

Exploring Pre-Service Teachers' Level Of Social Networking Sites Addictive Tendencies

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Suggested Citation:

Berigel, M., Kokoç, M., Karal, H. (2012). Exploring pre-service teachers' level of social networking sites addictive tendencies. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 49/A, 215-228.

Abstract

Problem Statement: Social Networking Sites (SNSs) are the latest examples of information and communication technologies that have been widely-adopted by students and, have the potential to become an important resource to support their educational, social and emotional communications and collaborations with faculty and their daily life (Roblyer, McDaniel, Webb, Herman & Witty, 2010). Increase and development of social networking sites have changed socialization patterns of young people with the usage of internet to mediate personal interactions and communications. Young people especially faculty students started to use social networking sites as a part of their daily life. In addition, SNSs have both positive and negative features and impacts on young people's life.

Purpose of Study: The present study mainly attempts to explore pre-service teachers' use of SNSs and level of SNSs addictive tendencies.

Methods: The participants of the study were undergraduate pre-service teachers (n=2539) enrolled in 12 different programs in Fatih Faculty of Education of Karadeniz Technical University in Turkey. Three instruments developed by researchers were used for data collection in the study. Demographic information (age, gender, and grade level) was collected

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through the first instrument. SNSs usage levels were asked to participants through the second instrument. The third instrument was SNS Addiction Scale (SAS) consisted of 17 5-point Likert scale items. In this research, the one-way analysis of variance (ANOVA), independent samples t-test and descriptive statistical techniques such as frequency, average and percentage were employed for statistical analysis. Data were analyzed using PASW Statistics 18. Significance was set at a minimum of 0,01.

Findings and Results: The results show that the pre-service teachers accept SNSs as a part of their life. They feel themselves comfortable. The pre-service teachers do not see themselves as a SNS addictive tendencies ($X=1,64$), but they firstly open their SNS page when they enter internet ($X=3,06$). Results also show that there is a meaningful difference between pre-service teachers' SNSs addictive tendencies level and overall time spent SNSs daily ($p<.01$).

Conclusions and Recommendations: Pre-service teachers have used SNSs commonly during their education life and SNSs composed a significant change in the social life of these students. Pre-service teachers spent a considerable time on SNSs especially communication and entertainment activities over total internet usage. Future research should focus on more education faculty students from a wide range of locations. Also detailed studies should be conducted for what reason and when university students or pre-service teachers show addictive tendencies and what can be done to reduce time spent on SNSs and how these addictive tendencies can be managed.

Keywords: Social networking sites, addictive tendencies, pre-service teachers

With the development of internet and communication technologies, there has been a rapid emergence of online interactions between groups of people who share similar interests, though they are congregated in an absolute space (Wilson, 2002). Recent studies about Social Networking Sites (SNSs) show that sociability of the Internet and internet related technologies are responsible for the excessive amounts of time individuals spend having interactions via forums, online games, social web sites, discussion platforms and blogs (Douglas et.al 2008; Grohol, 2011). In other words, the recent emergences of these new social media technologies have changed the concept of the Internet as well as its usage among university students.

SNSs are the latest examples of information and communications technologies that have been widely-adopted by students and, have the potential to become an important resource to support their educational, social and emotional communications and collaborations with faculty and their daily life (Roblyer, McDaniel, Webb, Herman & Witty, 2010). SNSs have been defined as web based services that allow users in an online system to: (1) *construct a public or semi-public profile within a bounded system*, (2) *articulate a list of other users with whom they share a connection*, and (3) *view and traversing their list of connections and those made by others within the system*" (Boyd & Ellison, 2007, p.1).

Increase and development of SNSs have changed socialization patterns of young people with the usage of internet to mediate personal interactions and communications. Young people especially university students have started to use social networking sites as a part of their daily life. SNSs are the fastest developing tool for creating a personal network; they have assumed a central role in the lives of young people and attract more users daily (Lin & Lu, 2011). In addition, SNSs have been showed as the most popular web site used by both young people and adults (Social-bakers, April 2012).

