

Social Media Addiction of Social Studies and Class Teacher Candidates

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Abstract The use of social media entering our lives through Web 2.0 technology reaches wide audiences. Through social media, users can share information and have the opportunity to track the sharing of others. The use of mobile technologies, the Internet and smart phones increases the time that young people spend on social media. Increased use of social media may cause the individual's addiction. The aim of this study is to determine teacher candidates' social media addiction status. The study group of the research consisted of 4th grade teacher candidates studying in the social studies and classroom teaching departments of Süleyman Demirel University during the 2018/2019 academic year. As for data collection, "Social Media Addiction" scale developed by Şahin, and Yağcı was used [1]. Data analysis was done by SPSS 22 program; in addition to descriptive statistics T-test was applied and significance was evaluated at $p < 0.05$. As a result of the study, there was no significant difference according to gender. While there was no relationship between the students' study department and social media addiction, the sub-dimension of virtual communication was found to be significant for the students of social studies teaching department. Teacher candidates studying in social studies teaching department stated that they used social media for getting information, social awareness and current news and for determining and solving problems. It is possible to say that the social media and media literacy courses that the social studies teacher candidates have during their undergraduate studies have an effect on their awareness of media.

Keywords Social Media, Teacher Candidates, Addiction

1. Introduction

With the development of Web 2.0 technologies, different internet platforms have been used to prioritize

social interaction, cooperation and sharing. One of them is the social networking sites where people exchange information and share their personal information [2,3]. Dağıtmaç [4] states that the first objective of Web 2.0 is to create communities and ensure that these communities interact with each other and that Web 2.0 represents the technical dimension of social media.

The social network allows people to share their thoughts and interact on the Internet. Social networks can be defined as an environment where people share their personal information in addition to the exchange of information [3]. Social media is an interactive media where contents are created by users and music, images, animations, videos and podcasts are shared through websites [5]. Ryan [6] also defines social media as the term used to describe web-based software and services that allow users to interact online and engage in social interaction where they exchange ideas. Social media tools are classified as social networks, forums, blogs, wikis, content communities, podcasts, microblogs [7]. Facebook, Twitter, Foursquare, Instagram, Snapchat, Whatsapp, Swarm, LinkedIn and Youtube can be added to the most used social media platforms.

The fact that social media has affected a wide usage population has brought with it some negative situations. With the ability to make connections to social media environments independently from time and space through mobile technologies, thanks to the rapid development of technology can cause the use of social media to progress from habit to addiction. Addiction is the incapacity to stop using a substance or behavior and an uncontrollable habit [8]. Nowadays, uncontrolled use of internet and social media is also defined as an addiction type. Wilson et al. [9] describe social media addiction as using a high-level social media site at least four times a day. Dikme [10] also stated that the first thing that people do when they wake up is to check their social media accounts on mobile phones. Arslan et al. [11] states that social media addiction is a type of anxiety disorder called "Fear of Missing Out" and many psychiatrists report that FOMO is associated with social

media use.

In the study conducted by Nielsen research company, users between the ages of 18-34 are the population who use social Networks the most; they are followed by the group of 35-49 years old [12]. In the study that Koçer [13] conducted on university students of 19-24 years old, it was stated that the students use Internet mostly to be informed, to do research and to reach social media sites, that when students access to the Internet they visit at least once a social media site and that the most visited social media sites have also been mentioned as Facebook, Twitter, and Youtube. In a study that Çam and İşbulan [14] performed on teacher candidates, it was stated that Facebook addicts have lost their school success due to their use of Facebook, that it affects business performance and productivity negatively, although they tried to limit the time that they spent on Facebook, they were not able to do it, and that they prefer Facebook instead of spending time with friends. In addition, it is observed that the users use social media in order not to be alone. In studies conducted on university students, it is stated that there is an inverse relationship between the level of loneliness and the use of social networks [15,16].

Uncontrolled use of social media environments, which affects a wide usage population in the society and especially among young people, can become a habit and can be brought to an addiction point. This study is important for determining the social media addiction of the young population and for raising awareness. Therefore, in this study, social media addiction of university class teacher candidates was tried to be determined.

1.1. Aim of the Study

The aim of this research is to determine the social media addiction of teacher candidates.

Some studies have shown that gender is an important variable in social media usage. In terms of gender, it is seen that women and men also consider themselves to be highly advanced and expert in their use of Facebook [17]. The gender phenomenon of the individual affects the world of thought and emotion, as well as the perspective of life. In another study, it was found out that in the comparisons made by gender on the use of social media, women are more engaged in social media than men and they get more emotional support from social media, whereas men are in conflict with social media, in other words, they are adversely affected [18].

