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1. Introduction

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2. Method

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

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2.2. Participants, Procedure, and Ethical Considerations

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**Table 1.** Demographic characteristics of the participating high school students

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| **Variable** | **Category** | **f** | **%** |
| Grade Level | Fifth | 10 | 20,9 |
| Sixth | 133 | 26,9 |
| Seventh | 128 | 25,9 |
| Gender | Female | 276 | 55,9 |
| Male | 218 | 44,1 |
| Mother’s Educational Background | Uneducated | 25 | 5,1 |
| Primary | 172 | 34,8 |
| Middle school | 177 | 35,8 |
| Secondary | 98 | 19,8 |
| Graduate or post-graduate | 22 | 4,5 |
| Father’s Educational Background | Uneducated | 10 | 2 |
| Primary | 112 | 22,7 |
| Middle school | 158 | 32 |
| Secondary | 166 | 33,6 |
| Graduate or post-graduate | 48 | 9,7 |

Table and figure numbers should be typed in Daytona, font size 9 as “**Table 1**” or “**Figure 1**” (as bold). Still, the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic characteristics of the participating high school students”, with only the initials in capital letters, excluding conjunction words, articles, and prepositions. Table and figure numbers should be typed in Daytona, font size 9 as “**Table 1**” or “**Figure 1**” (as bold), but the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions. Table and figure numbers should be typed in Daytona font size 9 as “**Table 1**” or “**Figure 1**” (as bold), but the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions. Table and figure numbers should be typed in Daytona font size 9 as “**Table 1**” or “**Figure 1**” (as bold), but the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions. Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions. Table and figure numbers should be typed in Daytona font size 9 as “**Table 1**” or “**Figure 1**” (as bold), but the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions.

2.3. Measures

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

2.3.1. Earthquake Obsession Scale

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

2.4. Data Analysis

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

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metin, diyagram, ekran görüntüsü, çizgi içeren bir resim

Açıklama otomatik olarak oluşturuldu

**Figure 1.** The moderating effects of age and self-esteem on the direct relationship between social media addiction and academic procrastination

3.1. Subheading

The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results.

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| **Data Availability Statement:** |
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| **Funding:** |
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| **Ethical Considerations:** |
| **Author Biographies** |
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