Pre-service Teachers' Use and Dependency of SNSs

Internet is commonly used by young population especially students for a variety of purposes (Tutgun, Deniz & Moon, 2011). Using and spending time on internet became a popular activity among university students due to easy access to internet, academically needs, contacting with course instructors, to get social relations and entertainment etc. SNSs are designed to foster social interaction, and communication in SNSs based virtual environments. Communication and interaction in SNSs is facilitated with posting some information such as photograph, comment, message, or **some other information describing one's identity**. In a SNS, members can reach another member's profiles, shared information such as photos, interest, and identity and communicate with them through various applications such as message boards, chats and email (Pempek, Yermolayeva & Calvert, 2009). These interactions can potentially "*address some concerns of adolescence and emerging adulthood, such as the need for friendship and peer feedback*" (Pempek et al. 2009, p.228).

SNSs have had both positive and negative features and impacts (Kabilan, Ahmad & Abidin, 2010; Kim, Jeong & Lee, 2010). SNSs compose an important part of internet usage which can be pathological and addictive and that comes under the more generic label of technological addiction (Widyanto & Griffiths, 2006). Problems arise by excessive usage of internet must be paid attention among university students. Young (1999, as cited in Widyanto & Griffiths, 2006) claims that internet addiction is a broad term that covers a wide variety of behaviors and impulse control problems with excessive usage.

SNSs with their inclusive composition, user-generated content sites, online games, interaction components, allows participants to realize benefits and advantages of complex social system. Investigating and describing how participants experience on SNSs and how these experience changes over time helps us to understand **participation's behavior and addictive tendencies** in complex social system. Frangos, Frangos and Kiohos (2010) indicated that university students have been considered as a high risk group for internet addiction and problematic internet use (Kandell, 1998; Young & Rogers, 1998; Nalwa, 2003). Young (2004) showed the possible reasons of **university students' internet addiction**:

- Free and unlimited internet access
- Huge blocks of unstructured time
- Newly experienced freedom from parental control

- No monitoring or censoring of what they say or do online
- Full encouragement from faculty and administrators
- Social intimidation and alienation
- A higher legal drinking age

Pre-service teachers use internet for multi purposes such as their academic development, daily jobs, entertainment, communication and social relations. SNSs comprises university student's internet usage needs in terms of a lot of ways such as their education, communicate and socialize with colleagues, entertainment, spending free time, making new friends etc.. Hew (2011) reviewed current research studies about usage of Facebook as a SNS and identified nine motives for students' Facebook use including the following: to maintain existing relationships, to meet new people, using Facebook is cool and fun, to make oneself more popular, to pass time, to express or present oneself, for learning purposes. SNSs provide a social frame for faculty students to express themselves and to interact with one another. Young found that some considerable lurking through interactive experiences revealed among faculty students, like posing to wall of others, posting pictures, observing other friends (Young, 2004).

There has been an increase in the number of studies examining students' level of SNSs addictive tendencies or addiction and problematic SNSs use (Kuss & Griffiths, 2011). Wilson, Fornasier and White (2010) investigated whether these intrapersonal characteristics predict young adults' (201 Australian university students) addictive tendencies toward the use of SNSs in their study. The results of the study indicated that extroverted and unconscientious students reported higher levels of both time spent using SNS and addictive tendencies. Pelling and White (2009) examined the impact of self-identity and belongingness on young people's addictive tendencies toward social networking web sites on 233 university students. The results showed that self-identity and belongingness significantly predicted addictive tendencies toward social networking web sites and the students using SNSs at least four times a per day as high level. Wang (2009) examined the relationship between perceived gratifications, loneliness and the addictive usage of Chinese SNS. The results showed that loneliness was found to be a significant predictor for the SNS addiction and SNS addicts tended to be female, young and have used the SNS for relatively a long time and frequently visit the homepages of others. Most of the Chinese students were heavy internet users and %34 of the students was SNS addicted. In other study, Zhou (2010) examined SNS game addiction and predictors of SNS game addiction via Young's (1996) Internet Addiction Test using 342 college students aged from 18 to 22. The results indicated that 24% of the students were determined as SNS game addicted and leisure boredom was found to be a significant predictor of SNS-game addiction.