Some of the studies have been studied on the effect of gender and personality on media use. In these studies, the Mann-Whitney U test analysis of the participants' personality traits revealed a significant difference in the Lie sub-dimension. It was found that male participants were more likely to be dependent on social media than female participants [19].

A number of studies have clearly been in conflict with

the use of gender as an addiction to media use. For example, some studies reveal that there are more social media addicts among the men [20, 21, 22]. In the face of these studies, women appeared to be mostly addicted to social media [18, 23, 24].

For this purpose, the answers to the following questions were sought;

1. Is social media addiction of teacher candidates dependent on gender?
2. Does social media addiction of teacher candidates change according to the department they study in?

1.2. Importance of the Study

It is thought that the results that will be revealed in this study will contribute to the field of teacher candidates' social media addiction and to the future studies in this field.

2. Methods

2.1. Research Model

In this study, relational research model of quantitative methods was used to determine the social media addiction of teacher candidates. The quantitative method is a type of research, which can be observed objectively by observing facts and events in a quantifiable and quantifiable way [25]. The relational survey model is a research model that aims to determine the presence and / or degree of coexistence between two or more variables [26].

2.2. Working Group

This research was conducted in 2018-2019 academic year. A total of 99 teacher candidates (72 females and 27 males) studying in various departments of Süleyman Demirel University Faculty of Education constitute the study group of this study.

2.3. Data Collection Tools

In this study, it was aimed to evaluate teacher candidates' social media addiction status. Social Media Dependency scale developed by Şahin and Yağcı [1] was used in the study. The scale consists of 20 items in 2 subscales, Likert type in 5, virtual tolerance (1-11 items) and virtual communication (12-20). Articles 5 and 11 are reversed.

2.4. Data Analysis

Data analysis was performed by SPSS program, in addition to descriptive statistics, T-test was applied and significance was evaluated at $p < 0.05$. In the statistical studies, the tables of the scale items that have a significant difference according to the gender and the reading section are given.

3. Results

3.1. Gender

Table 1 presents the frequency (f) and percentage (%) distributions of the gender of the students of the study.

Table 1. Gender

Gender	f	%
Women	72	72.7
Men	27	27.3
Total	99	100

According to Table 1, a total of 100 teacher candidates, 72 of whom were women and 27 were men, participated in the study.

3.2. Department

Table 2 presents the frequency (f) and percentage (%)

distributions of the departments of the students.

Table 2. Department

Department	f	%
Social sciences	45	45.5
Classroom teaching	54	54.5
Total	99	100

According to Table 2, 45 of the teacher candidates who participated in the research were studying in social sciences and 54 were in classroom teaching.

According to Table 3, for the 20 items, the average ranged between 2.97 and 1.47. In this context, since the overall average of all items for the relevant scale is 2.40, it is understood that the students' responses are generally focused on the 40 Undecided r options.

The item with the highest average in 20 items is: "When I feel unhappy, being in social media relieves me." And the lowest average is: "I prefer friendship in social media to friendship in real life."

Table 3. Average and Standard Deviation Values with Scale Items

Scale Items	\bar{X}	SD
	2.40	1.18
I see social media as an escape from the real world.	2.37	1.30
I will stay on social media longer than I planned.	3.29	1.15
When I feel unhappy, being in social media relieves me.	2.97	1.32
I complicate my job because, I spend a lot of time on social media.	2.70	1.37
I don't go into social media unless I need to.	2.37	1.23
Because of my social media, I realize my productivity is running low.	2.93	1.21
Because I spend a lot of time on social media, people around me criticize me.	2.17	1.21
Using social media, I get angry when someone bothers me.	1.97	1.20
I feel free when I'm on social media.	2.41	1.31
When I wake up in the morning, my first job is to get into social media.	2.40	1.39
I don't like using social media.	2.18	1.07
I cannot leave social media to be aware of current events.	2.94	1.13
I prefer to be on social media, even with someone around me.	2.10	1.06
I spend more time on social media to see or share some special announcements.	2.80	1.16
I neglect family members because of social media.	1.82	1.07
I can't help myself from using social media to take part in social projects.	2.48	1.08
I tell people I connect with on social media better myself.	1.93	1.05
I prefer friendship in social media to friendship in real life.	1.47	.98
I use social media for a longer period of time so that I can communicate with social media groups.	2.13	1.13
The desire to be quickly informed about various social sensibilities pushes me to be more on social media.	2.76	1.25

Table 4. T-Test Results of the Teachers' Views on the Social Media Dependency Scale and its Sub-Dimensions according to Gender

Scale	Gender	N	\bar{X}	Ss	Sd	t	p
Social Media Dependency	Women	72	2.41	.58	97	.45	.96
	Men	27	2.41	.51			
Virtual tolerance	Women	72	2.54	.59	97	.54	.58
	Men	27	2.47	.62			
Virtual communication	Women	72	2.25	.70	97	.48	.63
	Men	27	2.33	.60			

The test results of the social media dependency scale and the sub-dimensions of the teacher candidates who participated in the research were analyzed in Table 4.

