. Lise
b. Ön lisans
c. Lisans
d. Yüksek lisans
e. Doktora
4. Çalışıyor Musunuz?
a. Çalışıyorum
b. Çalışmıyorum
c. Öğrenciyim
d. Öğrenciyim ve çalışıyorum
5.Hafta içi (çalışma) gününde bir günde ortalama akıllı telefon kullanım süreniz ne kadar?
a. 0-2 Saat
b.3-4 Saat
c. 5-6 Saat
d. 7 Saatten fazla
6.Akıllı telefonu daha çok hangi sebeple kullanıyorsunuz?
a. Sosyal Medya
b. Görüntülü Konuşma
c. Navigasyon
d. Online Alışveriş
e. Spor Yapmak

f. Film/ Dizi İzlemek
g. Haberleri takip etmek
h. Müzik dinlemek
ı. Araştırma yapmak
i. Diğer
7.En çok kullandığınız sosyal medya uygulaması hangisidir?
a. Facebook
b. Twitter
c. Instagram
d. Snapchat
e. Tiktok
f. Youtube
g. Tinder
h. Linkedin
8.Sosyal medya uygulamalarını en çok hangi amaçla kullanıyorsunuz?
a. İletişim kurmak
b. Eğlenmek
c. Boş zamanları değerlendirmek
d. Müzik dinlemek
e. İnsanları daha iyi tanımak
f. Gündemi takip etmek
g. Kişisel sunum ve bilgi paylaşmak
ı. Fikir alışverişinde bulunmak
i. Bilgiye erişmek

İli Telefon Bağımlılığı Ölçeği (ATBÖ) – Türkçe

	1- Kesinlikle katılmıyorum	2- Katılmıyorum	3- Kısmen katılmıyorum	4- Kısmen katılıyorum	5- Katılıyorum	6- Kesinlikle katılıyorum
1. Akıllı telefon kullanmaktan dolayı planladığım işleri aksatırım.						
2. Akıllı telefon kullanmaktan dolayı derslerime odaklanmakta, ödevlerimi yapmakta ve işlerimi tamamlamakta güçlük çekerim.						
3. Akıllı telefon kullanmak						

tan dolayı el bileğimde ve ensemde ağrı hissederim .						
4. Akıllı telefonum yanımda olmaması na tahammül edemem.						
5. Akıllı telefonum yanımda olmayınca sabırsız ve tahammül süz olurum.						
6. Kullanmas am da, akıllı telefonum aklımdadır .						

7. Günlük yaşamımı aksatmasına rağmen akıllı telefonumu kullanmaktan vazgeçmem.						
8. İnsanların twitter veya facebook üzerinden konuşmalarını kaçırmamak için sürekli akıllı telefonumu kontrol ederim.						
9. Akıllı telefonumu hedeflediğimden						

daha uzun süre kullanırım .						
10. Çevremdeki insanlar akıllı telefonumu çok fazla kullandığını söylerler.						

Beş Boyutlu Bilinçli Farkındalık Ölçeği (BBBFÖ) – Türkçe

	Kesinlikle Doğru Değil 1	Nadiren Doğru 2	Bazen Doğru 3	Çoğunlukla Doğru 4	Her zaman Doğru 5
1. Yürürken vücudumda oluşan hareketlerin verdiği hislere özellikle dikkat ederim.					
2. Hislerimi tanımlayan kelimeleri bulmakta iyiyimdir.					
3. Mantığa aykırı veya yersiz duygular yaşadığımda kendimi eleştiririm.					
4. Duygu ve					

hislerimi, onları reddetmeksizin algılarım.					
5. Bir şeyler yaparken konudan uzaklaşırım ve dikkatim kolay dağılır.					
6. Duş alırken veya banyo yaparken, suyun bedenim üzerindeki yarattığı hislere karşı duyarlıyım.					
7. İnanç, görüş ve beklentilerimi kolayca kelimelere dökebilirim.					
8. Ne yaptığıma dikkat etmem; çünkü ya dalıp giderim, ya endişelenirim ya da bir şekilde dikkatim dağılmış olur.					
9. Duygularımın içinde kaybolup gitmeden onları izleyebilirim.					
10. Kendi kendime hissettiğim şekilde hissetmemem gerektiğini söylediğim olur.					
11. Yediğim ve içtiğim şeylerin düşüncelerimi, bedensel duyularımı ve duygularımı nasıl etkilediklerini fark					