Aim of the Study and Research Problems

The present study mainly attempts to explore education faculty students' use and level of SNSs addictive tendencies. The research questions for this study are:

1. What is the pre-service teachers' usage level of SNSs?

2. What is the pre-service teachers' level of SNSs addictive tendencies?
3. Is there any relationship between pre-service teachers' SNSs use and level of SNSs addictive tendencies?

Method

Research Design

The study is a descriptive survey. Survey model is a research model to collect data online from a large participant group in quantitative studies (McMillan & Schumacher, 2010).

Participants

The participants of the study were undergraduate pre-service teachers (n=2539) enrolled in 12 different programmes in Fatih Faculty of Education of Karadeniz Technical University in Turkey. The pre-service teachers voluntarily participated in the study. The researchers paid attention to principles of ethical research (Fraenkel & Wallen, 2008) during the study process. The number of female participants (N=1557, %34.3 female) was greater than the number of male participants (N=812, %65.7 male). The participants' ages ranged from 17 to 34. Overall age of the participants was 20.488. All of the participants have a personal page on a SNS. Table 1 shows usage levels of SNS of the participants. As seen in Table 1, most of the participants spent approximately half of time on SNS on internet.

Table 1

The Usage Levels of SNSs of the Participants

		Frequency (f)	Percent (%)
SNS Membership Duration	Less than 1 year	208	8,8
	1-2 years	432	18,2
	2-3 years	493	20,8
	3-4 years	474	20,0
	More than 4 years	762	32,2
	Total	2369	100,0
Total SNS time spent over internet usage	Very little time	369	15,6
	Little time	587	24,8
	Half of time	655	27,6
	Big part of time	668	28,2
	All of time	90	3,8
	Total	2369	100,0
Overall time spent SNS daily	Less than 1 hour	1119	47,2
	1-2 hour	682	28,8
	2-3 hour	292	12,3
	3-4 hour	153	6,5
	More than 4 hour.	123	5,2
	Total	2369	100,0

Research Instrument

Three instruments developed by the researchers were used to collect data in the study. Demographic information (age, gender, and grade level) was collected through the first instrument. SNSs usage levels were asked to participants through the second instrument. The third instrument was SNS Addictive Tendencies Scale (SATS) consisted of 17 5-point Likert scale items from 1 (strongly disagree) to 5 (strongly agree). SATS was used to determine of the participants' SNSs addictive tendencies. The instruments were conducted to the participants face to face and approximate filling time was about 12 minutes.

In the SATS development stage, instrument development steps of McMillan & Schumacher (2010) were followed. Firstly, literature review was made about online addiction, internet addiction and dependency. Then, instruments were investigated about technology addiction, internet addiction, SNS addiction and dependency (Arısoy, 2009; Byun, 2009; Griffiths, 1999; Widyanto & Griffiths, 2006; Wilson, Fornasier & White, 2010; Young, 1998; Young, 2004). As next step, focus group study was conducted with 12 pre-service teachers. After these steps, 38 item were determined for instrument.

Draft instrument was conducted to 321 SNS user. Firstly item analyses were implemented to obtained data. As next steps, exploratory factor analysis (EFA) with varimax rotation value is 0,919 and Barlett test is obtained 0,00. Factor values of all items were higher than 0,4 and had a bigger value on a factor. Factor values of items are between 0.457 and 0.840. 17 items' eigenvalue are bigger than 1 and explained variance is %55.667 under three factors. There are 7 item at first factor and 5 items at each other factors. Factors were named regarding the related literature in the instrument development process CFA were made to reveal reliability of EFA (Kline, 2005). Table 2 shows the instrument model index values after CFA analyses.

Table 2.

Instrument Model Index Values

Indices	Values	Accepted Values	References
χ^2	311.76	< 5	Kline (2005)
χ^2/df	2.83		
RMSEA	0,073	< 0.08	McDonald & Moon-Ho (2002)
SRMR	0,064	< 0.08	McDonald & Moon-Ho (2002)
CFI	0,980	> 0.90	Klem (2000), Sümer (2000)
GFI	0,900	> 0.90	Kline (2005)
AGFI	0.860	>0.85	Schermelleh-Engel & Moosbrugger (2003)
NNFI	0.970	>0.95	Sümer (2000)

To determine reliability values of instrument, Cronbach Alpha (α) correlation method was used. Analyses results are shown at Table 3. As seen in Table 3, reliability values of the instrument are above from 0.70 which is reliability limit (Creswell, 2005).