When the opinions of teacher candidates' on social media dependency scale are examined, it is seen that there is no significant difference according to gender [t (97) = .45, p > .05]. When the results of the sub-dimensions of the scale are analyzed, it is seen that virtual tolerance does not have a significant difference according to gender [t (97) = .54, p > .05]. Virtual communication, which is one of the sub-dimensions, does not have a significant difference by gender [t (97) = .48, p > .05].

Table 5. T-Test Results of the Teachers' Opinions about the Social Media Dependency Scale and its Sub-Dimensions According to the Departments

Scale	Gender	N	\bar{X}	Ss	Sd	t	p
Social Media Dependency	Women	45	2.49	.55	97	1.27	.20
	Men	54	2.35	.57			
Virtual tolerance	Women	45	2.51	.57	97	.14	.88
	Men	54	2.53	.63			
Virtual communication	Women	45	2.46	.66	97	2.58	.01
	Men	54	2.12	.65			

The test results of the social media dependency scale and the sub-dimensions of the pre-service teachers are shown in Table 5.

When the opinions of teacher candidates' on social media dependency scale are examined, it is seen that there is no significant difference according to departments [t (97) = 1.27, p > .05]. When the results of the sub-dimensions of the scale are analyzed, it is seen that virtual tolerance does not have a significant difference according to the sections [t (97) = .14, p > .05]. It is seen that there is a significant difference according to one of the sub-dimensions virtual communication [t (97) = 2.58, p < .05]. While the average of virtual communication (\bar{X} = 2.46) of the candidates were studying social sciences, it was observed that the average of the students who were studying in classroom teaching (\bar{X} = 2.12).

Table 6. "When I feel unhappy, being in social media relieves me." T-Test Results by Gender

Gender	N	\bar{X}	S	sd	t	p
Women	72	3.13	1.32	97	1.98	.04
Men	27	2.55	1.25			

"When I feel unhappy, being in social media relieves me." item shows a significant difference according to gender [t (97) = 1.98, p < .05]. The opinions of female teacher candidates (\bar{X} = 3.13) are higher than the male teacher candidates (\bar{X} = 2.55).

Table 7. "I don't go into social media unless I need to" T-Test Results by Department

Department	N	\bar{X}	S	sd	t	p
Social sciences	45	2.04	1.10	97	2.48	.01
Classroom teaching	54	2.64	1.27			

"I don't go into social media unless I need to" item shows a significant difference according to the department they read [t(97) = 2.48, p < .05]. The opinions of social sciences teacher candidates (\bar{X} = 2.04) are higher than those of classroom teaching teacher candidates (\bar{X} = 2.64).

Table 8. "I cannot leave social media to be aware of current events." T-Test Results by Department

Department	N	\bar{X}	S	sd	t	p
Social sciences	45	3.22	.92	97	2.22	.02
Classroom teaching	54	2.72	1.25			

"I cannot leave social media to be aware of current events." item shows a significant difference according to the department they read [t(97)=2.22, p < .05]. The opinions of social sciences teacher candidates (\bar{X} = 3.22) are higher than those of classroom teaching teacher candidates (\bar{X} = 2.72).

Table 9. "I can't help myself from using social media to take part in social projects." T-Test Results by Department

Department	N	\bar{X}	S	sd	t	p
Social sciences	45	2.77	1.17	97	2.38	.01
Classroom teaching	54	2.25	1.01			

"I can't help myself from using social media to take part in social projects." item shows a significant difference according to the department they read [t(97)=2.38, p < .05]. The opinions of social sciences teacher candidates (\bar{X} = 2.77) are higher than those of classroom teaching teacher candidates (\bar{X} = 2.25).

Table 10. "The desire to be quickly informed about various social sensibilities pushes me to be more on social media." T-Test Results by Department

Department	N	\bar{X}	S	sd	t	p
Social sciences	45	3.06	1.23	97	2.21	.02
Classroom teaching	54	2.51	1.22			

"The desire to be quickly informed about various social sensibilities pushes me to be more on social media." item shows a significant difference according to the department they read [t(97)=2.21, p < .05]. The opinions of social sciences teacher candidates (\bar{X} = 3.06), are higher than those of classroom teaching teacher candidates (\bar{X} = 2.51).