ederim.					
12. Düşüncelerimi tanımlayan kelimeleri bulmak benim için zordur.					
13. Dikkatim kolay dağılır. _					
14. Bazı düşüncelerimin anormal veya kötü olduğuna ve o şekilde düşünmem gerektiğine inanırım.					
15. Saçlarımın arasında dolaşan rüzgar ve yüzüme vuran güneş gibi hislere dikkat ederim.					
16. Bir şeyler hakkında nasıl hissettiğimi ifade edecek doğru kelimeleri düşünmekte zorlanırım.					
17. Düşüncelerimin iyi veya kötü olup olmadığı konusunda değerlendirmeler yaparım.					
18. Şu anda olup bitene odaklanmak benim için zordur.					
19. Bana sıkıntı veren düşünce ve imgelere sahip					

olduğumda, bir adım geri atar ve o düşünce ve imgeye esir olmadan, onları fark ederim.					
20. Saatlerin tıklaması, kuşların cıvıltısı ya da yoldan geçen arabaların gürültüleri gibi seslere dikkat ederim.					
21. Zor durumlarda, hemen tepki vermeden duraksayabilirim.					
22. Bedenimde bir şey duyumsadığımda, bunu tanımlamak bana zor gelir; çünkü doğru kelimeleri bulamam.					
23. Ne yaptığının pek farkına varmaksızın, otomatiğe bağlanmışım gibime geliyor.					
24. Bana sıkıntı veren düşünce ve imgelere sahip olduğumda, çok geçmeden kendimi sakin hissedirim					
25. Kendi kendime, düşündüğüm şekilde düşünmemem					

gerektiğini söylerim.					
26. Çevremdeki koku ve aromaları fark ederim. _					
27. Kendimi çok kötü hissettiğim durumlarda bile, bu durumu kelimelere dökmenin bir yolunu bulabilirim.					
28. Ne yaptığıma çok dikkat etmeksizin, işlerimi acele ile yapıp geçerim.					
29. Bana sıkıntı veren düşünce ve imgelere sahip olduğumda, tepki vermeksizin onları fark ederim.					
30. Bazı duygularımın kötü veya yersiz olduğunu ve bunları hissetmemem gerektiğini düşünürüm.					
31. Sanat veya doğadaki görsel öğeleri; örneğin renkleri, şekilleri, dokuları ya da ışık ve ışık ve gölge motiflerini fark					
32. Deneyimlerimi kelimelere dökmek gibi doğal bir eğilimim vardır.					

33. Bana sıkıntı veren düşünce ve imgelere sahip olduğumda, onları sadece fark eder ve salıveririm. _					
34. Ne yaptığının farkına varmaksızın, iş ve görevlerimi otomatiğe bağlanmış gibi yaparım. _					
35. Bana sıkıntı veren düşünce ve imgelere sahip olduğumda, o düşünce ve imgenin ne olduğuna bağlı olarak kendimi iyi veya kötü bir insan olarak değerlendiririm.					
36. Duygularımın düşünce ve davranışlarımı nasıl etkilediğine dikkat ederim.					
37. Genellikle şu anda nasıl hissettiğimi ayrıntılı bir biçimde tanımlayabilirim. _					
38. Kendimi, ne yaptığuma dikkat etmeksizin bir şeyler yaparken bulurum. _					
39. Mantığa aykırı fikirlerim olduğu zaman kendimi					

onaylamam.					
Ters puanlanan maddeler: 3, 5, 8, 10, 12, 13, 14, 16, 17, 18, 22, 23, 25, 28, 30, 34, 35, 38, 39					

ETHICS BOARD APPROVAL

Ethics Board Approval is available in the printed version of this dissertation.