Table 3.

Instrument Confidentially Values

Component	N of Items	Cronbach's Alpha
1st Factor	8	0.864
2nd Factor	5	0.867
3rd Factor	4	0.867
Instrument	17	0.913

In this research, the one-way analysis of variance (ANOVA), independent samples t-test and descriptive statistical techniques such as frequency, average and percentage were conducted to examine the differences for statistical analysis. Data were analyzed using PASW Statistics 18.

Results

The level of SNS addictive tendencies of pre-service teachers are shown in Table 4. The results show that the pre-service teachers accept SNSs as a part of their life. They feel themselves comfortable. The pre-service teachers do not see themselves as a SNS addictive tendencies ($X=1,64$), but they firstly open their SNS page when they enter internet ($X=3,06$).

Table 4.

Pre-service Teachers' Levels of SNSs Addictive Tendencies Levels

Factors	Items	N	Min.	Max	\bar{X}	SD
Factor 1- Usage	I think SNSs are part of my life.	2369	1	5	2.09	1.14
	I cannot control time that I spent on SNS.	2369	1	5	2.06	1.23
	I feel anxious when I do not enter SNS.	2369	1	5	1.86	1.11
	I cannot focus on my Daily jobs when I do not deal with my SNS page.	2369	1	5	1.81	1.14
	My SNS pages are permanently open to control new declaration.	2369	1	5	2.74	1.42
	I feel guilty to spend a lot of time on SNS.	2369	1	5	2.25	1.32
	Overall usage of SNS affects my academic achievement.	2369	1	5	2.02	1.23
	I disregard my responsibilities to reach SNS.	2369	1	5	1.68	1.05
	I do not tell to truth to my friends about my overall usage time of SNS.	2369	1	5	1.56	1.00
	I prefer contacting my friends from SNS instead of face to face.	2369	1	5	1.71	1.03
	I cannot success to less usage of SNS although I effort a lot.	2369	1	5	1.71	1.08
Factor 2. Needs	Using SNS decreases my life quality.	2369	1	5	1.87	1.18
	I need to update my SNS page every time	2369	1	5	2.35	1.20
	I need to enter SNS whenever I get internet connection	2369	1	5	2.63	1.35
	I firstly open my SNS page when I enter internet.	2369	1	5	3.06	1.40
	I do not understand how the time passes When I use SNS.	2369	1	5	2.97	1.35
	My SNS pages are open during my internet usage.	2369	1	5	2.20	1.25
Factor 3. Dependency	I imagine SNS although I am not connected to SNS	2369	1	5	1.58	.97
	I strongly want to enter SNS sites.	2369	1	5	1.87	1.12
	I spent my time on SNS out of my mandatory jobs.	2369	1	5	1.70	1.02
	I spent my time on SNS instead of spending time with my family and friends.	2369	1	5	1.63	.98
	I see myself as a SNS addiction.	2369	1	5	1.64	1.09

At the last research problem pre-service teacher's SNS usage and level of SNSs addictive tendencies relation was investigated using appropriate tests. Firstly the relationship between pre-service teacher's SNS usage and SNS membership duration and SNS addictive tendencies was investigated. Results of the tests were shown at Table 5.

Table 5.

Relation between Pre-service Teacher's SNSs Membership Duration and Level of SNS Addictive Tendencies

	SNS Membership Duration	N	X	Min.	Max	F	p
SNS Addictive Tendencies	Less than 1 year	208	1,77 5	1	5	df (4, 2364) 10,207	,000 (p<.01)
	1-2 year	432	2,07 3	1	5		
	2-3 year	493	2,06 8	1	5		
	3-4 year	474	2,12 2	1	5		
	More than 4 year	762	2,10 7	1	5		

The results show that there is a meaningful difference between SNS membership duration and level of SNS addictive tendencies ($p<.01$). To determine relation between pre-service teachers' level of SNS addictive tendencies and overall time spent SNS daily, ANOVA test was used. Table 6 shows results of ANOVA test.