4. Discussion

This study aimed to evaluate the social media addiction of teacher candidates. Interpretations were made considering the significance values of the general average, standard deviation, gender and the department of study used for the explanation of the data differences of the scale used for the purpose.

A total of 99 teacher candidates, 72 of whom were female and 27 were male, participated in the study. 45 of them studying in the 4th grade are in social studies department, while 54 are in the classroom teaching department. When evaluated on the basis of items, the scale item which has the highest average among 20 items is found to be "I feel comfortable in social media when I feel unhappy" while the lowest average item is "I prefer friendship in social media to friendship in real life". When considering the average of the answers given by the teacher candidates on the scale, it is observed that it is unstable. The researches claim that social networking sites such as Facebook and Twitter, which allow people to share all the details of their lives with the world, eliminate the privacy and secrecy, destroy the feeling of shame and deepen the sense of jealousy. In short, it is seen that social networks and social media are especially effective on digital natives and completely affect their lifestyles, habits, fun and learning styles. People feel more comfortable on social media and act how they want by hiding their identities or openly. While this situation shows that people do not act honestly in social media. they can make them happy individually but they do not give trust [27]. In studies conducted for the purpose of using social media, the participants stated that they used social networks to maintain social relations, share personal information and thoughts [28,29].

When the opinions of teacher candidates on social media addiction scale and sub-dimensions are examined, it is seen that there is no significant difference according to gender. In different studies, the use of social media differs according to gender [14, 30, 31, 32]. In the research of Tutgun-Unal [18], it was found that social media addiction of university students did not differ according to gender.

When the opinions of teacher candidates on social media addiction scale are examined, there is no significant difference according to the departments while there is a significant difference according to one of sub-dimensions "Virtual Communication". It was found out that the average of virtual communication of candidates studying social studies was higher than the average of the candidates studying classroom teaching. According to these findings, it is seen that social studies teacher candidates use social media more. When social media dependencies of teacher candidates differed according to department variable, it was found out that social media usage differed according to department [33,34]. It has been found that they feel more competent in situations related to virtual communication. According to Deveci and Çengelci, [35] it was observed that social studies teacher candidates explain media literacy more as a follow up of agenda. In addition, teacher candidates made statements similar to the definition of media literacy, which was described as "interrogating, interpreting and evaluating media messages". It was found that the average of the female teacher candidates' answers

to the article "It makes me relax to be on social media when I feel unhappy" is high. This situation can be interpreted as that women use this method to feel better psychologically when they are unhappy. Researches also indicate that the media is being used as a goal-oriented approach for satisfaction [36]. In addition, Asbury and Hall [37] also indicate that social media has the function of making himself feel good. It was found that the average of the answers of the teacher candidates studying social studies to the articles "I do not go on social media unless necessary", "I cannot leave social media to become aware of current events", "I cannot stop using social media to take part in social projects for humanitarian purposes", "The desire to be more rapidly informed about different social awareness make me go more on social media" were high. These findings can be interpreted as the use of these platforms according to the needs by social studies teacher candidates. Koroğlu and Tutgun Ünal [16], in their study, it was found that almost half of the teacher candidates used social media to communicate with their family. Students of Social Studies Teaching Department take media literacy courses during their undergraduate education. The aim of this course is to discuss the positive and negative effects of the media on individuals. In this context, in a study called "An Outlook on Media Literacy from Social Studies Teacher Candidates" by Deveci and Çengelci, [35] some conclusions have been reached which can support the above information. Social studies teacher candidates participated in the study and provided explanations such as monitoring the agenda and reading newspapers about their media literacy. However, as they explain what media literacy is, they have stated that it is important for them to be able to get meaning from the news they read and reach results, and to get the messages by choosing them, so that they can be media-literate.

5. Conclusions

In the study which examined the social media use of teacher candidates, it is observed that social media has a relaxing effect on individuals and makes individuals happy. It can be said that social media is a method for individuals to take the stress of daily work and school. It also shows that social media is used to follow current events, to take part in various projects and to be aware of the developments quickly and to get news. It is seen that social studies teacher candidates use social media more and have more positive thoughts. It can be said that this situation is caused by Media Literacy course. It is seen that the courses given in the education faculties about the use of social media and the use of social media are important in providing awareness. Teachers' awareness of the use of social media is an important element in the development of generations that are born and raised in the digital age.

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