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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 Gill Sans Nova, 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”, only the initials in capital letters, excluding conjunction words, articles, and prepositions. Table and figure numbers should be typed in Gill Sans Nova, 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 Gill Sans Nova 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. 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

We used the "Earthquake Obsession Scale" (Kartol et al., 2024) to measure earthquake obsession. The scale consists of 12 items and 2 subscales (low quality of life, earthquake rumination). The increase in the scores obtained on the scale, which is graded with a five-point Likert type, indicates that the earthquake obsession levels of the individuals also increased. Confirmatory factor analysis (CFA) indicated that the original two-factor structure of the scale was confirmed, and the fit indices were at an acceptable level: χ2/df= 5.15, RMSEA= .08, SRMR= .03, CFI= .96, TLI= .94 (Kline, 2015). We calculated the alpha internal consistency coefficients of the sub-dimensions as .90 and .93, respectively. The alpha internal consistency coefficient for the whole scale is .95.

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.

3. Results

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

3.1. Subheading

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