Table 6.

Relation between Pre-service Teachers' Level of SNSs Addictive Tendencies and Overall Time Spent SNSs Daily

	N	X	SD	F	p
Less than 1 hour	1119	1,822	,6392	df (4, 2364) 94,695	,000 (p<.01)
1-2 hour	682	2,141	,6798		
2-3 hour	292	2,360	,6592		
3-4 hour	153	2,489	,6646		
More than 4 hour	123	2,658	,7750		
Total	2369	2,066	,7133		

The results of ANOVA test show that there is a meaningful difference between pre-service teachers' SNSs addictive tendencies level and overall time spent SNSs daily ($p<.01$). Addictive tendencies level of pre-service teachers is increasing proportionally with overall time spent SNSs daily. Table 7 shows that relation between pre-service teachers' SNSs addictive tendencies level and total SNSs time spent over internet usage.

Table 7.

Relation between Pre-Service Teachers' Level of SNSs Addictive Tendencies and Total SNSs Time Spent on Internet Usage

	<i>N</i>	<i>X</i>	<i>SD</i>	<i>F</i>	<i>p</i>
A little time	369	1,683	,6772		
Little time	587	1,887	,6176		
Half of the time	655	2,074	,6724		,000
Big part of time	668	2,357	,6940	df (4, 2364) 87,184	(<i>p</i> < .01)
All of time	90	2,600	,6751		
Total	2369	2,066	,7133		

The results show that there is a meaningful difference between level of pre-service teachers' SNS addictive tendencies and total SNS time spent over internet usage. Addictive tendencies level of pre-service teachers is increasing proportionally with overall time spent over internet usage.

Discussion and Conclusion

This study is one of the first to explore the pre-service teachers' level of SNSs addictive tendencies and relationship between pre-service teachers' SNSs use and level of SNSs addictive tendencies in Turkey. The sample in this study was important to explore regarding pre-service teachers' next professional experiences. However, this study has some limitations. To improve generalization of the results, a new study may be conducted with larger participants or this study could be repeated with other pre-service teachers' populations from different education faculties. Mixed methods may be employed to investigate pre-service teachers' level of SNSs addictive tendencies.

The results showed that pre-service teachers using internet more have a higher level of SNSs addictive tendencies. Integrating educational content and using SNSs for educational purposes can make contribution in service training of pre-service teachers. This result is consistent with studies by Wilson, Fornasier and White (2010), Echeburua and de Corral (2010), Pelling and White (2010) and Zhou (2010). In subsequent studies, it can be investigated relationship between motive for using SNSs and level of SNSs addictive tendencies.

Pre-service teachers have used SNSs commonly during their education life and SNSs composed a significant change in the social life of these students. Pre-service teachers spent a considerable time on SNSs especially communication and entertainment activities over total internet usage. Internet related educational technolo-

gies, lifelong learning and e-learning are indispensable notions for teachers. Directing pre-service teachers' internet and SNSs usage to these areas can improve professions of them both their in service training and career. Future research should focus on more education faculty students from a wide range of locations. Also detailed studies should be conducted for what reason and when university students or pre-service teachers show addictive tendencies and what can be done to reduce time spent on SNSs and how these addictive tendencies can be managed.

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Öğretmen Adaylarının Sosyal Ağ Sitelerini Kullanım Düzeylerinin ve Bağımlılık Eğilimlerinin İncelenmesi

Atf:

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Özet

Problem Durumu: Sosyal ağ siteleri; öğrencilerin eğitimlerini desteklemek, fakülte ve günlük hayatta sosyal, duygusal ilişkilerini gerçekleştirmek için yaygın olarak kul-

landıkları güncel bilgi ve iletişim teknolojilerinin son örnekleri olarak nitelendirilmektedir (Roblyer, McDaniel, Webb, Herman & Witty, 2010). Sosyal ağ sitelerindeki gelişme ve artışlar gençlerin kişisel etkileşim ve iletişim amaçlı internet kullanım profillerini değiştirmiştir. Gençler özellikle üniversite öğrencileri sosyal ağ sitelerini hayatlarının bir parçası olarak kullanmaya başlamışlardır. Sosyal ağ sitelerindeki artışlar çevrimiçi topluluk organizasyonlarındaki artışı da beraberinde getirmektedir. Bu çalışma Eğitim Fakültesi öğrencilerinin sosyal ağ sitelerini kullanım düzeylerini ve bağımlılık eğilimlerini incelemeyi hedeflemektedir.

Araştırmanın Amacı: Bu çalışma başlıca eğitim fakültesi öğrencilerinin sosyal ağ sitelerini kullanım düzeylerini belirlemek ve sosyal ağ sitelerine bağımlılık eğilimlerini araştırmayı hedeflemektedir. Araştırma problemleri şu şekildedir:

- Öğretmen adayları sosyal ağ sitelerini kullanım düzeyi nedir?
- Öğretmen adaylarının sosyal ağ sitelerine bağımlılık eğilimi düzeyleri nedir?
- Öğretmen adaylarının sosyal ağ sitelerini kullanım düzeyleri ile bağımlılık eğilimleri arasında anlamlı bir ilişki var mıdır?

Araştırmanın Yöntemi: Araştırmanın örneklemini Karadeniz Teknik Üniversitesi Fatih Eğitim Fakültesinde öğrenim görmekte olan 12 farklı bölümden öğretmen adayları (n=2539) oluşturmaktadır. Bu çalışmada veri toplamak için 3 ölçme aracı kullanılmıştır. Demografik bilgiler (yaş, cinsiyet, sınıf) birinci ölçme aracı ile toplanmıştır. Katılımcıların sosyal ağ siteleri kullanım düzeyleri 2. Ölçme aracı ile toplanmıştır. 3. Ölçme aracı 17 likert maddeden oluşan Sosyal Ağ Siteleri bağımlılık ölçeğidir. Bu çalışmada istatistiksel analiz yöntemleri olarak tek yönlü varyans analizi (ANOVA), bağımsız t-testi, frekans, ortalama ve yüzde gibi tanımlayıcı istatistiksel teknikler kullanılmıştır. Veriler, PASW 18 istatistik programı kullanılarak 0,01 anlamlılık düzeyinde analiz edilmiştir.

Araştırmanın Bulguları: Araştırmanın sonucu öğretmen adaylarının sosyal ağ sitelerini hayatlarının bir parçası olarak görmektedir. Araştırmaya katılan öğretmen adayları kendilerini sosyal ağ sitesi bağımlısı olarak görmemekte ($X=1,64$), fakat birçoğu internete ilk bağlandığında sosyal ağ siteleri ile ilgili sayfaları açmaktadır ($X=1,64$). Araştırmanın sonuçları ayrıca öğretmen adaylarının bağımlılık düzeyleri ile internete geçirdikleri zaman arasında anlamlı bir farklılık olduğunu göstermektedir.

Araştırmanın Sonuç ve Önerileri: Sosyal ağ sitelerinin yayılması ve gelişmesi eğitim fakültesi öğrencilerinin sosyal yaşamlarında ve internete geçirdikleri sürelerde ciddi değişimler meydana getirmektedir. Sosyal ağ siteleri, öğretmen adaylarının iletişim ve eğlence gibi günlük aktiviteleri için önemli bir araç haline gelmiştir. Sonraki çalışmalar daha geniş bir katılımcı kitlesi ile daha geniş bir coğrafyada yapılmalıdır. Bununla birlikte öğretmen adaylarının sosyal ağ sitelerinde geçirmiş oldukları zamanın nasıl daha eğitsel ve etkili hale getirilebileceği ve geçirilen sürenin azaltılabileceği ile ilgili boylamsal çalışmalar yapılmalıdır. Ayrıca öğretmen adaylarının sosyal ağ sitesi kullanımlarını yönetim stratejilerine ve sosyal ağ sitesi kullanım amaçları ile bağımlılık düzeyleri arasındaki ilişkiye yönelik araştırmalar gerçekleştirilmelidir.

Anahtar Kelimeler: Sosyal ağ siteleri, bağımlılık eğilimleri, öğretmen adayları